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A SURVEY OF PARENT AND PUPIL OPINION
OF THE PUBLIC SCHOOL OF FROID, MONTANA

by

RICHARD P. SOLGA


B. S. Minot State Teachers College, 1948

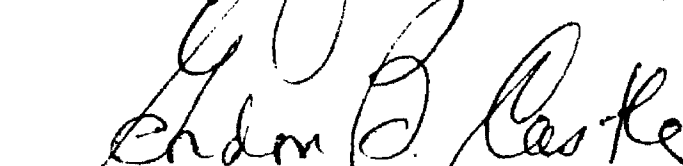
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the degree of Master of Education


MONTANA STATE UNIVERSITY

1955

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CHAPTER I

INTRODUCTION

SETTING OF THE PROBLEM

Froid is located in northeastern Montana and at the time of this study had a population of approximately five hundred and fifty-five people. The town is situated in a wheat and cattle raising region where agriculture is the main industry. The population of the town and surrounding area had been static, consisting mainly of farmers and businessmen who were raised in the community.

The public school system consisted of an elementary school with an enrollment of one hundred and eighty-two pupils in grades one through eight; and a high school which had an enrollment of sixty-nine pupils in grades nine through twelve. The entire student body of the school was about equally divided between those who lived in town and those who lived on the surrounding farms and ranches.

The school, constructed in 1949, was a one unit building containing both the elementary and the high school. Auxiliary buildings included in the school plant were an industrial arts shop and a gymnasium which were constructed in 1936 and connected to the main building in 1949.

The faculty of the elementary school consisted of

eight teachers, one for each grade. The high school staff was composed of six instructors including the superintendent.

The apparent aim of the school was to offer the pupils both an academic and a vocational education. Shop and home economics were given in the seventh and eighth grades along with the academic work. The high school offered academic work in English, science, mathematics, and social studies, as well as industrial arts, home economics, and commercial subjects.

THE PROBLEM

In the past, the success and effectiveness of the Froid Public School had seemingly been based on the academic success and the achievements in extra-curricular work of students. The chief means of discovering the attitudes and opinions that the community had about the school had been through rumors and word-of-mouth opinions. Many disturbing opinions had been expressed by various members of the community about the administration and operation of the school, and its curriculum. Parents and pupils had expressed dissatisfaction with the treatment given to pupils by the teachers and other school officials. The amount of help given to pupils with their school work and personal problems had been matters of concern. Questions regarding the school's offerings and the value of the schoolwork had been topics of discussion and criticism. In light of this criticism and concern, an objective survey of the parents' and pupils' opin-

ions of the school and its educational program seemed advisable in order to determine what problems they felt existed.

IMPORTANCE OF THE PROBLEM

The school should study the needs and wishes of the community for the education of its youth. The opinions of parents and pupils, as a group, in the Froid community could be helpful in determining and administering this policy in the community's school. These opinions would show where the school might have failed in its purpose, where it had succeeded, and where it might have been misunderstood because it had failed to get its story across. Opinions would not only provide the information important for present administration and future school development, but also might provide for better school-community relationships which could stimulate community interest and cooperation in working for better schools. When the school knows what the ideas and evaluations of its citizens are, it is able to base its administration and operation on facts rather than guesses.

PURPOSE OF THE STUDY

No previous attempt had been made to survey the attitudes and opinions of the Froid community. The purpose of this survey was to obtain objective information that would show the degrees of satisfaction in the specific areas investigated. This information has been used as a basis for making recommendations for change and improvement.

DELIMITATIONS OF THE STUDY

The limitations of a questionnaire study were recognized. Witherington¹ has this to say of the questionnaire:

The great disadvantage comes in the questionable quality of the data obtained . . . A blank filled carelessly or with mere guesswork is not dependable, although seasoned opinions are frequently of great value. . . . care must be taken not to give the data more refined treatment or more significance than the materials warrant.

However, since this was a study of opinions and attitudes, the questionnaire was particularly fitted to gathering this type of data. Although the opinions and attitudes expressed in the questionnaire cannot be considered absolutely dependable, some valuable information on the degrees of satisfaction with general school practices can be gained. The dissatisfaction of a large percentage of the parents and pupils with some particular phase of school administration or operation would indicate a need for attention. In some areas, even a small percentage indicating dissatisfaction would warrant further study.

METHODOLOGY OF THE STUDY

An opinion poll, where the parents and pupils of the community would be free to express their opinions and reveal their attitudes towards the school, seemed the best method.

The board of education of the school district was consulted to determine areas to be surveyed and a plan was

¹ H. Carl Witherington, Educational Psychology (Boston: Ginn and Company, 1946), pp. 8-9.

formulated where by the survey was to become an official business of the board and information obtained from the questionnaire could be used for school improvements.

The areas of school policy and procedure that seemed to include most of the criticism and concern of the parents and pupils of the community as determined by the school board were categorized as follows:

1. Treatment of children by teachers and other school officials.
2. Discipline.
3. Help with schoolwork.
4. Help in resolving personal problems.
5. Value of the schoolwork.
6. Adequacy of the school's offerings.
7. Participation in student activities.
8. Financial demands .
9. Work load.
10. Home work.
11. Adequacy of the equipment.
12. Lunch arrangements.
13. Teachers' attitude toward parents.
14. Adequacy of the school buildings.
15. Transportation arrangements.

Questionnaires were developed, using these areas that seemed to need attention. One questionnaire was designed to draw out parent opinions (see Appendix A, p. 106) and another questionnaire was constructed to secure pupil opinions (see

Appendix B, p. 115).

The community, for survey purposes, was divided into two groups: (1) the parents, which included all those who had children attending school; and (2) the pupils, which included all who were attending school from the ninth through twelfth grades.

A copy of the questionnaire for parents was mailed to each family having a child enrolled in the school with a letter of explanation and a return envelope. A total of one hundred and ten questionnaires was mailed. Two weeks later, a follow-up letter was mailed to every parent reminding him to return the questionnaire. (See Appendix C, p. 123.)

Pupils who were involved in this study completed the questionnaire at school in a time allotted for that purpose. The pupils were assembled and the purposes of the survey were explained. The directions shown on the pupil opinion questionnaire were reviewed. The pupils were encouraged to use printing in writing their comments, so that there would be no means of identifying individuals by their handwriting.

The replies of all questionnaires returned were tabulated and were used to determine the opinions and attitudes of the community toward the school. Chapter V and VI includes an estimate of the worth of the findings, and recommendations for improvements of the school based on these findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The public opinion poll should become a fundamental tool of school administration because, as Hedlund¹ lists;

1. It reveals areas of ignorance and misinformation, as well as the success of the public relations program in bridging such areas.
2. It informs and educates the community on educational issues.
3. It supplies the administrator with essential information as to the opinions and attitudes of his community on educational matters, free from the distortions of pressure groups and propaganda agencies.
4. It gives the public some conception of what a good school system can do.
5. It strengthens the democratic process through the sharing of decisions.

Schools are inviting targets for the sharp criticism of a small group. Without accurate knowledge of what the majority thinks, the entire operation of the school may be disrupted.

In determining the opinions of parents in the community, an objective survey is of great importance, for as Smith² states:

¹ Paul A. Hedlund, "Measuring Public Opinion on School Issues," American School Board Journal, 116:29-31, April, 1948.

² Willard J. Smith, "A Survey of the Attitudes of the Hot Springs Community towards its Schools," (unpublished professional paper, Montana State University, Missoula, 1953), p. 7.

As the opinions of the parents reflect the general attitude and opinions of the children attending the school, the raising of parents' voices for or against the school is a sound reflecting the opinions of those people most personally interested and affected by the policies in effect or being projected. Other groups in the community may applaud or condemn but the greatest weight lies in the opinions of the parents.

This need for finding out what opinions people have toward the school is further emphasized by Hand³ when he states, "A few people can give the impression that there is a great deal of acute dissatisfaction with the schools in their communities".

It thus becomes necessary to substitute systematic appraisal for guesswork in assessing the general level of parent satisfaction with the schools.

As Hand⁴ states:

Even more acute is the necessity of identifying the specific practices or other considerations which are respectively associated with parent satisfaction and dissatisfaction with the schools. It is only as these specifics are known that preventive or remedial action can be taken by anything other than relatively ineffective hit-or-miss methods.

The soliciting of opinions about the school is a participatory activity and participation is the key to more democratic schools. Democratic schools can be had only to the degree that parents and school personnel are able to constitute themselves into a working unit. To achieve such a working unit, it is necessary for the school personnel and

³ Harold C. Hand, "Is your School a Sitting Duck," N. E. A. Journal, 42:282, May, 1953.

⁴ Harold C. Hand, What People think about their Schools (Yonkers-On-Hudson: World Book Company, 1948), p. 12.

the parents to understand one another in reference to all important considerations which have a bearing on the work of the school.

In the use of a public opinion poll to determine the views of their citizens, many school systems have found a valuable tool to build more effective community information programs.⁵

A few years ago, Hazen R. Lawson was concerned with the public relations in his school system at Cascade, and after conducting an opinion survey stated: "I do know for sure that it has bettered school-community relationships here tremendously."⁶

SIMILAR MONTANA STUDIES

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 in upper elementary and high school, and teachers in the school systems.

Willard J. Smith⁷ conducted a study at Hot Springs, to discover how satisfied or dissatisfied the people of his

⁵ John H. Lloyd, editor, "Begin with the People: Many Communities Use Citizen Polls to Help Improve their Schools," School Life, 36:40-41, December, 1953.

⁶ Hazen R. Lawson, "A School Community Survey," Montana Education, 28:6, April, 1953.

⁷ Willard J. Smith, "A Survey of the Attitudes of the Hot Springs Community toward its Schools," (unpublished professional paper, Montana State University, Missoula, 1953), pp. 179.

community were with their school system as it was operated at the time of the survey. A printed questionnaire, the Illinois Inventory of Parent Opinion, was mailed to all the people of the community, both those with children in school and those who did not have children in school.

Smith found that the majority of the people in that community were generally satisfied with the school. The main dissatisfactions reported were in regard to school discipline being too easy, the school's offerings being inadequate, and the overcrowded school conditions.

Hazen R. Lawson⁸ conducted an opinion survey of the parents, pupils, and teachers in Cascade to determine the "sore spots" of school-community relationships. A mimeographed questionnaire of the Illinois Inventory of Parent Opinion, was mailed to the parents of children attending school. The Illinois Inventory of Pupil Opinion was completed by the students in school; the Illinois Inventory of Teacher Opinion was given out at a faculty meeting for the teachers to complete. The returns were tabulated in categories as follows: (1) those who didn't answer; (2) those who were completely satisfied; and (3) those who were completely dissatisfied. Many improvements were made in the school program as a result of this opinion survey. Among the more important were the organization of a school hot-lunch program, and the bettering of school-community relationships.

⁸ Hazen R. Lawson, "A School Community Survey," Montana Education, 28:6, April, 1953.

Lawson⁹ conducted a follow-up study in 1954 to determine what areas of school policy or procedure needed further improvements. A questionnaire was developed and mailed to the people of the school district.

The results showed the public generally well satisfied with the school. The main dissatisfaction was with discipline, which the parents thought was too lax. The community recommended the organization of a Parent Teachers Association and the inauguration of parent-teacher conferences.

Russel W. Wasley¹⁰ conducted a survey of the opinions of pupils and teachers concerning their high school at Ronan. Information was gathered by use of mimeographed questionnaires adapted from the Illinois Inventory of Pupil Opinion and the Illinois Inventory of Teacher Opinion. The questionnaires were given out at school and completed at that time.

The results showed that the pupils and teachers were generally satisfied and proud of their school. Some dissatisfaction was expressed by pupils regarding the library, guidance program, and the value of the curriculum. Teachers felt that the salaries paid were too low, discipline was too lax, and that classes were too large.

9 Hazen R. Lawson, "A Community Evaluation of the School," (unpublished professional paper, Montana State University, Missoula, 1954), pp. 65.

10 Russel W. 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), pp. 74.

Donald B. Kingery ¹¹ conducted an opinion poll of pupils from grades seven through twelve in the Poplar High School. A Questionnaire to draw out opinions was designed in the areas of school policy and procedure, student relations to one another, and school-home attitudes.

The results of the opinion survey apparently raised student body morale and pointed out areas that, in the students estimations, needed emphasis. Mentioned were the value of the schools offering's and added emphasis on school-home contacts. Kingery thought that one of the outstanding outcomes of the study was that students were shown to be fully capable of making a constructive evaluation of the school.

¹¹ Donald B. Kingery, "Factors of the Poplar Junior and Senior High Schools which pupils consider related to their School Successes," (unpublished professional paper, Montana State University, Missoula, 1954), pp. 82.

CHAPTER III

PARENT OPINION OF THE SCHOOL

As a means of surveying the opinions parents of the Froid community had toward their school, all families having children enrolled in the elementary or the high school were mailed questionnaires of the opinion inventory type (See Appendix A, p. 106). The total number sent out to parents was 110. Seventy-two, or 65.5 per cent, were returned completed.

Personal facts regarding the parents who answered the questionnaire were requested on the first page of the inventory in an attempt to determine the characteristics of the

TABLE I

WHICH PARENT FILLED OUT THIS INVENTORY?

Reply	Number	Per cent
The Father	11	15.3
The Mother	25	34.7
Male Guardian	0	0.0
Female Guardian	2	2.8
Both Parents	34	47.2
Total	72	

reply group.

The first question of the inventory (Item A) was concerned with determining which parent had filled out the inventory. In Table I, p. 13, the responses to this question are tabulated. The data in the table show that, of the reply group, mothers or the female guardians took all or some part in answering sixty-one, or 84.7 per cent, of the questionnaires returned; while fathers took all or some part in answering forty-five, or 62.5 per cent, of the questionnaires that were returned. Of the total, almost one-half were completed by both parents jointly filling out the inventory.

On the assumption that the ages of parents might be a determining factor in the opinions expressed, the second question (Item B) of the inventory requested information from the parents as to the age group to which they belonged.

TABLE II
IN WHAT AGE GROUP DO YOU BELONG?

Reply	Number	Per cent
Under 30 years of age	5	6.9
I am in my 30's	31	43.1
I am in my 40's	28	38.9
I am in my 50's	7	9.7
60 years or older	1	1.4
Total	72	

Table II, p. 14, shows that the largest group of parents replying were between the ages of thirty and forty-nine, with smaller numbers in the older and younger age groups. Exactly one-half of those returning the questionnaire were under forty years of age; the remaining one-half were in the "over forty years of age" grouping.

The third question (Item C) of the inventory requested the parents to indicate the level of education they had attained.

TABLE III
HOW FAR DID YOU YOURSELF GO IN SCHOOL?

Reply	Number	Per cent
Elementary education	20	27.8
Secondary education	31	43.1
College education	21	29.1
Total	72	

The percentages shown in Table III above, indicate that parents with some secondary education comprised the largest group, 43 per cent of the total. Parents having only elementary training composed slightly more than one-fourth of the total, or 27.8 per cent; those with some college training, 29 per cent.

In a further attempt to determine whether or not the reply group was a fair sampling of all the parents, the occu-

pations of the heads of all the families who had children attending the Froid school were determined before the inventory was mailed. The fourth question (Item D) of the inventory called for parents to state the occupation of the father. A tabulation of question four was made and the occupational distribution of the reply group was compared with the occupational distribution of all the parents who were sent questionnaires.

TABLE IV

RESPONSES OF PARENTS TO THE QUESTION:

"What is your occupation or what is your husbands occupation, if you are a housewife?"

Occupational Level	Number	Per cent
Business and Professional	9	12.5
Agriculture and Ranching	50	69.4
Skilled and Unskilled Labor	10	13.9
No response	3	4.2
Total	72	

Table IV above, shows that, although the reply group made up only 65.5 per cent of the total parents surveyed, the occupational distribution of the reply group was almost identical with that of the total group surveyed. It was determined that 15.5 per cent of the families surveyed were business and professional people, and 12.5 per cent of the

reply group listed this category. Sixty-nine per cent of the families surveyed were employed in agriculture and ranching, and 69.4 per cent of the reply group stated that this was their occupation. Skilled and unskilled laborers made up 15.5 per cent of the survey group, and 13.9 per cent of the reply group stated that this was their occupational level. The assumption may probably be made that the reply group was a fair sampling of all occupational levels of parents having children enrolled in the Froid schools, and the opinions of this group could be considered as fairly representative of those of all the families with children in school.

Overall rating of satisfaction-dissatisfaction. The overall picture of parent satisfaction-dissatisfaction is evidenced by the replies to Question 1 of the questionnaire. Table V, p. 18, records the various shades of satisfaction with the Froid school.

The conclusion, after observing the tabulations, should probably be "all is well"; however, although about two-thirds of the parents replying were either "satisfied" or "very well satisfied", more than one-fourth of the parents found some fault with the operation and administration of the school, at least in some particular phase or phases. Table V indicates that the number who were clearly "dissatisfied" consisted of only one parent, while none expressed "very much dissatisfaction" with the school. However, the 27 per cent who were "half and half" satisfied indicates that there were some specific phases of the school program which were not

TABLE V

RESPONSES OF PARENTS TO THE QUESTION:
"In general, are you satisfied or dis-
satisfied with the school?"

Reply	Number	Per cent
Very well satisfied	4	5.6
Satisfied	45	62.5
Half and half	19	26.4
Dissatisfied	1	1.4
Very much dissatisfied	0	0.0
I don't know	3	4.1
Total	72	

approved.

The replies to Question 1 were then divided into categories of parents under forty years of age, who could be considered the younger group, and parents over forty years of age, who could be considered the older group. This arrangement (see Table VI, p. 19) shows that the younger group tended to feel a greater dissatisfaction with the school than did the older group.

How parents felt about the way their children were treated by the teachers and other school officials. The second question of the inventory attempted to determine the satisfaction-dissatisfaction parents felt toward the way children were treated by the teachers and other school officials,

TABLE VI

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"In general, are you satisfied or dissatisfied with the school?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Very much satisfied	0	0	0	0	0	0	2	15	1	8	1	10
Satisfied	6	86	11	61	6	55	6	46	9	69	7	70
Half and half	1	14	6	33	4	36	4	31	2	15	2	20
Dissatisfied	0	0	1	6	0	0	0	0	0	0	0	0
Very much dissatisfied	0	0	0	0	0	0	0	0	0	0	0	0
I don't know	0	0	0	0	1	9	1	8	1	8	0	0
Total	7		18		11		13		13		10	

TABLE VII

RESPONSES OF PARENTS TO THE QUESTION:

"In general, are you satisfied or dissatisfied with the way children are treated by the teachers and other school officials?"

Reply	Number	Per cent
Very well satisfied	10	13.9
Satisfied	48	66.6
Half and half	9	12.5
Dissatisfied	2	2.8
Very much dissatisfied	0	0.0
I don't know	3	4.2
Total	72	

and, if parents were dissatisfied, what things were being done that they didn't like.

Results of the tabulation (see Table VII above) indicate that there was decided satisfaction with the treatment given children by the teachers and school officials, with over 80 per cent expressing either "satisfaction" or "very much satisfaction".

Table VIII, p. 21, tabulates the responses of parents to Question 2 according to age and education groups. Percentages indicate that the group of parents over 40 years of age were inclined to be more satisfied than parents of the younger group.

TABLE VIII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"In general, are you satisfied or dissatisfied with the way children are treated by the teachers and other school officials?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Very much satisfied	0	0	2	11	0	0	3	23	1	8	4	40
Satisfied	7	100	13	72	8	73	6	47	9	69	5	50
Half and half	0	0	3	17	0	0	2	15	3	23	1	10
Dissatisfied	0	0	0	0	2	18	0	0	0	0	0	0
Very much dissatisfied	0	0	0	0	0	0	0	0	0	0	0	0
I don't know	0	0	0	0	1	9	2	15	0	0	0	0
Total	7		18		11		13		13		10	

Parents had an opportunity on the questionnaire to indicate specific things that were being done that they did not like. The following are quoted directly from the questionnaires:

"I do not believe that when a child is punished they get to the root of the problem."

"When a child is reprimanded both sides should be checked, not the word of one child."

"The temper in some teachers reach to to high a degree, its hard on some kids."

"Family pedigrees are read by some teachers when they are out of sorts at a student."

"I don't like the idea of punishing all the kids when one little brat causes all the trouble as he'll just do it again as long as the rest are all punished."

"The school officials are too leanient with trouble makers due to fear of troublesome parental interference."

"Allowing too many privileges."

How parents felt about the discipline in the school.

The general opinion of school discipline was asked in Question 3. Parents were also asked, if there were things about the discipline in the school they did not like, to indicate what they were.

The data in Table IX, p. 23, indicate that a majority of the parents believed that the discipline was not strict enough in the school. Only 36 per cent were satisfied; over 52 per cent believed that the discipline was not strict enough.

A tabulation according to age groups of the responses to the question of discipline shows that the group under 40 years of age was more dissatisfied with the discipline than

the older group. (See Table X, p. 24.)

TABLE IX

RESPONSES OF PARENTS TO THE QUESTION:

"In general, is the discipline in the school too strict or not strict enough?"

Reply	Number	Per cent
It is much too strict	0	0.0
It is too strict	0	0.0
It is about right	26	36.1
It is not strict enough	37	51.4
It is nowhere near strict enough	1	1.4
I don't know	8	11.1
Total	72	

In indicating what they did not like about the discipline numerous parents complained about children being out of school and down town during school hours. Typical comments made by critical parents were:

"You would never know school was in session by the high school pupils that are down town at all hours."

"Children, especially the high school, should not be on the street during school hours."

"The high school boys and girls shouldn't spend so much time down town during school hours."

"Make the children stay at school, and not walk the streets or drive around."

Another complaint the parents had was in regards to a

TABLE X

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:
 "In general, is the discipline in the school too strict or not strict enough?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
It is much too strict	0	0	0	0	0	0	0	0	0	0	0	0
It is too strict	0	0	0	0	0	0	0	0	0	0	0	0
It is about right	0	0	4	22	5	46	8	62	4	30	5	50
It is not strict enough	5	71	12	68	5	46	1	8	9	70	5	50
Nowhere strict enough	0	0	1	5	0	0	0	0	0	0	0	0
I don't know	2	29	1	5	1	8	4	30	0	0	0	0
Total	7		18		11		13		13		10	

lack of order and quiet in the schoolrooms. Comments made were:

"Too lenient in study rooms. Those wanting to study cannot because of those who like to cause disturbances."

"The children are not kept quiet enough in the classrooms to work efficiently."

"Would suggest more discipline during study periods."

How parents felt about the help their children were receiving from the school. Question 4 of the inventory requested parents to state their opinions as to the amount of help usually given children with their schoolwork. If they thought children needed more help, parents were asked to state what kind of help was needed.

TABLE XI

RESPONSES OF PARENTS TO THE QUESTION:

"How much help do the teachers usually give children with their schoolwork?"

Reply	Number	Per cent
All the help they need	12	16.7
Most of the help they need	27	37.5
About half the help they need	10	13.9
Some of the help they need	5	6.9
Very little of the help they need	1	1.4
I don't know	17	23.6
Total	72	

TABLE XII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:
 "How much help do the teachers usually give children with their schoolwork?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
All the help they need	0	0	2	11	1	9	5	39	1	7	3	30
Most of the help they need	1	14	6	33	5	46	2	15	7	54	6	60
Half the help they need	1	14	6	33	1	9	0	0	2	16	0	0
Some of the help they need	2	29	0	0	1	9	0	0	1	7	1	10
Little of the help they need	0	0	0	0	0	0	1	7	0	0	0	0
I don't know	3	43	4	23	3	27	5	39	2	16	0	0
Total	7		18		11		13		13		10	

As shown in Table XI, p. 25, the responses indicate that about half the reply group was satisfied with the help given children with their schoolwork, 37.5 per cent believing children received most of the help they needed, and 16.6 per cent believing children received all the help they needed. The number who were concerned about the amount of help given children with their schoolwork made up almost one fourth of the reply group. The fact that 23.6 per cent of the parents did not know how much help the teachers usually gave children with their schoolwork may be significant.

Table XII, p. 26, tabulates the responses of parents to Question 4 according to age and education groups. It will be noted that older parents were generally more satisfied with the help given children in their schoolwork than younger parents.

The parents who commented on the item, "If you think children need more help with their schoolwork, what kind of help do they need?", answered as follows:

"When a problem is wrong, they need to have it explained why and showed how."

"More help so they understand what is expected."

"Extra help with the subjects that are especially hard for them. Perhaps keeping them after school until you are sure they understand before letting them go on to something new."

"I don't believe the classroom schedules are so overloaded that the teachers can't find time for those students that are naturally slow at catching on to their studies, such as reading and arithmetic."

"From my understanding, when the child has gone to a teacher for help, they have been told to take their seat and figure it out for themselves or that the teacher

hasn't the time. If the child doesn't understand what they are doing, naturally it isn't done."

"More explaining for one thing. And I think the idea of learning to sound out their words is still a good one."

"They need more help from their teachers especially in the upper grades and high school. Most parents are not equipped educationally to help their children and may interfere with the way their teachers want the job done."

How parents felt about the time spent on homework each day. Parental feeling toward the time children spend on homework each day was called for in Question 5. Parents were also asked, "How much time should children spend on homework each day?".

TABLE XIII

RESPONSES OF PARENTS TO THE QUESTION:

"On the average, do children spend too much or too little time on homework each day?"

Reply	Number	Per cent
Much too much	2	2.8
Too much	6	8.4
About the right amount	32	44.4
Too little	16	22.2
Much too little	2	2.8
I don't know	14	19.4
Total	72	

As indicated in Table XIII above, 44.4 per cent of the

TABLE XIV

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"On the average, do children spend too much or too little time on homework each day?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Much too much	0	0	1	6	0	0	1	7	0	0	0	0
Too much	2	29	1	6	1	9	1	7	1	7	0	0
About the right amount	4	57	6	33	3	27	4	30	9	71	6	60
Too little	0	0	5	28	3	27	2	15	2	15	4	40
Much too little	0	0	2	10	0	0	0	0	0	0	0	0
I don't know	1	14	3	17	4	37	5	41	1	7	0	0
Total	7		18		11		13		13		10	

parents thought the time spent on home work was about the right amount. About 10 per cent thought too much time was spent on home work, while 25 per cent thought that too little time was being spent on homework. Almost 20 per cent of the parents reported that they did not know how much time children spent on homework each day.

Table XIV, p. 29, shows the replies to Question 5 according to age and education groups. Older parents seemed to be more satisfied with the amount of time spent on homework than the younger ones. There was some tendency for more parents with secondary or collegiate training to think too little time was being spent on homework than parents with only elementary training.

Samples of responses to the inquiry as to how much time should be spent on homework included the following:

"Children that board a bus at eight a.m. and leave bus at five p.m. should have evenings free for play and reading. Seems unreasonable for a child under those conditions to be expected to do homework."

"Country children should not need to do more than one subject or work one hour at home if they are required to do chores."

"Depends upon the child's ability to grasp or get their work."

"It depends a great deal on the individual child."

"None if it's possible to get work done in school."

"I believe a child should be able to get all of their school work done in the school in six hours. Maybe there are a few exceptions."

"The amount of time a child spends on home work depends on the child, on his or her ability to learn."

Fourteen parents indicated that in their opinion one

hour a day should be spent on homework; three parents thought three quarters of an hour a day was sufficient; and four suggested two hours.

How parents felt about the school giving children help with the personal problems they face in everyday life. Parental attitude regarding the school's giving children help with personal problems was requested in Question 6 of the inventory. If they thought children should be given more help in solving their personal problems, parents were requested to tell what problems they needed help with.

TABLE XV

RESPONSES OF PARENTS TO THE QUESTION:

"Should the school try to give children help with the personal problems they face in everyday life?"

Reply	Number	Per cent
Yes	37	51.4
Uncertain	21	29.2
No	14	19.4
Total	72	

Table XV above shows that 51.4 per cent of the parents thought that the school should try to give children help with the personal problems they face in everyday life. About 30 per cent of the reply group were undecided on the question; while almost 20 per cent were definitely against

TABLE XVI

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Should the school try to give children help with the personal problems they face in everyday life?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	4	57	7	39	10	91	5	39	3	22	8	80
Uncertain	2	29	4	22	1	9	5	39	8	62	1	10
No	1	14	7	39	0	0	3	22	2	16	1	10
Total	7		18		11		13		13		10	

the idea of the school helping with personal problems.

Table XVI, p. 32, shows a tabulation of Question 6 according to age and education groups. Both age groups with college training were decidedly in favor of the school giving help to children with their personal problems. The parents over 40 years of age were more uncertain about this question than were younger parents.

When asked as to what problems children needed help with, typical comments from parents were:

"Learn to admit defeat graciously."

"Biggest job is to get children to learn to play and work together--being fair and showing consideration for fellow classmates."

"If personal problem shows up in school the teacher should help get to the bottom of it if it involves another child or brother or sister, but not to the extent of settling family quarrels or disputes."

"If a child needs help in overcoming bad habits like stealing or lying or any complexes like inferior or superior the teacher should help."

"This business of teasing because of the way children dress, and racial discriminations should be looked into."

"Sometimes a child can be helped by an outsider much better than by a parent."

"To improve their associations with other children."

"Attitudes, citizenship, good sportsmanship, encourage boys and girls to go to church. Many times when they reach high school age they think they should not go to church."

Two comments from the group of parents who were against the idea of the school giving children help with personal problems, were:

"I think parents should take care of the childrens

personal problems."

"I think children should get help for their personal problems from their parents unless the parents are unable to give it or the child is orphaned."

How parents felt about the value of schoolwork. Parents were requested in Question 7 to indicate their opinions as to how much of what children study in school will be useful to them in everyday living, and to indicate those things which, in their opinion, will not be useful.

TABLE XVII

RESPONSES OF PARENTS TO THE QUESTION:

"How much of what children study in school do you think will be useful to them in everyday living?"

Reply	Number	Per cent
Practically everything studied	22	30.5
Most of what is studied	31	43.1
About half of what is studied	13	18.1
Less than half of what is studied	0	0.0
Very little of what is studied	2	2.8
I don't know	4	5.5
Total	72	

Table XVII above indicates that almost three-fourths of the parents of the reply group felt that most school work would be valuable to children in everyday living. Of the remaining one-fourth, most parents believed about half of

TABLE XVIII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"How much of what children study in school do you think will be useful to them in everyday living?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Practically everything studied	2	29	4	22	4	36	4	31	4	31	4	40
Most of what is studied	4	57	8	44	5	46	3	23	8	62	3	30
Half of what is studied	1	14	3	17	2	18	4	31	0	0	3	30
Less than half of that studied	0	0	0	0	0	0	0	0	0	0	0	0
Very little of what is studied	0	0	1	6	0	0	0	0	1	7	0	0
I don't know	0	0	2	11	0	0	2	15	0	0	0	0
Total	7		18		11		13		13		10	

what is studied would be useful. There was very little dissatisfaction expressed as to the value of schoolwork.

Table XVIII, p. 35, presents a tabulation of Question 7 according to age and education groups. Apparently, neither age nor educational training had much to do with the opinions parents held as to the value schoolwork will have in everyday living.

When asked as to specific things that would not be useful in everyday living, parents answered as follows:

"Music, art, basketball and other sports will get children nowhere as far as earning a living goes after graduation, unless they have exceptional talent. Of course we must have a band, teams, and such; but don't let it be the sole basis for their going to school."

"Depends on what they make their profession. Girls, most of them, get very little out of algebra and geometry, mostly because they do not understand it while taking it."

"Ancient History"

"Very few will ever use algebra or geometry."

"Dates in far back history for one--any ancient history."

"Algebra and some poetry."

"The father of the family feels that ancient history and history or things that have happened in the past are not necessary."

"Algebra and physical education, that is the exercises in the gym are unnecessary."

"Ancient and world history--today's world events are important."

How parents felt about the school curriculum. Parents were requested in Question 8 to answer the question, "Are there things children should be learning which are not being

taught in school?". The parents, who believed that there were things children should be learning in school which were not being taught, were asked what these things were.

TABLE XIX

RESPONSES OF PARENTS TO THE QUESTION:

"Are there things children should be learning which are not being taught in school?"

Reply	Number	Per cent
No, none	9	12.5
Yes, a few things	36	50.0
Yes, many things	2	2.8
I don't know	25	34.7
Total	72	

The percentages shown in Table XIX above, indicate that more than half of the parents thought there were additional things which the children should be learning in school. About one-third of the parents indicated that they did not know if there was anything that the children should be learning in school that they were not learning already. Twelve per cent of the parents were satisfied with the schools' curriculum and thought that nothing additional was needed.

Table XX, p. 38, shows the tabulation of Question 8 according to age and education groups. Parents desiring

TABLE XX

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Are there things children should be learning which are not being taught in school?"

Reply	Under 40 Years of Age		Over 40 Years of Age	
	Elementary	Secondary	Elementary	Secondary
	N	%	N	%
No, none	0	0	2	11
Yes, a few things	2	29	9	50
Yes, many things	0	0	2	11
I don't know	5	71	5	28
Total	7		18	

Under 40 Years of Age		Over 40 Years of Age	
Elementary	Secondary	Elementary	Secondary
N	%	N	%
3	23	3	22
3	23	5	39
0	0	0	0
7	54	5	39
13		13	

additions to the curriculum were more commonly in that group having had secondary and collegiate training. Parents with only an elementary training were more undecided about the curriculum.

In responding to the inquiry about things children should be learning in school, parents replied as follows:

"Personal responsibility. Respect for their elders and the rights of others."

"Children should have classes and freely discuss the handling of finances, large or small, and be taught the importance of looking at a job or vocation in other ways besides just the salary involved."

"Music in the grades."

"Foreign language"

"Home economics in the seventh grade. Children should have a small amount of foreign language in the seventh and eighth grade, such as German.

"I wish they would teach some foreign language especially Latin in case they want to become doctors or nurses."

"Not enough phonics"

"I think more time could be spent on penmanship in school, children are careless in their writing."

"More stress on reading and arithmetic."

"Public speaking, economics, foreign language"

"More agriculture and agricultural economics since this is mostly a farming community."

"Teaching girls more about homemaking and child care."

"Foreign language and speaking"

"Shorthand, Latin, more mathematics"

"Vocational agriculture"

How parents felt about student activities. "Do you

feel that children have as many student activities (clubs, parties, dances, plays, athletics, etc.) as you would like them to have?" was the ninth question of the inventory. If parents felt that children did not have enough activities in the school, they were requested to indicate what additional activities they should have.

TABLE XXI

RESPONSES OF PARENTS TO THE QUESTION:

"Do you feel that children have as many student activities as you would like them to have?"

Reply	Number	Per cent
Yes. Too many, in fact	19	26.4
Yes	40	55.6
No, not enough	7	9.7
I don't know	6	8.3
Total	72	

About one-half of the parents who replied, were satisfied with the number of activities children have in school as indicated by Table XXI above. One-fourth thought that there were too many activities; approximately 10 per cent wanted more activities; and a little over 8 per cent replied that they did not know.

A tabulation of the responses to Question 9 of the inventory, according to age and education groups, is shown

TABLE XXII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Do you feel that children have as many student activities as you would like them to have?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes. Too many, in fact	3	43	4	22	2	18	3	23	6	46	1	10
Yes	3	43	10	56	6	54	8	61	4	31	9	90
No, not enough	1	14	1	5	2	18	1	8	2	15	0	0
I don't know	0	0	3	17	1	10	1	8	1	8	0	0
Total	7		18		11		13		13		10	

on Table XXII, p. 41. Parents of the older group more often expressed themselves as being more satisfied with the school activities for children than did the younger parents.

Parents who felt that children did not have enough activities, suggested the following:

"Participation of all children in organized sports instead of just the best players."

"More social gatherings, inexpensive parties that children of many age groups can enjoy such as taffy pulls, popcorn, talent nites, etc."

"Glee Club, Forensic Club, Dramatic Club."

"School parties, dances, under supervision."

How parents felt about the hot-lunch program. Parents were asked in Question 10 for their opinions of the school hot-lunch arrangements (costs, hours, facilities, rules, food) and to tell what they did not like if they were not satisfied with the program.

TABLE XXIII

RESPONSES OF PARENTS TO THE QUESTION:

"Are you satisfied with the hot-lunch arrangements in the school?"

Reply	Number	Per cent
Yes	59	81.9
Uncertain	4	5.6
No	9	12.5
Total	72	

TABLE XXIV

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Are you satisfied with the hot-lunch arrangements in the school?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	5	72	16	88	11	100	9	70	10	77	8	80
Uncertain	0	0	1	6	0	0	2	15	0	0	1	10
No	2	28	1	6	0	0	2	15	3	23	1	10
Total	7		18		11		13		13		10	

The percentages shown in Table XXIII, p. 42, indicate that of those parents who replied, most (81.9 per cent) were well satisfied with the arrangements of the school's hot-lunch program. Only 12.5 per cent were dissatisfied.

Table XXIV, p. 43, is a tabulation of Question 10 according to age and education groups. No particular differences were shown to exist among parents of different age groups or educational levels.

Parents were asked to tell their objections to the hot-lunch program if there were things with which they were not satisfied. The comments made included the following:

"The food. Why make things that the children won't eat and have to throw it out."

"The children think they should have more potatoes and gravey."

"Children should have more potatoes and substantial foods. Would like to have an explanation of the cost of the hot-lunch project as it seems the food could be arranged to give a more balanced ration for the money."

"Menu lacks variety."

"Could have a few less meals of mixed up mulligans and have just plain things like potatoes."

"Too many mixed foods. Why not more potatoes?"

"I think the janitor should put more time cleaning the lunch room walls and floors."

How parents felt about the way they were treated when they visited the school. Question 11 asked the parents to indicate how well they were treated when they visited the school, and to tell those things they did not like if they were dissatisfied with the treatment they had received.

TABLE XXV

RESPONSES OF PARENTS TO THE QUESTION:

"Are you treated as well as you ought to be treated when you visit the school?"

Reply	Number	Per cent
Yes	64	88.9
Sometimes yes, sometimes no	3	4.2
No	0	0.0
I have never visited the school	5	6.9
Total	72	

The tabulation of responses in Table XXV above indicates that the parents were very much satisfied with the way they were treated when they visited the school. Only 4.2 per cent indicated some degree of dissatisfaction. No parent responded that he did not like the way he was treated when visiting the school. Of the reply group, only five parents stated that they had never visited the school.

Table XXVI, p. 46, shows a tabulation of responses according to age and education groups. The table shows no particular differences on Question 11 among parents of different age groups or educational levels.

When asked to tell what he didn't like about the way he was treated when he visited the school, one parent responded:

"Sometimes they act like you are intruding and hardly

TABLE XXVI

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Are you treated as well as you ought to be treated when you visit the school?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	5	72	18	100	9	82	11	85	11	85	10	100
Sometimes yes, sometimes no	1	14	0	0	0	0	0	0	2	15	0	0
No	0	0	0	0	0	0	0	0	0	0	0	0
I have never visited school	1	14	0	0	2	18	2	15	0	0	0	0
Total	7		18		11		13		13		10	

talk to one at all."

How parents felt about their acquaintanceship with the teachers. Parents were asked (Question 12) "In general, do you know the teachers as well as you would like?" Suggestions were requested from the parents as to how parents and teachers could become better acquainted.

TABLE XXVII

RESPONSES OF PARENTS TO THE QUESTION:

"In general, do you know the teachers as well as you would like?"

Reply	Number	Per cent
Yes	32	44.4
Uncertain	17	23.7
No	23	31.9
Total	72	

Table XXVII above indicates that 44.4 per cent of the parents felt that they knew the teachers as well as they would like; 23.7 per cent were uncertain; and 31.9 per cent felt they did not know the teachers well enough.

Table XXVIII, p. 48, shows the replies of parents on Question 12 according to age and education groups. The older group of parents were more uncertain about how well they knew the teachers; the younger group of parents more often indicated that they would like to become better acquainted with

TABLE XXVIII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"In general, do you know the teachers as well as you would like?"

Reply	Under 40 Years of Age		Over 40 Years of Age	
	Elementary N %	Secondary N %	Elementary N %	Secondary N %
Yes	3 44	10 56	3 27	4 31
Uncertain	2 28	2 11	1 9	7 54
No	2 28	6 33	7 64	2 15
Total	7	18	11	13

the teachers.

Suggestions offered to assist parents and teachers to become better acquainted were:

"Visit school more often, invite teachers to your home, visit them after school."

"Having them over for supper and the like. More home calls."

"I think the teachers should be given more of a chance to belong to the community functions and that way get to know the people here better."

"Social gatherings, card parties, clubs and dinners."

"Parent Teacher conferences."

How parents felt about the amount of money children spent on school activities. Question 13 requested parents to state their opinions of the amount of money children need in order to take part fully in school activities, and to tell what kinds of requests or needs for money in the school should be eliminated.

Almost 60 per cent of the parents disclosed (see Table XXX, p. 51) that, in their opinion, the money needed by children to take part in school activities was about the right amount. Over 25 per cent felt school activities took too much money; while 15.3 per cent of the parents said they were unaware of the amount of money their children needed.

Responses to Question 13, tabulated according to age and education groups (see Table XXIX, p. 50), show no particular differences of opinions among parents of different age groups or educational levels.

Parents commenting on the request to tell what kinds

TABLE XXIX

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"How do you feel about the amount of money children need in order to take part fully in school activities?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
It takes altogether too much money	0	0	4	22	0	0	3	23	0	0	0	0
It takes too much money	2	28	2	11	1	8	2	15	3	23	2	20
It takes about the right amount of money	3	44	12	67	5	46	6	47	8	62	8	80
I don't know	2	28	0	0	5	46	2	15	2	15	0	0
Total	7		18		11		13		13		10	

TABLE XXX

RESPONSES OF PARENTS TO THE QUESTION:

"How do you feel about the amount of money children need in order to take part fully in school activities?"

Reply	Number	Per cent
It takes altogether too much money	7	9.7
It takes too much money	12	16.7
It takes about the right amount of money	42	58.3
I don't know	11	15.3

Total	72	
-------	----	--

of requests or needs for money in the school should be eliminated stated:

"I'd suggest the school buy some of their own sports equipment such as basketball shoes, knee pads, etc."

"That is hard to say, too many pictures for one thing, membership in FFA, FHA, and class membership should be free."

"I believe, they shouldn't charge the parents for the lessons given to the little twirlers. If they want them to twirl, I don't think it would take up so much of the hi-school twirlers time that they should charge for it."

"Clubs and parties."

"The school paper and twirling lessons."

"I think the prices for school plays especially in the grades are too high."

How parents felt about the work load of children.

Reactions to the amount of school work required of children in order to keep up their studies was asked in Question 14.

TABLE XXXI

RESPONSES OF PARENTS TO THE QUESTION:

"In general, are children required to do too much or too little work in order to keep up their studies?"

Reply	Number	Per cent
Much too much	0	0.0
Too much	0	0.0
About the right amount	44	61.1
Too little	16	22.2
Much too little	0	0.0
I don't know	12	16.7
Total	72	

Table XXXI above reveals that over 60 per cent of the parents felt that the work load of children was about right. Over 20 per cent signified that in their opinion too little work was required of children to keep up their studies. Of those who replied, 16.7 per cent disclosed that they did not know if too much or too little work was required.

Table XXXII, p. 53, reveals that parents who had had secondary or collegiate training were more likely than parents with only elementary training to feel that too little work was being required; parents with only elementary training were generally satisfied, or replied that they didn't know.

How parents felt about the adequacy of the schools'

TABLE XXXII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"In general, are children required to do too much or too little work in order to keep up their studies?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Much too much	0	0	0	0	0	0	0	0	0	0	0	0
Too much	0	0	0	0	0	0	0	0	0	0	0	0
About the right amount	7	100	8	44	5	46	8	62	8	62	8	80
Too little	0	0	8	44	3	27	0	0	3	23	2	20
Much too little	0	0	0	0	0	0	0	0	0	0	0	0
I don't know	0	0	2	12	3	27	5	38	2	15	0	0
Total	7		18		11		13		13		10	

equipment. Question 15 asked parents to reply to the Question "Do you feel that the school has as much equipment as it needs?", and, if they felt that the school should have more equipment, to tell what was needed.

TABLE XXXIII

RESPONSES OF PARENTS TO THE QUESTION:

"Do you feel that the school has as much equipment as it needs?"

Reply	Number	Per cent
It has everything it needs	10	13.9
It has most of what it needs	33	45.8
It has very little of what it needs	1	1.4
I don't know	28	38.9
Total	72	

Table XXXIII above points out that 45.8 per cent of the parents felt that the school had most of what it needed. Only 13.9 per cent thought that it had everything it needed; one parent believed the school should have a great deal more equipment. Almost 40 per cent of the parents did not know if the equipment the school had was adequate.

Table XXXIV, p. 55, shows that parents of the younger group were more inclined to think that the school had all the equipment it needed than did parents in the older group.

Additional equipment needed in the school as suggested

TABLE XXXIV

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Do you feel that the school has as much equipment as it needs?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
It has everything it needs	0	0	5	28	2	18	2	15	1	8	0	0
It has most of what it needs	2	29	9	50	5	46	5	39	6	46	6	60
It has little of what it needs	0	0	0	0	0	0	0	0	0	0	1	10
I don't know	5	71	4	22	4	36	6	46	6	46	3	30
Total	7		18		11		13		13		10	

by parents was:

"Industrial arts needs considerable equipment."

"Equipment for the Vocation Agriculture."

"It needs a better equipped playground and better maintained."

"Better dressing rooms and shower facilities."

"More tools needed in the shop."

"How about blackout drapes for the lunch rooms as long as movies are seen there."

"Blackout curtains in lunch room."

"Equip the work shop or vo.ag. building with a few more tools."

"Playground equipment, shop equipment, library and more reading room equipment."

"I would suggest more school ground equipment."

"More chemistry equipment, shop equipment, new piano."

How parents felt about the school bus transportation facilities. Parents were asked to give their opinions (Question 16) of school bus transportation facilities and, if they were not satisfied, to tell what they didn't like.

Parents were generally well pleased with the schools' transportation facilities with almost 70 per cent expressing satisfaction. (See Table XXXV, p. 57.) Only 8.3 per cent expressed dissatisfaction, but the 22.2 per cent who denoted that they were uncertain probably were signifying a degree of dissatisfaction also.

Table XXXVI, p. 58, which is a tabulation of responses to Question 16 according to age and education groups, shows that younger parents were more often dissatisfied with the

schools' transportation facilities than the older parents.

TABLE XXXV

RESPONSES OF PARENTS TO THE QUESTION:
"Are you satisfied with the school bus
transportation facilities?"

Reply	Number	Per cent
Yes	50	69.5
Uncertain	16	22.2
No	6	8.3
Total	72	

Things parents did not like about the school-bus facilities are indicated by the following direct quotes:

"The county should be asked to fix and gravel, the roads and cut the weeds before snow flies."

"School bus should not leave school until classes are dismissed in the evening. Bus should wait at least ten minutes after four o'clock unless all students have entered bus before that time."

"Too crowded and too long on the bus."

"Too long a route--driver step on them harder--more discipline is very badly needed."

"The routes are too long."

"A limit of 35 miles per hour should be enforced. The stop signs should be enforced by bus drivers too."

"If there are rules as to the speed drivers drive the busses, do they adhere to it."

How parents felt about the adequacy of the schools' classroom space. Parents were asked in Question 17, "Do you

TABLE XXXVI

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Are you satisfied with the school bus transportation facilities?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	4	57	14	78	7	64	9	69	10	77	6	60
Uncertain	1	14	3	17	2	18	3	23	3	23	4	40
No	2	29	1	5	2	18	1	8	0	0	0	0
Total	7		18		11		13		13		10	

think that the school has an adequate amount of classroom space?", and, if they felt that additional classroom space was needed, to tell what additions should be made.

TABLE XXXVII

RESPONSES OF PARENTS TO THE QUESTION:

"Do you think that the school has an adequate amount of classroom space?"

Reply	Number	Per cent
Yes	47	65.3
Uncertain	5	6.9
No	7	9.7
I don't know	13	18.1
Total	72	

Table XXXVII above reveals that 65.3 per cent of the parents felt that the school had an adequate amount of classroom space. Less than 10 per cent expressed themselves as believing the school did not have enough classroom space; 25 per cent did not know or were uncertain.

Table XXXVIII, p. 60, discloses that more younger than older parents felt that the school did not have adequate space; while more older parents indicated they did not know.

Additional classroom space needed, as indicated by parents, was:

"The high school needs an assembly hall but other-

TABLE XXXVIII
 RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:
 "Do you think that the school has an adequate amount of classroom space?"

Reply	Under 40 Years of Age		Over 40 Years of Age	
	Elementary N	Secondary %	Elementary N	Secondary %
Yes	5	72	7	54
Uncertain	1	14	0	0
No	0	0	0	0
I don't know	1	14	6	46
	7	18	13	10

wise there is sufficient room."

"They definitely need a band room."

"Library--study hall or assembly room."

"We need a band room--girls shower room and facilities for girls activity."

"I feel that with the crop of little ones coming up the school itself will have to be enlarged to house them all."

"A high school study hall with library--also a provision for advanced students to take extra work."

"Band room and library."

How parents felt about increased school taxation.

Question 18 requested parents to state their opinions regarding increased taxes if such were necessary in order to maintain school services.

TABLE XXXIX

RESPONSES OF PARENTS TO THE QUESTION:

"Some people feel that the only way the schools can keep up the services they are now giving is to increase taxes. If this turns out to be true, should taxes be increased or school services be cut?"

Reply	Number	Per cent
Taxes should be increased	29	40.3
I am not sure	35	48.6
School services should be cut	8	11.1
Total	72	

Table XXXIX above indicates that 40 per cent of the

TABLE XL

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Some people feel that the only way the schools can keep up the services they are now giving is to increase taxes. If this turns out to be true, should taxes be increased or school services be cut?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Taxes increased	3	43	6	33	3	27	3	23	8	61	6	60
Not sure	3	43	7	39	8	73	8	61	5	39	4	40
Services cut	1	14	5	28	0	0	2	16	0	0	0	0
Total	7		18		11		13		13		10	

parents felt taxes should be increased. Almost one-half were not sure, and only 11.1 per cent believed school services should be cut.

Table XL, p. 62, reveals that more older than younger parents were inclined to think that taxes should be increased.

One parent commenting on the question stated:

"With proper economy taxes should not have to be increased to maintain educational standards. School boards and teachers should practice economy as tho it was their own monies being spent."

How parents felt about teachers salaries. Parents were asked to answer Question 19 which asked whether teachers were paid too much or too little for the work they were expected to do.

TABLE XLI

RESPONSES OF PARLNTS TO THE QUESTION:

"Do you feel that teachers are paid too much or too little for the work they are expected to do?"

Reply	Number	Per cent
Teachers are paid too much	4	5.6
Teachers are paid about the right amount	35	48.6
Teachers are not paid enough	15	20.8
I don't know	18	25.0
Total	72	

As indicated by Table XLI above, almost one-half of

TABLE XLII

RESPONSES OF PARENTS, ACCORDING TO AGE AND EDUCATION GROUPS, TO THE QUESTION:

"Do you feel that teachers are paid too much or too little for the work they are expected to do?"

Reply	Under 40 Years of Age						Over 40 Years of Age					
	Elementary		Secondary		College		Elementary		Secondary		College	
	N	%	N	%	N	%	N	%	N	%	N	%
Paid too much	0	0	0	0	2	18	0	0	2	15	0	0
Right amount	4	57	10	56	5	46	6	46	5	39	5	50
Not paid enough	1	14	4	22	2	18	1	8	3	23	4	40
I don't know	2	29	4	22	2	18	6	46	3	23	1	10
Total	7		18		11		13		13		10	

the parents felt that the teachers were paid about the right amount. Only 5.6 per cent thought teachers were paid too much, while 20.8 per cent believed that teachers were not paid enough. One-fourth of the parents answered that they did not know whether teachers were paid too much or too little, which might indicate that they did not know what salaries teachers were paid.

Table XLII, p. 64, shows no particular differences on Question 19 among parents of different age groups of educational levels.

How parents felt about stressing various subjects.

In an attempt to determine if parents felt that there were things in the school which needed more attention or stress, parents were asked in Question 20 to indicate which, if any, of the listed topics should be emphasized more by the teachers in the school.

Table XLIII, p. 66, shows that almost two-thirds of the parents felt that teaching children to get along with others should be emphasized more by the teachers in the school. One-half of the parents thought that the school should give more attention to reading instruction, and almost one-half of the parents desired more emphasis on teaching public and social speaking.

The one thing parents liked most about the school.

Parents were asked in Question 21 to name the one thing they liked most about the school. The responses fell into four categories. These are listed below with the number of

TABLE XLIII

RESPONSES OF PARENTS TO THE QUESTION:

"Which, if any, of the following things would you like to see the school do more about?"

Reply	Number	Per cent
More emphasis on teaching children to get along with others.	47	65.3
More attention to reading.	36	50.0
More attention to public and social speaking.	34	47.2
More attention to the problems of city, state, and national government.	26	36.1
More music education.	22	30.6
More attention to arithmetic.	20	27.8
More chance for all children to learn sports and recreational activities.	19	26.4
More attention to the problems of family life.	15	20.8
More attention to art education.	11	15.3
More attention to sex education.	8	11.1

parents specifying each.

<u>Most liked feature of the school</u>	<u>Frequency of mention</u>
New school building	17
Teaching staff	13
Hot-lunch program	5
Parent-teacher cooperation	3

The one thing parents disliked most about the school.

Question 22 asked the parents to name the one thing they most disliked about the school. These were grouped about three specific ideas. They are listed below with the number of parents specifying each.

<u>Most disliked feature of the school</u>	<u>Frequency of mention</u>
Unclean school buildings and grounds	15
Students out of school during school time	12
High school principal	8

Parents suggestions for the improvement of the school.

Question 23 gave parents an opportunity to offer suggestions concerning things which they thought should be done to improve the school. A wide variety of suggestions were offered by the parents. These are listed below with the number of parents specifying each.

<u>Suggestions for improvement</u>	<u>Frequency of mention</u>
Improve discipline and stop the practice of pupils being out of school during school hours.	16

Keep the school building and grounds clean	15
Improve school administration	14
Improve schools' music program	7

Summary. Examination of the data as reported in the tables of the chapter reveals that a large majority of the parents were quite well satisfied with the Froid Public School. Very few parents expressed outright dissatisfaction.

Parents seemed to believe that their children were well treated by the teachers and other school officials. They felt for the most part that the students were getting about as much out of their schoolwork as was possible, and that the work required of students in school was about right. Parents expressed some concern with the assistance given the students by the teachers with schoolwork, and indicated a slight feeling of dissatisfaction toward the amount of homework required.

The disciplinary methods were criticized by a number of parents who maintained that the discipline was not strict enough.

Apparently, the curriculum of the school needed some revision since a majority of the parents indicated that they felt there were things which should be taught in the school which were not being taught. A majority of the parents felt that the school should try to help children with their personal problems.

A very high percentage of the parents were very well satisfied with the schools' hot-lunch program and the school-

bus transportation facilities.

The financial demands made on the students were about right as far as the majority of parents were concerned. A large percentage of the parents felt that children had enough student activities. A strong minority indicated that there were too many activities.

Most parents were well satisfied with the way they were treated when they visited the school. Many parents indicated that they did not know the teachers as well as they would like.

A large majority of the parents felt that the school had as much equipment as it needed, as well as a sufficient amount of classroom space.

Parents felt that the salaries paid to the teachers were about right, and indicated that they were not sure as to the desirability of increasing taxes to meet the rising educational costs.

The aspects of the school which the parents liked the most were the new school building and the teachers. The most disliked feature of the school was the lack of general cleanliness.

Improvements of the school suggested by the parents were: (1) cleaning the school buildings and yard more thoroughly, (2) increasing school discipline, and (3) improving the administration of the school.

CHAPTER IV

PUPIL OPINION OF THE SCHOOL

The students of Froid High School who were to be involved in this survey were assembled at school. The Pupil Opinion Questionnaire (see Appendix B, p. 115) was given out and the directions were explained. The total number of questionnaires completed by the pupils was sixty-nine. This represented the total enrollment of grades nine through twelve.

TABLE XLIV

NUMBER OF HIGH SCHOOL PUPILS INCLUDED IN THE STUDY

Grade	Boys	Girls
Grade 9	11	9
Grade 10	6	14
Grade 11	7	6
Grade 12	8	8
Total	32	37

Pupils completing the inventory were 32 boys, which represented 46 per cent of the total enrollment of the high school, and 37 girls for 54 per cent. The distribution of pupils according to grade and sex is shown in Table XLIV,

p. 70.

Pupil satisfaction-dissatisfaction with the school.

Pupils were asked to indicate in the first question of the inventory how well they liked their school.

TABLE XLV

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, how well do you like your school?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
I like it very much	1	3	16	43	17	25
I like it	18	56	18	49	36	52
About half and half	13	41	3	8	16	23
I dislike it	0	0	0	0	0	0
I dislike it very much	0	0	0	0	0	0
Total	32		37		69	

Over three-fourths of the pupils who attended Froid High School at the time of this survey indicated that they either "liked it very much" or "liked it"; about one-fourth disclosed that their satisfaction was about "half and half"; there were no pupils who expressed "dislike" of the school.

More girls reported liking the school than boys (92 per cent as against 59 per cent). Forty-one per cent of the boys as against 8 per cent of the girls indicated they liked the school "about half and half". (See Table XLV above.)

How pupils felt about the way they were treated by teachers and other school officials. Question 2 of the inventory asked pupils how they felt they were treated by the teachers and school officials.

TABLE XLVI

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, are you satisfied or dissatisfied with the way you are treated by teachers and other school officials?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Very well satisfied	5	16	10	27	15	22
Satisfied	18	56	22	59	40	58
Half and half	9	28	4	11	13	19
Dissatisfied	0	0	0	0	0	0
Very much dissatisfied	0	0	0	0	0	0
I don't know	0	0	1	3	1	1
Total	32		37		69	

The responses of all pupils reveals that about 80 per cent were "satisfied" with the way they were treated by the teachers and school officials. No pupils expressed outright "dissatisfaction". A slight tendency for more girls than boys to be satisfied was indicated. (See Table XLVI above.)

The third question of the inventory asked, "In general, how often do the teachers and other school officials treat you fairly?". Pupils were also given the opportunity

to tell in what ways teachers and school officials were unfair to them.

TABLE XLVII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, how often do the teachers and other school officials treat you fairly?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Always or almost always	11	35	18	49	29	42
Usually	17	53	16	43	33	48
About half the time	2	6	1	3	3	4
Seldom	0	0	0	0	0	0
Never or almost never	0	0	0	0	0	0
I don't know	2	6	2	5	4	6
Total	32		37		69	

Table XLVII above reveals that about 90 per cent of the pupils felt that they were treated fairly in most of their contacts with teachers or school officials. There were no marked differences between boys and girls on the matter of being treated fairly.

Pupils who felt they were unfairly treated, commented as follows:

"Teachers should give you a chance to make up your work when you have to stay home and work."

"In the marking of grades."

"Why should they ask a person to do something if they wouldn't do it themselves."

"I do not think the teachers should show sides in any matter such as political parties or religions. If they show sides I believe it is being unfair to the students beliefs."

How pupils felt about the discipline in the school.

Question 4 of the inventory asked the pupils to indicate whether or not their teachers were too changeable in their discipline.

TABLE XLVIII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, are your teachers too changeable in their discipline?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	8	25	16	43	24	35
Uncertain	16	50	17	46	33	48
No	8	25	4	11	12	17
Total	32		37		69	

As shown by Table XLVIII above, over one-third felt that their teachers were too changeable in their discipline; less than one-fourth were sure that the teachers were not too changeable. Almost one-half indicated that they were "uncertain". A higher percentage of girls than boys felt that the discipline was too changeable.

Pupils were asked in Question 5 if differences in

discipline among teachers kept them from getting as much as they could from their schoolwork.

TABLE XLIX

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Do differences in discipline among teachers keep you from getting as much as you could from your schoolwork?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	7	22	12	32	19	27
Uncertain	8	25	13	36	21	31
No	17	53	12	32	29	42
Total	32		37		69	

As may be seen in Table XLIX above 42 per cent thought that the differences in discipline did not hinder them in their schoolwork; 27 per cent felt that differences in discipline did effect their work; 31 per cent were "uncertain". Girls were more inclined than boys to feel that discipline differences affected their schoolwork.

Question 6 asked the pupils if they thought school discipline was too strict or not strict enough, and to suggest those things about school discipline that they didn't like.

Nearly three-fourths of the pupils indicated that they felt the discipline in the school was about right. Only 6 per cent believed that the school was "too strict" with its

TABLE L

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, is the discipline in your school too strict or not strict enough?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
It is much too strict	0	0	0	0	0	0
It is too strict	3	9	1	3	4	6
It is about right	24	75	27	73	51	74
It is not strict enough	0	0	5	13	5	7
Nowhere near strict enough	0	0	0	0	0	0
I don't know	5	16	4	11	9	13
Total	32		37		69	

discipline, and 7 per cent thought it was not strict enough. Some girls but no boys believed that there was not enough discipline in the school. (See Table L above.)

Things pupils said they didn't like about school discipline were:

"All students should be treated alike, the teachers should show no favoritism to any one or more students. Just because a certain teacher doesn't care much for a certain student she should not let it show."

"One teacher does a lot of time wasting by threatening the kids especially in band, but he never carries out his threats."

"Some teachers have it in for some kids."

"The way that one teacher says 'don't do this or don't do that' to one person and lets the next person get away with murder."

How pupils felt about the help they were getting with their schoolwork. Pupils were asked (Question 7) to indicate the amount of help they felt teachers usually gave them with their schoolwork. Pupils who felt they needed more help with their schoolwork were asked to indicate what kind of help they needed.

TABLE LI

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"How much help do your teachers usually give you with your schoolwork?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
All the help I need	16	50	10	27	26	38
Most of the help I need	11	35	25	68	36	52
Half the help I need	2	6	2	5	4	6
Some of the help I need	3	9	0	0	3	4
Little of the help I need	0	0	0	0	0	0
I don't know	0	0	0	0	0	0
Total	32		37		69	

The data in Table LI above indicate that 90 per cent of the pupils felt that the teachers usually gave them all or most of the help they needed. About 10 per cent indicated they needed more help. Boys, more often than girls, indicated that they were satisfied with the help they received.

Comments on the question, "If you think you need more

help with your schoolwork, what kind of help do you need?", noted only "help with algebra", listed by six pupils.

How pupils felt about getting help with their personal problems. As a means of determining how pupils felt about being helped with their personal problems, Question 8 was asked. Information was also requested as to the problems with which pupils needed help.

TABLE LII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Should the school try to give students help with the personal problems they face in everyday living?"

Reply	Boys		Girls		N	All	
	N	%	N	%		N	%
Yes	9	28	11	30	20	29	
Uncertain	8	25	14	38	22	32	
No	15	47	12	32	27	39	
Total	32		37		69		

Almost 40 per cent of the pupils (see Table LII above) indicated that they felt the school should not try to give students help with their personal problems. About 30 per cent answered that the school should help, and 30 per cent were undecided. A greater percentage of the boys indicated that they were against the school's help in resolving personal problems.

Problems that pupils felt they needed help with were:

"They could help you get acquainted with others in the school."

"We need help with making decisions."

"Getting along with others."

"Help students decide what kind of a career to pick."

"Teachers should try to understand that we have problems too, no matter how small they seem to you, they are big to us."

How pupils valued their schoolwork. Pupils were asked (Question 9) to indicate how valuable they felt their schoolwork would be to them in everyday living. They were also asked to list those things they had studied that they felt would not be useful to them for day-to-day living.

TABLE LIII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"How much of what you are studying do you think will be useful to you in everyday living?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Practically everything	14	44	17	46	31	45
Most of what I am studying	10	31	10	27	20	29
Half of what I am studying	5	16	10	27	15	22
Less than half	0	0	0	0	0	0
Very little	3	9	0	0	3	4
I don't know	0	0	0	0	0	0
Total	32		37		69	

Table LIII, p. 79, shows that 45 per cent of the pupils thought everything they studied would have some value; 29 per cent believed that most of what they studied would have value; 22 per cent felt that half of what was studied would be valuable to them. Only three pupils indicated that very little of the schoolwork they had studied would be useful to them in their everyday living. Responses according to sex shows that there were three boys but no girls who felt that schoolwork had little value for them. Otherwise, boys' and girls' responses were quite similar.

The following subjects were indicated by pupils as those which would not be useful to them in everyday living; algebra (five pupils), geometry (three pupils), English (one pupil), general science (one pupil), and present-day-problems (one pupil).

How pupils felt about the amount of student activities. Pupils were asked in Question 10 if they felt there were as many student activities in the school as they would like. If they thought there should be more activities, they were asked to indicate what additional ones were needed.

A majority of the pupils indicated that there were sufficient activities for students in the school. Twenty-six pupils, about one-third of the total, desired more activities. More boys than girls thought that there were not enough activities for the students in the school. (See Table LIV, p. 81.) There were fifteen requests for more parties, and nine requests for more dances or dancing parties.

TABLE LIV

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Do you have as many student activities as you would like?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes, too many	0	0	2	5	2	3
Yes	18	56	20	54	38	55
No, not enough	14	44	12	33	26	38
I don't know	0	0	3	8	3	4
Total	32		37		69	

How pupils felt about things they should be learning.

Pupils were asked in Question 11 if they thought there were things they should be learning which were not being taught in the school. If there were things they felt they should be learning, they were asked to suggest what these things were.

Almost one-third of the group did not know if there was anything additional they should be learning; over one-third indicated that there was nothing additional needed; the balance thought that there were some things they should be learning. A greater percentage of girls than boys indicated that there were some things they should be learning. (See Table LV, p. 82.) There were eight requests by students for a foreign language; four for shorthand; and one each for vocational agriculture, public speaking, and another science.

TABLE LV

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Are there things that you should be learning right now which are not being taught in the school?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
No, none	15	47	12	32	27	39
Yes, a few	7	22	15	41	22	32
Yes, many	0	0	0	0	0	0
I don't know	10	31	10	27	20	29
Total	32		37		69	

How pupils felt about the hot-lunch arrangements. The general opinion of the school's hot-lunch program was survey-

TABLE LVI

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Are you satisfied with the hot-lunch arrangements in your school?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	20	62	22	60	42	61
Uncertain	5	16	6	16	11	16
No	7	22	9	24	16	23
Total	32		37		69	

ed by Question 12 of the inventory. Pupils were also asked to tell what they didn't like about the program.

Table LVI, p. 82, shows that about 60 per cent of the pupils were satisfied with the hot-lunch program, and 40 per cent were dissatisfied or uncertain. There were no particular differences of opinions among boys and girls.

The food and the large number of stews and hot-dish type meals which were served were the things which pupils most often said they disliked about the hot-lunch program.

How pupils felt about the adequacy of the schools' equipment. Pupils were asked to tell whether or not they thought the school had as much equipment as it needed. If they believed that additional equipment was needed, they were asked to tell what the school should have.

TABLE LVII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Does the school have as much equipment as it needs?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Everything it needs	2	6	1	3	3	4
Most of what it needs	24	75	26	70	50	73
Little of what it needs	1	3	3	8	4	6
I don't know	5	16	7	19	12	17
Total	32		37		69	

Pupils indicated (see Table LVII, p. 83) that they felt the school had an adequate amount of equipment. Over three-fourths believed that the school had everything it needed or most of what it needed; only four pupils stated that the school had little of what was needed. Responses by sex to Question 13 showed no significant differences of opinions among boys and girls.

Equipment which the school should have as indicated by the pupils were; more playground and gymnasium equipment (mentioned by 14 pupils); more science laboratory equipment (5 pupils); more library books (4 pupils); better movies (3 pupils).

How pupils felt about the curriculum. The satisfaction felt toward the variety of subjects that the school offered to pupils was called for in Question 14, and pupils were requested to name the subjects they would like to study that were not offered.

Table LVIII, p. 85, shows that three-fourths of the pupils were satisfied with the variety of subjects the school offered in its curriculum. Responses by sex indicated no significant differences of opinions among boys and girls.

The subjects which the pupils said they would like to study were: some kind of foreign language (mentioned by 15 pupils); shorthand or speed writing (6 pupils); additional mathematics courses (5 pupils); additional science courses (4 pupils); an art course (2 pupils); vocational agriculture (one pupil).

TABLE LVIII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, how well satisfied are you with the variety of the subjects that the school offers?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Very well satisfied	2	6	3	8	5	7
Pretty well satisfied	22	69	25	68	47	68
Half and half	4	13	7	19	11	16
Dissatisfied	0	0	0	0	0	0
Very much dissatisfied	2	6	0	0	2	3
I don't know	2	6	2	5	4	6
Total	32		37		69	

How proud of the school were the pupils. Pupils were asked in Question 15 how proud of the school they were, and to tell why they were or were not proud of their school.

The data in Table LIX, p. 86, disclose that 95 per cent of the pupils of Froid High School were proud of their school. Only three pupils dissented. Those pupils who were not proud of their school included two boys and one girl.

A sampling of the reasons listed by pupils who were proud of their school is as follows:

"We have a very nice school building; and nice teachers and pupils. I'm sure we all enjoy it very much, I know I do. I don't want to go to school anywhere else."

"Because of the sportsmanship the teams have and the

TABLE LIX

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"In general, how proud of your school are you?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Very proud	14	44	17	46	31	45
I am proud	16	50	19	51	35	51
Not proud	2	6	1	3	3	4
Ashamed	0	0	0	0	0	0
Total	32		37		69	

way the school is run without any trouble."

"Because the kids are all nice and a lot of fun and the teachers are almost all nice. They are strict but can still have fun."

"Because everyone seems to work together and get along together to make a good school."

The reasons pupils gave for not being proud of their school were such as the following:

"When it is called the dirtiest school in the country, would you be proud of it."

"I am not proud because people make too much noise."

"I am not proud because people make too much noise when you are trying to study."

"I wish the band would get on the ball."

How the pupils felt about the schools' guidance program. Pupils were asked in Question 16 if they felt the school gave them enough help in choosing subjects.

TABLE LX

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Does the school give you enough help in choosing subjects?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	15	47	13	35	28	40
Sometimes	13	41	15	41	26	38
No	4	12	9	24	15	22
Total	32		37		69	

Table LX above shows that about 40 per cent of the pupils felt that they did receive enough help in choosing subjects; about 20 per cent did not receive the help in choosing subjects they thought was needed. Nearly 40 per cent were uncertain. A greater percentage of boys than girls indicated that they received sufficient help in choosing subjects.

Question 17 asked the pupils if they felt that enough help was given them in choosing a vocation.

Nearly one-half of the pupils felt that the school did give them enough help in choosing a vocation. One-third answered that sometimes they received the help they needed; about one-fourth said that they did not get enough help. A greater percentage of girls than boys indicated that they wanted more help in choosing a vocation. (See Table LXI, p. 88.)

Question 18 asked the pupils if they felt the school

TABLE LXI

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Does the school give you enough help in choosing a vocation?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	17	53	12	32	29	42
Sometimes	9	28	14	38	23	33
No	6	19	11	30	17	25
Total	32		37		69	

gave them enough help in getting information about colleges and choosing a college.

TABLE LXII

RESPONSES OF HIGH SCHOOL PUPILS TO THE QUESTION:

"Does the school give you enough help in getting information about colleges and in choosing a college?"

Reply	Boys		Girls		All	
	N	%	N	%	N	%
Yes	24	75	24	65	48	70
Sometimes	6	19	7	19	13	19
No	2	6	6	16	8	11
Total	32		37		69	

Table LXII, p. 88, shows that about 70 per cent of the pupils felt that the school did give them enough help in getting information about colleges and in choosing a college. Only 11 per cent replied "no", and 19 per cent were undecided. There was a slight indication that more girls wanted help.

The one thing pupils liked most about the school. The responses to Question 19, asked the students to name the one thing they liked most about the school, showed sizable groupings about five specific ideas. These are listed below with the number of students specifying each.

<u>Most liked feature of the school</u>	<u>Frequency of mention</u>
Athletic teams	11
New school building	9
Teachers	9
Fellow classmates	8
Social activities	7

The one thing pupils most disliked about the school. Responses to Question 20, asking the students to name the one thing they most disliked about the school, were grouped about three specific ideas. These are listed below with the number of pupils specifying each.

<u>Most disliked feature of the school</u>	<u>Frequency of mention</u>
High school principal	9
Unclean school	6
Homework	5

Pupils' suggestions for the improvement of the school.

Question 21 gave pupils an opportunity to offer suggestions concerning things which they thought should be done to improve the school. A wide variety of suggestions were offered by the students. All suggestions garnering more than one response are listed below:

<u>Suggestions for improvement</u>	<u>Frequency of mention</u>
Change some of the faculty	7
Keep the school building clean	5
Landscape the school grounds	4
Build a new library	4
Buy some new text books	2
Build a music room	2
Improve the band	2

Summary. For the most part the survey revealed that pupils of Froid High School were very well satisfied with their school and most of its functions. Over three-fourths of the pupils indicated that they liked the school and almost all indicated that they were proud of their school.

In reference to the matter of treatment, 80 per cent of the pupils were satisfied with the way they were treated by the teachers and school officials, and 90 per cent indicated that in their contacts with teachers and school officials they were treated fairly.

In responding to questions regarding discipline, three-fourths of the pupils thought that the discipline was about right. Only 17 per cent of the pupils believed that the teachers were not too changeable in their discipline and

almost one-half of the students indicated that the differences in discipline among teachers did not hinder them in their schoolwork.

Nearly three-fourths of the pupils thought that almost everything they had studied would have value for them in everyday living. They were satisfied with the variety of subjects the school offered in its curriculum and were somewhat undecided about additional things they should be learning.

In the matter of guidance, less than one-half of the pupils indicated that they received enough help in choosing subjects, or a vocation. They seemed satisfied with the help they received in selecting a college. Nearly one-half felt that they did not need help from the school in resolving their personal problems.

A majority of the students indicated that they were satisfied with the amount of student activities available, the hot-lunch arrangements, and the adequacy of school equipment.

Indicating the features most liked, pupils named the athletic teams, new school building, teaching staff, their fellow students, and the social activities.

Those things most disliked by the pupils were the high school principal, the dirty condition of the school, and homework.

In suggesting improvements for the school, pupils requested that some faculty changes be made, the school be kept cleaner, the grounds be landscaped, and a new library be built.

CHAPTER V

INTERPRETATION OF SURVEY DATA

General rating of satisfaction-dissatisfaction. One of the main objectives of this study was to learn how satisfied or dissatisfied the parents and pupils of the community were with their school system as it was operated at the time of this survey.

Examination of the data as reported in the tables of the preceding chapters reveals that a large majority of the parents and pupils were quite well satisfied with the Froid Public School. General dissatisfaction was very small, but the percentages in the "half and half" groups would indicate some "sore-spots". The possibility should not be overlooked that these parents and pupils, even though they were a minority group, might have had justifiable dissatisfactions which would warrant study. The 4 per cent of the parents who had no opinion regarding school satisfaction, as well as the twenty-seven families who failed to answer the questionnaire, would indicate that a closer relationship between school and home should be sought.

Fair treatment by teachers and school officials.

Probably one of the most expressive of the "sore-spots" was the opinion of the parents as to the treatment of their child-

ren by the teachers and other school officials. Few, if any, of the other elements of parent satisfaction would seem to carry as much weight as does the feeling that one's children are being treated as they should by the school. Unfair treatment immediately invokes resentment.

In the matter of fair treatment of the pupils by teachers and school officials, both parents and pupils responded that over 80 per cent of their number were satisfied. There was no outright dissatisfaction expressed by pupils and very little by parents. Attention should be given to the fact that some parents indicated that they were "half and half" satisfied. From the parental comments about things that were done that they did not like, it could be assumed that a situation might exist where some parents felt their children were being unfairly treated. This would warrant further study to determine if such conditions actually existed, or still exist.

Discipline. Parents will not be satisfied with the school if they feel that their children are being subjected to discipline which they regard as too strict, too lax, or a hodgepodge of both. They can also be expected to share their children's resentment toward teachers who are overly lenient one day and very strict the next.

Parents' opinions of school discipline in this survey reveal that the majority were not satisfied with the existing policy. The main area of dissatisfaction concerned the freedom allowed students during school hours to leave the school building or to cause disturbances or distractions with-

in the school.

Some differences of opinions existed between parents and pupils. The pupils indicated that they endorsed the methods of discipline in use even though a sizeable minority of them revealed that they felt the teachers were too changeable in their discipline.

Discipline appeared to be one of the important sources of dissatisfaction in this survey. The opinions that were revealed indicate that the school should review its methods and philosophy of discipline and either change, or do a better job of explaining to the patrons as to what constitutes desirable school discipline.

Help with schoolwork. Parents will become distressed and dissatisfied with the school if they feel that their children's teachers are not giving them sufficient help with their schoolwork. Pupils are not likely to be satisfied supporters of the school if they feel that the teachers fail to give them the individual help and attention they need in order to accomplish the work required of them in school.

The opinions expressed by parents and pupils regarding help with schoolwork reveal that nearly 90 per cent of the pupils were satisfied with the help they received but only about half of the parents were satisfied. While only one-fourth of the parents were dissatisfied, the fact remains that one-fourth indicated that they did not know if their children were receiving sufficient attention from the teachers with their schoolwork.

The opinions that were revealed and expressed indicate that as a means of improving the community's understanding of what goes on in the school, efforts should be made to inform the parents of their child's progress and what help is being given to the child. The inauguration of parent-teacher conferences could help to alleviate this possible "sore-spot".

Homework. Parents frequently feel rather keenly about the homework situation and oftentimes become dissatisfied with the school if they feel pupils are required to do either too little or too much work to "keep up" in the subjects they are taking in school.

The sentiments expressed by the parents reveal that more than one-half of the parents were dissatisfied with the amount of time children spent on homework each day. The school should review its requirements regarding homework and either bring these requirements into harmony with the "one hour per day" as requested by parents or persuade the parents of the essential soundness of present practice.

Personal problems and guidance. Differences of opinions existed between parents and pupils in regard to the school's helping children with their personal problems. A majority of the parents requested such help while few of the pupils thought it was necessary. Pupils did indicate that they needed more help in choosing subjects and in selecting a vocation.

As the opinions seem to indicate some inadequacy in the guidance program, the school might well review this pro-

gram and strengthen any weaknesses that may be uncovered.

Value of studies. Parents and pupils will be better satisfied with the school if they feel that what is being studied in school will be valuable to the children in real life.

This survey revealed that nearly three-fourths of the parents indicated that what their children were studying in school would be valuable to them in everyday life. More than one-half of the parents also thought that there were additional things which their children should be studying in school. Most pupils thought their studies would be valuable to them, but there were many who desired additional subjects. The opinions expressed that algebra, geometry, and ancient history would have no useful purpose in real life indicates that a program of explaining "why" these subjects are important should be attempted. It would seem that some kind of community study could be made to attempt to enrich the curriculum in light of these requests from the students and parents.

Student activities. The well-satisfied parent will feel that his child is taking part in what he regards as a desirable number of student activities. Pupils will be dissatisfied if they feel that they are unable to participate in a desired number of extra-curricular activities.

The survey results indicate that both parents and pupils are satisfied with the number of student activities available. Those pupils who desired more social gatherings might possibly find outlets for this desire in church or home

gatherings.

Hot-lunch program. Dissatisfaction with unreasonable or unsatisfactory lunch arrangements does not seem to exist in the Froid community. The opinions of parents were very much in favor of the program, as were those of the pupils. Some parents and pupils indicated that the lunch program could be improved by varying the foods served. The school should check on what foods are being served and, if improvement is possible within the financial structure of the program, an attempt should be made to do so.

Parents attitudes toward teachers. Parents who feel that the teachers welcome them to the school and treat them courteously are far more likely to be satisfied patrons than parents who are made to feel more or less like intruders.

The way parents are treated when they visit the school is apparently not one of the sources of dissatisfaction in Froid since most all of the parents indicated that they were satisfied. Some parents noted that they would like to know the teachers better. Possibly some efforts could be made so that parents could meet the teachers and become better acquainted.

Financial demands. Parents are very likely to be disturbed if they feel that the school is expecting or requiring their children to bring money from home in quantities which they regard as unreasonable. There is a chance that this disturbance will turn to bitterness if some parents feel that their children are "missing out" on any of the school benefits

because the financial costs are beyond the limits of the family purse.

Most Froid parents felt that the amount of money needed by children to take part in school activities was about right. There was some concern about a few of the financial demands. These, the school should review and, if changes are necessary, explanation to parents should be made.

Work load. If parents feel that the total work load of their children is either very much too heavy or too light, they could become dissatisfied patrons of the school. While this condition seems not critical in the Froid Public School, nearly 40 per cent of the parents expressed some concern about it or replied that they did not know. This could further indicate the need for parent-teacher conferences as a means of acquainting the parents with what goes on in the school.

Adequacy of equipment and space. As evidenced by the survey, parents indicated that the school did have sufficient equipment and classroom space. It is evident by the large numbers of parents who answered that "they did not know", that the school should reevaluate its public relations program in an attempt to bring parents to a closer realization of what is going on in the school.

School taxation. Few of the parents of the Froid community maintained that the school services should be cut in the face of rising school costs. Parents felt, also, that the salaries of the teachers were about right, although minorities noted that they were too high or too low.

Cleanliness. As evidenced throughout the survey, parents indicated that dissatisfaction existed with reference to cleanliness of rooms, halls, toilets, and playground. This is clearly one of the "sore-spots" which warrants serious consideration by the administration of the school.

Liked and disliked features. What parents and pupils like and dislike about the school gives some understandings of those things which should receive remedial and preventive attention.

Parents indicated that the new school building and the teaching staff were things which they liked about the Froid school. The lack of cleanliness, the excessive freedom allowed students, and the high school principal were most often mentioned as being disliked.

Constructive suggestions. In an attempt to reduce the dissatisfactions of parents and pupils, serious consideration should be given to their suggestions for improvement of the schools.

Parents suggested the improvement of school discipline, more cleaning of buildings and grounds, and better administration on the part of school officials. Pupils indicated they would like to see some faculty changes, the school buildings kept cleaner, and the grounds around the school landscaped.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In light of disturbing criticism uncovered through rumors and word-of-mouth opinions, an objective survey of the parents' and pupils' opinions of the Froid School was made to determine what problems were felt to exist.

An opinion poll, where the parents and pupils of the community would be free to express their opinions towards the school, was the method used. This opinion survey was made to attempt to obtain objective information that would show the degrees of satisfaction in specific areas investigated.

School district officials were consulted to determine those areas of school policy and procedure that seemed to need attention. These areas were then used to develop questionnaires designed to draw out parent and pupil opinions.

The questionnaires were given to two groups: (1) the parents who had children attending school; and (2) the pupils from the ninth through twelfth grades.

Questionnaires were mailed to parents with a letter of explanation and a return envelope. Pupils completed their questionnaires at school.

CONCLUSIONS

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. The highest degree of satisfaction was expressed in reference to the treatment accorded parents when they visited the school, the hot-lunch arrangements, the amount of student activities available, the treatment given children by teachers and other school officials, and the value of the subjects studied. Discipline and the maintenance of the buildings and grounds were held to be unsatisfactory.

The conclusion remains that the people of Froid were generally satisfied with the way their school was operated at the time of this survey. Individual phases of the school system where dissatisfaction existed should be reviewed for the purpose of changing them, or explanation of the existing policy should be made.

RECOMMENDATIONS

The following phases of the school system seem to indicate those problems causing dissatisfaction of the school in the community. It would be recommended that the school:

1. Attempt to bring about a closer relationship between the school and the home through the inauguration of parent-teacher conferences.
2. Make a study to determine if some children were being unfairly treated.

3. Review its methods and philosophy of discipline.
4. Improve the maintenance of the school buildings.
5. Landscape the school grounds.
6. Make a re-evaluation of the curriculum, the guidance program, and requirements regarding homework.
7. Review the administrative practices and functions.

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APPENDIX A

PARENT OPINION QUESTIONNAIRE

DIRECTIONS

How do you feel about the school which your children attend?
That is what we are asking you to tell us by filling out this inventory.

It is easy to do. It does not take very much time. You can answer it nearly as fast as you read it. In most cases, you merely check the answer that tells how you feel.

Do not put your name on this paper. By making it impossible to know who says what, most people are more likely to say what they really think.

Use either pen or pencil in marking your answers.

Answer every question.

Fill out this inventory now if you possibly can.

Please mail the completed inventory as soon as possible.

A stamped return envelope is enclosed.

PERSONAL FACTS

(This information is needed in order to report the main body of the survey findings intelligently.)

A. Which parent filled out this inventory? (Check one.)

- 1. The father
- 2. The mother
- 3. The male guardian
- 4. The female guardian
- 5. Both parents

B. In what age group do you belong? (Check one.)

- 1. I am under 30 years of age
- 2. I am in my 30's
- 3. I am in my 40's
- 4. I am in my 50's
- 5. I am 60 years of age or older

C. How far did you yourself go in school? (Circle one.)

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

D. What is your occupation or what is your husbands occupation, if you are a housewife?



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

- | | |
|---|--|
| <input type="checkbox"/> 1. Very well satisfied | <input type="checkbox"/> 4. Dissatisfied |
| <input type="checkbox"/> 2. Satisfied | <input type="checkbox"/> 5. Very much dissatisfied |
| <input type="checkbox"/> 3. Half and half | <input type="checkbox"/> 6. I don't know |

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

- | | |
|---|--|
| <input type="checkbox"/> 1. Very well satisfied | <input type="checkbox"/> 4. Dissatisfied |
| <input type="checkbox"/> 2. Satisfied | <input type="checkbox"/> 5. Very much dissatisfied |
| <input type="checkbox"/> 3. Half and half | <input type="checkbox"/> 6. I don't know |

If you are dissatisfied with the way children are treated tell what things are done that you don't like.

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

- | |
|--|
| <input type="checkbox"/> 1. It is much too strict |
| <input type="checkbox"/> 2. It is too strict |
| <input type="checkbox"/> 3. It is about right |
| <input type="checkbox"/> 4. It is not strict enough |
| <input type="checkbox"/> 5. It is nowhere near strict enough |
| <input type="checkbox"/> 6. I don't know |

If there are things about the discipline in the school you do not like, what are they?

4. How much help do the teachers usually give children with their schoolwork? (Check one)

- | |
|---|
| <input type="checkbox"/> 1. All the help they need |
| <input type="checkbox"/> 2. Most of the help they need |
| <input type="checkbox"/> 3. About half the help they need |
| <input type="checkbox"/> 4. Some of the help they need |
| <input type="checkbox"/> 5. Very little of the help they need |
| <input type="checkbox"/> 6. I don't know |

If you think children need more help with their schoolwork, what kind of help do they need?

5. On the average, do children spend too much or too little time on homework each day? (Check one)

- 1. Much too much
- 2. Too much
- 3. About the right amount
- 4. Too little
- 5. Much too little
- 6. I don't know

How much time should children spend on homework each day?

6. Should the school try to give children help with the personal problems they face in everyday life? (Check one)

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

If you think that children should be given more help in solving their personal problems, tell what problems they need help with.

7. How much of what children study in school do you think will be useful to them in everyday living? (Check one)

- 1. Practically everything studied
- 2. Most of what is studied
- 3. About half of what is studied
- 4. Less than half of what is studied
- 5. Very little of what is studied
- 6. I don't know

If you think that some of the things children study will not be useful in everyday living, what are these things?

8. Are there things children should be learning which are not being taught in school? (Check one)

- 1. No, none
- 2. Yes, a few things
- 3. Yes, many things
- 4. I don't know

If there are things that you think children should be learning which are not being taught, tell what these things are.

9. Do you feel that children have as many student activities (clubs, parties, dances, plays, athletics, etc.) as you would like them to have? (Check one)

- 1. Yes. Too many, in fact
- 2. Yes
- 3. No, not enough
- 4. I don't know

If you feel that children do not have as many student activities as you would like, what additional activities would you want.

10. Are you satisfied with the hot-lunch arrangements in the school (costs, hours, facilities, food)? (Check one)

1. Yes 2. Uncertain 3. No

If you are not satisfied with the hot-lunch arrangements, tell what you don't like.

11. Are you treated as well as you ought to be treated when you visit the school? (Check one)

- 1. Yes
- 2. Sometimes yes, sometimes no
- 3. No
- 4. I have never visited the school

If you don't like the way you are treated when you visit the school, tell what you don't like.

12. In general, do you know the teachers as well as you would like? (Check one)

1. Yes 2. Uncertain 3. No

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

13. How do you feel about the amount of money children need in order to take part fully in school activities?
(Check one)

- 1. It takes altogether too much money
- 2. It takes too much money
- 3. It takes about the right amount of money
- 4. I don't know

Tell what kinds of requests or needs for money in the school should be eliminated.

14. In general, are children required to do too much or too little work in order to keep up their studies?
(Check one)

- | | |
|--|---|
| <input type="checkbox"/> 1. Much too much | <input type="checkbox"/> 4. Too little |
| <input type="checkbox"/> 2. Too much | <input type="checkbox"/> 5. Much too little |
| <input type="checkbox"/> 3. About the right amount | <input type="checkbox"/> 6. I don't know |

15. Do you feel that the school has as much equipment as it needs? (Check one)

- 1. It has everything it needs
- 2. It has most of what it needs
- 3. It has very little of what it needs
- 4. I don't know

If you think the school needs more equipment tell what it needs.

16. Are you satisfied with the school bus transportation facilities? (Check one)

1. Yes 2. Uncertain 3. No

If you are not satisfied with the school bus transportation facilities tell what you do not like.

17. Do you think that the school has an adequate amount of classroom space? (Check one)

- 1. Yes
- 2. Uncertain
- 3. No
- 4. I don't know

If you feel that additional classroom space is needed tell what additions you think should be built.

18. Some people feel that the only way the schools can keep up the services they are now giving is to increase taxes. If this turns out to be true, should taxes be increased or school services be cut? (Check one)

- 1. I feel that taxes should be increased
- 2. I am not sure
- 3. I feel that school services should be cut

19. Do you feel that teachers are paid too much or too little for the work they are expected to do? (Check one)

- 1. I feel that teachers are paid too much
- 2. I feel that teachers are paid about the right amount
- 3. I feel that teachers are not paid enough
- 4. I don't know

20. Which, if any, of the following things would you like to see the school do more about? (Check all that you would like to see more done about)

- 1. More emphasis on teaching children to get along with others
- 2. More chances for all children to learn sports and recreational activities
- 3. More attention to sex education
- 4. More attention to the problems of family life
- 5. More attention to the problems of city, state, and national government
- 6. More attention to reading
- 7. More attention to arithmetic
- 8. More attention to public and social speaking
- 9. More attention to art education
- 10. More music education
- 11. Others (Tell what)

21. What is the one thing you like most about the school?

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

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

APPENDIX B

PUPIL OPINION QUESTIONNAIRE

DIRECTIONS

How do you feel about your school? That is what we want 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 two 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 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 what it means.

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)

1. I am a boy

2. I am a girl

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

1. I am in the 9th grade

2. I am in the 10th grade

3. I am in the 11th grade

4. I am in the 12th grade

1. In general, how well do you like your school?
(Check one)

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

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

- 1. Very well satisfied
- 2. Satisfied
- 3. Half and half
- 4. Dissatisfied
- 5. Very much dissatisfied
- 6. I don't know

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

- 1. Always or almost always
- 2. Usually
- 3. About half the time
- 4. Seldom
- 5. Never or almost never
- 6. I don't know

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

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

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

5. 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)

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

6. 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
- 3. It is about right
- 4. It is not strict enough
- 5. It is nowhere near strict enough
- 6. I don't know

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

7. How much help do your teachers usually give you with your schoolwork? (Check one)

- 1. All the help I need
- 2. Most of the help I need
- 3. About half the help I need
- 4. Some of the help I need
- 5. Very little of the help I need
- 6. I don't know

If you think you need more help with your schoolwork, what kind of help do you need?

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

- 1. Practically everything I am studying
- 2. Most of what I am studying
- 3. About half of what I am studying
- 4. Considerably less than half of what I am studying
- 5. Very little of what I am studying
- 6. I don't know

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

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

1. Yes 2. Uncertain 3. No

10. Do you have as many student activities (clubs, parties, plays, athletics, etc.) as you would like? (Check one)

1. Yes, too many in fact
 2. Yes
 3. No, not enough
 4. I don't know

If you do not have as many student activities as you would like, what additional activities would you want?

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

1. No, none
 2. Yes, a few things
 3. Yes, many things
 4. I don't know

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

12. Are you satisfied with the hot-lunch arrangements (costs, hours, food, rules) in your school? (Check one)

1. Yes 2. Uncertain 3. No

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

13. Does the school have as much equipment (library books, movie-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs?
(Check one)

- 1. It has everything it needs
- 2. It has most of what it needs
- 3. It has very little of what it needs
- 4. I don't know

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

14. In general, how well satisfied are you with the variety of the subjects that the school offers? (Check one)

- 1. Very well satisfied
- 2. Pretty well satisfied
- 3. About half and half
- 4. Dissatisfied
- 5. Very much dissatisfied
- 6. I don't know

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

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

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

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

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

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

___ 1. Yes ___ 2. Sometimes ___ 3. No

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

___ 1. Yes ___ 2. Sometimes ___ 3. No

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

___ 1. Yes ___ 2. Sometimes ___ 3. No

19. What is the one thing you like most about the school?

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

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

APPENDIX C

Dear Parents,

This questionnaire comes to you from your Board of Education.

Here is why your Board of Education is asking you to fill out this questionnaire. The public school of this town belongs to the citizens of Froid and are run for their ultimate benefit. By attempting to teach all the children of all the people whatever they need to learn in order to live wholesomely and usefully as good citizens, your school strives to do its part in making Froid a better place in which to live.

Your Board of Education wants to find out how well satisfied you parents are. The only sure way to find this out is to go to the parents themselves and ask them. This is what this questionnaire does. You are asked to fill out this questionnaire as soon as you conveniently can, put it unsigned into the enclosed return envelope, and drop it in the mail. Do not put either your name or your address on this envelope, please. Nobody wants to know "who said what".

Your cooperation is very important and is earnestly requested. It will take you but a short time to fill out and mail this questionnaire. This is an act of good citizenship which we are confident you will perform, and for which we thank you in advance.

Yours truly,

Dear Parents,

A few days ago you received an important questionnaire which you were respectfully asked to fill out and return to us.

In order that nobody could possibly "know who said what" you were asked not to sign your name or put your address on either the questionnaire or the return envelope. Consequently, we have no way of knowing who has and who has not returned his completed questionnaire.

We are very desirous of having all the questionnaires returned. If you have already returned yours, please forgive this card. If you have not, won't you please do so as soon as you conveniently can?

Yours truly,