

University of Montana

## ScholarWorks at University of Montana

---

Graduate Student Theses, Dissertations, &  
Professional Papers

Graduate School

---

1958

### A survey of the opinions of the pupils concerning their high school at Cut Bank Montana

Nicholas T. Haburchak  
*The University of Montana*

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

Haburchak, Nicholas T., "A survey of the opinions of the pupils concerning their high school at Cut Bank Montana" (1958). *Graduate Student Theses, Dissertations, & Professional Papers*. 9052.  
<https://scholarworks.umt.edu/etd/9052>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

A SURVEY OF THE OPINIONS OF THE PUPILS  
CONCERNING THEIR HIGH SCHOOL  
AT CUT BANK, MONTANA

by

Nicholas T. Haburchak

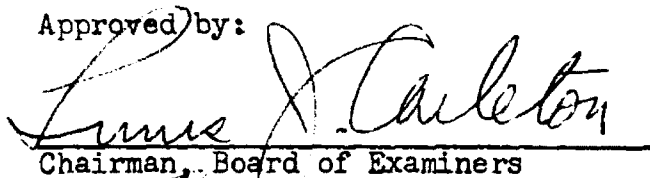
B. S. Montana State College, Bozeman, 1935

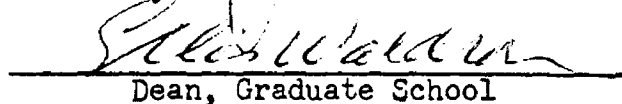
Presented in partial fulfillment of the requirements  
for the degree of  
Master of Education

MONTANA STATE UNIVERSITY

1958

Approved by:

  
Chairman, Board of Examiners

  
Dean, Graduate School

AUG 18 1958

Date

UMI Number: EP39853

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.

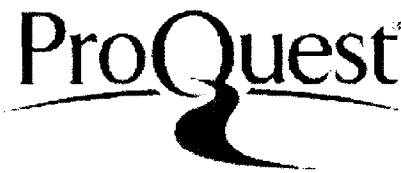


UMI EP39853

Published by ProQuest LLC (2013). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against  
unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

CHAPTER	PAGE
I. SETTING . . . . .	1
II. STATEMENT OF THE PROBLEM. . . . .	3
Importance of the study . . . . .	3
Limitation of the study . . . . .	4
III. PROCEDURES . . . . .	5
The Illinois Inventory of Pupil Opinion . . . . .	5
IV. RELATED STUDIES . . . . .	7
V. FINDINGS. . . . .	11
Personal facts. . . . .	11
What do you think about your school? . . . . .	16
Summary . . . . .	34
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	
BIBLIOGRAPHY. . . . .	
APPENDIX. . . . .	

LIST OF TABLES

TABLE	PAGE
I. Number of Pupils by Grade and Sex Included in the Study . . . . .	12
II. Distribution of Grades by Grade and Sex of the Three Fundamental Groups--"Thumbs Up," "Thumbs Down," and "Neutral" . . . . .	13
III. Number and Percent of Pupils in the Three Groups as Related to General Attitude Toward the School (Item 1 of Inventory) . . . . .	14
IV. Replies of the Three Groups of Pupils to the Question: "How do you think you get along with your teachers, deans, and principal?" . . . . .	15
V. Replies of the Three Attitude Groups to the Question: "How often do you get help and advice from your parents on any problem you have, or things you are interested in?" . . . . .	20
VI. Replies of Pupils to the Question: "How many of your teachers know your abilities, interests and special needs as well as they should?" . . . . .	20
VII. Replies of "Thumbs Up" Pupils to the Question: "Do you feel that you are 'one of the gang' in your school?" . . . . .	21
VIII. Replies of "Neutral" Pupils to the Question: "Do you feel that you are 'one of the gang' in your school?" . . . . .	22

TABLE	PAGE
IX. Replies of "Thumbs Down" Pupils to the Question: "Do you feel that you are 'one of the gang' in your school? . . . . .	22
X. Replies of all Pupils to the Question: "In general, is the discipline in your school too strict or not strict enough?" . . . . .	24
XI. Replies of "Thumbs Up" Pupils to the Question: "In general, how often do the pupils in your school treat one another fairly and kindly?" . . . . .	26
XIII. Replies of "Thumbs Down" Pupils to the Question: "In general, how often do the pupils in your school treat one another fairly and kindly?" . . . . .	27
XIV. Replies of Pupils to the Question: "Are you satisfied or dissatisfied with the teaching methods used in your school?" . . . . .	29
XV. Summary of All Items of the Inventory . . . . .	35

## CHAPTER I

### SETTING

Cut Bank, Montana, is located in the northwestern section of Montana in Glacier County. It is sixty miles east of Glacier Park and about twenty-five miles south of the Canadian border. The population of the town, which is just under five thousand people, shows a rather high percentage of professional and semi-professional personnel. Several oil industries have interests in what is known as the largest oil producing area in Montana, and this explains in part the disproportionate number of professional people in addition to petroleum engineers, chemical engineers, geologists, and electrical engineers. There are also found many lawyers, doctors, realtors, and other professional people interested in allied fields. Although the population is not large, the shifting of the professional groups and others has created interests and desires for certain cultural values which are somewhat ahead of many communities of like size. A good many of the high school graduates have sought education in the engineering fields and other professions. The fact that as many as one-third of these graduates each year have enrolled in colleges has made the people of the community conscious of their schools.

The school has tried to keep up with the increase in population. Two modern grade schools have been built in recent years, an addition to the high school has been added, and a new gymnasium is under construction at the present time. The school facilities are adequate, and

provisions have been made for expansion when need arises.

Most of the people in the Cut Bank area depend upon the following industries for their livelihood: oil refining, farming and ranching, service trades, and retail business. The fact that a refinery is located in the area also opens up a rather large employment field in maintaining oil lines and wells, drilling, and trucking. Because new oil discoveries have not been made in recent years, many people have moved to other oil areas, though farming and ranching have held up, and the rural population has more than held its own.

The school has offered rather complete science and mathematics curricula in high school in order to fulfill the needs of those students who plan to make a career of engineering. An auto mechanics course has been made available for those who plan to work in the oil fields. In recent years the auto mechanics classes have been small. Farm parents have strongly advocated vocational agriculture since many boys remain on farms. Some have suggested that the Vo-Ag course may be more beneficial to boys than is auto mechanics. It was hoped that this study might reveal the degree of interest in the vocational agriculture program.

The Cut Bank school district in 1956 employed fifty-one teachers, fourteen of whom taught in high school. The high school enrollment at the end of the 1956-57 school year was 325.



## CHAPTER II

### STATEMENT OF THE PROBLEM

The purpose of this study was to secure and analyze the opinions of the pupils regarding the educational program of the Cut Bank High School. It was hoped that this study would cast some light on such related problems as (a) high percentage of failures, especially in the freshman year; (b) drop-outs; (c) high absenteeism; and (d) disciplinary problems.

Articles which have been published by several popular magazines in recent years criticizing schools have caused many communities to question some phases of their educational systems. Often the pulse of the community may be reached through the students of the school. If the schools are not meeting the wishes of the people or if some areas are questioned, it is hoped that this study will bring out some of the areas which need attention. Perhaps the entire program meets with satisfaction or needs clarification. Through understanding it may be possible to achieve greater unity, satisfaction, and better co-operation between students, teachers, and administration.

Importance of the study. In other areas of human endeavor it has been found that satisfied people are more efficient and do better work than those who are dissatisfied. Some changes or additions to the existing curriculum of Cut Bank High School have been discussed at different times. Such subjects as Vocational Agriculture and Art were

among those most frequently mentioned. In order to get at the base of the problem, the parties involved (students) filled out the questionnaire and results were tabulated.

No previous study had been made of the attitudes and opinions concerning the educational program of Cut Bank High School. This study has been designed to ascertain, by systematic appraisal of pupil opinion, how effectively the school is meeting the problem of administration and curriculum offering.

Limitation of study. The study was limited to the students of Cut Bank High School, grades nine through twelve. Since this was a study of opinions and attitudes, some kind of opinionnaire seemed the logical instrument to collect this type of data. Although the opinions, attitudes, and suggestions expressed in any opinionnaire are not considered absolutely dependable, yet some helpful information can be gained by this means. A large percentage of students expressing dissatisfaction with some aspect of the school program might well call for a close examination of a possible weakness. While the conclusions and recommendations based on the replies of students might not be suitable reasons for making changes, they could suggest areas for further study.

## CHAPTER III

### PROCEDURES

The Illinois Inventory of Pupil Opinion was used to secure data of pupil opinion. The inventory was a questionnaire divided into two main divisions: (a) Personal Facts, and (b) What Do You Think About Your School? The second division asked thirty-nine leading questions which were answered in varying degrees of satisfaction or dissatisfaction. In Hand's Questionnaires on pupil and teacher opinions the respondents were classified into five groups: "Thumbs-up" ("Very well satisfied" or "Satisfied"), "Neutral" (about half and half), "Thumbs-down" ("Dissatisfied" and "Very much dissatisfied"), "No opinion," and "No response."<sup>1</sup> For this study only three of the groups were used since not enough responses were received in the other areas. Thumbs-up designated those people who answered key questions as "satisfied" or "very well satisfied." Thumbs-down designated those with an unfavorable attitude as "dissatisfied" or "very much dissatisfied." Neutral was used to designate the groups answering key questions "about half and half."

The program was explained to the teachers prior to the time it was given, and its importance emphasized. The inventory was administered by the home room teachers on a day when attendance in school was high. In administering the opinionnaire the teachers emphasized that students were not to sign their names, that their frank answers were

---

<sup>1</sup>Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 97.

needed, and that they would be in no way identified with their opinionnaires. They were told that only their honest, frank answers would make this study worthwhile.

Before tallying, the questionnaires were divided into four class groups, and those again into boys' and girls' groups. Each question was tallied, and the number of responses for each question converted into percentages. In each case a table or graph was constructed in order that the results could be graphically compared with the students wherever similar questions were asked. Other opinions were represented on one graph for easy comparison.

A copy of the questionnaire may be found in the appendix.

## CHAPTER IV

### RELATED STUDIES

If, as stated by Sears, "The school survey is a specialized type of educational research, the goal of which is the improvement of school practices,"<sup>1</sup> then its value must be determined by the extent to which it attains its goals. The school survey, under certain conditions and when properly conducted, is an important and valuable aid to the improvement of educational practice. Whenever a school, through its own personnel, attempts to analyze, diagnose, and solve one or more of its problems, it may be said to be conducting a self-survey. Such a procedure may be limited to a single phase of the school program, or it may embrace the entire program.

As William E. Arnold states,

It should be emphasized that a survey is not an "investigation" in the sense of looking for the bad only, nor is it concerned with fixing blame upon individuals. Its goals invariably should be an "improvement of the school practice." This may require changed financial procedures, administrative reorganizations, curriculum revisions, new policies, or any number of other variables.<sup>2</sup>

Edgar L. Morphet says:

A periodic, comprehensive and intensive survey should be considered desirable and wholesome for all schools. How often this

---

<sup>1</sup>Jesse B. Sears, "The School Survey Movement," Chapter VIII of Modern School Administration, John C. Almack, editor. (Boston: Houghton Mifflin Company, 1933).

<sup>2</sup>W. E. Arnold, "Are School Surveys Worthwhile?" American School Board Journal, October, 1945, p. 28.

periodic survey should be made will depend somewhat on the adequacy of the continuing survey and somewhat on other factors.<sup>3</sup>

It is believed by some educators that it would be helpful to conduct a systematic and comprehensive survey about once every ten years.

Periodic studies by educational groups of their own school or school system have been quite common, in the main have been commendable, and have resulted in considerable progress. Some of these studies have dealt with curriculum and instruction; others, with organization, administration, or other special problems; while still others have been comprehensive in structure.

The more successful of our business and industrial concerns have supplanted guesswork with systematic appraisal in their personnel programs. Their personnel officers now know, instead of guess, what specific practices and other considerations make for high and low morale among their employees.

No less significant is the fact that during World War II both the Army and Navy developed systematic techniques for determining the status of the specific components of soldier and sailor morale. As in business and industry, it paid to replace guesswork with systematic appraisal.

Many people are involved either directly or indirectly in our schools, and it is just as important to get a true opinion which can be obtained by conducting a survey.

No study like this one has been carried out in Montana, although

---

<sup>3</sup>Edgar L. Morphet, "How to Conduct a School Survey," School Executive, April 1948 . . .

Russell Walter Wasley used the Illinois Inventory in a study of teacher and student opinion. He wasn't, however, especially concerned about attitudes toward the curriculum, but rather with student and teacher opinion about the school in general. His inventory was designed to ascertain, by systematic appraisal of the teacher and pupil opinion, how effectively the school is meeting the problems of administration, organization, and supervision.<sup>4</sup>

A follow-up study of eighth grade graduates by Ray L. Peck of the Bigfork School District was also made. In this study a questionnaire was used to bring out answers to problems which prevailed. The Illinois Inventory was not used, but the opinions were helpful in determining the degree of satisfaction and dissatisfaction among the students.<sup>5</sup>

Raymond Hokanson conducted a study of the graduates of Libby, Montana, High School.<sup>6</sup>

Hazen Lawson conducted a community-wide survey in order to evaluate the school in Cascade, Montana. He has this to say:

The school has benefited from this survey by certain practices of an unpopular nature being brought to the attention of the administrator, by giving the teachers a chance to see the problems as the lay citizens see them, and giving support to projects that show the fine support of the public.

---

<sup>4</sup>Russell Walter Wasley, "Opinions of Pupils and Teachers Concerning Their High School at Ronan, Montana" (unpublished professional paper, Montana State University, Missoula, 1953).

<sup>5</sup>Ray L. Peck, "Follow-up Study of Eighth Grade Graduates of Bigfork High School District 1945-1949" (unpublished professional paper, Montana State University, Missoula, 1954).

<sup>6</sup>Raymond Hokanson, "A Follow-up Study of the Graduates of Libby, Montana High School for The Years 1946-1950" (unpublished professional paper, Montana State University, Missoula, 1952).

A few words of caution might be in order. Do not take too much recognition of single isolated remarks. Heed carefully many references to a single subject.<sup>7</sup>

---

<sup>7</sup> Hazen R. Lawson, "A Community Evaluation of the School"  
(unpublished professional paper, Montana State University, Missoula,  
1954).



## CHAPTER V

### FINDINGS

Since the Illinois Inventory is divided into two main parts, Personal Facts, and What Do You Think About Your School?, the findings will be discussed under these two headings.

Personal Facts. A total of 301 pupils completed the questionnaires. In Table I the number of students, distribution by sex and class, is shown. As might be expected, the division between boys and girls is about equal, and the number responding in each of the four classes decreases from ninth to twelfth grade. The total enrollment in Cut Bank High School at the time the study was done was 325, so the sample is obviously adequate (ninety-three percent).

In addition to sex and class, the first part of the questionnaire called for marks (Item C of Personal Facts) received by pupils on their last cards. The distribution of these marks (as reported by pupils) is shown in Table II. The percentage results from the entire student body were perhaps too optimistic. The percentage of A's and D's and lower was as normal as could be expected in a group of over three hundred students. The combination of A's and B's and the B group were probably higher than normal, and the average C group was smaller than normal.

A third item (Item D) asked, "How do you think you get along with your teachers, deans, and principal?" To this question twenty percent answered "very well"; sixty-seven percent "pretty well"; twelve percent "sometimes have trouble"; one percent "frequently have trouble."

TABLE I  
NUMBER OF PUPILS BY GRADE AND SEX  
INCLUDED IN THE STUDY

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Boys	43	37	30	31	141
Girls	53	41	35	31	160
Total	96	78	65	62	301

TABLE II

DISTRIBUTION OF MARKS BY GRADE AND SEX OF THE THREE FUNDAMENTAL GROUPS  
(THUMBS UP, THUMBS-DOWN AND NEUTRAL)

	9		10		11		12		Total									
	Boys No. %	Girls No. %	Boys No. %	Girls No. %	Boys No. %	Girls No. %	Boys No. %	Girls No. %	No. %	No. %								
<b>Thumbs Up</b>																		
Mostly A's	0	0	3	7	2	10	2	9	1	6	0	0	2	10	2	12½	12	6
Mostly A's & B's	2	9	8	19	6	28	7	32	4	21	5	21	3	14	8	50	43	23
Mostly B's	7	29	18	43	2	10	10	45	6	31	12	50	4	19	4	25	63	33
Mostly C's	9	37	9	21	6	28	3	14	5	26	3	13	6	28	2	12½	43	23
Mostly C's & D's	3	12½	3	7	3	14	0	0	2	10	4	16	5	24	0	0	20	10
Mostly D's & Lower	3	12½	1	3	2	10	0	0	1	6	0	0	1	5	0	0	8	5
<b>Thumbs Down</b>																		
Mostly A's	0	0	0	0	1	20	0	0	0	0	0	0	0	0	0	0	1	6
Mostly A's & B's	0	0	0	0	0	0	0	0	0	0	0	0	1	25	0	0	1	6
Mostly B's	1	33	0	0	0	0	0	0	0	0	0	0	1	25	0	0	2	12½
Mostly C's	0	0	0	0	1	20	0	0	0	0	0	0	1	25	0	0	2	12½
Mostly C's & D's	2	67	0	0	0	0	1	50	1	100	0	0	1	25	1	100	6	38
Mostly D's & Lower	0	0	0	0	3	60	1	50	0	0	0	0	0	0	0	0	4	25
<b>Neutral</b>																		
Mostly A's	0	0	1	9	2	17	2	11	0	0	0	0	1	17	1	8	7	7
Mostly A's & B's	1	7	1	9	1	8	5	30	1	10	1	10	0	0	2	14	12	12
Mostly B's	3	18	3	27	2	17	4	23	2	20	4	36	1	17	5	36	24	25
Mostly C's	7	44	2	18	3	25	5	30	2	20	2	18	1	17	4	28	26	27
Mostly C's & D's	5	31	4	37	3	25	0	0	4	40	4	36	2	32	2	14	24	25
Mostly D's & Lower	0	0	0	0	1	8	1	6	1	10	0	0	1	17	0	0	4	4

TABLE III  
 NUMBER AND PERCENT OF PUPILS IN THE THREE GROUPS AS RELATED TO GENERAL  
 ATTITUDE TOWARD THE SCHOOL  
 (ITEM 1 OF INVENTORY)

Grade Sex	9		10		11		12		Total	
	Boys No. %	Girls No. %	Boys No. %	Girls No. %	Boys No. %	Girls No. %	Boys No. %	Girls No. %	No. %	No. %
Thumbs Up (Very well satisfied or satisfied)	24 56	42 80	21 57	22 53	19 63	24 70	21 67	16 51	189	63
Thumbs Down (Dissatisfied or very much dissatisfied)	3 7	0 0	5 13	2 6	1 4	0 0	4 13	1 4	16	5
Neutral (About half and half)	16 37	11 20	11 30	17 41	10 33	11 30	6 20	14 45	96	32

TABLE IV

REPLIES TO THE THREE GROUPS OF PUPILS TO THE QUESTION,  
 HOW DO YOU THINK YOU GET ALONG WITH YOUR TEACHERS, DEANS AND PRINCIPAL?

	THUMBS UP								THUMBS DOWN (Data in Percent)								NEUTRAL							
	9		10		11		12		9		10		11		12		9		10		11		12	
Grade	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
No. of Cases	24	42	21	22	19	24	21	16	3	0	5	2	1	0	4	1	16	11	11	17	10	11	6	14
Very Well	4	27	50	26	14	50	23	18	0	0	20	0	0	0	25	0	0	10	9	17	12½	8	0	14
Pretty Well	83	68	36	70	72	46	73	82	67	0	20	50	100	0	25	100	77	80	64	77	75	84	67	86
Sometimes have Trouble	13	5	14	4	14	4	4	0	33	0	60	0	0	0	25	0	23	10	18	6	12½	8	33	0
Frequently have Trouble	0	0	0	0	0	0	0	0	0	0	0	50	0	0	25	0	0	0	9	0	0	0	0	0

The data of Table IV show that eighty-seven percent of the students get along "very well" or "pretty well" with their teachers, deans, and principal. Data of Item C concerning grades showed that seventy-eight percent of the students received grades of C or better. The distribution of grades for the entire group tested was as follows:

A's . . . . .	7 percent
A's and B's. . . . .	.19 percent
B's . . . . .	.29 percent
C's. . . . .	.23 percent
C's and D's. . . . .	.17 percent
D's and lower. . . . .	5 percent

Item E sought opinions as to how often pupils should obtain help and advice from their parents on problems, and information on things in which they were interested. The results showed that forty percent "always or almost always" got help; twenty-five percent, "half the time"; and thirty-five percent, "seldom, never, or almost never."

The general conclusion drawn from the data of Personal Facts was that students who received help and advice from their parents were happier and more satisfied in school. Those who got along well with their teachers, deans, and principal received higher grades.

What Do You Think About Your School? The second portion of the writing sampled student opinion on thirty-nine questions about school life. Table III shows the distribution by grade, sex, and number, in each of the three fundamental groups, i.e., "Thumbs Up," "Thumbs Down," and "Neutral." How the students answered the question, "In general, are you satisfied or dissatisfied with your school?" determined into which one of the groups they were placed. Those who stated that they were

"very well satisfied" or "satisfied" comprised the "Thumbs Up" group. Those who answered "about half" were "Neutral"; while those who stated that they were "dissatisfied" or "very much dissatisfied" formed the "Thumbs Down" group.

As will be noted in many of the following tables, the replies to various questions will be analyzed in terms of the responses of these three groups: "Thumbs Up," "Thumbs Down," and "Neutral." As may be seen in Table II, sixty-three percent of the pupils indicated that they were "very well satisfied" or "satisfied." This comprised the "Thumbs Up" group; thirty-two percent were "about half and half," which made up the "Neutral" group; and five percent were dissatisfied, which made up the "Thumbs Down" group.

An effort was made to determine to what extent marks (as reported in Item C) correlated with the general satisfaction or dissatisfaction with the school (as reported in Item I of "What Do You Think About Your School?"). The results were tabulated and revealed that in the "Thumbs Up" group, fifteen percent of the students received grades of "C's and D's" or mostly "D's and lower." Twenty-nine percent of the "Neutral" group and sixty-three percent of the "Thumbs Down" group fell into that same category.

Table II points out that more students in the "Thumbs Down" group had lower grades than in the other two groups, thus there was some evidence of correlation between students with low grades and general dissatisfaction with school.

In Table IV are reported the answers of the various categories of pupils ("Thumbs Up," "Thumbs Down," and "Neutral") to the question (Item D) "How Do You Think You Get Along With Your Teachers, Deans, and

Principal?" The "Neutral" group showed that the greatest percentage felt that they got along very well or pretty well; a few showed that they sometimes had trouble. The "Thumbs Down" group indicated that sixty percent of them got along pretty well, and eight percent got along very well. The number in this group was small, but nineteen percent sometimes had trouble, and thirteen percent often had trouble.

Although the number of "Thumbs Down" students was small, the sophomore and senior classes had a greater percentage than the freshman and junior classes. About four times as many boys belonged to this group as girls. On the other hand, fifteen percent of the sophomore boys and fifty percent of the junior girls in the "Thumbs Up" group were very well satisfied. The number of boys in the "Thumbs Up" group who sometimes had trouble was about the same for grades 9, 10, and 11, but dropped to about one-third by the time they reached the 12th grade. Although the "Neutral" group gets along pretty well according to the table, yet more of them "sometimes had trouble" than the "Thumbs Up" group.

Item E in the Personal Facts portion of the questionnaire is: "How often do you get help and advice from your parents on any problem you have, or things you are interested in?" That question was considered important because of the possibility of a correlation between getting help and advice from parents and the general satisfaction or dissatisfaction in school. Table V shows that almost fifty percent of the "Thumbs Up" group said that they always or nearly always got help, and thirty-five percent of the "Neutral" group specified that they received help. Only about one-fifth of the "Thumbs Down" group felt that they got help from their parents. Almost half (forty-two percent)



of the "Neutral" group, and seventy-five percent of the "Thumbs Down" group seldom or never received help and advice from their parents.

The general conclusion made from the results obtained was that those students who were advised and guided by their parents were better satisfied and happier people. Greater parental help and advice were experienced by the "Thumbs Up" group. Studies made by other researchers in the field have shown somewhat similar results.

Item 2 of the questionnaire was "How many of your teachers know your abilities, interests and special needs as well as they should?" These data are reported in Table VI. The results reveal that seven percent of the students felt that all or almost all of the teachers knew their abilities, interests, and special needs. Twenty-six percent felt that most of the teachers knew them as well as they should. Twenty-two percent of the pupils felt that few of the teachers knew them as well as they should, while nine percent said none or almost none knew them well. Fifteen percent of the pupils had no opinion. The percentages for each item answered in the above question were similar for all four grades.

Item 3 of the questionnaire asks "In general are you satisfied or dissatisfied with the way you are treated by the teachers and other school officials?" This question was answered favorably with most of the students indicating that they were either satisfied or very well satisfied. Only six percent said they were dissatisfied.

Item 4 asks "Do you feel that you are 'one of the gang' in your school?" A sense of belonging is important and perhaps has an effect on satisfaction or dissatisfaction with school. In Table VIII the results of the "Thumbs Up" group were tabulated. Fifty-five percent

TABLE V

REPLIES OF THE THREE ATTITUDE GROUPS TO THE QUESTION:  
 HOW OFTEN DO YOU GET HELP AND ADVICE FROM YOUR  
 PARENTS ON ANY PROBLEMS YOU HAVE OR  
 THINGS YOU ARE INTERESTED IN?

Group	THUMBS UP		NEUTRAL		THUMBS DOWN		Total
	No.	Percent	No.	Percent	No.	Percent	
Always, almost always, usually	83	44	34	35	3	19	40
Half the time	51	27	22	23	1	6	25
Seldom, never or almost never	55	29	40	42	12	75	35

TABLE VI

REPLIES OF PUPILS TO THE QUESTION: HOW MANY OF  
 YOUR TEACHERS KNOW YOUR ABILITIES, INTERESTS,  
 AND SPECIAL NEEDS AS WELL AS THEY SHOULD?\*

Grade	9	10	11	12	Total
Number of Cases	96	78	65	62	301
All or almost all	9	9	6	3	7
Most	26	22	25	30	26
About half	21	18	20	26	21
Few	23	18	25	25	22
None or almost none	10	11	5	9	9
No opinion	11	22	19	7	15

\*Data reported in percentages.

TABLE VII

REPLIES OF THUMBS UP PUPILS TO THE QUESTION:  
DO YOU FEEL THAT YOU ARE "ONE OF THE  
GANG" IN YOUR SCHOOL?\*

Grade Sex	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
No. of cases	24	42	21	22	19	24	21	16	189
Yes	54	57	62	41	57	58	52	56	55
Yes and no	41	43	28	59	42	42	43	37	42
No	5	0	10	0	1	0	5	7	3

\*Data reported in percentages.

indicated that they did feel they belonged while three percent felt they did not belong. Forty-two were uncertain. Table VIII shows the "Neutral" group, with forty percent answering "yes" they felt they were "one of the gang" while four answered "no" to the question. Fifty-six were uncertain and answered "yes and no." The "Thumbs Down" group in Table IX shows that thirty-three percent felt they were "one of the gang," eight percent felt they did not belong, while fifty-nine were uncertain. Tabulated results point out that forty-five percent of the "Thumbs Up" group, sixty percent of the "Neutral" group, and sixty-seven percent of the "Thumbs Down" group felt that they were not, or were uncertain whether they were, "one of the gang." The results did not clearly point out that the "Thumbs Down" group lacked a sense of "belonging."

Item 5 asks "In general, how often do the teachers and other officials treat your fairly?" Eighty-three percent felt that they were treated fairly most of the time. Some of the free responses expressed

TABLE VIII

REPLIES OF NEUTRAL PUPILS TO THE QUESTION:  
DO YOU FEEL THAT YOU ARE "ONE OF THE  
GANG" IN YOUR SCHOOL?\*

Grade	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
No. of cases	16	11	11	17	10	11	6	14	96
Yes	56	27	36	41	60	18	33	50	40
Yes and no	44	73	64	41	40	73	67	43	56
No	0	0	0	18	0	9	0	7	4

\*Data reported in percentages.

TABLE IX

REPLIES OF THUMBS DOWN PUPILS TO THE QUESTION:  
DO YOU FEEL THAT YOU ARE "ONE OF THE  
GANG" IN YOUR SCHOOL?\*

Grade	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
No. of cases	3	0	5	2	1	0	4	1	16
Yes	33	0	40	0	100	0	25	0	33
Yes and no	67	0	60	50	0	0	75	100	59
No	0	0	0	50	0	0	0	0	8

\*Data reported in percentages.

by about ten percent of the students as unfair practices of teachers are listed below. The fact that they were mentioned quite a number of times by individuals from all classes may be a factor to consider.

"Punishing the whole class for something one person did."

(twenty-five responses)

"Teachers have pets. They show favoritism." (eighteen responses)

"Only people from important families can get good grades." (ten responses)

"Teachers are not consistent with their methods of discipline."

(twelve responses)

"They don't listen to both sides of the story when a person gets into trouble." (ten responses)

Item 6 asks, "In general, are your teachers changeable in their discipline (sometimes too strict, sometimes not strict enough)?" Ninety-nine, or thirty-one percent felt that teachers were changeable, while 138 or forty-three percent were uncertain. About twenty-five percent felt that the teachers were not changeable in their discipline.

Item 8 inquires, "In general, is the discipline in your school too strict, or not strict enough?" The results are reported in Table X. Sixty-three percent felt that the discipline was about right, eight percent thought it was not strict enough, while sixteen percent felt that the discipline was too strict.

Some of the areas of discipline which were criticized, and the students' responses are listed below:

"A few teachers are very strict while others don't seem to ever be strict."

"Officials don't seem to want to take the time to hear or try to understand reasons for various actions."

TABLE X

REPLIES OF ALL PUPILS TO THE QUESTION: IN GENERAL,  
IS THE DISCIPLINE IN YOUR SCHOOL TOO STRICT  
OR NOT STRICT ENOUGH?\*

Grade	9	10	11	12	Total
No. of cases	100	85	69	67	321
Not strict enough	0	4	7	12	6
Much too strict	3	8	3	3	4
Too strict	4	16	13	16	12
About right	74	62	65	56	63
Nowhere near strict enough	3	4	0	3	2
No opinion	16	6	12	10	13

\*Data reported in percentages.

"Favoritism."

"Teachers are not careful to watch the lunch room, and also don't keep an eye on the detention students."

"The whole class should not be punished for what one person does."

"After students are 'kicked out' of class, they are let back too often."

"Some people can get by with anything by being teachers' pets while others must face the results."

"Certain people will get worse discipline than others for the same thing."

"Prejudice among the teaching staff."

Item 9 asks, "How many of your teachers seem to really care about you as a person who needs individual understanding and attention?"

Seven percent felt that all the teachers seem to care, twenty percent felt that most of the teachers seem to care, twenty percent felt that a

few seemed to care, twenty-three percent felt that about half seemed to care, while twenty percent felt that none of the teachers seemed to care about the student as a person as regarding his needs. Ten percent expressed no opinion.

Item 10 asks, "In general, how often do the pupils in your school treat one another fairly and kindly?" Table XI shows the reaction of the "Thumbs Up" group. The responses showed that eighty-one percent of the students felt that they were treated kindly and fairly most of the time. Fifty-three percent of the "Neutral" group (see Table XII) indicated that they were treated kindly and fairly, while thirty-one percent felt that they were treated kindly and fairly about half the time. Table XIII represents the "Thumbs Down" group. Thirty-four percent felt that they were treated kindly and fairly, twenty-two percent felt that they were seldom treated fairly, while eleven percent felt they were almost never treated kindly and fairly. This represented a small group of the total enrollment, but some of their comments were interesting:

"Too many cliques in school."

"Many students are two-faced and talk behind your back."

"Some of the people seem to think they are better than the general run of people." (senior girl)

"A new student has a hard time to make friends."

The results of Tables XI, XII, and XIII indicated that over two-thirds of the students felt that they were usually or always treated kindly by each other.

Item 11 asks, "How much help do your teachers usually give you with your school work?" Sixty-five percent felt that they were getting all the help they needed. Ten percent felt that they were getting about half the help needed, while ten percent indicated that they were getting

TABLE XI

REPLIES OF THUMBS UP PUPILS TO THE QUESTION: IN GENERAL,  
HOW OFTEN DO THE PUPILS IN YOUR SCHOOL TREAT  
ONE ANOTHER FAIRLY AND KINDLY?\*

Grade Sex No. of cases	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
	24	42	21	22	19	24	21	16	
Always or nearly always	13	12	38	23	10	20	23	25	21
Usually	71	71	38	50	68	71	58	56	60
Seldom	0	3	14	9	0	0	0	0	3
About half the time	8	14	5	13	16	9	14	13	12
Almost never	4	0	0	5	0	0	5	0	2
No opinion	4	0	5	0	6	0	0	6	2

\*Data reported in percentages.

TABLE XII

REPLIES OF NEUTRAL PUPILS TO THE QUESTION: IN GENERAL,  
HOW OFTEN DO THE PUPILS IN YOUR SCHOOL TREAT  
ONE ANOTHER FAIRLY AND KINDLY?\*

Grade Sex No. of cases	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
	16	11	11	17	10	11	6	14	
Always or nearly always	0	19	19	7	0	0	16	7	9
Usually	56	54	27	29	60	35	17	71	44
Seldom	0	0	19	35	10	0	0	14	8
About half the time	19	27	35	29	20	65	50	8	31
Almost never	0	0	0	0	10	0	17	0	4
No opinion	25	0	0	0	0	0	0	0	4

\*Data reported in percentages.



TABLE XIII

REPLIES OF THUMBS DOWN PUPILS TO THE QUESTION: IN GENERAL,  
HOW OFTEN DO THE PUPILS IN YOUR SCHOOL TREAT  
ONE ANOTHER FAIRLY AND KINDLY?\*

Grade Sex No. of cases	9		10		11		12		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
	3	0	5	2	1	0	4	1	16
Always or nearly always	33	0	0	0	0	0	25	0	10
Usually	0	0	20	50	0	0	75	0	24
Seldom	33	0	0	0	0	0	0	100	22
About half the time	34	0	60	0	0	0	0	0	17
Almost never	0	0	20	50	0	0	0	0	11
No opinion	0	0	0	0	100	0	0	0	16

\*Data reported in percentages.

some of the help they needed. Six percent felt that they were getting very little help, and nine percent expressed no opinion.

Item 16 asks, "All things considered, how much do you think you are getting out of your school work?" Fifty-seven percent indicated that they were getting somewhat less from their school work than they could get while sixteen percent felt that they were getting all they could get. The main reason given by 190 students why they weren't getting all out of their school work that they should was, "I don't study hard enough." This was the answer given by fifty-nine percent of the students. Twenty-three percent said, "I do too much work outside." Other answers given in order of their occurrence were:

"I spend too much time on student activities (parties, clubs, athletics, etc.)."

"I am not interested in school work."

"Teachers do not give enough attention to slow learners."

Item 17 asks, "In general, do you have to do too much or too little work in order to 'keep up' in your studies?" According to the tabulations, sixty-four percent of the students felt that they had about the right amount of work, nineteen percent had too much work, five percent had too little work, two percent had much too much, three percent had much too little, while seven percent had no opinion.

Item 18 was, "How much of what you are studying do you think will be useful to you in everyday living?" Thirty-eight percent indicated that most of what they were studying would be useful, twenty-two percent felt that practically everything they were studying would be useful. Thirty percent felt that about half would be useful. The remainder of the students felt that less than half would be useful, which made up about ten percent of the people.

Item 20 was, "Are you satisfied or dissatisfied with the teaching methods used in your school?" The tabulated results are found in Table XIV. Thirty-four percent were always or usually always satisfied, while twenty-two percent were seldom satisfied. Some points of dissatisfaction were expressed in these comments:

"Not enough stress on patriotism."

"They make you do too many assignments which are not related to the subject."

"Lecturing with no class participation."

"Not enough individual help."

"Going over things too fast, and not explaining."

"Teachers allowing students to correct their own test papers."

"Some teachers talk about themselves too much."

"Teachers act too lazy to teach sometimes."

TABLE XIV

REPLIES OF PUPILS TO THE QUESTION: ARE YOU SATISFIED OR  
DISSATISFIED WITH THE TEACHING METHODS USED IN  
YOUR SCHOOL?\*

Grade Sex No. of cases	9		10		11		12		Total 321
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Very well satisfied	4	8	13	3	10	8	6	0	7
Satisfied	48	57	40	33	48	53	50	33	45
About half and half	31	28	40	51	29	37	33	63	39
Dissatisfied	7	5	4	3	6	0	9	4	5
Very dissatisfied	2	0	3	3	0	0	0	0	1
No opinion	8	2	0	7	7	2	2	0	3

\*Data reported in percentages.

"Not enough explanation of assignments."

Item 21 asks if there are things that the students should be learning which are not being offered in school. This question didn't produce much reliable information since less than half of the students answered it. Interest in three subjects seemed to be evident. Those three are listed with the number of people who indicated interest. The other subjects are also listed in order of frequency:

Vocational Agriculture (twenty)

Art (twelve)

French (eight)

More stress on Vocabulary, Spelling and Penmanship

Marriage, Family Relations, Sex Education

More Advanced Science

Vocational Guidance

More foreign languages

Item 22 was concerned with finances necessary to take full part in school participation. The results of student opinion showed that thirty-eight percent felt that it took far too much money, forty-six percent felt that the money needed was about right. Sixteen percent expressed no opinion.

Item 23 asks, "Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend, to take part as much as they should in what goes on at school?" Forty-eight percent of the students felt it took too much money, twenty percent didn't feel that the financial requirement was excessive. Thirty-two percent were uncertain.

The four things that those with insufficient funds missed most as listed by the pupils were:

"Getting the school yearbook, newspaper, class rings, etc."

"Going to parties, dances, and ball games."

"Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from school work."

"Joining clubs and taking part in other activities."

Item 24 dealt with the cafeteria and lunch program. The school does not have a cafeteria; the students expressed a desire to have one. Their main complaint with the present lunch room set-up was that student supervision was neglected because the teachers left the room frequently.

Item 25 asked, "Does your school have as much equipment as it needs?" Sixty-four percent felt that it had most of what it needs, twenty-four percent felt it had very little of what it needs, seven

percent felt it had all it needs, and five percent had no opinion.

Item 26 asked, "Do you think your school is overcrowded?" Sixty-four percent felt it was somewhat overcrowded, nineteen percent thought it was seriously overcrowded, fourteen percent did not feel it was overcrowded, while three percent did not express an opinion.

Item 27 asked, "Are the rooms, halls, rest rooms, and playgrounds of your school kept clean?" Sixty percent of the students felt that they were usually kept clean, thirty-one percent thought that they were always kept clean, while six percent felt that they are sometimes dirty.

Item 28 asked, "In general, how well satisfied are you with the variety of subjects that your school offers?" Fifty-five percent were pretty well satisfied, twenty-one percent were very well satisfied, sixteen percent were about "half and half," and eight percent were dissatisfied.

Item 29 asked, "Regardless of what your marks may be, in how many of your school subjects would you say that you are 'learning a lot' this year?" Forty-five percent of the students felt that they were learning a lot in most of their subjects, twenty-seven percent in about half of their subjects, sixteen percent in all their subjects, and twelve percent in less than half of their subjects.

Item 30 asked how much help the pupil received when he went to the library. Forty-seven percent said they got all or nearly all the help they needed, eighteen percent received some of the help they needed, and twenty-one percent got very little help. Fourteen percent said they don't use the library.

Item 31 inquired, "In general, how proud of your school are you?" Eighty-nine percent were proud of their school. Eleven percent were not

proud of their school. The reasons expressed for being proud ranged from "their good teams," "good music," to "well qualified teachers," and "good selection of courses." The dissatisfaction seemed to revolve around "poor sportsmanship of a few," a feeling of "not belonging," and "unfair discipline."

Item 32 asked, "Do you go to as many of the school parties, dances, plays, athletic contests, etc., as you would like to?" Sixty-eight percent took part in as many activities as they wanted to, while thirty-two percent did not. The reasons given for not being able to take part are given below in order of frequency:

"I don't have time."

"I don't know how to take part."

"The kids don't want me."

"I can't afford to."

Item 33 asked, "Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do?" Five percent often felt ashamed, twenty-four percent seldom felt ashamed, sixty-seven percent never felt ashamed, and four percent never felt the need to bring money to school.

Item 34 inquired, "Does the school give you enough help in choosing subjects?" Forty-seven percent answered "yes"; twenty-one percent answered "no"; and thirty-two percent answered "sometimes."

Item 35 asked, "Does the school give you enough help in choosing a vocation?" Thirty-two percent answered "yes"; thirty-three percent answered "sometimes"; and thirty-five percent answered "no."

Item 36 asked, "Does the school give enough help in getting information about colleges and choosing a college?" Forty-five percent

of the students said "yes"; twenty-six percent said "sometimes"; while twenty-nine percent said "no."

The remainder of the questionnaire dealt with the likes and dislikes about the school. Some of the things the students liked in the school (Item 37) are listed below:

"Most of the teachers and students are friendly." (fifty responses)

"High standards of teaching." (sixty-five responses)

"Opportunities are here if you want to take advantage of them."  
(sixty responses)

"I like the variety of subjects." (seventy responses)

The comments concerning things the students disliked (Item 38) are stated below:

"The way some of the students treat each other." (twelve responses)

"Attitude of authority toward some students." (thirty-eight responses)

"Lack of understanding between administration and students."  
(thirty-five responses)

"Being snubbed by social cliques." (twenty-six responses)

"Some teachers don't give enough help to those that need it."  
(fifteen responses)

"Cheating during tests, teachers should be more strict with those who cheat." (seventy responses)

In Item 39 the students were given an opportunity to offer suggestions for school improvement. Some of the more frequently made suggestions were:

"Stricter penalty for dishonesty." (fifty-three responses)

"Teacher should make it plain that it's what you get out of school counts more than your grades." (twenty-five responses)

"More help in choosing a vocation." (forty-eight responses)

"Better system of discipline." (sixty responses)

"They should limit the number of offices a student could hold to to give more pupils a chance." (thirty-eight responses)

Many students omitted answers to Item 39.

Summary. In general, the students appeared to be satisfied with Cut Bank High School. Sixty percent were satisfied, and twenty-eight percent were "half and half" or neutral on the situation.

A good majority felt that they were treated fairly by their teachers and administration.

Sixty-three percent felt that the discipline was about right. Only eight percent didn't think it was strict enough.

Fifty-seven percent of the students felt that they were getting somewhat less from their school work than they should. Sixteen percent felt they were getting all they could. The main reason why 190 students gave for not getting all they could was lack of study.

Thirty-four percent of the students are satisfied with the teaching methods of the school. Twenty-two percent are seldom satisfied.

Eighty-nine percent are proud of their school while eleven percent are not.

Table XV (which follows) summarizes all the replies from the entire questionnaire.



TABLE XV  
SUMMARY OF ALL ITEMS IN THE INVENTORY

	10	20	30	40	50	60	70	80	90	100
What marks did you get on your last report card?										
Thumbs Up										
Mostly A's	xxxx6									
Mostly A's & B's	xxxxxxxxxxxx23									
Mostly B's	xxxxxxxxxxxx33									
Mostly C's	xxxxxxxxxxxx23									
Mostly C's & D's	xxxxxxxx10									
Mostly D's and lower	xxx5									
Thumbs Down										
Mostly A's	xxxx6									
Mostly A's & B's	xxxx6									
Mostly B's	xxxxxxxx12½									
Mostly C's	xxxxxxxx12½									
Mostly C's & D's	xxxxxxxx38									
Mostly D's and lower	xxxxxxxx25									
Neutral										
Mostly A's	xxxx7									
Mostly A's & B's	xxxxxxxx12									
Mostly B's	xxxxxxxx25									
Mostly C's	xxxxxxxx27									
Mostly C's & D's	xxxxxxxx25									
Mostly D's and lower	xxx4									

TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
Number and Percent of Pupils in "Thumbs Up", "Thumbs Down", and Neutral Groups as Related to General Attitude Toward the School (Item 1 of Inventory)										
Thumbs Up										
(Very well satisfied or satisfied)										
Thumbs Down										
(Dissatisfied or very much dissatisfied)										
Neutral										
(about half and half)										
Replies of "Neutral", "Thumbs Up", and "Thumbs Down" Group of Pupils to the Question, "How do you think you get along with your teachers, dean and principal?" (Total of 3 groups)										
Very well										
Pretty Well										
Sometimes have trouble										
Frequently have trouble										
Replies of the Three Attitude or Opinion										

TABLE XV (continued)

	10	20	30	40	50	60	70	80	90	100
Groups to the Question, "How often do you get help and advice from your parents on any problem you have or things you are in- terested in?"										
Thumbs Up										
Always, almost al- ways, usually		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Half the time		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Seldom, never, or almost never		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Neutral										
Always, almost al- ways, usually		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Half the time		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Seldom, never, or almost never		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Thumbs Down										
Always, almost al- ways, usually		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Half the time		xxxx6	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Seldom, never, or almost never		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Replies of Pupils to the Question, "How many of your teachers know your abilities, interests, and special needs as well as they should?"										
All or almost all	xxxx7	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Most	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
About half	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx

TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
Few	xxxxxxxxxxxxxxxxxx	21								
None or almost none	xxxxx	9								
No opinion	xxxxxxxxxxxxx	15								
Replies of the Three Attitude Groups to the Question, "Do you feel that you are 'one of the gang' in your school?"										
Thumbs Up										
Yes	xxxxxxxxxxxxxxxxxx									55
Yes and No	xxxxxxxxxxxxxxxxxx									42
No	xxx	3								
Neutral										
Yes	xxxxxxxxxxxxxxxxxx									40
Yes and No	xxxxxxxxxxxxxxxxxx									56
No	xxxx	4								
Thumbs Down										
Yes	xxxxxxxxxxxxxxxxxx									33
Yes and No	xxxxxxxxxxxxxxxxxx									59
No	xxxxx	8								
Replies of All Students to the Question, "In general how do the teachers and other school officials treat you fairly?"										
Always or almost always	xxxxxxxxxxxxxxxxxx									83
About half the time or seldom	xxxxxxxxxx	17								
Replies of All Students to the Question, "In										



TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
Thumbs Up										
Always or nearly al-ways	xxxxxxxxxxxxx21									
Usually	xxxxxxxxxxxxx									
Seldom	x3									
About half & half	xxxxxxxxx12									
Almost never	x2									
No opinion	x2									
Neutral										
Always or nearly always	xxxxxx9									
Usually	xxxxxxxxxxxxx									
About half & half	xxxxxxxxxxxxx44									
Almost never	xxxxxx31									
No opinion	xx4									
Seldom	xx4									
Thumbs Down	xxxxx8									
Always or nearly always	xxxxx10									
Usually	xxxxxxxxxxxxx24									
Seldom	xxxxxxxxxxxxx22									
About half & half	xxxxxxxxxxd17									
Almost never	xxxxxx11									
No opinion	xxxxxxxxxx16									
"How much help do your teachers usually give you with your school work?"										
All the help I need	xxxxxxxxxxxxx65									
About half	xxxxx10									
Some of the help I need	xxxxx10									
Very little help I need	xxxx6									
No opinion	xxxx9									









TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
in how many of your school subjects would you say that you are 'learning a lot' this year?"										
In most of my subjects		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
In about half of my subjects		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
In all my subjects		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
In less than half of my subjects		xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
"How much help do you usually get from the librarian when you go to the school library?"										
All or nearly all the help		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Some of the help I need		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
Very little help I need		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
I never go to the library		xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
"In general, how proud of your school are you?"										
I am very proud of my school		xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx
I am not proud of my school		xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
"Do you go to as many of the school parties, dances, plays, athletic contests, etc., as you would like to?"										

TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
Yes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
No	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx
"Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do?"										
Yes, I often feel ashamed			xx5							
I seldom feel ashamed			xxxxxxxxxx24							
I never feel ashamed			xxxxxxxxxxxxxxxx							xxxxxx67
I never need to bring money			xx4							
"Does the school give you enough help in choosing subjects?"										
Yes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx47
No	xxxxxxxxxxxxxxxx	xxxxxxxxxx21								
Sometimes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx32							
"Does the school give you enough help in choosing a vocation?"										
Yes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx32							
Sometimes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx33							
No	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx35							
"Does the school give you enough help in getting information about colleges and choosing a college?"										
Yes	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxx	xxxxxxxxxx45

TABLE XV (Continued)

	10	20	30	40	50	60	70	80	90	100
Sometimes	xxxxxxxxxxxxxxxxxxxx	xxxxxx26								
No	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxx29								
"Do you take part in as many student activities as you would like?"										
Yes; too many in fact	xxxx7									
Yes; in as many as I think I should	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx46
About half of what I should	xxxxx9									
No; I don't take part in as many as I should	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx30
I have no opinion	xxxxx8									
"On the average, do you spend too much or too little time on your home-work each school day?"										
Much too much	xx3									
Too much	xxx5									
About the right amount	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx38
Too little	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx44
Much too little	xxxxx8									
I have no opinion	xx2									
"On the average, how much time do you spend on your home-work each school day?"										
None	xxxx6									
Less than ½ hour	xxxxx9									
Between ½ and 1 hour	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx26
Between 1 and 1½ hours	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxxxxxxxxxxxxxxxxxx	xxxx31



## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The objectives of this study were as follows:

1. To determine the attitudes and opinions of the pupils about Cut Bank High School.
2. To determine the areas of satisfaction and dissatisfaction of the pupils.
3. To determine the attitudes of the students regarding the curriculum of the Cut Bank High School.

The Illinois Inventory of Pupil Opinion was used to secure data about pupil opinion in Cut Bank High School. The questionnaire was administered by the home room teachers the first period in the morning on a day when absences were at a minimum.

In giving the questionnaires to the pupils, the teacher emphasized that the pupils were not to sign their names to their papers. The purpose of the program was explained and their honest, frank answers requested.

The questionnaires were separated into four groups constituting the four high school classes before tallying. Each item was tallied, and the totals for each responses were converted into percentages. In this way the general attitude was obtained.

The four class groups were then divided into three additional groups. These divisions were as follows: "Thumbs Up," "Thumbs Down," and "Neutral." Comparisons of certain of the responses were made on the basis of sex, grade level, or the "Thumbs Up," "Thumbs down," and "Neutral" groups. Tables were made to indicate the responses to key

questions in the main categories. Some of the free comments which were most pertinent were quoted.

The pupils seemed generally satisfied with their school. About one-third of the pupils felt that the teachers really seemed to care about the pupils as persons.

Students who reported that their grades were "C" or lower expressed more dissatisfaction with school than did those whose grades were higher.

In answer to the question, "In general, is the discipline in your school too strict or not strict enough?" approximately two-thirds of the students felt that "it was about right."

The pupils indicated that they were not getting as much help with social problems as they needed. Although the students did not respond to the question on curriculum need in large numbers, thirty-five expressed a need for vocational agriculture, and about the same number expressed a desire for art.

While such a study as this is by no means conclusive, its use suggests that teachers and administrators can receive help in studying and improving certain areas of the educational program of a high school. Better results would probably have been secured if teachers and parents had participated in the study.

Student efficiency and satisfaction in Cut Bank High School might be improved in the following are carried out:

1. A general study of curriculum for the slow learner and for the gifted student should be made.
2. More guidance should be provided for dissatisfied students.
3. More social and educational guidance should be made available for all students.

## BIBLIOGRAPHY



BIBLIOGRAPHY

- Arnold, W. E. "Are School Surveys Worthwhile?" American School Board Journal, October, 1945, p. 28.
- Becker, J. M. "A Democratic Philosophy of Education," Educational Administration and Supervision, March, 1951, pp. 163-170.
- Gilchrist, R. S. "Are Schools Meeting the Imperative Needs of Youth?" The Bulletin of the National Association of Secondary School Principals, 35, October, 1951, pp. 82-87.
- Grim, Paul, and Vernon Anderson. "Is the American High School Serving Today's Youth?" Educational Research, 6, March, 1949, pp. 338-349.
- Hand, Harold C. What People Think About Their Schools. New York: World Book Company, 1948. 219 pp.
- Hanson, E. H. "Is Yours a Good School?" National Parent Teacher, 47, September, 1952, pp. 7-9.
- Hokanson, Raymond. "A Follow-up Study of the Graduates of Libby, Montana High School for the Years 1946-1950." Unpublished professional paper, Montana State University, Missoula, 1952.
- Lawson, Hazen R. "A Community Evaluation of the School." Unpublished professional paper, Montana State University, Missoula, 1954.
- Morphet, Edgar L. "How to Conduct a School Survey," School Executive, 67, April, 1948, pp. 33-37.
- Peck, Ray L. "A Follow-up Study of Eighth Grade Graduates of Bigfork High School District 1945-1949." Unpublished professional paper, Montana State University, Missoula, 1954.
- Pond, F. L. "Determining the Needs of Youth," National Association of Secondary School Principals, Bulletin 35, October, 1951, pp. 88-98.
- Ransom, William R. "How Schools are Using the Checklist for the Ten Imperative Needs of Youth," National Association of Secondary School Principals, 35, October, 1951, pp. 76-81.
- Remmers, H. H. "Evaluation in Curriculum Development," School and Society, 70, July, 1949, pp. 33-37.
- Remmers, H. H. "Evaluation in Curriculum Development," School and Society, 70, June, 1953, pp. 33-37.
- Sears, Jesse B. "The School Survey Movement." Chapter VIII of Modern School Administration, John C. Almach, editor. Boston: Houghton Mifflin Company, 1933.

Shoemaker, F. L. "Philosophy of Education as a Directive," School and Society, 77, June, 1953, pp. 401-405.

Wasley, R. W. "Opinions of Pupils and Teachers of Ronan High School."  
Unpublished professional paper, Montana State University, Missoula,  
1953.

## APPENDIX



WHAT DO YOU THINK ABOUT YOUR SCHOOL?

1. In general, are you satisfied or dissatisfied with your school?  
(Check one answer.)

<input type="checkbox"/> 1) Very well satisfied	<input type="checkbox"/> 4) Dissatisfied.
<input type="checkbox"/> 2) Satisfied	<input type="checkbox"/> 5) Very much dissatisfied
<input type="checkbox"/> 3) About half	<input type="checkbox"/> 6) I have no opinion.

2. How many of your teachers know your abilities, interests, and special needs as well as they should? (Check one.)

<input type="checkbox"/> 1) All or almost all.	<input type="checkbox"/> 4) Few.
<input type="checkbox"/> 2) Most.	<input type="checkbox"/> 5) None or almost none.
<input type="checkbox"/> 3) About half.	<input type="checkbox"/> 6) I have no opinion.

3. In general, are you satisfied or dissatisfied with the way you are treated by teachers and other school officials? (Check one.)

<input type="checkbox"/> 1) Very well satisfied	<input type="checkbox"/> 4) Dissatisfied.
<input type="checkbox"/> 2) Satisfied	<input type="checkbox"/> 5) Very much dissatisfied
<input type="checkbox"/> 3) Half and half.	<input type="checkbox"/> 6) I have no opinion.

4. Do you feel that you are "one of the gang" in your school? (Check one.)

<input type="checkbox"/> 1) Yes, I feel that I "belong," that I "count" for something, and that I am "wanted."
<input type="checkbox"/> 2) Yes and no; I often wonder about this; I am not sure.
<input type="checkbox"/> 3) No, I think that I am more or less of a "nobody" or an "outsider."

5. a. In general, how often do the teachers and other school officials treat you fairly? (Check one.)

<input type="checkbox"/> 1) Always or almost always	<input type="checkbox"/> 4) Seldom.
<input type="checkbox"/> 2) Usually.	<input type="checkbox"/> 5) Never or almost never.
<input type="checkbox"/> 3) About half the time.	<input type="checkbox"/> 6) I have no opinion.

- b. If there are ways that teachers and other school officials are unfair to you, tell them here. \_\_\_\_\_

6. In general, are your teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough)? (Check one.)

<input type="checkbox"/> 1) Yes.	<input type="checkbox"/> 3) No.
<input type="checkbox"/> 2) Uncertain.	

7. Do differences in discipline among teachers (some too strict, others not strict enough) keep you from getting as much as you could from your school work? (Check one.)

<input type="checkbox"/> 1) Yes	<input type="checkbox"/> 3) No.
<input type="checkbox"/> 2) Uncertain	

8. a. In general, is the discipline in your school too strict or not strict enough? (Check one.)

- |   |   |
|---|---|
| <u>      </u> 1) It is not strict enough. | <u>      </u> 4) It is about right.               |
| <u>      </u> 2) It is much too strict.   | <u>      </u> 5) It is nowhere near strict enough |
| <u>      </u> 3) It is too strict.        | <u>      </u> 6) I have no opinion.               |

b. If there are things about the discipline in your school that you don't like, what are they? \_\_\_\_\_  
\_\_\_\_\_

9. How many of your teachers seem really to care about you as a person who needs individual understanding and attention? (Check one.)

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <u>      </u> 1) All or almost all. | <u>      </u> 4) Few.                 |
| <u>      </u> 2) Most.              | <u>      </u> 5) None or almost none. |
| <u>      </u> 3) About half.        | <u>      </u> 6) I have no opinion.   |

10. a. In general, how often do the pupils in your school treat one another fairly and kindly? (Check one)

- |   |                                       |
|---|---------------------------------------|
| <u>      </u> 1) Always or nearly always. | <u>      </u> 4) About half the time. |
| <u>      </u> 2) Usually.                 | <u>      </u> 5) Almost never.        |
| <u>      </u> 3) Seldom.                  | <u>      </u> 6) I have no opinion.   |

b. If the pupils in your school are unfair or unkind to one another, tell what they do that you don't like. \_\_\_\_\_  
\_\_\_\_\_

11. a. How much help do your teachers usually give you with your school work? (Check one.)

- |  |  |
|--|--|
| <u>      </u> 1) All the help I need.        | <u>      </u> 4) Some of the help I need.        |
| <u>      </u> 2) Most of the help I need.    | <u>      </u> 5) Very little of the help I need. |
| <u>      </u> 3) About half the help I need. | <u>      </u> 6) I have no opinion.              |

b. If you think you need more help with your schoolwork, what kind of help do you need that you are not getting? \_\_\_\_\_  
\_\_\_\_\_

12. On the average, do you spend too much or too little time on your homework each school day? (Check one.)

- |  |                                     |
|--|-------------------------------------|
| <u>      </u> 1) Much too much.          | <u>      </u> 4) Too little.        |
| <u>      </u> 2) Too much.               | <u>      </u> 5) Much too little    |
| <u>      </u> 3) About the right amount. | <u>      </u> 6) I have no opinion. |

13. On the average, how much time do you spend on homework each school day? (Check one.)

- |  |  |
|--|--|
| <u>      </u> 1) None.                   | <u>      </u> 5) Between 1½ and 2 hours. |
| <u>      </u> 2) Less than ½ hour.       | <u>      </u> 6) More than 2 hours.      |
| <u>      </u> 3) Between ½ and 1 hour.   | <u>      </u> 7) I have no opinion.      |
| <u>      </u> 4) Between 1 and 1½ hours. |  |



18. a. How much of what you are studying do you think will be useful to you in everyday living? (Check one)

- 1) Practically everything I am studying.
- 2) Most of what I am studying.
- 3) About half of what I am studying.
- 4) Considerably less than half of what I am studying.
- 5) Very little of what I am studying.
- 6) I have no opinion.

b. If you think that some of the things you are studying will not be useful in everyday living, what are these things. \_\_\_\_\_

19. a. Do you take part in as many student activities (clubs, parties, plays, athletics, etc.) as you would like? (Check one.)

- 1) Yes; too many, in fact.
- 2) Yes; I take part in as many as I think I should.
- 3) About half of what I should.
- 4) No; I don't take part in as many as I should like.
- 5) I have no opinion.

b. If you are not taking part in as many student activities as you would like, what is the reason? \_\_\_\_\_

20. a. Are you satisfied or dissatisfied with the teaching methods used in your school? (Check one.)

- 1) Very well satisfied.
- 2) Satisfied.
- 3) About half and half.
- 4) Dissatisfied.
- 5) Very much dissatisfied.
- 6) I have no opinion.

b. If the school uses teaching methods that you don't like, tell what they are. \_\_\_\_\_

21. a. Are there things that you should be learning right now which are not being taught in your school? (Check one.)

- 1) No, none.
- 2) Yes, a few things.
- 3) Yes, many things.
- 4) I have no opinion.

b. If there are things that you think should be learning which are not being taught in your school, tell what these things are. \_\_\_\_\_

22. a. How do you feel about the amount of money you need in order to take full part in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)



- 1) It takes altogether too much money.
- 2) It takes far too much money.
- 3) It takes about the right amount of money.
- 4) I have no opinion.

b. Tell any kinds of requests or needs for money in the school which could be eliminated. \_\_\_\_\_

23. a. Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)

- 1) Yes
- 2) No
- 3) Uncertain

b. If you feel that pupils with little money to spend are handicapped, tell how. (Check all in which children with little money are handicapped.)

- 1) Getting textbooks and supplies.
- 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
- 3) Taking part in athletics.
- 4) Going to parties, dances, and ball games.
- 5) Joining clubs and taking part in other activities.
- 6) Using cafeteria or other lunch facilities.
- 7) Going on trips or excursions sponsored by the school.
- 8) Getting the school yearbook, newspaper, class rings, etc.
- 9) Other. (Tell what.) \_\_\_\_\_

24. a. Are you satisfied with the lunch arrangements (cost, hours, cafeteria facilities, and rules regarding lunch time) in your school? (Check one.)

- 1) Yes.
- 2) No.
- 3) Uncertain.

b. If you are not satisfied, tell what you don't like. \_\_\_\_\_

25. a. Does your school have as much equipment (library books, moving picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs? (Check one.)

- 1) It has everything it needs.
- 2) It has most of what it needs.
- 3) It has very little of what it needs.
- 4) I have no opinion.

b. If you think your school needs more equipment, tell what it needs. \_\_\_\_\_

26. Do you think that your school is overcrowded? (Check one.)

- 1) No, it is not overcrowded.
- 2) Yes, it is somewhat overcrowded.
- 3) Yes, it is seriously overcrowded.
- 4) I have no opinion.

27. a. Are the rooms, halls, rest rooms, and playgrounds of your school kept clean? (Check one.)

- 1) Yes, always clean.
- 2) Yes, usually clean.
- 3) No, sometimes dirty.
- 4) No, always dirty.
- 5) I have no opinion.

b. If some parts of your school are not kept as clean as you would like, tell what is not kept clean. \_\_\_\_\_

28. a. In general, how well satisfied are you with the variety (number and nature of the subjects that your school offers? (Check one.)

- 1) Very well satisfied.
- 2) Pretty well satisfied.
- 3) About half and half.
- 4) Dissatisfied.
- 5) Very much dissatisfied.
- 6) I have no opinion.

b. If there are any subjects you want to take that your school does not offer, tell what they are. \_\_\_\_\_

29. Regardless of what your marks may be, in how many of your school subjects would you say that you are "learning a lot" this year? (Check one.)

- 1) In all my subjects.
- 2) In most of my subjects.
- 3) In about half of my subjects.
- 4) In less than half of my subjects.
- 5) In none of my subjects.
- 6) I have no opinion.

30. a. How much help do you usually get from the librarian when you go to the school library? (Check one.)

- 1) All the help I need.
- 2) Most of the help I need.
- 3) Some of the help I need.
- 4) Very little of the help I need.
- 5) I never go to the school library.

b. If you are not getting enough help when you go to the school library, what kinds of help do you need that you are not getting? \_\_\_\_\_

31. a. In general, how proud of your school are you? (Check one.)

- 1) I am very proud of my school.
- 2) I am proud of my school.
- 3) I am not proud of my school.
- 4) I am ashamed of my school.

b. If you are not proud of your school, tell the main reason why.

\_\_\_\_\_

\_\_\_\_\_

c. If you are proud of your school, tell the main reason why.

\_\_\_\_\_

32. a. Do you go to as many of the school parties, dances, plays, athletic contests, etc., as you would like to? (Check one.)

- 1) Yes
- 2) No.

b. If you don't go to as many as you would like to, what are the reasons? (Check all which are true for you.)

- 1) Because I don't have time.
- 2) Because my parents don't want me to or won't let me.
- 3) Because the kids don't want me.
- 4) Because I don't know how to take part.
- 5) Because I can't afford to.
- 6) Other reasons. (Tell what they are.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

33. Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do? (Check one.)

- 1) Yes, very often.
- 2) Yes, quite often.
- 3) Yes, but seldom.
- 4) No, never.
- 5) I never need to bring any money to school.

34. Does the school give you enough help in choosing subjects? (Check one.)

- 1) Yes.
- 2) No.
- 3) Sometimes.

35. Does the school give you enough help in choosing a vocation? (Check one.)

- 1) Yes.
- 2) Sometimes.
- 3) No.

36. Does the school give you enough help in getting information about colleges and choosing a college? (Check one.)

       1) Yes.

       3) No.

       2) Sometimes.

37. What is the one thing you like about your school?

---

---

---

38. What is the one thing you most dislike about your school?

---

---

---

39. If you have any suggestions to offer concerning things you think should be done to improve your school, write them here. \_\_\_\_\_

---

---

---

---