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A SURVEY OF THE OPINIONS AND ATTITUDES OF PUPILS AND TEACHERS
CONCERNING THEIR HIGH SCHOOL AT DEER LODGE, MONTANA

by

William M. Clawson

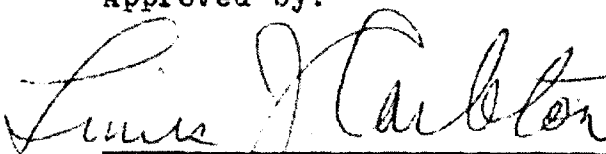
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CHAPTER I

THE PROBLEM

A high school in an area the size of Deer Lodge represents one of the largest concerns in the vicinity. It requires a great deal of time, effort, and money on the part of the citizens, if they are to obtain the type of education that is necessary to keep up with the trends of the times. The area surrounding this high school is sparsely populated and consists mostly of ranchers, farmers, and people employed by railroad companies. There is only one high school in Powell County and it is this high school with which this paper is concerned.

The attitudes of the pupils are second in importance to no other consideration, for the pupil effectively learns and retains only that which he accepts.¹ Therefore, it is important that the teachers and the administrator know the attitudes and opinions of the children concerning the school. The school serves the pupils.

It is important that school administrators and school boards have some method of obtaining the attitudes and opinions of the students and the teachers, instead of depending only upon those people who are inclined to state their attitudes and opinions

¹Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 18-22.

openly. Attitudes and opinions of these people may be biased or they may represent only minority viewpoints.

In this study an attempt has been made to delineate a reliable understanding of the attitudes and opinions of all of the teachers and pupils of Powell County High School, concerning their satisfaction or dissatisfaction with the high school.

Significance of the problem. There are many reasons why an administrator should know the actual attitudes and opinions of the pupils and teachers for whom he is responsible. The teachers' attitudes and opinions directly affect their teaching techniques, grading, discipline, pride, morale, preparation, study, and interest. It is necessary that the administrator be aware of their satisfactions and dissatisfactions if he is going to maintain high standards in secondary education. The administrator should also know the attitudes of pupils because these attitudes are carried home and influence the parents, or they may be carried by the pupils into adult life. The pupils of today are the adults of tomorrow. A school will operate much more smoothly, if the majority of the pupils are satisfied.

Some of the school board members may not be too well acquainted with the students or with members of the teaching staff. Because school board members have little contact with the students, their main source of information or criticism comes from the parents who are usually repeating the satisfactions and dissatisfactions of their own children or neighbors' children. Often a wrong understanding of school conditions results and the school board as well

as the people of the community are dissatisfied.

Purpose of this study. This study will attempt to find out the areas of satisfaction and dissatisfaction of pupils and teachers, concerning their high school at Deer Lodge, Montana. This information will be obtained by using the Illinois Inventory of Pupil Opinion, and the Illinois Inventory of Teacher Opinion.² These inventories if properly administered and diagnosed, can provide the principal and school board with a clear picture of the attitudes and opinions of the pupils and teachers. As a result of this study, the administrator and school board will have a better understanding of the problems existing in Powell County High School.

Scope. The survey included all of the teachers of Powell County High School, and 96.3 percent of the pupils. It attempted to cover all areas concerning both groups.

Limitations. The use of a questionnaire has definite limitations especially if it is one dealing with attitudes and opinions. Some of the limitations of the questionnaires given to the teachers may be eliminated, but there are many limitations to the student inventory such as wrong interpretation of questions, uncooperative responses, failure to answer questions, and others. The results obtained by administering teacher inventories should be valid at least to some extent, while those obtained by administering the inventory to students may not be as valid but still

²Ibid., pp. 153-217.

should give an indication of the consensus of students regarding the high school.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning the use of school surveys for the purpose of improving school policies to meet the needs of our changing society.

Edgar L. Morphet had this to say about school surveys:

Schools and educational institutions can, of course, get along after a fashion for many years without any type of continuing or period survey. Sooner or later, however it will become obvious that a survey, a study program, or whatever it may be called, is essential. That time for most school systems should be now. The sooner this fact is faced by educators and lay citizens in every state, the sooner will needed adjustments be made in education and schools be prepared to render the services needed by and for our rapidly changing civilization.¹

The school attitude survey makes it possible to find out how the pupils and teachers feel about the school in general and to bring out specific things about the school which are either pleasing or displeasing to the individuals concerned. It is then possible to become aware of the most dissatisfactory aspects of the school, some of which can often be corrected immediately.

School policy and procedures are not likely to be changed, year after year, unless some type of pressure is placed upon the administration. If the school seems to be functioning smoothly,

¹Edgar L. Morphet, "How to Conduct a School Survey," School Executive, 67:14, April, 1948.

most administrators are reluctant to make any changes. Edgar L. Morphet, in his article, "How To Conduct A School Survey," wrote:

There are very few schools, school systems, or educational institutions which are adequate in every respect at the time they are established. They may be prepared to do part of their job exceedingly well or all of it on a reasonably satisfactory basis, but seldom do they meet all of their responsibilities as well as they should. A survey, therefore, should help to discover or call attention to deficiencies which may have existed for many years and to assist in bringing about needed improvements.²

In a study of this type, some tangible evidence of the survey's value should be found. William E. Arnold says:

If, "The school survey is a specialized type of educational research, the goal of which is the improvement of school practice," then its value must³ be determined by the extent to which it attains this goal.

The survey is a starting point for any improvements in school policy and procedures. Once the survey has been completed, it is then up to the school officials to make any changes that are important enough to necessitate a further study of the problems brought out. Any survey is of little value unless it is treated as serious business and something is done to correct any unfavorable situations.

An alert superintendent will welcome any desirable procedure which will take away the guesswork in appraising the general level of pupil satisfaction with the school and which will enable him to accurately identify specific things about the school. As Hand states:

²Ibid., p. 11.

³William D. Arnold, "Are School Surveys Worth While?" American School Board Journal, 3:28, October, 1945.

The experienced school administrator is keenly alert to the fact that parents' attitudes toward the schools are frequently determined by the sentiments which his pupils express around the dinner tables of the community. He knows that satisfied pupils tend to produce satisfied parents. He also knows that youngsters are usually most vocal about the things they dislike; so he has good reason for believing that dissatisfied pupils are even more likely to produce dissatisfied patrons of the school.⁴

After the superintendent has hired a staff of teachers, one of his most important responsibilities is to surround this staff with working conditions which make for high morale to produce good job efficiency. This difficult problem requires a dependable diagnosis of teacher opinion in these matters. Even in small school systems the principal has little knowledge of how his teachers really feel about the things that matter most to them. Hand says:

Obviously, it is only as the administrative head of the school system has dependable information concerning the status of his teachers' morale that he can know what he is confronting--i.e., how big, or how little, his problem is in this regard. It is equally apparent that he can intelligently plan whatever, if any, preventive or remedial program the situation may demand only if he also has reliable information bearing on the specific practices or other conditions which respectively please and displease his teaching staff.⁵

During the past few years, school opinion surveys have been conducted in several Montana communities. The surveys were concerned with school policy and procedure, and student activities. Opinions were drawn from the people of the community, parents of school children, pupils, and teachers in the school systems.

⁴Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 16.

⁵Ibid., p. 15.

Russell W. Wasley,⁶ conducted a survey of the opinions of pupils and teachers concerning their high school at Ronan, Montana. It was found that the two groups surveyed were satisfied in general with Ronan High School, but there were many areas of dissatisfaction uncovered by the survey. As a result of this study many recommendations were made for the purpose of improving the school. Some of the recommendations made from this study were: (1) improvement of teacher's salaries would raise teacher morale; (2) smaller classes would give the teachers more time for individual help to the pupils; (3) a clarification of the over all discipline policy would secure more consistent discipline; (4) more courses in shop and manual training would fill a need felt by many pupils; and (5) courses in homemaking and family living are indicated as desirable.

Richard P. Solga,⁷ conducted a survey of parent and pupil opinion of the public school of Froid, Montana. It was found that the general attitude of the people of the Froid community toward its school was apparently one of satisfaction, but with some feeling that improvements could be made. Some of the recommendations that were presented from the study were: (1) make a study to

⁶Russell Walter Wasley, "A Survey of the Opinions of Pupils and Teachers Concerning Their High School at Ronan, Montana" (unpublished professional paper, Montana State University, Missoula, 1953).

⁷Richard P. Solga, "A Survey of Parent and Pupil Opinion of the Public School of Froid, Montana" (unpublished professional paper, Montana State University, Missoula, 1955).

determine if some children were being unfairly treated; (2) review its methods and philosophy of discipline; (3) improve the maintenance of the school buildings; and (4) make a re-evaluation of the curriculum, the guidance program, and requirements regarding homework.

John Robert Doohan,⁸ administered a survey of the attitudes and opinions of parents, pupils, and teachers concerning their high school at St. Ignatius, Montana. It was found that in general, the pupils of St. Ignatius High School, like their parents, were satisfied with their school. In general, the faculty of St. Ignatius High School was more dissatisfied with the school than either the parents or the pupils.

⁸John Robert Doohan, "The Attitudes and Opinions of Parents, Pupils, and Teachers Concerning Their High School at St. Ignatius, Montana" (unpublished professional paper, Montana State University, Missoula, 1957).

CHAPTER III

METHOD OF RESEARCH

The survey was made by administering a questionnaire to determine the attitudes and opinions of pupils, and teachers, concerning their high school at Deer Lodge, Montana.

Instruments used. On a day when attendance was high in Powell County High School the Illinois Inventory of Pupil Opinion was administered to the students. Three hundred thirty-four students, which represented 96.3 percent of the enrollment for that day, were given the questionnaire during the first regular class period. The teachers were instructed in the method to be used in administering this survey. The students were told that the questionnaire was to be used to obtain their actual attitudes and opinions so that any changes in the policies of the high school could be based upon their desires. The pupils were guaranteed anonymity.

In the pupil group were one hundred sixty-seven girls and one hundred sixty-seven boys. Fifty of the girls were in the ninth grade, forty-eight were in the tenth grade, thirty-nine were in the eleventh grade, and thirty were in the twelfth grade. Thirty-eight of the boys were in the ninth grade, forty-eight were in the tenth grade, thirty-nine were in the eleventh grade, and forty-two were in the twelfth grade.

The Illinois Inventory of Teacher Opinion was administered during the last period of the day which is normally the period used for an extra study hall for students having difficulty with a particular course. The staff was given the questionnaire during school time. All of the teachers were in one room during the time that it took them to finish all of the questions. Upon completion they were instructed to place their papers on a table that was completely separate from the rest of the tables in the room. They were told to feel free to place their inventory anywhere on or within the pile. As much as possible was done to guarantee each teacher anonymity. All of the seventeen teachers in the high school were present.

Treatment of the data. All inventories were examined to see if any should be eliminated from the study for such reasons as questions answered incorrectly as a result of wrong interpretations of the questions, answers not given as directed, or failure of cooperation. Four of the student questionnaires were eliminated from the study; two filled in by twelfth grade boys, one by an eleventh grade boy, and one by a tenth grade boy, which reduced the sample to 95.1 per cent of the student population. No teacher inventories were eliminated.

For purposes of tabulation tally sheets were constructed so that the tabulations could be made more easily and accurately. The pupils' inventories were divided into twelve sub-groups consisting of a tabulation of the girls in each class, the boys in each class, and a consolidation of the boys and girls in each class. The twelve sub-groups were then consolidated into one

grand total. The results of this survey are reported by percentage according to the number of responses from some of these sub-groups and from the grand total on each item.

Tally sheets were used in the tabulation of the teachers' inventories, but were not divided into any sub-groups because of the small number of teachers involved. When the answers to each question were tabulated, the number giving each response was totaled and converted to a per cent of the total.

CHAPTER IV

THE ATTITUDES AND OPINIONS OF PUPILS

In this chapter the attitudes and opinions of the pupils included in the survey are compared by sex and year in school. The questions and their answers which are treated in this chapter are those which appeared on the pupil inventories. In all of the tables the per cent responding, unless otherwise specified, is based on a total of three hundred thirty pupils. The attitudes and opinions of the teachers will be discussed in a later chapter.

The responses to the questions found in the pupil inventory only are given in the tables in Appendix A.

Pupil grades. The pupils were asked, "What marks did you get on your last report card?" As Table I shows, none of the ninth grade boys responded "mostly A's," while 28.9 per cent responded to "mostly C's and D's" as compared to 15.5 per cent for the total group. The eleventh grade students claimed the highest grades with 10.5 per cent of the boys and 15.5 per cent of the girls responding "mostly A's," while 7.9 per cent of the boys and 23.1 per cent of the girls said they received "mostly A's and B's." The eleventh grade boys stood out, with 39.5 per cent saying they received "mostly C's."

Some question could be raised as to the accuracy with which students reported the grades they received. As a means of checking on this matter, the data in Table I was treated as follows to make

TABLE I

WHAT MARKS DID YOU GET ON YOUR LAST REPORT CARD?

Reply	9th grade		10th grade		11th grade		12th grade		Total
	boys	girls	boys	girls	boys	girls	boys	girls	
Mostly A's	—	10.0	4.3	10.4	10.5	15.4	12.5	10.0	9.1
Mostly A's and B's	15.8	16.0	12.8	22.9	7.9	23.1	5.0	10.0	14.5
Mostly B's	2.6	18.0	14.9	8.3	13.2	15.4	20.0	26.7	14.5
Mostly B's and C's	21.1	24.0	27.7	29.2	10.5	17.9	30.0	26.7	23.6
Mostly C's	23.7	16.0	21.3	16.7	39.5	12.8	22.5	16.7	20.9
Mostly C's and D's	28.9	16.0	17.0	10.4	15.8	15.4	10.0	10.0	15.5
Mostly D's or lower	7.9	—	2.1	2.1	2.6	—	—	—	1.8

the total grades reported comparable to the total grades issued on report cards. The total percentage of responses to "mostly A's" (9.1), and one-half of the responses to "mostly A's and B's" (7.25) were added to give the total number of A's (16.35 per cent). By adding together one-half the responses to "mostly A's and B's" (7.25), the total responses to "mostly B's" (14.5), and one-half the responses to "mostly B's and C's" (11.6), the total number of B's was figured to be 33.35 per cent. By adding together one-half the responses to "mostly B's and C's" (11.6), the total responses to "mostly C's" (20.9), and one-half the responses to "mostly C's and D's" (7.75), the total number of C's was found to be 40.45 per cent. By adding together one-half the responses to "mostly C's and D's" (7.75), and all of the responses to "mostly D's or lower" (1.8), the total number of D's and F's came to 9.55 per cent. Thus a rough estimate of the pupils' statements as to grades received showed 16 per cent of A's, 33 per cent B's, 40 per cent C's, and 9 per cent D's.

The actual grades for the same period were taken from the school records. Of 1704 grades, 15.7 per cent were A's, 30.1 per cent were B's, 36.6 per cent were C's, and 17.6 per cent were D's and F's.

Although the method used to establish letter grades from Table I is admittedly not completely accurate, the results are closely related to the actual grades that were taken from the school records. This relationship supports somewhat the fact that the pupils answered the questionnaire honestly. It also suggests that the validity of the entire pupil survey may be relatively high.

Pupil-teacher relationship. The pupils were asked, "How do you think you "get along" with your teachers, deans, and principal?" As is shown in Table II, of the reply groups, 93 per cent said that they got along either "very well" or "pretty well." The ninth grade boys indicated the most trouble, as 15.8 per cent responded "sometimes have trouble," and, as expected, the boys in all four grades showed the highest percentage in the reply "sometimes have trouble" and "frequently have trouble."

Pupil-parent relationship. The pupils were asked, "How often do you get help and advice from your parents on any problems you have or things you are interested in?" As is shown in Table III, page 18, the twelfth grade girls say they get along best with their parents (70 per cent replied "usually" or "always or almost always"). The boys in all four grades said they got the least amount of help from their parents--about one-half of the tenth and eleventh grade boys answered "seldom," or "never or almost never."

General satisfaction-dissatisfaction. The pupils were asked, "In general, are you satisfied or dissatisfied with your school?" As is shown in Table IV, page 19, the twelfth grade boys were the least satisfied group, with only 57.5 per cent replying "very well satisfied" or "satisfied," as compared with 75.4 per cent for the total group.

An effort was made to determine why the students responded "dissatisfied" or "very much dissatisfied." The 2.7 per cent represents nine pupils who were dissatisfied. In checking their responses to the question "What marks did you get on your last

TABLE II
 HOW DO YOU THINK YOU "GET ALONG" WITH YOUR TEACHERS, DEANS, AND PRINCIPAL?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Very well	7.9	44.0	25.5	39.6	18.4	43.6	12.5	40.0	29.4
Pretty well	76.3	52.0	68.1	60.4	71.1	51.3	75.0	56.7	63.6
Sometimes have trouble	15.8	4.0	4.3	—	10.5	5.1	7.5	3.0	6.1
Frequently have trouble	—	—	2.1	—	—	—	5.0	—	.9

TABLE III
 HOW OFTEN DO YOU GET HELP AND ADVICE FROM YOUR PARENTS ON ANY
 PROBLEMS YOU HAVE OR THINGS YOU ARE INTERESTED IN?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Always or almost always	13.2	22.0	6.4	33.3	7.9	17.9	10.0	36.7	18.2
Usually	26.3	38.0	27.7	18.8	23.7	30.8	25.0	33.3	27.9
About half the time	31.6	20.0	21.3	25.0	23.7	12.8	25.0	23.3	22.7
Seldom	18.4	16.0	38.3	16.7	34.2	30.8	30.0	3.0	23.9
Never or almost never	10.5	4.0	6.4	6.3	10.5	7.7	10.0	3.0	7.3

TABLE IV
 IN GENERAL, ARE YOU SATISFIED OR DISSATISFIED WITH YOUR SCHOOL?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Very well satisfied	26.3	52.0	36.2	52.1	15.8	25.6	15.0	20.0	32.1
Satisfied	55.3	34.0	42.6	29.2	63.2	38.5	42.5	50.0	43.3
About half and half	18.4	12.0	14.9	12.5	18.4	25.6	30.0	23.3	18.8
Dissatisfied	—	—	2.1	4.2	—	5.1	7.5	3.0	2.7
Very much dissatisfied	—	—	—	2.1	2.6	—	—	—	.6
No opinion	—	2.0	4.3	—	—	5.1	5.0	3.0	2.4

report card?," one answered "mostly A's"; two, "mostly A's and B's"; two, "mostly B's"; one, "mostly B's and C's"; two, "mostly C's"; and one, "mostly C's and D's."

The .6 per cent represents two pupils that were "very much dissatisfied." One of these responded, "mostly A's and B's"; and one, "mostly B's." This suggests that the grades pupils received were not the bases for their dissatisfaction. In further analysis of their questionnaires, the most prevalent item found was bitterness towards the rest of the students. None of the eleven pupils said they were "proud of their school."

The next question asked was, "How many of your teachers know your abilities, interests, and special needs as well as they should?" As shown in Table V, page 21, only 15 per cent of the twelfth grade boys responded "most" as compared to 36.4 per cent for the total group, and 42.5 per cent said "few" compared to 21.8 per cent for the total group.

The pupils were asked, "In general, are you satisfied or dissatisfied with the way you are treated by the teachers and other school officials?" As Table VI, page 22, shows, 78.8 per cent were either "very well satisfied" or "satisfied." The twelfth grade boys were the least satisfied as 30 per cent responded "about half and half" as compared to 14.2 per cent for the entire group.

Through further analysis of the 3.9 per cent that were "dissatisfied," and .6 per cent that were "very much dissatisfied" there was found some indication that low grades were the basis for the dissatisfaction; however, the most consistent complaint

TABLE V
 HOW MANY OF YOUR TEACHERS KNOW YOUR ABILITIES, INTERESTS,
 AND SPECIAL NEEDS AS WELL AS THEY SHOULD?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
All or almost all	10.5	6.0	8.5	8.3	5.3	12.8	7.5	3.0	7.9
Most	50.0	30.0	46.8	35.4	39.5	41.0	15.0	33.3	36.4
About half	18.4	30.0	19.1	16.7	23.7	23.1	15.0	13.3	20.3
Few	7.9	20.0	14.9	27.1	23.7	7.7	42.5	33.3	21.8
None or almost none	5.3	4.0	4.3	2.1	—	12.8	5.0	16.7	5.8
No opinion	7.9	10.0	6.4	10.4	7.9	2.6	15.0	—	7.9

TABLE VI
 IN GENERAL, ARE YOU SATISFIED OR DISSATISFIED WITH THE WAY YOU ARE
 TREATED BY THE TEACHERS AND OTHER SCHOOL OFFICIALS?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Very well satisfied	23.7	50.0	21.3	22.9	28.9	35.9	12.5	10.0	26.7
Satisfied	52.6	40.0	55.3	54.2	52.6	53.8	52.5	60.0	52.1
About half and half	15.8	6.0	14.9	10.4	13.2	10.3	30.0	16.7	14.2
Dissatisfied	2.6	4.0	2.1	6.3	5.3	—	2.5	10.0	3.9
Very much dissatisfied	—	—	—	2.1	—	—	—	3.0	.6
No opinion	5.3	—	6.4	4.2	—	—	2.5	—	2.4

from these students was that teachers and advisors always picked the same pupils for jobs of any importance.

The pupils were asked, "Do you feel that you are 'one of the gang' in your school?" As presented in Table VII, 70 per cent of the twelfth grade boys felt secure socially by responding, "Yes, I feel that I belong." The girls in all four grades responded more often than the boys to the reply, "Yes and no; I am not sure." Girls are usually considered to be a little more shy than boys.

The next question asked was, "In general, how often do the teachers and other school officials treat you fairly?" As Table VIII shows, 89.1 per cent responded either "always or almost always" or "usually."

Those who were dissatisfied were asked for a written comment stating their reasons for dissatisfaction. The following are some of the replies given by the pupils (in their own words):

"In grading one particular teacher is too exacting because she wants students to be perfectionists."

"Some of them seem to be grading on other things, except your abilities."

"They hold a grudge against me because of my low grades."

"Too many of the teachers have pets, and the only ones they care about are their pets."

"I have been laughed at for a speech impediment. I haven't been encouraged to do better work."

"I feel that as a whole I have been treated very fair by all teachers with the exception of one and this woman I feel should be banned from the teaching society."

TABLE VII
DO YOU FEEL THAT YOU ARE "ONE OF THE GANG" IN YOUR SCHOOL?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Yes, I feel that I belong	57.9	50.0	55.3	47.9	57.9	56.4	70.0	50.0	55.5
Yes and no; I am not sure	36.8	46.0	36.2	47.9	31.6	38.5	27.5	40.0	38.5
No, I think that I am an outsider	5.3	4.0	8.5	4.2	10.5	5.1	—	10.0	5.8
No response	—	—	—	—	—	—	2.5	—	.3

TABLE VIII
 IN GENERAL, HOW OFTEN DO THE TEACHERS AND OTHER
 SCHOOL OFFICIALS TREAT YOU FAIRLY?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Always or almost always	42.1	62.0	38.3	58.3	44.7	51.3	35.0	33.3	46.7
Usually	52.6	26.0	42.6	37.5	42.1	38.5	52.5	56.7	42.4
About half the time	2.6	6.0	10.6	2.1	13.2	10.3	7.5	10.0	7.6
Seldom	—	—	—	2.1	—	—	5.0	—	.9
Never or almost never	—	—	—	—	—	—	—	—	—
No opinion	2.6	6.0	8.5	—	—	—	—	—	2.4

"I have one teacher that grades unfair. She grades her pupils on her own level of brilliancy which isn't fair at all."

"Some teachers won't give their students a chance to think some of their answers, they call on someone else right away."

The discipline in the school. The pupils were asked, "In general, is the discipline in your school too strict or not strict enough?" As presented in Table IX, 80.9 per cent of the students felt that the discipline "is about right." More of the students thought the discipline was not strict enough than those that felt it was too strict. Only 3.9 per cent responded to either "it is much too strict," or "it is too strict" as compared to 10.9 per cent that answered either "it is not strict enough," or "it is nowhere near strict enough."

The pupils were asked to write a comment, if there were things about the discipline in the school that they did not like. The fifty-seven comments written showed a great deal of deviation in the reasons for their dissatisfaction. It was impossible to pick out any single area of the discipline that could be improved upon. Some of the comments (in their own words) of the pupils who were dissatisfied with the discipline were:

"Not being able to chew gum in some classes."

"Some of the time the teachers jump to too many conclusions and punish the wrong persons."

"When the teachers are mad or don't feel well when they come to school, they sometimes take it out on the pupils."

"I don't think the whole class should suffer because of one or two persons."

TABLE IX
 IN GENERAL, IS THE DISCIPLINE IN YOUR SCHOOL TOO STRICT OR NOT STRICT ENOUGH?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
It is much too strict	5.3	—	—	—	2.6	—	—	—	.9
It is too strict	—	2.0	6.4	—	2.6	—	5.0	10.0	3.0
It is about right	76.3	90.0	74.5	85.4	76.9	87.2	80.0	70.0	80.9
It is not strict enough	7.9	6.0	12.8	6.3	13.2	10.3	12.5	13.3	10.3
It is nowhere near strict enough	2.6	—	—	—	—	2.6	—	—	.6
No opinion	7.9	2.0	6.4	6.3	2.6	—	2.5	6.7	4.2

"Some of the teachers are too strict and others are not strict enough."

"Some of the teachers moody days, just because they are mad, they take it out on the class."

"Sometimes a teacher will almost let you get away with murder, other days you could be sent to the principal for dropping your pencil."

The pupils were asked, "In general, are your teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough)?" In answer to this question the pupils were split, as 29.7 per cent replied "yes," and 29.4 per cent "no." Of the remaining number surveyed, 40.6 per cent were "uncertain," and .3 per cent failed to respond.

The students were also asked, "Do differences in discipline among teachers (some too strict, others not strict enough) keep you from getting as much as you could from your schoolwork?" Thirty per cent said "yes," 37.6 per cent "no," and 32.4 per cent were "uncertain."

The next question asked, "How many of your teachers seem really to care about you as a person who needs individual understanding and attention?" Only 37.9 per cent responded "all or almost all," or "most;" while 18.5 per cent said "about half." The remainder indicated, 29.1 per cent either "few" or "none or almost none," and 14.5 per cent had "no opinion."

The pupils were asked, "In general, how often do the pupils in your school treat one another fairly and kindly? There were 68.8 per cent that declared either "always or nearly always" or

"usually," and 22.7 per cent that said "about half the time." A lesser number, 6.4 per cent, responded "seldom," or "almost never," and 2.1 per cent had "no opinion."

The group was asked, "How much help do your teachers usually give you in your schoolwork?" As shown in Table X, only 28.2 per cent of the entire group answered "all the help I need," and only 10 per cent of the twelfth grade girls as compared to 48.7 per cent of the eleventh grade girls responding to that possible answer. Most of the students indicated they got all the necessary help from the teachers as 70.3 per cent answered either "all the help I need," or "most of the help I need."

The pupils were asked to write a comment on the question, "If you think you need more help with your schoolwork, what kind of help do you need that you are not getting?" There were very few responses to this question, but some of the comments written were as follows:

"In some classes the teacher goes too fast. I'm just beginning to get something out of a lesson and we go to something new."

"The smarter kids take up class time with questions beyond the average student's reach. Keep the teaching confined to the lesson."

"The teachers should explain a little more of what they are trying to teach us."

"One of my teachers talks much too fast and I therefore cannot understand her assignments."

"In some classes you are afraid to say anything for fear

TABLE X
 HOW MUCH HELP DO YOUR TEACHERS USUALLY GIVE YOU IN YOUR SCHOOLWORK?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
All the help I need	18.4	42.0	21.3	31.3	26.3	46.7	20.0	10.0	28.2
Most of the help I need	55.3	36.0	36.3	35.4	47.4	35.9	45.0	50.0	42.1
About half the help I need	—	6.0	17.0	16.7	7.9	2.6	7.5	10.0	9.1
Some of the help I need	7.9	—	4.3	10.4	7.9	7.7	17.5	13.3	8.2
Very little of the help I need	5.3	4.0	6.4	4.2	5.3	2.6	2.5	6.7	4.5
No opinion	13.2	10.0	12.8	2.1	5.3	2.6	7.5	10.0	7.9

the teacher will get mad and make fun of you."

The next question asked was, "On the average, do you spend too much or too little time on homework each school day?" There were 53.3 per cent of the students that said they spent "too little" as compared to 33.9 per cent that signified that they spent "about the right amount." Only 3 per cent answered "much too much," or "too much."

The pupils were asked, "On the average, how much time do you spend on homework each school day?" As shown in Table XI, 22.5 per cent of the twelfth grade boys answered "none." Most of the pupils (58.2 per cent) said they spent "between one-half and one hour," or "between one and one and one-half hours." The twelfth grade and ninth grade girls spent the most time doing homework, as 43.3 per cent of the twelfth grade, and 46 per cent of the ninth grade, professed that they spent "between one and one-half and two hours" or "more than two hours."

The next question asked, "Should the school try to give students help with the social problems they face in everyday living?" There were 62.1 per cent that said "yes," and 14.5 per cent answered "no." The remaining 23.3 per cent were "uncertain."

The pupils were also asked, "How much help does the school give you in solving your social problems?" A large percentage, 42.4 per cent, had "no opinion." There were 5.5 per cent who said "all or almost all the help I need," and 30.3 per cent answered "considerable amount of the help I need," as 21.8 per cent said "little of the help I need."

The pupils were asked, "All things considered, how much

TABLE XI
ON THE AVERAGE, HOW MUCH TIME DO YOU SPEND ON HOMEWORK EACH SCHOOL DAY?

Reply	9th grade boys girls	10th grade boys girls	11th grade boys girls	12th grade boys girls	Total
None	5.3 —	2.1 —	5.3 —	22.5 —	4.2
Less than $\frac{1}{2}$ hour	13.2 8.0	19.1 4.2	13.2 2.6	20.0 6.7	10.9
Between $\frac{1}{2}$ and 1 hour	44.7 24.0	57.4 35.4	26.9 23.1	27.5 10.0	32.4
Between 1 and $1\frac{1}{2}$ hours	21.1 22.0	12.8 35.4	26.3 43.6	12.5 36.7	25.8
Between $1\frac{1}{2}$ and 2 hours	7.9 40.0	2.1 12.5	16.4 20.5	12.5 30.0	17.9
More than 2 hours	2.6 6.0	2.1 6.3	5.3 7.7	2.5 13.3	5.5
No opinion	5.3 —	4.3 6.3	2.6 2.6	2.5 3.0	3.3

do you think you are getting out of your schoolwork?" In response to this question, 76.9 per cent said either "about all that I could get," or "somewhat less than I could get." There were 21.8 per cent who said either "considerable less than I could get," or "a great deal less than I could get," and 1.2 per cent had "no opinion."

The students were also asked, "If you feel that you aren't getting as much out of your schoolwork as you could get, what do you think the reasons are?" (Check all that tell why.) There were 552 responses, with the frequency of mention of each one as follows:

<u>222</u>	I don't study hard enough.
<u>10</u>	The work is too hard.
<u>33</u>	I don't understand the assignments.
<u>23</u>	Teachers do not give individual help.
<u>46</u>	Teachers do not give enough attention to slow learners.
<u>32</u>	Not enough opportunities for rapid learners.
<u>32</u>	I have too much schoolwork to do. (Assignments too large, or too many subjects.)
<u>58</u>	I do too much work outside school.
<u>56</u>	I spend too much time on student activities (parties, clubs, athletics, etc.).
<u>40</u>	I am not interested in schoolwork.

The next question asked, "In general, do you have to do too much or too little work in order to 'keep up' in your studies?" A large percentage, 60.6 per cent, indicated "about the right amount," and only 11.5 per cent said "too much," or "much too much." There were 18.5 per cent that answered "much too little," or "too little," and 9.4 per cent had "no opinion."

The pupils were asked, "How much of what you are studying do you think will be useful to you in everyday living?" Most of the students felt that all of the subjects they were taking would

be of some use, as 72.4 per cent declared either "practically everything I am studying," or "most of what I am studying." There were 18.2 per cent that said "about half of what I am studying," and 7.8 per cent answered either "considerably less than half of what I am studying," or "very little of what I am studying." Only 1.5 per cent had "no opinion."

The pupils were also asked, "If you think that some of the things you are studying will not be useful in everyday living, what are these things?" The following is a complete list of the things mentioned as not useful by the pupils with the frequency of mention of each one:

<u>41</u>	Literature
<u>32</u>	History
<u>26</u>	English
<u>16</u>	Algebra
<u>10</u>	Science
<u>4</u>	Chorus
<u>4</u>	Physical Education
<u>4</u>	Latin
<u>2</u>	Geometry

The next question asked was, "Do you take part in as many student activities (clubs, parties, plays, athletics, etc.) as you would like?" Only 9.1 per cent said "Yes: too many, in fact." There were 42.1 per cent that declared "Yes; I take part in as many as I think I should," and 37.3 per cent answered "No; I don't take part in as many as I should like." The remaining 11.5 per cent had "no opinion."

The group was asked, "Are you satisfied or dissatisfied with the teaching methods used in your school?" As Table XII presents, 81.6 per cent of the ninth grade boys and 84 per cent of the ninth grade girls were either "very well satisfied," or

TABLE XII
 ARE YOU SATISFIED OR DISSATISFIED WITH THE TEACHING METHODS USED IN YOUR SCHOOL?

Reply	9th grade boys	9th grade girls	10th grade boys	10th grade girls	11th grade boys	11th grade girls	12th grade boys	12th grade girls	Total
Very well satisfied	7.9	36.0	14.9	18.3	7.9	17.9	2.5	16.7	16.1
Satisfied	73.7	48.0	46.8	56.3	55.3	53.8	60.0	53.3	55.5
About half and half	10.5	12.0	29.8	18.8	31.6	25.6	30.0	20.0	22.1
Dissatisfied	2.6	2.0	4.3	2.1	2.6	2.6	5.0	6.7	3.3
Very much dis- satisfied	—	—	—	—	2.6	—	—	—	.3
No opinion	5.3	2.0	4.3	4.2	—	—	2.5	3.0	2.7

"satisfied." Very few of the entire group were unhappy with the teaching methods, as only 3.6 per cent responded "dissatisfied," or "very much dissatisfied."

The students were then asked to write a comment on the following question: "If the school uses teaching methods that you don't like, tell what they are." Although no one method was prevalent, some of the comments were:

"The teachers seem to be gunning for the same person all the time."

"They seem to have certain kids they like best and others they pick on all the time."

"One teacher doesn't give test during the six weeks then she gives a hard test."

"Getting a grade satisfactory and unsatisfactory."

"Material not explained enough. Spend too much time on material that is not important."

The pupils were asked, "Are there things that you should be learning right now which are not being taught in your school?" Most of the students were satisfied with the curriculum, as 77.6 per cent replied "no, none," or "yes, a few things." Only 5 per cent answered "yes, many things," and 17 per cent had "no opinion" and .3 per cent failed to respond.

The pupils were also asked, "If there are things that you think you should be learning which are not being taught in your school, tell what these things are." The following is a list of those subjects that the pupils felt should be offered with the frequency of mention of each one:

<u>43</u>	More Foreign Language
<u>30</u>	Driver Training
<u>26</u>	Auto Mechanics
<u>12</u>	More Science
<u>9</u>	Sex Education
<u>5</u>	More Public Speaking
<u>4</u>	More Mechanical Drawing

The next question asked, "How do you feel about the amount of money you need in order to take part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.)" Only 26.4 per cent answered "it takes altogether too much money," or "it takes far too much money." There were 58.2 per cent that said "it takes about the right amount of money" and 15.5 per cent had "no opinion."

The students were asked, "Tell any kinds of requests or needs for money in the school which should be eliminated." There were no responses to this statement, so evidently, most of the pupils felt that the expenses required to participate in normal school activities were necessary.

The pupils were asked, "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?" There were 41.2 per cent of the entire group that said "yes," and 31.8 per cent that answered "no." The remaining 27 per cent were "uncertain."

For the pupils that answered "yes" in the question above, additional information was asked, "If you feel that pupils with little money to spend are handicapped, tell how. (Check all in which children with little money are handicapped.)" There were

768 responses as follows:

<u>31</u>	Getting textbooks and supplies
<u>96</u>	Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork
<u>68</u>	Taking part in athletics
<u>158</u>	Going to parties, dances, and ball games
<u>102</u>	Joining clubs and taking part in other activities
<u>28</u>	Using cafeteria or other lunch facilities
<u>94</u>	Going on trips sponsored by the school
<u>191</u>	Getting the school yearbook, newspaper, class rings, etc.

The next question asked was, "Are you satisfied with the lunch arrangements (cost, hours, cafeteria facilities, and rules regarding lunch time) in your school?" In response to this question 32.4 per cent said "yes," and 49.7 per cent answered "no." There were 16.7 per cent that were "uncertain," and 1.2 per cent failed to respond.

The students were asked to write a comment on what part of the lunch facilities they were dissatisfied with. Most of the comments dealt with a desire for a cafeteria. A new cafeteria is in the process of being built at the present time and is expected to be in operation at the beginning of the school term.

The pupils were asked, "Does your school have as much equipment (library books, moving-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs?" Of the replies, 81.5 per cent reported either "it has everything it needs," or "it has most of what it needs." Only 8.8 per cent signified "it has very little of what it needs," and 9.7 per cent had "no opinion."

The following are the facilities the pupils thought they should have more of, with the frequency of mention of each one:

<u>47</u>	Laboratory equipment
<u>23</u>	Library books
<u>18</u>	Physical Education facilities
<u>7</u>	Athletic facilities
<u>3</u>	Home Economics equipment

The next question asked was, "Do you think your school is overcrowded?" Most of the students did not feel that the school was crowded, as 91.6 per cent said "No, it is not overcrowded," or "Yes, it is somewhat overcrowded." Only 3.6 per cent declared "Yes, it is seriously overcrowded," and 4.8 per cent had "no opinion."

The pupils were asked, "Are the rooms, halls, rest rooms, and playgrounds of your school kept clean?" Most of the students, 90.3 per cent, said either "yes, always clean," or "yes, usually clean." Only 7.3 per cent responded "no, sometimes dirty," and there were no responses to "no, always dirty." The remaining 2.4 per cent had "no opinion."

The pupils were asked to comment on the parts of the school that are not kept as clean as they would like. There was some criticism concerning the rest rooms and some students felt that the lawn should be kept cleaner.

The pupils were asked, "In general, how well satisfied are you with the variety (number and nature) of the subjects that your school offers?" As presented in Table XIII, 94 per cent of the ninth grade girls and 90 per cent of the twelfth grade girls indicated "very well satisfied," or "pretty well satisfied." The twelfth grade boys were the least satisfied group, as only 67.5 per cent responded in this manner. Only 3.3 per cent of the entire group answered either "dissatisfied," or "very much dissatisfied."

TABLE XIII
 IN GENERAL, HOW WELL SATISFIED ARE YOU WITH THE VARIETY (NUMBER
 AND NATURE) OF THE SUBJECTS TAUGHT YOUR SCHOOL OFFERS?

Reply	9th grade		10th grade		11th grade		12th grade		Total
	boys	girls	boys	girls	boys	girls	boys	girls	
Very well satisfied	21.1	50.0	25.5	29.2	26.3	28.2	17.5	16.7	27.9
Pretty well satisfied	57.9	44.0	57.4	47.9	57.9	51.3	50.0	73.3	53.9
About half and half	18.4	—	10.6	14.6	10.5	15.4	25.0	10.0	12.7
Dissatisfied	2.6	—	2.1	2.1	5.3	5.1	7.5	—	3.0
Very much dissatisfied	—	—	2.1	—	—	—	—	—	.3
No opinion	—	6.0	2.1	6.3	—	—	—	—	2.1

The next question asked was, "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?" As shown in Table XIV, there were 81.6 per cent of the ninth grade boys and 88 per cent of the ninth grade girls, as compared to 55 per cent of the twelfth grade boys and 60 per cent of the twelfth grade girls that responded "in all my subjects," or "in most of my subjects."

The students were asked, "How much help do you usually get from the librarian when you go to the school library?" There were 20 per cent of the students that stated "I never go to the school library." Almost one-half of the students, 48.8 per cent, responded either "all the help I need," or "most of the help I need." The remaining 31.2 per cent said "some of the help I need," or "very little of the help I need."

The students were then asked, "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?" Although there were 31.2 per cent of the entire student body that indicated they were not getting all the help that they would like, failure to respond to this question would seem to suggest that most of the students did not know what kind of help they needed, or perhaps they were not able to express their ideas.

The next question asked was, "In general, how proud of your school are you?" Not one student answered "I am ashamed of my school," and only 3 per cent responded, "I am not proud of my school." There were 63 per cent of the pupils that said, "I am

TABLE XIV

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?

Reply	9th grade		10th grade		11th grade		12th grade		Total
	boys	girls	boys	girls	boys	girls	boys	girls	
In all my subjects	21.1	28.0	21.3	16.7	26.3	20.5	7.5	10.0	19.4
In most of my subjects	60.5	60.0	55.3	47.9	47.4	51.3	47.5	50.0	52.7
In about half of my subjects	13.2	10.0	14.9	22.9	18.4	25.6	30.0	23.3	19.4
In less than half of my subjects	2.6	2.0	4.3	4.2	5.3	2.6	12.5	13.3	5.5
In none of my subjects	—	—	2.1	—	—	—	—	3.0	.6
No opinion	2.6	—	2.1	8.3	2.6	—	2.5	—	2.4

very proud of my school," and 33.9 per cent signified, "I am proud of my school."

The students were then asked to tell the main reason why they are proud of their school. There were 123 responses to this item. In answering this question most students indicated some phase of athletics, chorus, or band, as the most important stimulant of school pride, and other students signified their pride in the following statements.

"It is a very clean school and there is a lot of nice kids and we are noted for our good sportsmanship."

"Our school has good sportsmanship, good leadership, responsibility and conduct."

"In general all the kids get along real well, the teachers and principal are fair and I'm very proud of my school."

"I'm proud of my school because it stands for what I want most, a good education."

"We have high ideals and above average grading system. Our pupils aren't just warming the seats here. We are thought of as a very good system."

"Because this is a very clean school and it has very high standards."

"We have a lot of fun but still learn something."

Some of the statements written by students that are not proud of their school are as follows:

"It's nothing to brag about."

"There are too many pansies in this school."

"I just don't see why I should be proud of it."

The students very often give poor impressions to visiting schools."

The pupils were asked, "Do you go to as many of the school parties, dances, plays, athletic contests, etc., as you would like to?" There were 67.6 per cent who answered "yes," and 32.4 per cent that said "no."

They were then asked, "If you don't go to as many as you would like to, what are the reasons? There were only 109 responses to this question as follows:

<u>29</u>	Because I don't have time.
<u>17</u>	Because my parents don't want me to or won't let me.
<u>10</u>	Because the kids don't want me.
<u>27</u>	Because I don't know how to take part.
<u>26</u>	Because I can't afford to.

The next question asked was, "Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do?" Only 6.6 per cent said "yes, very often," or "yes, quite often." The majority of the group, 81.2 per cent, said either "yes, but seldom," or "no, never," and 12.1 per cent responded "I never need to bring any money to school."

The group was asked, "Does the school give you enough help in choosing subjects?" In response to this question, 86.4 per cent replied "yes," and 7.3 per cent said "no," and 6.4 per cent indicated "sometimes."

The following question asked, "Does the school give you enough help in choosing a vocation?" There were 61.2 per cent answered "yes," and 25.2 per cent that said "sometimes." The other 13.6 per cent declared, "no."

The students were also asked, "Does the school give you enough help in getting information about colleges and choosing a college?" Most of the students, 70.3 per cent, answered this question "yes," and 19.1 per cent indicated "sometimes." Only 10.6 per cent said "no."

In response to the question, "What is the one thing you like most about your school?" the pupils gave written responses. Some of these are as follows:

"It is a good clean school, the teachers are good teachers and are very nice."

"There is enough discipline that the students realize what they've done wrong."

"I like the way the teachers and kids get along and the friendly atmosphere in the school."

"The honor of being treated like an adult."

"The guidance work of the principal."

"I like the personalities of the teachers; they seem to fit with the class."

"Athletic program."

"The school board and everyone else is trying to make a better school for all who go."

"The way the students are treated, the fairness of punishment."

The pupils were asked, "What is the one thing you most dislike about your school?" and the following are some of the replies given.

"At the end of six weeks' period all the teachers give

tests on the same days couldn't they be spread out?"

"Some of the boys in the senior class give the school a bad name because of their parties."

"The teachers can go to the boiler room and smoke inside the school, I think the students should be allowed the same privilege."

"The study hall teachers, they are very unfair about the kids in the study hall."

"Too much stress is put on one or two sports and not enough on the useful sports such as badminton, tennis, volley ball, and swimming."

"I don't understand it, if we have to go to school for 8 hours a day why should we have to still take home more school work?"

"The cliques mostly or the people who think they are too good for someone else, includes a couple of teachers."

"The school is located in a bad town there is nothing to do but go to the movie."

"Some of the teachers are very prejudiced. They have never been so to me but they have been to several of my friends."

The last question on the pupil inventory asked them to write any suggestions which they had for the improvement of the school and the following are some of the suggestions made.

"I think our school is going down hill and I feel that the executive head as well as the faculty should be aware of the situation."

"We could keep it a little cleaner, we should also be required to keep lockers at least half way clean."

"More tests like these to give the principal what we want."

"More tests like these to show the school administration what we want."

"I think some of the teachers could be more strict and that there ought to be more school dances and parties."

"I think student council and class officers should be able to run for office and not be elected by their class."

"Make social discipline more strict. That is make personal actions more meaningful."

CHAPTER V

THE ATTITUDES AND OPINIONS OF TEACHERS

In this chapter the attitudes and opinions of the teachers will be discussed. The questions and their answers which are treated in this chapter are those that could not be compared with the answers given in the pupil inventory. A comparison is made in Chapter VI between the pupils and teachers concerning the questions which were similar in the two inventories.

The responses to the questions found in the teacher inventory only are given in Appendix B.

All of the teachers at Deer Lodge High School indicated that they were satisfied with the school.

All of the teachers but one felt they were free to use the teaching methods that they believed to be the most effective.

All but one of the teachers were satisfied with the way they were treated outside the school by the people of the community.

Thirteen of the teachers declared that staff morale was high; four said it was fair.

Almost all of the teachers indicated that they were very happy in their present teaching assignment, though a few indicated mixed feelings ("about half and half").

Some dissatisfaction among the teachers with respect to the total work load and number of classes was indicated. All of the teachers were of the opinion that the teachers were required

to teach a few too many classes; a few were unhappy with the distribution of work among the faculty members. The size of the classes caused some dissatisfaction.

The teachers expressed the opinion that, in general, they got all the help they needed from the administration with any disciplinary problems. All of the teachers indicated that they were satisfied with the way they were treated by the administration.

A few of the teachers indicated that there was some unpleasant personal relationships among the members of the teaching staff that interfered with the effective functioning of the school.

About half of the teachers expressed some dissatisfaction with the salary schedule in the Deer Lodge High School.

In the teacher questionnaire, many of the questions asked for a written comment concerning the teachers' dissatisfactions, but due to the small number of areas of dissatisfaction the few comments that were written seemed not to unduly influence the total picture, and so are not mentioned.

CHAPTER VI

A COMPARISON OF THE ATTITUDES AND OPINIONS OF PUPILS AND TEACHERS

In this chapter the attitudes and opinions of the two groups included in the survey are compared. The questions and their answers which are treated in this chapter are those which appeared on each of the two inventories. The comparisons are made by percentage based upon all of the students, (330), and all of the teachers, (17), that were involved in the survey.

The responses to the questions found in the pupil inventory only are given in Appendix A. The responses to the questions found in the teacher inventory only are given in Appendix B.

The two groups were asked, "In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other school officials?" There was a very close agreement between the pupils and teachers on this question. Of the reply groups, 78.8 per cent of the pupils and 82.4 per cent of the teachers said that they were either "satisfied," or "very well satisfied." There were 14.2 per cent of the pupils and 17.6 per cent of the teachers that answered "about half and half."

The next question the two groups were asked concerning the treatment of pupils by teachers and other officials was, "In general, how often do the teachers and other school officials treat the pupils fairly?" The replies of the two groups to this question were very

much alike. It was the opinion of 89.1 per cent of the pupils, and 94.1 per cent of the teachers that the pupils were "always," or "usually treated fairly." Only 7.6 per cent of the pupils, and 5.9 per cent of the teachers indicated "about half the time."

The pupils and teachers were asked, "Do differences in discipline among the teachers (some too strict, others not strict enough) keep the pupils from getting as much as they could from their schoolwork?" There was considerable agreement between the two groups, as 37.6 per cent of the pupils, and 35.3 per cent of the teachers responded "no." More of the teachers, 41.2 per cent, as compared to the pupils' 30 per cent, said "yes." The remainder in each group were "uncertain."

The next question the two groups were asked was, "In general, is the discipline in your school too strict or not strict enough?" None of the teachers, and only 3.9 per cent of the pupils thought that the discipline was "too strict." It was the feeling of 82.4 per cent of the teachers, and 80.9 per cent of the pupils, that the discipline was "about right." Only 17.6 per cent of the teachers, and 10.3 per cent of the pupils, responded "It is not strict enough."

The two groups were asked, "How many of the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention?" The teachers responded only to the first three of the possible responses (11.8 per cent, "all or almost all"; 58.8 per cent, "most"; and 29.4 per cent, "about half"). The pupils' responses were similar to the teachers' in the first possible response only (11.5 per cent, "all or almost all"; 26.4 per cent, "most"; 18.5 per cent, "about half"; and 29.1 per

cent of the pupils also said "few," or "none or almost none." There were 14.5 per cent of the pupils that had no opinion concerning this question.

The teachers and pupils were asked, "How much help do you feel that the teachers give the pupils with their schoolwork?" There was some agreement between the two groups, as 64.7 per cent of the teachers and 60.3 per cent of the pupils answered "all of the help they need," or "most of the help they need." Except for 7.9 per cent of the pupils who expressed no opinion, the remainder of both groups indicated that they felt teachers did not give the pupils the help they needed.

The next question the two groups were asked was, "On the average, do the pupils spend too much or too little time on homework each school day?" All of the teachers and 61.2 per cent of the students answered "too little," or "much too little," but 33.9 per cent of the students felt they spent "about the right amount."

The two groups were asked, "Should the school try to give students help with the social problems they face in everyday living?" In the teacher group 82.4 per cent said "yes," 5.9 per cent answered "no," and 11.8 per cent were "uncertain." There was more uncertainty in the pupil group, as 23.3 per cent responded "uncertain," 62.1 per cent answered "yes," and 14.5 per cent said "no."

The teachers and pupils were also asked, "How much help does the school usually give the pupils in solving their social problems?" It was the opinion of 58.8 per cent of the teachers, and only 5.5 per cent of the pupils that they received "all or almost all of the help they need," but 30.3 per cent of the pupils, and 17.6 per cent of

the teachers indicated that they received "considerable amount of the help needed." A large number of the pupils (42.4 per cent) expressed "no opinion," and the remainder of the two groups indicated that the pupil received "little of the help needed."

The next question the two groups were asked was, "All things considered, how much do you think the pupils are getting out of their schoolwork?" All of the teachers, and 70.6 per cent of the pupils indicated they received "somewhat less than they could get," or "considerably less than they could get." There were 13.3 per cent of the pupils that felt they received "about all that they could get."

The two groups were also asked, "If you feel that the pupils aren't getting as much out of their schoolwork as they could get, what do you think the reasons are?" As presented in Table XV, the pupils indicated that a vast number of them just don't study hard enough. Most of the teachers felt that the students did not study enough, and the teachers did not give enough individual help.

The teachers and pupils were asked, "In general, do the pupils have to do too much or too little work in order to 'keep up' in their studies?" There was a great deal of disagreement between the two groups on this question. The opinion that they had to work "much too little," or "too little" was expressed by 68.8 per cent of the teacher group, and only 18.5 per cent of the pupil group. There were 60.6 per cent of the pupils as compared to 41.2 per cent of the teachers that felt they had to work "about the right amount."

TABLE XV

IF YOU FEEL THAT THE PUPILS AREN'T GETTING AS MUCH
OUT OF THEIR SCHOOLWORK AS THEY COULD GET,
WHAT DO YOU THINK THE REASONS ARE?

Reply	Pupils	Teachers
Don't study hard enough	222	12
Work is too hard	10	—
Don't understand the assignments	33	1
Teachers do not give individual help	23	12
Not enough attention to slow learners	46	6
Not enough opportunities for rapid learners	32	8
Too much schoolwork to do	32	—
Too much work outside school	58	7
Too much time spent on student activities	56	10
Not interested in school work	40	9

The next question the two groups were asked was, "How much of what the pupils are studying do you think will be useful in everyday living?" There was a great deal of agreement between the two groups concerning this question. It was the opinion of 76.5 per cent of the teachers, and 72.4 per cent of the pupils that "practically everything they are studying," or "most of what they are studying" will be useful in everyday living. Only 23.5 per cent of the teachers, and 26 per cent of the pupils indicated a lesser amount would be useful in everyday living.

The two groups were asked, "Are there things that you think the pupils should be learning right now, which are not being taught in your school?" In response to this question 38.5 per cent of the pupils and only 5.9 per cent of the teachers said "no, none," but 70.6 per cent of the teachers as compared to 39.1 per cent of the pupils answered "yes, a few things." None of the teachers and 5 per cent of the pupils responded "yes, many things," and the remainder of the two groups had no opinion.

The teachers and pupils were asked, "Does your school have as much equipment and as many facilities as it needs?" All of the teachers and 63.9 per cent of the pupils felt that the school "has most of what it needs," while 17.6 per cent of the pupils said "it has everything it needs," and 8.8 per cent of the pupils indicated "it has very little of what it needs."

The next question the two groups were asked was, "Do you think your school is overcrowded?" There was a great deal of agreement between the teachers and pupils on this question. In the teacher group 11.8 per cent said the school is "seriously overcrowded," and

in the pupil group 3.6 per cent indicated the same thing. Of the teacher group 52.9 per cent felt the school was "somewhat overcrowded," and 35.3 per cent said, "No, it is not overcrowded." The pupils felt about the same as the teachers as 55.5 per cent responded "somewhat overcrowded," and 36.1 per cent indicated, "No, it is not overcrowded."

The two groups were asked, "Are the rooms, halls, rest rooms, and playground of your school kept clean?" The greatest differences of opinion between the two groups were indicated in regard to this question. Only 7.3 per cent of the pupils as compared to 53 per cent of the teachers felt that the school was "sometimes dirty," or "always dirty." It was the opinion of 41.2 per cent of the teachers and 49.4 of the pupils that the school was "usually clean," but none of the teachers and 40.9 per cent of the pupils said the school was "always clean."

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine the attitudes and opinions of pupils and teachers concerning their high school at Deer Lodge, Montana. The information used in this study was obtained by administering the Illinois Inventory of Pupil Opinion to the pupils of Deer Lodge High School on a day of high attendance. The inventory was completed by three hundred thirty students. After the inventories were completed the answers to each question were tabulated according to whether the respondent was a boy or a girl and according to the grade in school. The results of this survey were given in Chapters IV and VI.

The Illinois Inventory of Teacher Opinion was administered to all of the seventeen teachers teaching in Deer Lodge High School. The purpose of the inventory was explained to them and they were asked to answer the questions honestly and frankly. When the inventories were completed the answers to each question were tabulated and the results of this survey were given in Chapter V and VI.

II. CONCLUSIONS

Pupil survey. In general, the pupils of Deer Lodge High School were satisfied with their school. A few of them expressed

dissatisfaction, but only a very small number of these indicated that they were very much dissatisfied.

The great majority of the students thought that the discipline in the school was "about right," but nearly one-third of them said that the teachers were "too changeable" in their discipline, and because of this pupils were kept from getting as much as they should get from their schoolwork. These two points of view are not consistent.

Most of the pupils thought that they were getting less than they could get out of their school work although the majority of them expressed the opinion that most of what they were studying would be useful to them in everyday living.

Most of the pupils were satisfied with the teaching methods used in the school even though there were a very few that indicated they were dissatisfied.

About half of the students were dissatisfied with the lunch arrangements, equipment, and facilities. At the time this study was made there were no cafeteria facilities at Deer Lodge High School, though plans were under way to meet this need.

Even though an extensive building program was in progress to alleviate the overcrowdedness, a small number of the students felt that the school was crowded, though only one student indicated that the school was seriously overcrowded.

Well over half the pupils indicated that they were learning a lot this year in most of their school subjects. Only eighteen indicated they were learning a lot in less than half of their subjects; two said they were learning in none of them.

In general, nearly all of the students were proud of their school. No one indicated that he was ashamed, and only ten said that they were not proud of their school.

With regard to the things that the pupils like most about the school, the teachers, the principal, the friendly atmosphere, athletic department, the fairness, and the discipline were the items that were mentioned the most.

The things that the pupils disliked the most about the school were: The students dislike for other individual students, cliques, school groups, and organizations. Also mentioned were certain teachers and certain classes.

Generally, the students at Deer Lodge High School seemed very well satisfied with the school system. Most of them indicated that the school maintained high standards, was fair, was respected, and was doing a good job of preparing its students for the future.

Teacher survey. The teachers as a group were even more satisfied with the school than the pupils. They indicated that they were satisfied with the present administration and relatively happy in their present teaching positions.

In general, the teachers felt that the school was doing a good job of educating the children in Deer Lodge.

Most of the teachers were satisfied that the discipline in the school was about right; only three felt it was not strict enough.

The attitudes and opinions of the teachers were as listed below.

1. They had freedom in teaching methods.
2. They were satisfied with the way they were treated by the

people of the community.

3. The teachers said they had enough help from the administration concerning any discipline problems.

4. They felt that they treated the pupils satisfactorily.

5. The teachers really care about each pupil who needs sympathetic understanding and attention.

6. The teachers felt they gave the pupils most all of the help they needed.

7. They thought the students did not spend enough time on homework.

8. They felt that the school should try to give help to the students concerning their social problems, and most of them were satisfied that the school was doing a fair job in this field.

9. Most of the teachers indicated that the school had adequate equipment and facilities.

10. The teachers, like the pupils, did not feel that the school was seriously overcrowded.

11. The teachers, unlike the pupils, indicated some dissatisfaction with the cleanliness of the school.

12. The teachers indicated some dissatisfaction with the total work load and distribution of work among the faculty members.

13. There was some dissatisfaction with the salary schedule for teachers.

14. There were some unpleasant personal relationships among the members of the teaching staff.

III. RECOMMENDATIONS

The results of the surveys of the attitudes and opinions of pupils and teachers concerning their high school at Deer Lodge, Montana, were used as a basis for the following recommendations.

1. There could be a little more uniformity among the teachers concerning the discipline.
2. More time could be spent by the administration and staff with the pupils' social problems.
3. Some effort should be made to improve the study habits of the students.
4. The curriculum should be enriched with more foreign language and driver training.
5. A hot lunch program should be installed.
6. The library facilities should be increased and a more careful selection of student librarians should be made.
7. Some reorganization of the distribution of total work load among the teachers should be made.
8. A higher salary schedule would increase the morale of most of the teachers.
9. The custodians should make a greater effort to keep the school building cleaner.

The inventories of both groups indicated but very little dissatisfaction with the school, so that a minimum number of recommendations can be made. Of the list of recommendations given above, items five and six will be taken care of with the addition to the school that is under construction at the present time. At least

one more foreign language will be added to the curriculum this fall.

From this survey, it has been found that the pupils and teachers in the Deer Lodge High School are satisfied with their school. The morale of both groups is relatively high, and there is a great deal of harmony.

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APPENDIX A

PUPIL INVENTORY ILLINOIS INVENTORY OF PUPIL OPINION (Secondary-School Form)

By HAROLD C. HAND
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GILBERT C. FINLAY
Assistant Professor of Education, University of Illinois

and ARDWIN J. DOLIO
Assistant Professor of Education, University of Delaware

DIRECTIONS

How do you feel about your school? That is what we are asking you to tell us in this questionnaire.

It is easy to do. In most cases, you merely check the answer that tells how you feel.

This is not a test. Except for the first five questions there are no right or wrong answers. You are simply to tell how you feel about your school.

DO NOT PUT YOUR NAME ON THIS PAPER. Nobody wants to know "who says what."

It will not affect your marks. Since this is not a test, and since nobody can tell "who says what," the way you answer this questionnaire cannot possibly affect your school marks.

Use either a pencil or a pen. Either one is all right.

Read each question carefully. Be sure you understand each question before you answer it.

If you don't understand the meaning of a question, raise your hand and the person in charge will explain it to you.

Answer every question. Before you turn in your paper, go back over it to make sure you have answered every question.

PERSONAL FACTS

A. What are you, a boy or a girl? (Check one answer.)

- 1) I am a boy.
- 2) I am a girl.

B. What school grade are you in? (Check one answer.)

- 1) 7th grade.
- 2) 8th grade.
- 3) 9th grade.
- 4) 10th grade.
- 5) 11th grade.
- 6) 12th grade.
- 7) Other. (Tell what.) _____

C. What marks did you get on your last report card? (Check one answer.)

- 30 1) Mostly A's.
- 48 2) Mostly A's and B's.
- 48 3) Mostly B's.
- 78 4) Mostly B's and C's.

- 69 5) Mostly C's.
- 51 6) Mostly C's and D's.
- 6 7) Mostly D's or lower.

D. How do you think you "get along" with your teachers, deans, and principal? (Check one.)

- 97 1) Very well.
- 210 2) Pretty well.
- 20 3) Sometimes have trouble.
- 3 4) Frequently have trouble.

E. How often do you get help and advice from your parents on any problems you have or things you are interested in? (Check one.)

- 60 1) Always or almost always.
- 92 2) Usually.
- 75 3) About half the time.
- 79 4) Seldom.
- 24 5) Never or almost never.

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a

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

c. If you are not 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.)

223 1) Yes.
107 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.)

- 29 1) Because I don't have time.
- 17 2) Because my parents don't want me to or won't let me.
- 10 3) Because the kids don't want me.
- 27 4) Because I don't know how to take part.
- 26 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.)

9 1) Yes, very often.
13 2) Yes, quite often.
64 3) Yes, but seldom.
204 4) No, never.
385 5) I never need to bring any money to school.

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

285 1) Yes.
24 2) No.
21 3) Sometimes.

35. Does the school give you enough help in choos- tion? (Check one.)

202 1) Yes.
83 2) Sometimes.
45 3) No.

36. Does the school give you enough help in gettin- tion about colleges and choosing a college? (C

232 1) Yes.
63 2) Sometimes.
33 3) No.

37. What is the one thing you like most about your

38. What is the one thing you most dislike about yo

39. If you have any suggestions to offer concerni- you think should be done to improve your sch- them here. _____

WHAT DO YOU THINK ABOUT YOUR SCHOOL?

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

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

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

- 26 1) All or almost all.
- 120 2) Most.
- 67 3) About half.
- 72 4) Few.
- 19 5) None or almost none.
- 26 6) I have no opinion.

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

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

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

- 183 1) Yes, I feel that I "belong," that I "count" for something, and that I am "wanted."
- 127 2) Yes and no; I often wonder about this; I am not sure.
- 19 3) No, I think that I am more or less of a "nobody" or an "outsider."

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

- 154 1) Always or almost always.
- 140 2) Usually.
- 25 3) About half the time.
- 3 4) Seldom.
- 5 5) Never or almost never.
- 8 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.)

- 98 1) Yes.
- 134 2) Uncertain.
- 97 3) No.

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 schoolwork? (Check one.)

- 99 1) Yes.
- 107 2) Uncertain.
- 124 3) No.

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

- 3 1) It is much too strict.
- 10 2) It is too strict.
- 267 3) It is about right.
- 34 4) It is not strict enough.
- 2 5) It is nowhere near strict enough.
- 14 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.)

- 38 1) All or almost all.
- 87 2) Most.
- 61 3) About half.
- 64 4) Few.
- 32 5) None or almost none.
- 48 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.)

- 63 1) Always or nearly always.
- 164 2) Usually.
- 75 3) About half the time.
- 18 4) Seldom.
- 3 5) Almost never.
- 7 6) I have no opinion.

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

- 107 1) Yes.
- 164 2) No.
- 55 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.)

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

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

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

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

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

- 135 1) Yes, always clean.
- 163 2) Yes, usually clean.
- 24 3) No, sometimes dirty.
- _____ 4) No, always dirty.
- 18 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.)

- 92 1) Very well satisfied.
- 178 2) Pretty well satisfied.
- 42 3) About half and half.
- 10 4) Dissatisfied.
- 1 5) Very much dissatisfied.
- 76 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.)

- 64 1) In all my subjects.
- 174 2) In most of my subjects.
- 64 3) In about half of my subjects.
- 18 4) In less than half of my subjects.
- 2 5) In none of my subjects.
- 8 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.)

- 76 1) All the help I need.
- 85 2) Most of the help I need.
- 41 3) Some of the help I need.
- 60 4) Very little of the help I need.
- 66 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.)

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

(Go right on to the next page.)

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

1. a. How much help do your teachers usually give you in your schoolwork? (Check one.)

- 93 1) All the help I need.
- 139 2) Most of the help I need.
- 30 3) About half the help I need.
- 27 4) Some of the help I need.
- 15 5) Very little of the help I need.
- 26 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 homework each school day? (Check one.)

- 1 1) Much too much.
- 9 2) Too much.
- 112 3) About the right amount.
- 176 4) Too little.
- 26 5) Much too little.
- 6 6) I have no opinion.

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

- 14 1) None.
- 36 2) Less than 1/2 hour.
- 107 3) Between 1/2 and 1 hour.
- 85 4) Between 1 and 1 1/2 hours.
- 59 5) Between 1 1/2 and 2 hours.
- 18 6) More than 2 hours.
- 11 7) I have no opinion.

4. Should the school try to give students help with the social problems they face in everyday living? (Check one.)

- 205 1) Yes.
- 48 2) No.
- 77 3) Uncertain.

15. a. How much help does the school give you in solving your social problems? (Check one.)

- 18 1) All or almost all the help I need.
- 100 2) Considerable amount of the help I need.
- 72 3) Little of the help I need.
- 140 4) I have no opinion.

b. If you think the school should give you more help in solving your social problems, tell what problems you need help with. _____

16. a. All things considered, how much do you think you are getting out of your schoolwork? (Check one.)

- 44 1) About all that I could get.
- 210 2) Somewhat less than I could get.
- 56 3) Considerably less than I could get.
- 16 4) A great deal less than I could get.
- 4 5) I have no opinion.

b. If you feel that you aren't getting as much out of your schoolwork as you could get, what do you think the reasons are? (Check all that tell why.)

- 222 1) I don't study hard enough.
- 10 2) The work is too hard.
- 33 3) I don't understand the assignments.
- 23 4) Teachers do not give individual help.
- 46 5) Teachers do not give enough attention to slow learners.
- 32 6) Not enough opportunities for rapid learners.
- 32 7) I have too much schoolwork to do. (Assignments too large, or too many subjects.)
- 58 8) I do too much work outside school.
- 56 9) I spend too much time on student activities (parties, clubs, athletics, etc.).
- 40 10) I am not interested in schoolwork.
- _____ 11) Other reasons. (Tell what.) _____

17. In general, do you have to do too much or too little work in order to "keep up" in your studies? (Check one.)

- 6 1) Much too little.
- 55 2) Too little.
- 200 3) About the right amount.
- 36 4) Too much.
- 2 5) Much too much.
- 31 6) I have no opinion.

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

- 103 1) Practically everything I am studying.
- 136 2) Most of what I am studying.
- 60 3) About half of what I am studying.
- 10 4) Considerably less than half of what I am studying.
- 16 5) Very little of what I am studying.
- 5 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.)

- 30 1) Yes; too many, in fact.
- 139 2) Yes; I take part in as many as I think I should.
- 123 3) No; I don't take part in as many as I should like.
- 38 4) 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.)

- 53 1) Very well satisfied.
- 183 2) Satisfied.
- 73 3) About half and half.
- 11 4) Dissatisfied.
- 1 5) Very much dissatisfied.
- 9 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.)

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

b. If there are things that you think you 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 part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)

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

b. Tell any kinds of requests or needs for money in the school which should 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.)

- 136 1) Yes.
- 105 2) No.
- 89 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.)

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

APPENDIX B

TEACHER INVENTORY

D. ILLINOIS INVENTORY OF TEACHER OPINION

Harold C. Hand, Professor of Education, University of Illinois

Gilbert C. Finlay, Assistant Professor of Education, University of Illinois

Ardwin J. Dolio, Assistant Professor of Education, University of Delaware

DIRECTIONS

How do you feel about the situation in which you work? That is what we are asking you to tell us by filling out this inventory.

It is easy to do. In most cases you merely check the answer that tells how you feel.

DO NOT PUT YOUR NAME ON THIS PAPER. Nobody wants to know "who says what."

PRINT IN BLOCK LETTERS WHENEVER WRITING IS NECESSARY. This will further guarantee anonymity.

There are no identifying marks of any sort on this inventory. You should feel perfectly free to exchange the blank inventory you now hold with any of your colleagues, or choose your own inventory from the extra copies which are available. When you turn in the inventory, you are free to shuffle it into the pile in any way you like.

No items of personal information are requested.

Say what you really think. The administration intends to take seriously what you say; so put down what you honestly think or feel.

Use either a pencil or pen. Borrow a pencil or a pen from a colleague if the one you have is uniquely characteristic in any way (e.g., green ink, broad stub, etc.)

Answer all questions. Your opinion is desired concerning each of the points covered.

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Powell County High School, Montana
Public Schools.

1. In general, are you satisfied or dissatisfied with the school in which you teach? (Check one.)

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

2. How many of your fellow teachers understand their pupils' abilities, interests, and special needs as they should? (Check one.)

- 2 1) All or almost all
- 11 2) Most
- 3 3) About half
- 4) Few
- 5) None or almost none
- 1 6) I have no opinion

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

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

4. In your opinion, how many of your pupils feel that they are "one of the gang" (that they "belong," that they "count" for something, and that they are "wanted" by the other pupils) in your school? (Check one)

- 1) All or nearly all
- 12 2) Most
- 4 3) About one half
- 1 4) Few
- 5) None or almost none
- 6) I have no opinion

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

- 7 1) Always or almost always
- 9 2) Usually
- 3) About half the time
- 1 4) Seldom
- 5) None or almost none
- 6) I have no opinion

b. If there are ways that the teachers and other school officials are unfair to the pupils, tell them here. _____

6. How many, if any, of the teachers in your school are too changeable in their discipline (sometimes too strict, sometimes not strict enough)? (Check one.)

- 1) All or almost all
- 2 2) Most
- 2 3) About half
- 12 4) Few
- 1 5) None or almost none
- 6) I have no opinion

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

- 7 1) Yes
- 4 2) Uncertain
- 6 3) No

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

- 1) It is much too strict
- 2) It is too strict
- 14 3) It is about right
- 3 4) It is not strict enough
- 5) It is nowhere near strict enough
- 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 the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention? (Check one.)

- 2 1) All or almost all
- 10 2) Most
- 5 3) About half
- 4) Few
- 5) None or almost none
- 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.)

 1 1) Always or almost always
 14 2) Usually
 2 3) About half the time
 4) Almost never
 5) Seldom
 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 you feel that you give your pupils with their schoolwork? (Check one.)

 2 1) All of the help they need
 9 2) Most of the help they need
 4 3) About half of the help they need
 2 4) Some of the help they need
 5) Very little of the help they need
 6) I have no opinion

- b. If you think your pupils need more help with their schoolwork, what kind of help do they need that they are not getting? _____

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

 1) Much too much
 2) Too much
 3) About the right amount
 16 4) Too little
 1 5) Much too little
 6) I have no opinion

13. On the average, how much homework do you attempt to require of each pupil each day? (Check one.)

 1 1) None
 5 2) Less than ½ hour
 10 3) Between ½ and 1 hour
 1 4) Between 1 and 1½ hours
 5) Between 1½ and 2 hours
 6) More than 2 hours

14. Should the school try to give pupils help with social problems they face in everyday life? (Check one.)

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

15. How much help does the school usually give the pupils in solving their social problems? (Check one.)

- 10 1) All or almost all of the help they need
- 3 2) Considerable amount of the help needed
- 4 3) Little of the help needed
- 4 4) I have no opinion

b. If you think the pupils should be given more help in solving their social problems, tell what problems they need help with.

16. a. All things considered, how much do you think the pupils in your school are getting out of their schoolwork? (Check one.)

- 9 1) About all that they could get
- 8 2) Somewhat less than they could get
- 8 3) Considerably less than they could get
- 4) A great deal less than they could get
- 5) I have no opinion

b. If you feel that the pupils aren't getting as much out of their schoolwork as they could get, what do you think the reasons are? (Check all that tell why.)

- 12 1) They don't study hard enough
 - 2) The work is too hard
 - 1 3) They don't seem to understand the assignments
 - 12 4) We can't give them enough individual help
 - 6 5) We can't give enough attention to slow learners
 - 8 6) Not enough opportunities for rapid learners
 - 7) They have too much schoolwork to do (Assignments too large, or too many subjects.)
 - 7 8) They do too much work outside school
 - 10 9) They spend too much time on student activities (parties, clubs, athletics, etc.)
 - 9 10) They are not interested in their schoolwork
 - 11) Other reasons. (Tell what.) _____
- _____

17. In general, do the pupils in your school have to do too much or too little work in order to "keep up" in their studies? (Check one.)

- 1 1) Much too little
- 9 2) Too little
- 7 3) About the right amount
- 4) Too much
- 5) Much too much
- 6) I have no opinion

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

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

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

19. a. How many of the pupils in your school take part in as many student activities (clubs, parties, plays, athletics, etc.) as you think they should? (Check one.)

- 1) All or almost all
- 10 2) Most
- 6 3) About half
- 1 4) Few
- 5) None or almost none
- 6) I have no opinion

b. If some of the pupils are not taking part in as many student activities as you think they should, what are the reasons?

20. a. How free do you feel to use the teaching methods that you believe to be most effective? (Check one.)

- 16 1) I have as much freedom as I want in this respect
- 1 2) I have somewhat less freedom than I want in this respect
- 3) I have considerably less freedom than I want in this respect
- 4) I have none or almost none of the freedom I want in this respect

b. If you don't have as much freedom as you want, what restrictions as to methods do you think should be removed? _____

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

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

b. If there are things you think the pupil 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 the pupils need in order to take part fully in school life: (Consider textbooks, dues, plays, assemblies, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)

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

b. Tell any kinds of requests or needs for money in the school which you think should 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 pupils who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)

- 5 1) Yes
- 8 2) No
- 4 3) Uncertain

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

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

24. How many of the pupils in your class or classes do you understand (in terms of abilities, interests, and special needs) as well as you think you should? (Check one.)

- 1) All or almost all
- 9 2) Most
- 6 3) About half
- 2 4) Considerably less than half
- 5) None or almost none
- 6) I have no opinion

25. a. Does your school have as much equipment and as many facilities as it needs? (Check one.)

- 1) It has everything it needs
- 17 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 that the school needs more equipment or facilities, tell what it needs. _____

26. Do you think that the school in which you teach is overcrowded? (Check one.)

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

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

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

b. If some parts of the school are not kept as clean as you would like, tell what is not kept clean. _____

28. In your opinion, how often are parents treated considerately when they visit the school? (Check one.)

- 13 1) Always or nearly always
- 2 2) Usually
- 1 3) About half the time
- 4) Seldom
- 5) Almost never
- 1 6) I have no opinion

29. Do you welcome visits by parents? (Check one.)

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

30. a. In general, do you know your pupils' parents as well as you would like? (Check one.)

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

b. If you don't know the parents as well as you would like, what suggestions do you have for getting better acquainted?

31. a. In general, are you satisfied or dissatisfied with the way you are treated outside school by the people of the community? (Check one.)

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

b. If there are ways that you are treated that you don't like, tell what they are. _____

32. Do you feel that the school does a good job or a poor job of telling the parents about the work of the school? (Check one.)

- 1) Very good
- 11 2) Good
- 6 3) Fair
- 4) Poor
- 5) Very poor
- 6) I have no opinion

33. How would you rate your own morals at the present time? (Check one.)

- 3 1) Very high
- 10 2) High
- 4 3) Fair
- 4) Low
- 5) Very low

34. In general, do you feel that you are "one of the gang" so far as the faculty of your school is concerned? (Check one.)

- 14 1) Yes, I feel that I "belong," that I "count" for something and that I am "wanted."
- 3 2) Yes and no; I wonder about this; I am not certain.
- 3) No, I feel that I am more or less of a "nobody" or an "outsider" and that I don't "count."

35. All things considered, are you satisfied or dissatisfied with the way you are treated in the school in which you teach? (Check one.)

- 4 1) Always or almost always
- 10 2) Usually
- 2 3) About half the time
- 1 4) Seldom
- 5) Never or almost never

37. How much do you like or dislike your present teaching assignment? (Check one.)

- 5 1) I like it very much
- 10 2) I like it
- 2 3) About half and half
- 4) I dislike it
- 5) I dislike it very much

38. In general, how do you feel about supervising the student activities (clubs, plays, parties, etc.) which you have been assigned to this year? (Check one.)

- 3 1) I like to supervise all of them
- 10 2) I like to supervise some of them
- 3 3) I don't like to supervise any of them
- 1 4) I am not in charge of any student activity

39. Do you feel that you have too many or too few student activities to supervise this year? (Check one.)

- 2 1) I have too many
- 15 2) I have about the right number
- 3) I have too few
- 4) I am not in charge of any student activity

40. How do you feel about your advisement or counseling load? (Check one.)

- 1) It is much too heavy
- 2) It is somewhat too heavy
- 8 3) It is about right
- 4 4) I should like to have more advising or counseling to do
- 5 5) I don't do any advising or counseling

41. All things considered, how good a job do you think the school in which you teach is doing? (Check one.)

- 8 1) Very good
- 9 2) Good
- 3) Fair
- 4) Poor
- 5) Very poor

42. a. In general, how much help are you able to give your pupils with the social problems they face in their everyday life? (Check one.)

 1) All of the help they need
 1 2) Most of the help needed
 3 3) About half of the help needed
 8 4) Some of the help needed
 5 5) Very little of the help needed
 6) I have no opinion

- b. If you are not giving your pupils all the help they need with these problems, what are the reasons? (Check all that apply.)

 5 1) I don't have enough time
 5 2) I'm not well enough trained
 7 3) The pupils I'm not helping adequately don't want any help from me
 4) I'm not supposed to do this in our school
 2 5) We do not have the necessary facilities
 6) Other (Tell what.) _____

-
43. How much of your time is spent in "police" duties (hall duty, cafeteria or playground supervision, etc.) (Check one.)

 1 1) Far too much
 2) Too much
 15 3) About the right amount
 1 4) I have no "police" duties

44. a. Do you feel that you have the academic freedom necessary for the most effective teaching? (Check one.)

 10 1) Yes, entirely so
 6 2) Yes, for the most part
 1 3) No, for the most part
 4) No, I feel that I am severely restricted
 5) I have never thought about this

- b. If you feel that your academic freedom is not complete, in what way and by whom is it limited? _____

45. Do you feel that the total work load (teaching, supervising activities, "everything") is as equitably divided as possible among the teachers in your school? (Check one.)

 11 1) Yes
 3 2) Uncertain
 3 3) No

46. Do you feel that you teach too many or too few class periods each week? (Check one.)

- 1) Far too many
- 1 2) Somewhat too many
- 16 3) About the right number
- 4) Somewhat too few
- 5) Far too few

47. In your opinion, how does your total work load compare with that of the other teachers in your school? (Check one.)

- 1) I think I am carrying the lightest total work load.
- 2) I think I am in the bottom one-fourth in this regard (three-fourths do more work than I do).
- 13 3) I think I am in the middle one-half in this regard.
- 3 4) I think I am in the top one-fourth in this regard (three-fourths do less work than I do).
- 1 5) I think I am carrying the heaviest total work load in our school.

48. a. How valuable do you find teachers' meetings, conferences committee work, etc., carried on in your school to be? (Check one.)

- 1) Of great value
- 4 2) Of considerable value
- 11 3) Of some value
- 2 4) Of little value
- 5) Of no value

b. If you feel that these things are not so valuable as they might be to you, how do you think they could be improved?

49. a. How often do you find it necessary to spend your own money for teaching materials or other supplies in order to do what you think should be done in your classes? (Check one.)

- 8 1) Never or almost never
- 3 2) Seldom
- 5 3) Sometimes
- 1 4) Often
- 5) Very often

b. If you have found it necessary to spend any of your own money for teaching materials or supplies, how do you feel about it? (Check one.)

- 5 1) I don't mind doing this
- 5 2) I do not think I should have to do this
- 3) I strongly resent having to do this

c. If you have found it necessary to spend any of your own money for teaching materials or supplies, how much do you estimate that you have spent for this purpose so far this school year? (Check one.)

- 5 1) Less than five dollars
- 2 2) Five to nine dollars
- 1 3) Ten to fourteen dollars
- 2 4) Fifteen to nineteen dollars
- 2 5) Twenty to twenty-nine dollars
- 1 6) Thirty to thirty-nine dollars
- 7) Forty to forty-nine dollars
- 8) Fifty or more dollars

50. a. How much of your time is taken up by faculty meetings, committee work, conferences, or other types of school meetings? (Check one.)

- 1) Far too much
- 2) Somewhat too much
- 14 3) About the right amount
- 3 4) We need more of this in our school
- 5) I have no opinion

b. If you feel that too much of your time is taken up in this way, what changes do you feel should be made? _____

52. How do you feel about the size of your classes? (Check one.)

- 1 1) They are all too large
- 3 2) Most of them are too large
- 12 3) Most of them are about right
- 1 4) Most of them are too small
- 5) They are all too small

53. In general, how many disciplinary problems do you have to contend with in your school? (Check one.)

- 1) A great many
- 2) A fairly large number
- 17 3) Few or very few

54. a. In general, how much help do you get from the administration with your disciplinary problems? (Check one.)

- 15 1) All or almost all of the help I need
- 1 2) Most of the help I need
- 1 3) Some of the help I need
- 4) Very little of the help I need
- 5) None or almost none of the help I need

b. If you are not getting all of the help you need with your discipline problems, what kind of help do you need and from whom? _____

55. a. In general, do you feel that you are or are not sufficiently consulted about proposed school policies that effect you or your work? (Check one.)

- 11 1) I am always or nearly always consulted sufficiently
- 2 2) I am usually consulted sufficiently
- 2 3) About half the time I am consulted sufficiently
- 1 4) I am seldom consulted sufficiently
- 1 5) I am never or almost never consulted sufficiently

b. If you are consulted in this regard, how often are your wishes given as much consideration as they merit by the administration? (Check one.)

- 7 1) Always or almost always
- 9 2) Usually
- 3) About half the time
- 4) Seldom
- 1 5) Never or almost never

c. If you are not consulted in this regard, do you think you should be? (Check one.)

- 2 1) Yes, definitely
- 5 2) Yes, but I don't feel strongly about it
- 3) I don't care either way
- 1 4) No, I would rather not be consulted
- 1 5) No, definitely not

56. a. In general, are you satisfied or dissatisfied with the way your supervisor (s) treat (s) you? (Check one.)

- 12 1) Very well satisfied
- 5 2) Satisfied
- 3) About half and half
- 4) Dissatisfied
- 5) Very much dissatisfied

b. If there are things your supervisor (s) does (do) that you don't like, tell what these things are you don't like. _____

57. a. How much help do you get from your supervisor (s)? (Check one.)

- 9 1) All of the help I need
- 4 2) Most of the help I need
- 2 3) Some of the help I need
- 4) Very little of the help I need
- 2 5) I have no supervisor

b. If you feel that you could use more supervisory help, what kinds of help do you need? _____

58. a. Are you satisfied or dissatisfied with the ways pupil progress is evaluated in your school? (Check one.)

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

b. If you are dissatisfied with the ways pupil progress is evaluated, what changes do you feel should be made? _____

59. Which, if any, of the following tasks do you feel should not be considered a part of a teacher's normal duties? (Check all that you feel are "over and above" normal teaching duties.)

- 6 1) Taking or selling tickets at school activities
 - 2 2) Occasional evening duties such as supervising dances, parties, etc.
 - 5 3) Occasional Saturday excursions with students
 - 5 4) Conferences with parents after school hours
 - 3 5) Attending P.T.A. and other school-sponsored meetings involving the public
 - 2 6) Faculty meetings after school hours
 - 3 7) Class sponsorship
 - 3 8) Coaching dramatics, debates, etc.
 - 4 9) Sponsoring extracurricular activities
 - 3 10) Coaching athletics
 - 11) Other. _____
-

60. To what degree do unpleasant personal relationships among the members of your school teaching staff interfere with the effective functioning of the school? (Check one.)

- 1) A great deal
- 2) Considerably
- 4 3) Some
- 8 4) Little or not at all
- 5 5) I am not aware of any unpleasantness in these relationships.

61. How often do you succeed in conducting your class or classes in a democratic manner? (Check one.)

- 2 1) Always or almost always
- 10 2) Usually
- 2 3) About half the time
- 3 4) Seldom
- 5) Never or almost never
- 6) I don't believe in this sort of thing

62. a. All things considered, are you satisfied or dissatisfied with the way you are treated by the "administration" of your school? (Check one.)

- 10 1) Very well satisfied
- 7 2) Satisfied
- 3) About half and half
- 4) Dissatisfied
- 5) Very much dissatisfied

b. If there are things that the administration does that you don't like, tell what these are. _____

63. a. Do you feel that your class or classes are too often interrupted by such things as phone calls, pupils excused, bulletins to be read, scheduled or unscheduled assembly programs, etc.? (Check one.)

- 2 1) Yes
- 15 2) No

b. If you feel that there are too many interruptions, what suggestions can you give for reducing the number of interruptions? _____

64. Are you satisfied or dissatisfied with your prospects for advancement in the teaching profession? (Check one.)

- 1 1) Very well satisfied
- 6 2) Satisfied
- 7 3) About half and half
- 2 4) Dissatisfied
- 1 5) Very much dissatisfied
- 6) I have no particular desire to improve my present status.
- 7) I do not intend to remain in the teaching profession

65. a. Are you satisfied or dissatisfied with the salary schedule in your school? (Check one.)

- 1 1) Very well satisfied
- 5 2) Satisfied
- 5 3) About half and half
- 6 4) Dissatisfied
- 5) Very much dissatisfied

b. If there are things about your salary schedule that you don't like, tell what these things are. _____

66. All things considered, are you satisfied or dissatisfied with your present teaching position? (Check one.)

- 8 1) Very well satisfied
- 9 2) Satisfied
- 3) About a half and half
- 4) Dissatisfied
- 5) Very much dissatisfied

67. What is the one thing you like most about your school? _____

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

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