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A SURVEY
OF THE ATTITUDES OF THE HOT SPRINGS COMMUNITY
TOWARDS ITS SCHOOLS

by

WILLARD J. SMITH

B. A. Valley City State Teacher's College, 1940

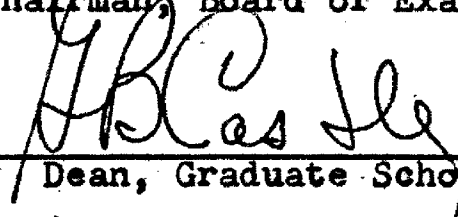
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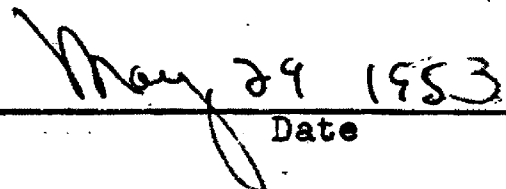
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CHAPTER I

THE PROBLEM

Public relations between school and community is a basic problem with all public school administrators and school officials. A public school must be administered and operated in such a way that it will reflect the needs and wishes of the whole community, particularly this is true during these times of increasing enrollments and new building programs.

Statement of the problem. During the school year of 1951-1952, the Hot Springs Community faced a general unrest caused by a local political situation, which unfortunately, was brought into the open through the school and school elections. A minority group in the community used the school as a focal point for determining personal issues and the control of local politics.

The stability of the school and the confidence of teachers, pupils and parents were weakened. In order to restore the confidence of the community in its school and stabilize the school itself, the real attitudes of the people in the community had to be known and rumors discarded.

Background of the problem. The problem of good public relations and proper support of the school in Hot Springs has been of long standing.

Due to the fact that the economic life of the community is based on the medical spring facilities which attracts elder people, the proportion of elder people with no children of school age is greater than the average community of its size. These people, on the whole, are not sympathetic to greater expenditures of tax money for education. They are a conservative group, and as such, are somewhat reluctant to change. Further increasing this problem, is the comparatively small amount of tax assessable property in the district.

Another factor involved is the problem arising out of the location of the high school at Hot Springs. Rivalry with two nearby communities for the location of the high school in 1934 caused dissension among them which has not been entirely forgotten although students from all three communities now attend the high school in Hot Springs.

Another cause of the problem was the existence of two newspapers in the community. One of these papers had made a practice of making personal attacks on persons and institu-

tions, including the school and its personnel, for many years causing dissension and rifts in the life of the community. The second paper was started in 1950 by business owners in Hot Springs to support the activities and organizations of the community. This rivalry culminated in bitter and unwarranted attacks on the school and school personnel by the older paper.

Personal attacks against the school administration by a local teacher began when her teaching contract was not renewed and all opposition was joined together to place men on the board of trustees who would replace the superintendent of schools. This opposition was brought to a head in the campaign for school election in which the three candidates of the group were defeated.

Purpose of the study. Rumors, charges and recriminations beset the community and confusion about the school was widespread. The necessity of separating truth from rumor seemed essential if the school was to have the support of the community and continue a good school program. The real attitudes toward the school had to be found.

Procedures for solution. In the local situation, an opinion poll, taken in such manner that people would feel

free to express their true opinions and reveal their real attitudes towards the school, seemed the best method. The Illinois Inventories of Opinion¹ by Hand, Finlay and Delie were selected to carry out the project. These inventories are questionnaires designed to obtain true attitudes of people towards their schools and have been proved practical by wide usage.

The people of the community were divided into five groupings: parents, non-parents, secondary school pupils, upper elementary school pupils and teachers.

A copy of the Illinois Inventory of Parent Opinion was mailed to the head of each family having a child enrolled in the local school with a letter of explanation and return envelope. A total of 165 questionnaires were mailed.

Because of the large proportion of residents in Hot Springs who did not have children in school, the necessity of finding out their attitudes seemed very important. As no inventory was available for this group, a questionnaire

¹ Hand, Harold C., What People Think About Their Schools. Yonkers-on-Hudson, New York: World Book Company 1948, pp. 153-217.

was made up, using significant items from the Parents' Inventory but eliminating personal references to children. This questionnaire was also mailed with the letter of explanation and return envelope to all the heads of families whose names were listed in the telephone directory and who did not have children enrolled in the school. This "non-parent" group totaled seventy-five.

Newspaper publicity was given to the survey before the questionnaires were mailed and again on the same day they were received. Two weeks later printed cards were sent to each reminding them to return the inventory.

The Illinois Inventory of Pupil Opinion, secondary and upper elementary forms, were distributed to the pupils by their home room teachers and completed under the supervision of the teachers. Seventy-nine pupils completed the secondary and seventy-two, the upper elementary.

The Illinois Inventory of Teacher Opinion was self-administered by the fourteen teachers employed in the school system.

The replies of all inventories returned were tabulated and compiled in the following chapters to illustrate the true attitudes of the community and to estimate, for

**administrative purposes, educational changes desired by
the community.**

CHAPTER II

THE SURVEY OF PARENTS' OPINIONS

The opinions of parents as a group in the community are of the greatest importance in determining and administering the policies of the community's school. As the opinions of the parents reflect the general attitudes 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.

In this project of trying to discover the true attitudes of the people of the Hot Springs community through the use of the opinion inventory, all of the families having children enrolled in the elementary and high school were mailed questionnaires. The total number sent out to parents residing in the community was 158. Seventy-six, or forty-six per cent, were returned completed. In order to determine if this number was a fair sampling of the parents, the

occupation of the head of each family was noted. A tabulation of Question E on the first page of the inventory of opinion was made and compared with the occupational distribution of the parents as shown in Table I, to determine how representative the reply group was.

TABLE I
HOW REPRESENTATIVE IS THE REPLY GROUP?

Occupational Level	Per cent in group canvassed (N = 158)*	Per cent in reply group (N = 76)
1. Agriculture	36	36
2. Unskilled	28	27
3. Business-professional	18	19
4. Craftsmen-skilled	14	16
5. Clerical-sales	4	2

*In this and in subsequent tables, N = the number of cases or responses

Evidence obtained from the percentages given in Table I shows that although the reply group made up only forty-six per cent of the total parents canvassed, occupational representation of the reply group was almost identical with the total group canvassed. It can be assumed,

from this information, that the reply group is a fair sampling of all occupational levels of parents having children enrolled in the Hot Springs schools; and the opinions and attitudes of these parents should represent the opinions and attitudes of all the parents fairly accurately, insofar as occupation can be considered as criteria.

To determine further the representative character of the reply group, a tabulation of the ages of the parents returning questionnaires was made. The results of this tabulation are given in Table II.

TABLE II
AGE GROUPS OF PARENTS REPLYING

Age Groups	Per cent in reply group (N = 76)
Under 30	6
30 to 39	37
40 to 49	32
50 to 59	17
60 or older	4
No response	4

Table II shows the largest group of parents replying are between the ages of 30 and 49 with smaller numbers in the elder and younger age groups. This would indicate a fair representation of all the parents, according to their ages.

Using as criteria, occupations of the parents and age groups of the parents, Tables I and II indicate that those parents replying are a fair cross section of all the parents in the community and the opinions and attitudes of the reply group should be truly representative.

Overall rating of satisfaction-dissatisfaction. The overall picture of parent satisfaction-dissatisfaction is mirrored in the replies to Question 1, Part I of the questionnaire. The conclusion, after observing in Table III the results of tabulating Question 1, should be "all is well". However, although more than eighty per cent of the parents replying were either "satisfied" or "very well satisfied", twenty per cent of the parents had found fault with the operation and administration of the school, at least in some particular phase or phases. Table III indicates that the number of parents who are clearly "dissatisfied" or "very much dissatisfied" are nearly non-

existent. However, the 14.8 per cent of the parents who

TABLE III

RESPONSES OF ALL PARENTS TO THE QUESTION:

"In general, are you satisfied or dissatisfied with your child's school?"

Reply	Per cent
Very well satisfied	37.0
Satisfied	43.8
About half and half	14.8
Dissatisfied	03.1
<u>Very much dissatisfied</u>	<u>01.3</u>

are "about half and half" satisfied indicate that there are some specific phases of the school program which are not approved. The administration and the teachers as well, should not overlook the possibility that these "specifics" are important, even though they apparently come from a minority group. The smallest smudge can eventually burst into flame.

The purpose of this chapter is not to point to Table III and then conclude that the great majority of the parents in the Hot Springs community are happy and contented

with the school and that the minority who are not must have come inconsequential and personal reasons for not being satisfied. Rather, after recognizing that the majority of parents are satisfied in general, the purpose should be to try to discover what are the "specifics" of satisfaction-dissatisfaction and does the Inventory of Parent Opinion point to specific practices and conditions which should be stressed or changed.

Treatment of children by teachers and other school officials. Probably one of the most significant of the "specifics" is the opinion of the parent as to the treatment of his child by the teachers and other school authorities. Few, if any, of the other components 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. Question 3 in Part I of the parents' inventory provides an index of parent satisfaction-dissatisfaction in this regard.

The results of the tabulating of Question 3, as shown in Table IV, show a high degree of satisfaction among the parents of both high school and elementary school children, with the manner in which their children are treated by the

teachers and other officials of the school.

In viewing the results, the possibility appears that the parents of high school children are not as well satisfied as the elementary school parents. Although the differences are not great and there are apparently no more who are "dissatisfied", the larger percentage in the "half and half" group would indicate that the high school teachers should take steps to discover whether there is any basis for this

TABLE IV

RESPONSES OF PARENTS TO THE QUESTION:

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

Reply	Per cent of High School Parents (N = 27)	Per cent of Elementary-school Parents (N = 49)
Very well satisfied	44.4	53.0
Satisfied	33.2	32.7
About half and half	15.0	6.1
Dissatisfied	-	-
Very much dissatisfied	3.7	2.1
No opinion	-	2.1
No response	3.7	4.0

difference.

Question 3b of Part I gave dissatisfied parents an opportunity to state their reasons for their dissatisfaction. Five high school parents and three elementary parents responded to this question. Four of these responses, one elementary and three high school, were grouped about the same reason. These answers were concerned with favoritism shown by teachers. The small number responding in this manner would indicate a problem, but might suggest to the high school teachers, in particular, that there may be misunderstandings with students that should receive their attention.

Discipline. Rumors to the effect that there was dissatisfaction in regard to the discipline in the local schools made the subject of discipline one of the important "specifics" in this local inventory. 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 confused and conflicting hodgepodge of both. They can also be expected to share their children's resentment toward teachers who are overly lenient on day and ultra strict the next. Reliable diagnosis in reference

to these possible sore spots are afforded by Questions 6, 7, and 8 in Part I of the parents' inventory.

It is quite obvious in examining Table V that the opinions of the parents do not criticize the school for maintaining a "too strict" discipline. A large majority of parents feel that the discipline in the school is "about right". The 2 per cent of elementary school parents, who feel that the discipline is "nowhere near strict enough", are probably to be expected as a common percentage in any

TABLE V

RESPONSES OF PARENTS TO THE QUESTION:

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

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
It is much too strict	-	-
It is too strict	-	-
It is about right	73.4	63.0
It is not strict enough	18.4	30.0
It is nowhere near strict enough	2.0	-
No opinion	4.2	7.0
No response	2.0	-

community. The fact that 18.4 per cent of the elementary parents and 30 per cent of the high school parents feel that the discipline is not strict enough might indicate that either the parents do not fully understand the philosophy of discipline in the local schools or that there is actually something of a "smudge" for the faculty to examine.

In order to examine the discipline situation more carefully, a cross-check was made between Question 1, as represented in Table III, and the results of Question 8a as shown in Table V. This check was made to discover how the parents who were satisfied or dissatisfied with the school responded to the question of discipline.

From the percentages shown in Table VI about 5 per cent more parents of high school students than elementary parents in the satisfied group feel that the discipline is not strict enough. All the parents, both high school and elementary, in the dissatisfied group, indicated that the discipline was not strict enough. However, it should be remembered that the dissatisfied group made up only 3.1 per cent of the total. 14.3 per cent of the satisfied elementary parents and 15.8 per cent of the satisfied high

TABLE VI

RESPONSES OF THE SATISFIED AND DISSATISFIED PARENTS TO THE QUESTION:

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

Reply	(Elementary)		(High School)	
	Per cent of Satisfied Parents (N = 37)	Per cent of Dissatisfied Parents (N = 3)	Per cent of Satisfied Parents (N = 19)	Per cent of Dissatisfied Parents (N = 1)
Much too strict	-	-	-	-
Too strict	-	-	-	-
It is about right	78.6	-	73.7	-
Not strict enough	14.3	67	15.8	100
Nowhere near strict enough	-	33	-	-
No opinion	2.4	-	10.5	-
No response	4.7	-	-	-

school parents indicated that they felt the discipline was not strict enough. None of the satisfied parents felt that the discipline was "nowhere near strict enough" which would seem to indicate that if there is a problem, it is not a deeply felt concern.

Examination of the b part of Question 8, which gave parents opportunity to express opinions and reasons why the discipline was not liked, showed only nine parents, or about 12 per cent, responding. Four responses indicated that the students had too much freedom and five felt the teachers were at fault.

Responses to Questions 6 and 7 regarding the changeableness of the teachers in their discipline and the differences between teachers' discipline were very similar in the number agreeing and disagreeing that these were important factors. In response to Question 6, "Are your child's teachers too changeable in their discipline to suit you?", 66 per cent of the parents were of the opinion that they were not and 10 per cent felt that they were. The remaining 24 per cent were uncertain.

In Question 7, the parents were asked if they felt that differences in discipline among the different teachers

kept their children from getting as much as he could out of his schoolwork. 67 per cent of the parents felt that it did not, 9 per cent felt that it did, and 24 per cent were uncertain.

In view of the responses to Questions 6, 7, and 8, it seems apparent that the majority of the parents responding felt that the discipline in the school was about right. However, among about one-fourth of the parents and including both those who are satisfied with the school and those dissatisfied, there is a feeling that the discipline is not strict enough. As the free responses of the parents did not point to specific points, a review of the disciplinary methods and philosophy of the school by the teachers would be in order with an eye to either a change or a conference with parents for explanation of the methods and philosophy to achieve a better understanding.

Help with schoolwork. From other studies which have been conducted in other schools at all three school levels--high school, upper elementary, and lower elementary--it was clear that fathers and mothers were distressed if they feel that their children's teachers are not giving them

sufficient help with their schoolwork.¹

Question 11a, Part I, of the inventory was asked for the purpose of determining how the parents felt about the help their children were getting with their schoolwork. The results of the tabulation of this question are given in Table VII.

Table VII clearly shows that parents approve the present practices of the teachers in regard to the help they give the children with their schoolwork. The slightly more favorable replies by the parents of high school students could be attributed to the general opinion that students of high school age should be more independent and require less individual help than elementary children. Further indication of parent satisfaction in this regard was the absence of all but four responses to Question 11b which gave parents an opportunity to express an opinion of the kind of help which the children should receive. One of the responses expressed a general dissatisfaction with the teachers, three desired extra help in academic subjects for their children.

¹ Hand, Harold C., What People Think About Their Schools. Yonkers-On-Hudson, New York: World Book Company, 1948. P. 36.

TABLE VII

RESPONSES OF THE PARENTS TO THE QUESTION:
 "How much help do your child's teachers
 usually give him on his schoolwork?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
All the help he needs	30.6	44.4
Most of the help he needs	46.9	40.8
About half the help he needs	6.1	3.7
Some of the help he needs	6.1	-
Very little of the help he needs	2.1	3.7
No opinion	2.1	3.7
No response	6.1	3.7

Curriculum of the school. The local school administration has, on a number of occasions, been asked why certain subjects are not taught or why this or that activity is not carried on. Usually the answer has been "lack of teacher personnel" or "inadequate facilities". The purpose of Questions 21 and 21a of Part I was to determine how many of the parents felt the offerings of the school program were

inadequate and to find out what the parents felt their children should be learning in school and were not. It is reasonable to assume that unless pupils have an opportunity to learn whatever their parents would like to have them learn, the patrons of the school are certain to be dissatisfied with the program.

The offerings of a high school curriculum are usually more open for criticism than the elementary course of study as the wider variety of offerings in high school may often raise a question among parents as to why one certain subject is offered and their favorite is not. The tabulations of responses to Question 21, as shown in Table VIII, were separated by elementary and high school parents for this reason. The percentages in Table VIII show that more criticism is made of the high school curriculum although the results show little dissatisfaction with either the elementary or secondary level. The small amount of dissatisfaction shown seems rather out of ordinary as the Hot Springs High School is not able to offer a wide variety or choice of subjects. Either the parents analyzed the curriculum of the school in relation to its financial status or were giving approval for curriculum as it is at present

TABLE VIII

RESPONSES OF THE PARENTS TO THE QUESTION:

"Are there things that your child should be learning right now which are not being taught in his school?"

Reply	Per cent of Elementary School Parents	Per cent of High School Parents
No, none	47.0	37.0
Yes, a few things	20.4	33.4
Yes, many things	2.1	7.4
No opinion	14.3	14.8
No response	16.2	7.4

without relating it with the offerings of larger schools.

Of the twenty-seven parents of high school students who returned questionnaires, nine offered free responses to Question alb suggesting sixteen "things their child should be learning which are not being taught in his school".

These are listed with the number of responses for each:

- 3 Vocational Agriculture
- 3 Foreign language
- 2 Mechanics
- 1 Honesty, fairness, respect for others

- 1 Better current events
- 1 Athletics for all children
- 1 More shop
- 1 Boys chorus
- 1 Safety education
- 1 Business law
- 1 Applied psychology

The lack of grouping would indicate that there is no concerted feeling that new subjects should be added to the curriculum of the high school. However, "vocational agriculture", "more shop", and "mechanics" might be grouped together, making six responses in favor of adding mechanical arts to the curriculum.

In relations to Questions 21a and 21b regarding the adequacy of the school's offerings, Question 18a and Question 18b should also be considered. Question 18a asked for the opinions of the parents as to how much their children are studying in school will be useful to him in everyday life. As so little dissatisfaction was expressed in this regard, the replies of the parents are given in Table IX without separation of high school and elementary.

TABLE IX

RESPONSES OF THE PARENTS TO THE QUESTION:

"How much of what your child is studying in school do you think will be useful to him in everyday living?"

Reply	Per cent of Parents Replying (N = 76)
Practically everything	35.4
Most of it	51.2
About half	4.0
Considerably less than half	1.4
Very little	4.0
No opinion	-
No response	4.0

Only seven parents took advantage of their opportunity to name those things being studied which are not useful in everyday living as asked for in Question 18b. None of these responses were grouped and were regarded as not indicative.

After examining the opinions of the parents as to how they felt the curriculum of the school fulfilled its obliga-

tions to the students, the next logical step was to determine how much, in the opinion of the parents, the students were getting out of their schoolwork. Parents who feel that the level of achievement of their children is not high enough are not likely to be enthusiastic about the school, regardless of their approval of the curriculum. In Table X are the results of the tabulation of the opinions of the parents as given in Question 16a concerning the level of achievement. Although there is little real dissatisfaction

TABLE X

RESPONSES OF THE PARENTS TO THE QUESTION:

"All things considered, how much do you think your child is getting out of his schoolwork?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
About all that he could get	65.3	33.3
Somewhat less	20.4	48.2
Considerably less	4.1	7.4
A great deal less	4.1	3.7
No opinion	2.0	-
No response	4.1	7.4

shown, the fact should be noted that the percentage of high school parents who felt that their children were "getting about all that they could get" is only half as much as that of the elementary parents. With this in mind, an examination of Question 16b was made to determine why the parents of the high school students felt that the level of achievement was less in the high school than in the elementary grades. Nineteen of the twenty-seven high school parents made responses to Question 16b as follows:

- 13 He doesn't study hard enough.
- 4 He spends too much time
 on student activities.
- 2 Teachers do not give enough
 attention to slow learners.
- 2 He isn't interested in school
 work.
- 1 Teachers do not give enough
 individual help.
- 1 He does too much work outside
 school.

It is impossible to draw a definite conclusion from the grouping of responses of "he doesn't study hard enough" as there is no indication of why the parents feel this way.

It is possible that the parents are blaming themselves, their children, or the school. It would be well for the

teachers and the school administration to investigate this group of opinions.

Financial demands. Parents are very likely to be disturbed or vexed if they feel that the school is expecting or requiring their children to bring money from home in quantities which they either regard as unreasonable or cannot afford. They may feel that their youngsters are "missing out" on some of the benefits of the school program because of the financial costs of school activities.

Questions 22a and 23a were examined to reveal how the parents felt in these respects. The opinions of the parents in regard to Question 22a are shown in Table XI. As the financial demands on high school students are greater than those of the elementary grades, the larger percentage of high school parents who felt that the financial demands were "far too much" is to be expected although Table XI does not reveal any excessive financial demands on the students.

Following up the statistics of Table XI, an examination of Question 22b asking the parents for the kinds of requests or needs for money which should be eliminated revealed nothing. Only five parents responded, indicating only a variety of needs and requests, such as pictures, reimbursement by students for lost equipment, etc. Apparently, a

TABLE XI

RESPONSES OF THE PARENTS TO THE QUESTION:

"How do you feel about the amount of money your child needs in order to take part fully in school life?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
Altogether too much	2.0	-
Far too much	10.3	22.3
About the right amount	71.4	66.6
No opinion	14.3	7.4
No response	2.0	3.7

minority of parents feel that the expenditures are burdensome although they may be necessary.

Question 23a attempted to find out if the amount of money required for school and its activities made it too hard for students who did not have much money to spend to take part as much as they should in what goes on at school. Approximately half of the parents felt that it did not and less than 20 per cent felt that it did. There were 25 per cent who were uncertain. No difference in responses

between elementary and high school parents appeared, indicating that perhaps the elementary parents were not answering by experience, but rather by information received or heard from others. Question 23b revealed that the parents felt that such things as the yearbook, class rings, etc., along with parties, dances, and ball games were the most important items which they felt handicapped the children with little money. Serious attempts have been made by the faculty and administration of the school to keep student expenditures at a minimum by limiting formal parties and dances and using students in the "little money" category as helpers and participants in school activities. The philosophy that any activity recognized by the school should be financed by the school is one that should be carefully considered by the administration, teachers, and parents. Social and economic lines are not drawn finely in a rural community such as Hot Springs, and there is no record of student drop-outs for economic reasons.

Teaching methods. Serious discontent among school patrons may sometimes stem from their perplexity caused by the teaching methods used in their school. Methods have changed radically in the last few years and if the parents

do not understand the methods, they will be dissatisfied with them and with the school. It is, of course, the duty of the school to make clear to the parents the whys and wherefores of new and improved methods of teaching. The responses to Question 20a as evidenced in Table XII show a well-satisfied parent population insofar as the teaching methods are concerned.

TABLE XII

RESPONSES OF THE PARENTS TO THE QUESTION:

"Are you satisfied or dissatisfied with the teaching methods used in your child's school?"

Reply	Per cent of Parents (N = 76)
Very well satisfied	44.7
Satisfied	37.1
About half and half	9.1
Dissatisfied	2.6
Very much dissatisfied	1.3
No opinion	2.6
No response	2.6

Cleanliness of the physical plant. The appearance of the school buildings and grounds can be of great importance to parents in their feelings of satisfaction or dissatisfaction towards the school. This is particularly true of the degree of neatness and cleanliness of halls, lavatories, and playgrounds. The buildings may be small or old, but parents will feel that they should be kept clean. The opinions of the parents in this respect were disclosed in their answers to Question 27a of the inventory and the results illustrated in Table XIII.

TABLE XIII

RESPONSES OF THE PARENTS TO THE QUESTION:

"Are the rooms, halls, rest rooms, playgrounds, and other parts of your child's school kept clean?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
Yes, always clean	24.5	29.2
Yes, usually clean	26.6	45.2
No, sometimes dirty	24.5	14.8
No, always dirty	-	3.6
No opinion	16.3	3.6
No response	8.1	3.6

Responses to Question 27b, asking the parents to tell what parts of the school they think are not kept clean, indicated that the lavatories were their main source of dissatisfaction as there were twenty responses that specified these rooms as unsatisfactory. Seven other responses were noted, but indicated only a general dissatisfaction. As the lavatory space and facilities in the school are very inadequate, the attention of the board of trustees should be directed to the responses of these questions. The possibility of the need for remodeling or new construction should be considered by them.

Lunch arrangements. During the school year, the lunch program of the Hot Springs School was criticized at some length regarding cost of lunches, handling of funds, and teachers eating without charge. The opinions of the parents in regard to the lunch program were given in Question 24a of the inventory and the results are depicted in Table XIV.

For some reason the parents of elementary school children are apparently much more satisfied with the lunch program of the school than are the high school parents, although

all meals are identical and the same facilities are used.

TABLE XIV

RESPONSES OF THE PARENTS TO THE QUESTION:

"Are you satisfied with the lunch
arrangements in your child's school?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
Yes	77.6	55.5
No	12.3	25.9
Uncertain	4.0	14.9
No response	6.1	3.7

The replies of the high school parents to Question 24b, in which they were invited to tell what they did not like about the lunch arrangements, were examined to try to find why there was not much difference in the satisfaction-dissatisfaction ratio between high school and elementary. Of the twenty-seven high school parents, nine responded to Question 24b. Of those reponding, three felt the meals should be made more attractive, three were concerned with the cost, suggesting that a cheaper meal could be made

available for those wishing it; two felt the teachers should pay, and one desired a longer lunch period. These responses were not too enlightening, but Table XIV certainly indicated that investigation should be made to determine why the parents of high school students are not as well satisfied as the parents of the elementary school students.

Overcrowded school buildings. No school administration needs to be told when the school buildings are inadequate and overcrowded. However, the opinions of the parents can be used by both administrator and school board if new buildings are needed and the need recognized by the parents. The proportion of parents who felt that their children's schools are seriously overcrowded was discovered in the examination of Question 26. These results are shown in Table XV and illustrate the acknowledgment by the parents of a somewhat crowded condition, particularly in the elementary school, which will be reflected in the high school department as the larger enrollments in the grades reach the secondary level.

Teachers attitudes towards parents. Parents should feel welcome in visiting their school. Parents are very much interested in their children's education, and if they

TABLE XV

RESPONSES OF THE PARENTS TO THE QUESTION:

"Do you think that your child's school is overcrowded?"

Reply	Per cent of Elementary School Parents (N = 49)	Per cent of High School Parents (N = 27)
No, it is not overcrowded	18.3	37.0
Yes, it is somewhat overcrowded	59.2	44.5
Yes, seriously overcrowded	4.1	3.7
No opinion	12.3	11.1
No response	6.1	3.7

feel that the teachers welcome their visits and are really interested in the children a happy public relationship can exist. The replies of the parents to Question 28 are illustrated in Table XVI and show an apparent excellent relationship between teacher and parent in the Hot Springs Schools. However, with 15.8 per cent of the parents reporting that they have never visited school, an effort should be made by the teachers and administration to encourage a greater per cent of visitation by the parents.

TABLE XVI

RESPONSES OF THE PARENTS TO THE QUESTION:

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

Reply	Per cent of all Parents replying (N = 76)
Yes	79.0
Sometimes yes, sometimes no	2.6
No	-
I have never visited school	15.8
No response	2.6

Most liked feature of the school. Of special importance to teachers, administration and board members, in their understanding of the school patrons, is the knowledge of what the patrons like about the school. Question 34 invited the parent to indicate the one thing he most likes about the school which his child is attending. Of the seventy-six parent replies, 72 per cent responded to this question. These responses were examined and grouped by general thought of the response. Only those replies which could be grouped by unanimity of idea are listed.

Most Liked Features of the School

- 17 The capable and efficient teachers
- 8 Cooperation of school
- 4 Teacher-student relationship
- 3 Friendly atmosphere
- 3 Everything
- 3 Children like to go to school
- 2 Teachers' personal interest in children
- 2 Good music department
- 2 Excellent educational advantages offered

Most disliked features of the school. It is an axiom of public relations that the "sorcerer" the point, the sooner it should receive remedial and preventive attention.² In order to give the school authorities reliable clues to the points of dissatisfaction, Question 35 asked the parents to tell the one thing they disliked most about their child's school. The same procedure was used as in Question 34, coding the replies in general classifications and listing all those for which more than one reply was given.

²Hand, Harold C., What People Think About Their Schools. Yonkers-On-Hudson, New York: World Book Company, 1948. p. 44.

Most Disliked Features of the School

- 9 Nothing at all
- 4 School fight last spring
- 3 Marsh should resign from school board
- 2 Not enough toilet facilities
- 2 Not enough playground supervision
- 2 Relationship between boys and girls

Only 43 per cent, or thirty-three of the seventy-six parents responded to this question with the above results. No particular "sore point" is evident from the replies.

In the face of rising school costs, should taxes be raised or school services cut? The attitudes of school patrons concerning this question is of the utmost importance to the school board and school administration. The replies to this question as shown in Table XVII indicate the relative size of the two opposed groups in reference to this question.

Should teachers be paid adequate salaries? A great deal of discussion was carried on during the past year regarding this question after the board of trustees increased the salary schedule of the teachers. The replies

TABLE XVII

RESPONSES OF THE 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 cut?"

Reply	Per cent of all Parents replying (N = 76)
Strongly feel taxes should be increased	27.6
Inclined to feel taxes should be increased	21.0
Not sure	30.2
Inclined to feel services be cut	1.3
Strongly feel services be cut	3.9
No response	16.0

to Question 8 of Part II of the inventory, regarding teachers' salaries, are illustrated in Table XVIII and show the opinions of the parents in this regard.

TABLE XVIII

RESPONSES OF THE PARENTS TO THE QUESTION:

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

Reply	Per cent of all Parents Replying (N = 76)
Feel strongly teachers are paid too much	1.3
Inclined to feel teachers are paid too much	6.6
Teachers are paid about the right amount	61.7
Inclined to feel that teachers are not paid enough	16.0
Feel strongly that teachers are not paid enough	6.6
No opinion	2.6
No response	5.2

Summary. Examination of the data as reported in the tables of the chapter reveals a large majority of the parents, both elementary and high school, quite well satisfied with the Hot Springs Schools. They seem to feel that the teachers and administration of the school care about their children and believe that their children are

well treated, although the elementary school parents are somewhat more satisfied than the high school parents.

The disciplinary methods and philosophy are about right with the greater share, although there is a minority who believe that it is not quite strict enough, particularly in the high school.

Apparently, the curriculum of the school is quite satisfactory as it now stands and the parents are well satisfied with the assistance given the students by the teachers and feel that, for the most part, the students are getting about as much out of their schoolwork as is possible. The high school parent is somewhat less satisfied than the elementary parent.

Concerning the financial demands on the students, the amount of money needed for school activities and expense is about right as far as the great majority of parents are concerned, with a few more high school parents than elementary showing dissatisfaction.

Teaching methods used in the school are highly acceptable with practically no dissenting opinions.

About one-fourth of the elementary parents felt that the buildings were not kept clean all the time. High school

parents were not as critical or perhaps as conscious of this. Most of the criticism pointed towards the lavatories.

A high percentage of the elementary parents were happy with the lunch program with a lesser degree of satisfaction on the part of the high school parents.

The answers to the question of overcrowding of the school pointed to a growing consciousness that the physical plant was becoming inadequate.

The relationship between parents and teachers brought almost a unanimous favorable response by the parents with a large number of parents pointing to the teachers and the friendly and cooperative attitude of teachers and school administration as the best-liked feature of the school.

The parents answering the question of what was the most disliked feature of the school listed the unfavorable publicity given the school and faculty as the major source of dissatisfaction.

The general consensus of opinion was that if educational costs rose, taxes should be increased rather than to cut school services.

Parents felt, also, that the salaries of the teachers were about right, with minority opinions expressed

that they were "not high enough" and "too high".

All in all, the majority of parents are satisfied with their school, its teachers, administrators, and the methods and practices used.

CHAPTER III

THE SURVEY OF NON-PARENTS' OPINIONS

Almost but probably not quite as important as the attitudes and opinions of the parents in the community are the attitudes and opinions of those adults who do not have children in school at the present time. Part of this group have formerly had children attending the local school, some expect to have in the future, others have had children educated in other communities, and there are those who have had no children. This group is defined as the "non-parent" group.

Few of the "non-parent" group have direct contact with the school or the teachers, and their opinions must be formed by indirect means such as newspapers, talking with students and parents, and such limited contact as attending school functions. Although means of contact may be indirect, there is little doubt that this group is quite conscious of the school in the community. A large part of this group in Hot Springs are in business and probably all of them are taxpayers and quite conscious of the cost of the schools. As many of them are of the "chamber of commerce" group, they

like to have a school they can be proud of. When tax levies are asked for and bond issues attempted, the "non-parent" group is an important element of community opinion.

In order to ascertain the opinions of this group, a questionnaire, similar to but without the personal reference to children, was mailed to seventy-five homes in the community from which no children were attending school. The telephone directory was used to determine names. Of the total number mailed, thirty-nine, or 52 per cent, of the questionnaires were completed and returned. Determination of how representative the reply group was attempted by occupation; but its conclusiveness is not certain as many of the reply group did not state occupation, and there were apparent differences of opinion in occupational classification. However, the occupational classification of the reply group is shown in Table XIX and is judged to be a fair sampling of the "non-parent" group as far as occupation is concerned.

The representativeness of the reply group must be assumed from the occupational table, as the large number of "no responses" would make a comparative table invalid. Other statistical information given, such as ages and

TABLE XIX
OCCUPATIONAL CLASSIFICATION OF THE REPLY GROUP

Occupational Level	Per cent in Reply Group (N = 39)
Agricultural	13.0
Unskilled	5.1
Business-professional	43.5
Craftsmen-skilled	7.7
Clerical-sales	2.5
No response	28.2

education, would not determine how representative the reply group was. The fact that the largest percentages in Table XIX are in the agricultural and business-professional occupational levels, with the latter in the great majority, should indicate that the reply group is fairly representative of those in the "non-parent" classification.

Over-all rating of satisfaction or dissatisfaction.

Question 1, Part I of the "non-parents" inventory gives a generalized rating of satisfaction-dissatisfaction with the school. The distribution of answers to this query is a

reasonably reliable criterion by which the seriousness of the various specific criticisms of the school can be determined.

Many school administrators of small schools believe that the "non-parent" group affords the school more criticism than the "parent" group because of their "conservatism" and their lack of contact with the school. They may also be unwilling taxpayers for the education of someone else's children. The general rating of satisfaction-dissatisfaction of the "non-parent" group in Hot Springs is illustrated in Table XX.

TABLE XX

RESPONSES OF NON-PARENTS TO THE QUESTION:

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

Reply	Per cent (N = 39)
Very well satisfied	38.5
Satisfied	43.6
Half and half	-
Dissatisfied	7.7
Very much dissatisfied	7.7
No opinion	2.5

Table XX shows the rate of satisfaction with the school to be high. Only six of the thirty-nine "non-parents" indicated dissatisfaction with the school system in general. General satisfaction does not necessarily mean that all phases of the school are rated similarly by the group. The questions contained in the "non-parent" inventory were tabulated to determine if all phases of the school system rated the same degree of satisfaction.

Discipline. There is a general feeling among the "non-parent" group, as a whole, that the discipline of schools in this modern day is too lax. This is to be expected as older people are more conservative and particularly those who have not had children in school recall only their own educational experiences and remember the "hickory stick" type of discipline which they were subjected to as the best atmosphere of learning. The opinions of the local "non-parent" group on this subject are reported in Table XXI and do bear out the above statement. Although nearly half of them feel that the discipline is "about right", only a very small percentage feel that "it is nowhere near strict enough".

Another criticism which is very likely to be heard

TABLE XXI

RESPONSES OF NON-PARENTS TO THE QUESTION:

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

Reply	Per cent of non-parents (N = 39)
Much too strict	-
Too strict	-
About right	46.1
Not strict enough	33.3
Nowhere near strict enough	5.1
No opinion	15.5

from members of the "non-parent" group is that the students nowadays are getting very little from their schoolwork; that the teachers are too easy on the students and spend too much time on the "frills" of education. To find the opinions of this group in the Hot Springs community, Question 6a, Part I of the Inventory was examined and the results shown in Table XXII.

The fact that one-fourth of the responses in Table XXII reflected the opinion that the students were getting

TABLE XXII

RESPONSES OF NON-PARENTS TO THE QUESTION:

"All things considered, how much do you think the students are getting out of their school-work?"

Reply	Per cent of non-parents (N = 39)
About all they can get	30.8
Somewhat less than they could get	25.7
Considerably less than they could get	2.5
A great deal less than they could get	10.2
No opinion	25.7
No response	5.1

somewhat less than they should out of their schoolwork, prompted the examination of Question 6b which asked for reasons. Three reasons were given by the greatest number: "they don't study hard enough", "spend too much time on outside activities", and "they aren't interested in school work".

Curriculum. Business men and others of the "non-parent" group are prone to consider the curriculum of a

school from the practical viewpoint of whether the subjects are going to help them in everyday life and usually from an economic standpoint. Question 7a asked for opinions of the group in this regard and Table XXIII illustrates these opinions.

TABLE XXIII

RESPONSES OF NON-PARENTS TO THE QUESTION:

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

Reply	Per cent of non-parents (N = 39)
Practically everything	35.9
Most everything	25.7
About half	10.2
Considerably less than half	-
Very little	5.1
No opinion	18.0
No response	5.1

Only four of the thirty-nine "non-parents" took advantage of their opportunity in Question 7b to state what subjects they feel will not be useful. All of these

responses listed academic subjects only.

Nothing significant was shown in the responses to Questions 9a and 9b regarding subjects which should be in the curriculum but are not. The greater share had no opinion or did not respond. Examination of the free responses in Question 9b found only a scattering of ideas regarding additions to the curriculum with no grouping of responses. Only two of the responses suggested subjects not already taught, one of which was "foreign language" and the other, "vocational agriculture".

In relation to the curriculum was Question 8a regarding the satisfaction or dissatisfaction with the teaching methods used in the local schools. Although personal knowledge of teaching methods by the "non-parent" group is unlikely, they do have opinions which are formed from indirect sources. The responses to this question were highly favorable and are illustrated in Table XXIV.

Lunch arrangements. Because of the criticism of the school cafeteria by people in the community, the opinions of the "non-parent" group should be significant. As serving lunches to school children is a fairly recent innovation and very often tax money is used to support the program,

TABLE XXIV

RESPONSES OF NON-PARENTS TO THE QUESTION:

"Are you satisfied or dissatisfied with the teaching methods used in the local schools?"

Reply	Per cent of non-parents (N = 39)
Very well satisfied	38.4
Satisfied	25.6
About half and half	-
Dissatisfied	2.5
Very much dissatisfied	-
No opinion	18.0
No response	15.5

criticism is often forthcoming from conservatively-minded people. Table XXV shows, however, that a large percentage of the "non-parents" group is satisfied with the local lunch arrangements.

TABLE XXV

RESPONSES OF NON-PARENTS TO THE QUESTION:

"Are you satisfied with the lunch arrangements in the local school?"

Reply	Per cent of non-parents (N = 39)
Yes	64.1
No	18.0
Uncertain	10.2
No response	7.7

Physical condition of the school buildings. As was stated in Chapter II, no school administration needs to be told when the physical plant is inadequate. However, it is well to know whether the school patrons are cognizant of the condition. Usually those patrons who have no children in school are less willing to recognize overcrowding of the buildings and are not as eager as parents to vote for bond issues. The school administration should know the attitudes of the eligible voters of the community before any attempt is made to institute a campaign for more or better physical plant. The opinions expressed in Question 12 and illustrated

in Table XXVI regarding this phase show the proportion of "non-parents" who feel the physical plant is inadequate.

TABLE XXVI

RESPONSES OF NON-PARENTS TO THE QUESTION:

"Do you think that the local school is overcrowded?"

Reply	Per cent of non-parents (N = 39)
Not overcrowded	25.7
Somewhat overcrowded	38.5
Seriously overcrowded	5.1
No opinion	28.2
No response	2.5

Hand in hand with the opinions of the school patrons regarding the adequacy of the school buildings are the opinions of the care and cleanliness of the present buildings. No doubt some of the "non-parents" returning questionnaires have never visited the school but through indirect contacts would have opinions about the cleanliness of the school. Nevertheless, they are public opinions and must be considered by the school administration. Question 13a

asked for the opinions on the cleanliness of the school and are recorded in Table XXVII. The table reveals a balance between "clean" and "dirty" with most feeling that the

TABLE XXVII

RESPONSES OF NON-PARENTS TO THE QUESTION:

"Are the halls, rooms, rest rooms, playgrounds, and other parts of the school kept clean?"

Reply	Per cent of non-parents (N = 39)
Always clean	18.0
Usually clean	28.2
Sometimes dirty	23.1
Always dirty	-
No opinion	20.5
No response	10.2

building is "usually clean". Examination of Table XXVII reveals an impression that the buildings are not kept as clean as the patrons would like. Following up the opinions regarding the cleanliness of the buildings, Question 13b asked what parts of the buildings were not kept as clean as

they should be. Although only seven took advantage of this question, six felt that the lavatories were not as clean as they would like. One thought the sidewalks and grounds were untidy.

Relationship with the teachers. The relationship between teachers and "non-parents" is somewhat different than between teachers and parents. Most of the contact with "non-parents" comes through school activities and social events and although Question 14a refers to school visitation, undoubtedly the opinions of the "non-parents" are based on general contact with the teachers. The responses to Question 14a are given in Table XXVIII which shows a favorable relationship with the teachers. Question 15 asked how many of the teachers welcomed their visits to school. The responses to this question showed the same proportion of general satisfaction with the teachers.

Most liked feature of the school. The opinions of the "non-parent" group expressed in Question 20 were varied and only those features cited by more than one "non-parent"

TABLE XXVIII

RESPONSES OF NON-PARENTS TO THE QUESTION:

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

Reply	Per cent of non-parents (N = 39)
Yes	66.7
Sometimes yes, sometimes no	5.1
No	-
I have never visited school	20.5
No response	7.7

are listed here, with the number who indicated each feature.

Most Liked Feature of the School

- 8 Teachers and administration
- 4 Everything
- 4 Friendly teacher-pupil relationship

Most disliked features of the school. Question 21 offered the opportunity to tell the one thing each "non-parent" disliked most about the school. Tabulation of the responses indicated little dissatisfaction with the school,

teachers, or administration. Six responded with "nothing"; three felt that "people bickering about the school" was the worst, and two listed "poor school buildings". The other features listed were individual and personal and showed no general feeling of the public.

Suggestions for improvement. Question 22 asking for suggestions for improving the school brought only individual and personal recommendations including "change teachers and superintendent every two years to avoid monotony", more emphasis on eighth grade graduation exercises", and "new school buildings". As there was no coincidence of the responses, apparently no community "specifics" are involved.

In the face of rising school costs, should taxes be raised or school services cut? The cutting of taxes is something dear to the heart of the conservative-minded business man. Only those "non-parents" who feel a community school is offering services equal to the money being spent could offer a "yes, they should be raised" answer to this question. The responses to this question, as shown in Table XXIX, may or may not be quite indicative of the ratio of satisfaction-dissatisfaction of the local schools by the

"non-parent" group, but does seem to suggest a favorable attitude.

TABLE XXIX

RESPONSES OF THE NON-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	Per cent of non-parents (N = 39)
Strongly feel taxes should be increased	7.7
Inclined to feel taxes should be increased	30.8
Not sure	33.3
Inclined to feel taxes should be cut	18.0
Strongly feel taxes should be cut	2.5
No response	7.7

Should teachers be paid adequate salaries? This question also brings taxes to mind for the taxpaying "non-parent". The attitudes and opinions of the group in this regard are shown in Table XXX and indicate general approval of present schedules of wages.

TABLE XXX

RESPONSES OF THE NON-PARENTS TO THE QUESTION:
"Do you feel that teachers are paid too much
or too little for the work they are expected
to do?"

Reply	Per cent of non-parents (N = 39)
Feel strongly teachers are paid too much	5.1
Inclined to feel teachers are paid too much	7.7
Teachers are paid about the right amount	56.6
Inclined to feel teachers are not paid enough	10.4
Feel strongly that teachers are not paid enough	2.5
No opinion	10.2
No response	7.7

Summary. Responses of the "non-parent" group reveal a high degree of general satisfaction with the local schools. A small amount of criticism was voiced on the question of discipline as somewhat more than one-third felt that, in some degree, the discipline was not strict enough. This opinion should be expected from the group of people involved, but there seemed to be no evidence of a strong dissatisfaction as only two responses said that the

discipline was "nowhere strict enough". About the same percentage of "non-parents" felt that the students were not getting as much out of their schoolwork as they could get and seemed to blame the students for the situation.

Very little criticism was given the curriculum and suggestions for additions or improvements were almost nil.

The work of the teachers and their methods of teaching brought very favorable responses and a majority felt that the salary schedules were about right with 12 per cent of the total indicating the salary schedule was not high enough. The relationship of the teachers with the people of the community was commended as was the friendly teacher-pupil relationship.

The opinions voiced that the school was somewhat overcrowded indicated a desire to improve the physical plant, but they also indicated some degree of dissatisfaction with the cleanliness of the existing buildings. A genuine interest in the school was indicated by the "non-parents" in their responses that they would be willing to raise taxes rather than cut school services.

All in all, a general satisfaction was clearly indicated by the "non-parent" group.

CHAPTER IV

THE SURVEY OF SECONDARY SCHOOL PUPILS OPINIONS

The opinions and attitudes of high school pupils are of great importance in determining policies and objectives of a school. Secondary school students are of the age approaching adulthood and are forming definite opinions about the educational program they are being offered. Adults or children in an unhappy learning situation usually build resentment and poor attitudes towards instructors and the organization responsible.

As high school students are the main source of information about the school for their own parents and others in the community, it is important for teachers and administrators to know their opinions and the reasons for the opinions.

The Illinois Inventory of Pupil Opinion was used to determine the attitudes and opinions of the students of the Hot Springs High School. The students were divided by grades, and the inventories were completed under the supervision of their home room teachers. The teachers had previously been instructed to discourage collaboration in

answering the questions and to encourage serious replies and suggestions. Seventy-nine of the eighty-four students enrolled were present on the day the questionnaires were distributed and completed. All of the seventy-nine students completed and returned the inventories. The opinions expressed, therefore, are almost 100 per cent representative of the total high school students.

Over-all rating of satisfaction or dissatisfaction.

A direct indication of pupil satisfaction with the school is afforded by the replies of the students to Item 1 in the inventory. The degree of satisfaction is illustrated in Table XXXI. The replies to this question are also separated between boys and girls and shows a somewhat higher degree of satisfaction among the girls with only one reply, or 2.5 per cent, of all the girls in the dissatisfied category. General dissatisfaction of the total is very small, but the percentage in the "half and half" group would indicate some "specifics" of dissatisfaction. This would also be indicated by the small percentage of "very well satisfied" students as compared with the "satisfied". All of the items in the inventory were examined and tabulated to find the "specifics"

with which the students are not satisfied.

TABLE XXXI

RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:
"In general, are you satisfied or dissatisfied with
your school?"

Reply	Per cent of girls (N = 39)	Per cent of boys (N = 40)	Per cent of total (N = 79)
Very well satisfied	2.5	5.0	3.8
Satisfied	56.5	37.5	46.9
Half and half	36.0	45.0	40.6
Dissatisfied	-	12.5	6.3
Very much dissatisfied	2.5	-	1.2
No opinion	2.5	-	1.2

Feeling of belonging. One of the basic psychic hungers is "to belong", to feel that one is accepted by the group.¹ The student who feels that he is not included is quite certain to be dissatisfied. Table XXXII shows quite a number of the students who are uncertain about whether they belong or not. As the question is clearly stated this

¹Hand, Harold C., What People Think About Their Schools. Yonkers-On-Hudson, New York: World Book Company, 1948. p. 44.

number could hardly be attributed to a lack of understanding the question. As nearly half of the students are in doubt as to their "belongingness", the school should take stock of its personnel practices to determine the cause for this.

TABLE XXXII

RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:

"Do you feel that you are 'one of the gang' in school?"

Reply	Per cent of students (N = 79)
Yes, I feel that I belong.	52.0
Yes and no. I wonder about this.	44.2
No, I feel that I am an outsider.	3.8

Fair treatment by teachers. High school students are notably conscious of "fairness". Unfair treatment by teachers, parents, or anyone in authority immediately invokes resentment. The replies to Question 5 regarding the fairness of treatment can be found in Table XXXIII. As is true of all other attitudes sampled by the student inventories, the pupils may be in error. But, to the degree they are in error, it is apparent that the teachers have

failed to demonstrate convincingly the fairness of their acts. However, in examining the degree of satisfaction as shown in Table XXXIII, the students seem to be very well pleased with the treatment they receive by the teachers and other school officials. This would not seem to be one of the "specifics" involved with dissatisfied students.

TABLE XXXIII

RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:

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

Reply	Per cent of students (N = 79)
Always or almost always	35.5
Usually	49.4
About half the time	10.1
Seldom	3.8
Never or almost never	-
No opinion	1.2

Attitude towards discipline. Little dissatisfaction was voiced by the high school students in evaluating the discipline of the school as 75 per cent of the students

indicated that the discipline was about right. A few indicated that it was too strict, and a minor number felt it was not strict enough. Very often adults feel that pupils wish to have a complete freedom in school. This is a false notion for when laxness in discipline reaches a point where the students can accomplish little work, dissatisfaction becomes prevalent. Too strict a discipline creates a resentment and dislike for the authority and encourages the ingenuity of students to circumvent the rules. The large percentage of students approving the present discipline in the local school shows that a middle ground is being approached.

Bringing money to school. The school experience of students who find difficulty in securing the money they feel is necessary to bring to school is likely to be unsatisfactory. They are also likely to be disturbed, even though they may not be the one directly affected, if they feel that the poor children are missing out on any of the good things at their school. The attitudes of the students in these respects were requested in Items 22, 23, and 33 of the inventory. The results of Item 33 are shown in

Table XXXIV.

TABLE XXXIV

RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:

"Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do?"

Reply	Per cent of students (N = 79)
Yes, very often	6.3
Yes, quite often	6.3
Yes, but seldom	19.0
No, never	63.3
Never need to bring money to school	5.1

From the opinions of the students in this regard either the demands for money are not great, or there is little stigma felt if money is lacking. However, in examining Item 22a, 50 per cent of the students felt that too much money was needed to take part fully in school life. Question 22b, asking for requests for money that should be eliminated, brought few responses. Book and locker deposits were listed by the most students, although

this is not an expenditure.

In checking Items 23 and 23b, the students felt that the poorer students, not necessarily themselves, were handicapped in going to parties, dances, ball games, and getting the school yearbook, newspaper, and class rings. Apparently concern about the feelings of other students is greater than the actual shortage of money for themselves.

Pupil-teacher relationship. Students who feel that they are only a name in a grade book or an occupant of a seat in the classroom instead of a person in whom the teacher is interested are not likely to be too satisfied with the school. Item 9 of the inventory queried the students as to how many of the teachers seem really to care about the student as a person who needs individual understanding and attention. Dissatisfaction to some degree was noted by 41 per cent of the students who felt that few or none of the teachers regarded them in this light. An identical result appeared in the responses to Question 2 which asked the students how many of the teachers knew their abilities, interests, and special needs as well as they should. This appears to be one of the "specific"

points that caused dissatisfaction among some of the students.

Another factor in the pupil-teacher relationship is how the students feel about the help the teacher gives them in their schoolwork. The student responses to Item 11a showed 81 per cent satisfied with the teacher help, although nine students stated in Item 11b that they needed more in the way of explanation.

Attitude towards the values of studies. The feeling of achievement and accomplishment is a necessary component of student satisfaction with their school. A pupil is not likely to be a satisfied supporter of the school if he feels that he is getting little from his schoolwork. Item 16 of the inventory elicited their attitudes in this regard and invited those who are dissatisfied to tell why they think they perform below par. The responses to Item 16, for the most part, showed a favorable attitude. However, 33 per cent felt they should be getting more from their schoolwork. The most important reason given for their lack of achievement was attributed to the fact that they did not work hard enough. A smaller group was not interested in schoolwork, and about the same number had too much work to

do outside of school.

In relation to the student opinion of the value of their schoolwork was their opinion of the curriculum of the school. Question 28a solicited the students' opinion of their degree of satisfaction with the variety of the subjects offered by the school. These replies are illustrated in Table XXXV, which shows some elements of dissatisfaction.

TABLE XXXV
RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:

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

Reply	Per cent of students (N = 79)
Very well satisfied	1.2
Pretty well satisfied	48.2
About half and half	31.7
Dissatisfied	15.3
Very much dissatisfied	2.4
No opinion	1.2

Item 28b invited the students to list subjects which they thought should be added to the curriculum. Two subjects

listed were significant. Fourteen boys indicated that vocational agriculture and mechanics should be taught and fourteen girls wished to have a foreign language offered. This factor should be weighed carefully by the board of trustees against the cost of additional facilities and teachers. Although a minority of students is involved, a "specific" of dissatisfaction is evident in this particular.

Participation in extracurricular activities. In one sense, the Hot Springs Schools do not have extracurricular activities. As much as it is possible, athletics, clubs, music, etc. are carried on during the school day to enable all students to participate. The philosophy regarding these activities recognizes that all activities sponsored by the school are an integral part of the curriculum and yield many valuable learning experiences, perhaps as much as the academic program. Students may not be cognizant of the inherent educational work of these activities, but they are fully aware that satisfaction and pleasure is obtained by them. Students who feel that they are unable to take part in the desired number of these activities are certain to be dissatisfied to some degree. In answer to Question 19a;

only nine students, 11 per cent of the total, felt left out. Five of these listed personality reasons in Item 19b. Three others did not have time, and one felt the lack of money. Although this number is very small, these students should be discovered by the teachers and guidance personnel and helped to take their place with the other students.

Lunch arrangements. The possibility that the students are in error in their opinions of the lunch program is evident in their replies to Questions 24a and 24b. Sixty-nine students indicated a "yes" or "no" opinion in regard to satisfaction with the lunch program with twenty-eight voicing approval and forty-one disapproving. Only about half of this number use the lunch facilities of the school, so many of the opinions are not from personal experience. However, the fact that a majority is dissatisfied should merit an investigation to discover why. Item 24b asked for reasons; and eighteen students listed the "45 minute noon hour" as the cause for dissatisfaction, ten thought the price was too high, and fourteen did not like the food. If a large number of the students are in error in their estimation of the lunch program, it is to this degree that a misunderstanding exists and the administration should try

to eliminate the misunderstanding.

Condition of the physical plant. A maximum of satisfaction with their school cannot be obtained by students if their buildings are overcrowded or dirty. Only 22 per cent of the high school pupils were of the opinion that their buildings were overcrowded. Without looking into the future, this would seem a good estimate of the present situation.

Regarding the cleanliness of the buildings and grounds, 18 per cent felt that the cleaning of the physical plant was not entirely satisfactory. An examination of the free responses to Question 27b, asking the students to name those parts of the school that were not kept clean, revealed that eighteen students were of the opinion that the lavatories were the main source of their dissatisfaction. Other responses were scattered and did not point to any other place in particular.

Pride in the school. Good learning situations can not be found in a school if the students are ashamed of the institution. Learning, morale, and discipline all suffer if the students do not have something in the school to be

proud of, and this feeling is soon transmitted by the students to their parents and other members of the community. Table XXXVI illustrates the attitudes of the Hot Springs High School students as they were recorded in answer to Question 31.

TABLE XXXVI

RESPONSES OF HIGH SCHOOL STUDENTS TO THE QUESTION:

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

Reply	Per cent of students (N = 79)
Very proud of the school	17.7
Proud of the school	57.0
Not proud of the school	15.2
Ashamed of the school	3.8
No response	6.3

In answer to the query of Item 31b as to why the students were proud of the school brought the following grouping of responses:

- 9 Athletic teams and good reputation for manners
- 8 Kids, cooperative and courteous
- 7 Rates high with other schools
- 5 Just a good school
- 5 The teachers
- 4 Friendly atmosphere
- 4 Nice looking school
- 3 Because of high standards
- 2 Sense of fairness in the school

In opposition to these were the responses of the students to Item 31c asking why the students were not proud of the school:

- 6 School trouble in the spring
- 4 Poor equipment and band uniforms
- 3 Some of the faculty
- 2 Way some kids act

Most liked feature of the school. In response to Question 37 asking the students to name the one thing they liked most about the school showed sizable groupings about six specific ideas. These are listed with the number of

students specifying each:

Most liked feature of the school

- | | |
|----|--|
| 16 | Friendliness of the teachers |
| 10 | Friendliness among the students |
| 7 | Athletic teams |
| 7 | Friendly relations between students and teachers |
| 6 | The way the school is run |
| 4 | Size of the school |
| 3 | Everything |

Most disliked feature of the school. Item 38, asking the students to name the one thing they most disliked about the school brought about the same number of responses as Item 37, but grouping of responses was not great. Most of the dislikes were apparently individual dislikes. Disliked things which evoked more than two responses are listed:

Most disliked feature of the school

- | | |
|---|---------------------------|
| 9 | No dislikes |
| 7 | Some of the teachers |
| 3 | No vocational agriculture |
| 3 | Lack of student interest |
| 3 | Bus seating |

Suggestions for improvement. Item 39 of the inventory gave students an opportunity to offer suggestions concerning things which they thought should be done to improve the school. A wide variety of suggestions was offered by half of the students. All suggestions garnering more than one response are listed:

Suggestions for improvement

- 6 Longer noon hour
- 4 Student Council
- 3 Change some of the faculty
- 3 More space and rooms
- 2 Different arrangement for school picnics
- 2 Vocational agriculture
- 2 Foreign language
- 2 More discipline
- 2 Better school facilities
- 2 More varied curriculum
- 2 Bigger Lonepine bus
- 2 Band uniforms and instruments

Summary. For the most part the Inventory of Student Opinion showed satisfaction of the students with their school although the girls were somewhat happier with it than

the boys.

The feeling of belonging was doubtful with many of the students, but very few felt that they were treated in any but a fair manner by the teachers and school administration and the majority felt that the discipline was about right.

In the matter of expenditure of money for school, the students did not seem to feel that the amounts were too great as far as their own expenditures were concerned, but were somewhat worried about the poorer students who might not be able to participate in activities as much as they should.

Responses of the students in their opinions of teacher-pupil relationship showed a feeling that many felt the teachers were not truly interested in them, although they were very well satisfied with the amount of help given them by the teachers in their academic work.

One-third of the students thought they should be getting more out of their schoolwork, although they criticized themselves as being at fault. The dissatisfaction of a minority with the curriculum centered about the desire for the addition of vocational agriculture and foreign

language.

Only a few students felt left out insofar as participation in outside activities of the school were concerned.

Dissatisfaction was expressed by many with the lunch program, and the "45 minute noon recess" seemed to be the major cause.

The physical plant was mostly deemed satisfactory although the cleanliness of the lavatories was questioned by 18 per cent of the students.

Most of the students felt pride in their school, but the public criticism of the school and the unfair attacks on teachers during the past year seemed the major cause of the lack of pride by those students who were dissatisfied.

Although criticism of the teachers for not "knowing the students" appeared, they were also very emphatic in placing the friendliness of the teachers and pupils as the most liked feature of the school. Dislikes of the school seemed to center about one or two teachers.

CHAPTER V

THE SURVEY OF ELEMENTARY SCHOOL PUPILS OPINIONS

The attitudes and opinions of elementary school pupils have a double significance in that they are not only pupil opinions but they are apt to be a definite reflection of the parents' opinions also. There is a likelihood that insignificant or minor happenings easily change or affect the opinions and attitudes of elementary school pupils from day to day, or, for that matter, from hour to hour. The possibility existed in compiling the opinions of these pupils that they might not show clear-cut or true attitudes of the children.

The Inventory of Elementary Pupils Opinion was administered at the same time in different rooms by the home room teacher who had been instructed in the use of the opinion inventory. The sixth, seventh, and eighth grade pupils, who were present, were all given a questionnaire to be filled out. Each of the seventy-two children present completed and returned the questionnaire. Insofar as the number is concerned, it was a truly representative group as all but five of the students enrolled in these three

grades participated in the survey.

Over-all rating of satisfaction or dissatisfaction.

To illustrate the over-all rating by the elementary school pupils the responses to Question 23 of the inventory was tabulated and the results given in Table XXXVII. The rate of satisfaction was broken down by sex and grade to determine whether or not the replies had been affected by extraneous elements or happenings of the day.

Although there are some differences to be seen between boys and girls and a slightly less important difference between grades, the general tenor of the opinions seem to carry out a general satisfaction in all three grades. The fact that only one-fourth of the total feel only "half satisfied", and only five per cent indicate dissatisfaction, shows a high degree of satisfaction with the group of elementary school pupils. Even so, the items of the questionnaire were tabulated and examined to determine if any specific points showed dissatisfaction to any degree.

Feeling of belonging. This important question of whether or not the elementary school pupil feels that he is a part of the group in his school was queried in Item 19 of

TABLE XXXVII

RESPONSES OF ELEMENTARY STUDENTS TO THE QUESTION:

"All in all, how well satisfied are you with your school?"

Reply	Per cent of 6th grade pupils		Per cent of 7th grade pupils		Per cent of 8th grade pupils		Total Per cent
	Boys	Girls	Boys	Girls	Boys	Girls	
	(N=14)	(N=14)	(N=11)	(N=13)	(N=11)	(N=9)	
Very well satisfied	21.5	7.1	18.1	38.4	18.1	11.1	19.5
Pretty well satisfied	35.7	57.2	36.4	53.9	45.6	55.6	47.1
About half and half	28.6	28.6	36.4	7.7	18.1	33.3	25.0
Dissatisfied	7.1	7.1	9.1	-	9.1	-	5.6
Very much dissatisfied	-	-	-	-	-	-	-
No response	7.1	-	-	-	7.1	-	2.8

the inventory. The opinions stated by the pupils showed a greater degree of dissatisfaction on this point than did the high school students, with 48.6 per cent of the students being uncertain as to whether they felt they were "one of the gang" or not. Of the total number, 14 per cent felt left out altogether. In view of the fact that so large a number were satisfied with the school in general, it is possible that the pupils did not clearly understand the meaning of the question. However, the results should be kept in mind by the teachers.

Fair treatment by teachers. Elementary school pupils quite often given voice to the opinion that their teacher is unfair. Many times this is stated that the teacher gives favors to the boys or to the girls. Also, very often the cry goes out, "teacher's pet". Practically all the time, this feeling is temporary. However, if the pupils very often feel the teacher is favoring groups or individuals, a definite attitude of dissatisfaction will be present. Question 17 of the inventory asked for the opinions of the pupils on this subject and the results in Table XXXVIII show little dissatisfaction with the three teachers involved.

TABLE XXXVIII

RESPONSES OF ELEMENTARY STUDENTS TO THE QUESTION:

"Does the teacher in your room treat the pupils fairly and kindly?"

Reply	Per cent of pupils (N = 72)
Yes, always	26.4
Usually	51.5
About half the time	15.2
Much less than half the time	4.1
No, seldom	1.4
No response	1.4

Attitude toward discipline. In the opinion of the elementary pupils of the Hot Springs Schools, discipline of their teachers is highly satisfactory. The results of the tabulation of Item 15 show that 82 per cent of the pupils feel that the discipline is "about right" with only 6.9 per cent feeling it is too strict and 6.9 per cent feeling that it is not strict enough.

Bringing money to school. The demands on elementary pupils for money to take part in school activities is not

very great, usually. However, participation in buying Christmas Seals, Red Heart drives, contributions to March of Dimes, etc., along with some school programs require the pupils to obtain some funds for school use. If the students are not able to bring amounts of money comparative to the others, the embarrassment can cause hurt and shame. The attitudes of the pupils in this respect are asked for by Items 20, 22, and 24. The opinions of the pupils in regard to personal feelings are illustrated in Table XXXIX.

TABLE XXXIX

RESPONSES OF ELEMENTARY STUDENTS TO THE QUESTION:

"Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do?"

Reply	Per cent of pupils (N = 72)
Yes, very often	4.1
Yes, quite often	5.5
Yes, about half the time	8.3
Yes, but seldom	19.5
No, never	59.8
No response	2.8

Although the responses in Table XXXIX do not show many pupils who are conscious of any hurt, there are enough to give teachers cause for concern and to examine if the demands are too great or the methods of collection wrong.

The same proportions of pupils responded to the question of the difficulty in obtaining the necessary money needed in school which seems to point to a certain number of poor children definitely affected by demands for money.

The responses to Item 24 clearly show the concern that is felt by a large number of pupils over the fact that some pupils are "left out of the fun" at school because of lack of money.

Pupil-teacher relationship. Replies solicited by Question 12 intimated some misunderstanding with the question in that 50 per cent of the pupils were not sure whether their teachers knew them as a person rather than an occupant of a desk. Only four students, or 5 per cent, felt that the teachers did not regard them in a personal light.

In relation to the "teacher-pupil bond", was the item asking the pupils if the teacher helped them sufficiently with their schoolwork. In this matter only

three pupils felt they did not get sufficient help.

Attitude toward value of studies. The feeling of accomplishment is necessary for everyone if they are to be happy and satisfied with their work. This is as true in the elementary grades as it is with high school students or adults. Item 3 of the inventory requested the pupils to indicate how much they thought they were learning from their schoolwork. The pupils responded with a great degree of satisfaction to this question with only one pupil feeling that he was learning only very little.

Lunch arrangements. Frank opinions are usually given by elementary pupils in the matter of satisfaction-dissatisfaction with the food and eating facilities of the lunch program. The attitudes of the pupils of the elementary school are displayed in Table XL showing a fairly high percentage of the pupils satisfied with the lunch arrangements. The 23.7 per cent who were "not sure" are probably those pupils who have not eaten in the school cafeteria although this percentage does not include all the pupils who do not eat in the lunch room. It is possible that the "yes" and "no" answers also include pupils who do

TABLE XL

RESPONSES OF ELEMENTARY PUPILS TO THE QUESTION:

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

Reply	Per cent of pupils (N = 72)
Yes	58.4
No	15.2
I am not sure	23.7
No response	2.1

not eat regularly in the school cafeteria and answered on the basis of limited experience.

Condition of the physical plant. The judgment of elementary school pupils in regard to crowded conditions of the school they go to could probably be questioned on the basis that unless extreme physical discomfort were felt by them, they would not realize a crowded condition existed. The examination of the pupil opinions requested by Item 14 as to how much they felt their school was overcrowded showed 73 per cent of the pupils satisfied with the condition as it

existed. Somewhat crowded conditions were the opinions of 23 per cent.

Doubtfulness should also exist of the validity of elementary pupils opinion of the cleanliness of the physical plant. Critical judgment in many children of this age in their values of cleanliness has not been developed. However, their opinions should not be disregarded entirely. Replies to Question 8a revealed that 28 per cent of the pupils were somewhat dissatisfied with the cleanliness of the buildings. This percentage represented twenty pupils. In Question 8b, fourteen students designated the lavatories as the place they judged to be unsatisfactory in cleanliness.

Pride in the school. The morale of pupils depends a great deal in the pride they feel in their school. If the pupils feel apologetic and ashamed with their school, any degree of satisfaction will be missing. The attitudes of the pupils, in response to Question 16a, are illustrated in Table XLI.

To find some indication of why the pupils are proud of their school, the responses to Item 16b were examined and tabulated. These responses are listed with the number

TABLE XLI

RESPONSES OF ELEMENTARY STUDENTS TO THE QUESTION:

"How proud of your school are you?"

Reply	Per cent of pupils (N = 72)
Very proud of the school	27.7
Proud of the school	48.7
Not proud of the school	20.8
Ashamed of the school	-
No response	2.8

of pupils who listed similar responses:

Reasons for pride in the school

15	Good teachers
7	Good ball teams
9	Nice, neat school
4	Good gym
4	Just proud of the school
4	Because you can learn a lot
2	Students mix well
2	Good playground
2	School active in everything

Item 16b offered opportunity to those pupils who were not proud of the school to give their reasons why. These responses were concerned with a wide variety and apparently minor reasons, only two of which were listed by more than one pupil. Four pupils were not proud of the school "because of the things people do to the teachers", and two listed "too many rumors" as their reasons.

Most liked feature about the school. The responses of the pupils to Question 25 asking for the one thing they liked most about the school are listed with the number of responses to each reason.

Most liked feature of the school

20	The teachers
9	The sports
7	The children
5	I just like the school
4	The gym is good
3	Sports in junior high
2	School is clean
2	Playground

Most disliked feature of the school. The one thing

the pupils most disliked about the school was asked for in Question 26. The majority of these responses were personal or attempts at humor, giving such reasons as "girls", "the eighth graders", "some kids", etc. However, three listed "rest rooms dirty"; three, "confusion over teachers"; and six did not like "academic subjects".

Suggestions for improvement. Only two significant reasons were apparent in the hodgepodge of suggestions listed under Item 27. Twelve pupils desired "more playground equipment" and five wanted "better playgrounds".

Summary. The over-all rating of satisfaction-dissatisfaction by the elementary pupils was highly favorable, throughout all three grades inventoried.

Some question was in the minds of many in feeling that they were "one of the gang" in school, although this might be attributed to misunderstanding of the question or lack of realization of how they actually felt.

In regard to the teacher-pupil relationship, the great majority felt that their teachers treated them fairly and kindly with a high degree of satisfaction evident in the pupil responses to the discipline question. An uncertainty did exist, in the pupils' opinions, of whether

the teacher regarded them as an individual person, but practically none thought their teacher did not help them sufficiently with schoolwork.

A very few pupils responded that they felt hurt or shame when they could not bring money to school, but many did feel concern over these pupils' lack of economic means.

Feeling of pupil accomplishment was rated almost 100 per cent with the group. A minority of pupils were dissatisfied with the lunch arrangements in the school, although the validity of the responses may be doubtful as only one-half of the students use the school lunch facilities and more than half responded with a "yes" or "no".

The 28 per cent of the pupils voicing dissatisfaction with the cleanliness of the school designated the lavatories as the main source of their complaint.

Pride in their school was claimed by three-fourths of the boys and girls and specified the "teachers" and "ball teams" as the main reason for their pride. The most important reasons listed why 20 per cent of the children were not proud of the school pointed to the attacks on the school and teachers by people in the community. "Teachers"

rated as the "most liked" feature of the school with "the sports" and "the children" coming next in that order.

No apparent dissatisfaction "specifics" were discernible to any great extent. The total of the 5 per cent dissatisfied pupils apparently voiced negative attitudes throughout the inventory without specific criticisms to record. This attitude may have resulted from negative attitudes at home or an unpleasant experience at school the day their opinions were inventoried. The majority of the opinions in the questionnaires seemed to feature the teachers as the focal point of satisfaction.

CHAPTER VI

THE SURVEY OF TEACHERS' OPINIONS

The attitudes and opinions of the teachers employed in the school system of the community must be of a satisfactory nature. If they are not, the support of the school patrons will wane and the pupils in the school will rapidly take their cue from the faculty; and successful educational processes will become difficult, if not impossible.

Copies of the Illinois Inventory of Teacher Opinion were distributed to each of the fourteen teachers employed in the Hot Springs Schools, eight elementary and six high school, to find out the ratio of satisfaction-dissatisfaction with the school, to determine what practices should be changed, if any, and to discover those components of teacher morale which affect the attitudes of the teachers. Although the number of teachers was comparatively small and identification possible, the administration urged the teachers to state their true opinion. As the teacher-administration relationship was friendly and honest, in all likelihood, the opinions stated in the questionnaires are not

flavored. The school administration should be very sensitive to the opinions of the teachers if the school is going to function successfully and as a unit.

Over-all rating of satisfaction with the school.

Although the number of teachers involved, fourteen, is small, percentages were used in Table XLII to show the over-all rating of satisfaction-dissatisfaction as they have been in previous chapters. The 12.5 per cent only "half and half"

TABLE XLII

RESPONSES OF TEACHERS TO THE QUESTION:

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

Reply	Per cent of teachers	
	Elementary (N = 8)	High School (N = 6)
Very well satisfied	62.5	16.7
Satisfied	25.0	83.3
About half and half	12.5	-
Dissatisfied	-	-
Very much dissatisfied	-	-

satisfied in the elementary column should be recognized as representing only one opinion.

Related to the over-all satisfaction with the school was the question of how well satisfied the teachers were in their present position. Question 66 asked the teachers to consider all things and express the degree to which he is either satisfied or dissatisfied with his present position. Responses to this question indicated that 64.3 per cent of all the teachers were "very well satisfied" and the remaining 35.7 per cent were "satisfied".

Further examination was made of the questionnaire to determine the reasons for the high degree of satisfaction manifested by the over-all ratings and to discover any specific points which could be improved by the administration.

Acceptance by fellow faculty members. None of the teachers indicated to any degree a feeling of non-acceptance. The unanimous opinion of the faculty was that they felt included and were "one of the gang".

Treatment by the administration. No manifestation was apparent in the responses to Question 62a regarding their treatment by the administration. Replies showed 85.8 per cent of the teachers "very well satisfied" and 14.2 per cent

"satisfied".

Consultation regarding school policies. School policies which affect the teachers that are decided upon at the "top" without consultation with the teachers tend to make the teachers feel that they are only "hired hands" and quickly dissipates the enthusiasm of the teachers for their work. Examination of responses to Question 55 showed that 64.3 per cent of the teachers felt they were always consulted concerning policy and 35.8 per cent said they were usually consulted sufficiently.

Treatment by the community. Only two of the fourteen teachers felt anything but satisfied in the way the people of the community treated them. These two indicated that they were "half and half" satisfied. Item 31b provided opportunity to tell ways in which they were treated that they did not like, and one responded with the statement that people act distrustful of the teachers.

Work load. According to responses of questions concerning the work load, for the most part satisfaction is evident. In response to Question 45 asking if the total work load was divided evenly, only one teacher felt that it was not. One teacher was of the opinion that he taught too

many class periods per week although thirteen felt it was about the right number. In regard to responsibility for student activities, opinions revealed in Question 39 showed only two teachers who felt they were somewhat overburdened.

Discipline and backing in disciplinary cases. If teachers in the school believe the discipline is too strict, too lax, or they feel that they get too little help from the "office" in disciplinary problems, the morale of the teachers will drop immediately. Question 8 asked the teachers if they thought the discipline was too strict, too lax, or about right. Eight, or 57 per cent, of the teachers thought it was about right while six, or 43 per cent, thought it was not strict enough. Item 8b invited criticism of the discipline, and the following replies were given:

- 1 Inconsistent
- 1 Eligibility for athletics
- 2 Students permitted to leave school too often
- 2 Study hall checkout system not effective.

In response to Question 53, one teacher thought she had to contend with a great many discipline problems; two,

a "fairly large number"; eight, "very few"; and two did not respond. In regard to the help they received from the administration in discipline problems, ten teachers stated they received all the help needed; three, "most of the help" needed; one did not respond. One teacher thought the other teachers were too changeable in their discipline, and two felt the differences among teachers in their disciplinary methods and requirements kept the students from getting as much work done as they should. The other teachers were apparently without criticism on these points.

"Interferences" with schoolwork. Conscientious teachers are frequently irritated with what they feel are unnecessary interferences with their work such as reports, administrative details, signing slips, checking attendance, interruptions caused by phone calls, reading of bulletins, etc. Regarding so-called "police duties", two teachers felt they spent too much time on hall duty, playground supervision, and cafeteria duty. All were satisfied with the amount of time taken by faculty meetings and conferences, but three teachers thought that administrative details took up too much of their time. Question 63b invited teachers' suggestions to reduce interruptions of

their classes and the four teachers who felt they were too often interrupted offered the following remedies:

- 1 Bring bulletins and reports during recess periods
- 1 Refuse telephone calls
- 1 Limit pep assemblies
- 1 Do not excuse for music lessons

Worth-whileness to pupils of the school's program.

No teacher of integrity would be satisfied in the school if he felt that the program of the school was not worth-while for the students. A number of items in the questionnaire concerned the opinions of the teachers in their attitudes towards the program of the school. Table XLIII asked for the opinions of the teachers in their consideration of all things about the school as to how good a job they felt the school was doing. One of the considerations was to what degree the teachers felt they and their fellow teachers treated the pupils in the school. Of the total teachers, two were only "half and half" satisfied while the others were completely satisfied. In answering Question 9, which asked how many of the teachers really cared about each pupil as a person who needs sympathetic care and

understanding, one teacher thought that "few did", and three felt that only about half of them did. The ten other teachers were of the opinion that "all" or "almost all" were deeply interested in the students.

TABLE XLIII

RESPONSES OF THE TEACHERS TO THE QUESTION:

"All things considered, how good a job do you think the school is doing?"

Reply	Per cent of teachers		Total
	Elementary	High School	
Very good	37.5	16.7	28.6
Good	50.0	33.3	42.8
Fair	12.5	50.0	28.6
Poor	-	-	-
Very poor	-	-	-

The amount of work the pupils were getting out of their schoolwork was questioned by two of the teachers who thought they were getting "considerably less than they could get". The responses to Question 16b asking why they felt the students were not getting as much out of their school work as they could get were evenly divided between seven

teachers who thought the students "did not work hard enough" and seven who felt it was because they could not give the pupils enough individual attention.

Querying of the teachers' opinions, in Question 21a, of their attitude towards the completeness of the curriculum of the school, indicated that six teachers felt that there were some things the students should be learning which were not taught in the school. Suggestions were made in Item 21a as to the things that should be added to the course of study. These are listed as follows:

- 2 Conservation
- 2 Vocational agriculture
- 1 Health and sex education
- 1 Awareness of community obligations
 and responsibilities

Physical condition of the school. Eleven of the teachers were of the opinion that the school was somewhat overcrowded, and three thought it was seriously overcrowded. In the opinion of seven, or half the teachers, the buildings were not kept as clean as they should be.

Home-school relations. Although all of the teachers felt that when parents visited school they were "always" or "nearly always" treated considerately, eleven did not think

they knew the children's parents as well as they would like. To remedy this situation the teachers listed the following suggestions:

- 3 More social affairs through P.T.A.
- 1 More parents visit school
- 1 Teachers visit parents
- 1 Adult classes
- 1 Try personal reports to parents

Most liked feature of the school system. Item 67 of the inventory asked the teachers to state the one thing they like most about the school. To discover what the teachers most prize is to find out something very important in dealing with them. The features as the teachers recorded them are as follows:

- 6 Friendliness among faculty, superintendent, and students
- 5 Cooperation of the superintendent
- 3 Freedom of teaching
- 1 Attitude of the administration
- 1 Availability of supplies

Most disliked feature of the school system. The things which teachers dislike about the school system are

significant items to be considered by the school administration and must be corrected if teacher morale is to be raised to the maximum. The disliked features are as follows:

- 3 Lack of cleanliness of lavatories and building in general
- 2 Physical plant is inadequate ,
- 1 Need better facilities
- 1 Adverse publicity the school must contend with
- 1 Crowded rooms

Summary. The teachers in the Hot Springs Schools, on the whole, were quite well satisfied with the school system, with the elementary teachers a little better satisfied than the high school teachers. They seemed to feel that they were all a part of the faculty and accepted as "one of the gang". In all questions pertaining to the administration, a high degree of satisfaction was manifested.

The work load of the individual teachers was apparently about right as only one felt he had to do more than his share.

Something of a discordant note was sounded regarding

the discipline in the school as nearly half felt it was not strict enough, but discipline problems were uncommon and they felt they received sufficient help from the office in these matters.

Another slight bit of dissatisfaction was noted in the feeling of some that their work was somewhat disturbed by interruptions of administrative detail and telephone calls, presumably for the students.

High school teachers did not have quite as high an opinion of the job the school was doing, but most felt the students were getting all that could be expected from their schoolwork. Almost half thought the curriculum should be broadened.

The physical plant of the school was the subject of some criticism because of crowding and insufficient cleaning, particularly in the lavatories.

In the matter of home-school relations, the teachers felt something should be done to become better acquainted with the parents, and they all felt that parents were treated considerately by all the teachers when the parents visited school.

The friendly atmosphere of the school, reflected by

teachers, students, and administration, along with "cooperation of the superintendent" were the most liked features of the school system. The main disliked features of the school system were related to the physical plant.

Throughout the whole inventory a high degree of satisfaction was expressed on the part of the teachers.

CHAPTER VII

SUMMARY

General rating of satisfaction-dissatisfaction. One of the main objectives of this study was to learn how satisfied or dissatisfied the people of the community were with their school system as it was operated at the time of the survey. By definition, the people of the community were the parents of children in school, people of the community who did not have children in school at the time, the high school students, the grade school students, and the teachers.

To illustrate this over-all rating of satisfaction-dissatisfaction the responses to this general rating by all the groups involved are given in Table XLIV. The fact that 75 per cent of the total are either "very well satisfied" or "satisfied" would indicate general satisfaction with the school system. The parents, non-parents, and teachers showed satisfaction to a very high degree while both high school and grade school students tended to be more in the "satisfied" and "half and half" group. Actually dissatisfied people were an exceedingly small minority.

TABLE XLIV

RESPONSES OF ALL GROUPS TO THE QUESTION:

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

Reply	Per cent of Parents (N = 76)	Per cent of Non- Parents (N = 39)	Per cent of High School Pupils (N = 79)	Per cent of Grade School Pupils (N = 72)	Per cent of Teachers (N = 14)	Total (N=280)
Very well satisfied	37.0	38.5	3.8	19.5	39.6	27.9
Satisfied	43.8	43.6	46.9	47.1	54.1	47.3
Half and half	14.8	-	40.6	25.0	-	16.2
Dissatisfied	3.1	7.7	6.3	5.6	-	4.6
Very much dissatisfied	1.3	7.7	1.2	-	-	2.4
No opinion	-	2.5	1.2	-	-	.9
No response	-	-	-	2.8	-	.7

Fair treatment by teachers and school authorities.

In the matter of fair treatment of the pupils by teachers and school authorities, pupils and parents responded that over 80 per cent of their number were in the "satisfied" or "very well satisfied" groups. The same percentage of satisfaction was expressed by these three groups in reply to the question concerning the amount of help given the students by their teachers. The "teachers" were cited most often by all groups, including the teachers themselves, as the most liked feature of the school. Throughout all the responses ran the theme of the "good teachers" and their friendliness to each other, the students, and the public.

Discipline. Some differences of opinion existed regarding the discipline in the schools. Both elementary and secondary school pupils endorsed the methods in use. However, the parent and non-parent groups, and to some extent the teachers, contained a fair sized minority who felt that the discipline was "not strict enough". The parents indicated by their responses that the discipline of the high school was somewhat less satisfactory than the grade school. Although all the groups had majorities who thought the discipline was "about right", minority opinions

indicated that the school should review their methods and philosophy of discipline and either change or do a better job of explanation to the public.

Curriculum. Questions and replies concerning the curriculum of the school referred mainly to the high school course of study. The high school students revealed the least amount of satisfaction in their responses regarding the curriculum. A comparatively large number of opinions from the high school group indicated a desire to add vocational agriculture and allied subjects to the course of study along with the teaching of foreign languages. Although the other groups did not seem to be as concerned, a few responses in each group also indicated that they thought these same subjects should be added. The fact that the high school students, in particular, did not have much enthusiasm for their small choice of studies should be of concern to the local school authorities.

Value of studies. In responding to how much the students were getting out of their schoolwork, again the parents of high school students and the students in the secondary school were somewhat less than satisfied. Other groups were better satisfied. The consensus of opinion

throughout all the responses was that the pupils were to blame because they did not study hard enough. Although the opinions pointed to this, it is doubtful whether the pupils would really be the ones on whom to place the blame.

Financial demands. The amount of money that was felt necessary for the pupils to take part in school activities and donation drives was indicated to be quite satisfactory by the great majority in all groups. However, there was indicated a major concern for the few pupils who were kept out of school activities for lack of money. The value of many activities and financial drives might be questioned if even a few of the students are going to be hurt because they cannot afford to take part.

Physical plant. "somewhat overcrowded" was the general opinion of the replies to the question on the adequacy of the school buildings. There was no indication that this caused any amount of dissatisfaction among any of the groups. The teacher and parent groups were the most concerned about this problem. There was, however, a current of feeling that the buildings were not kept as clean as they should be. The greatest source of complaint was caused by the condition of the lavatories.

Lunch arrangements. A high degree of satisfaction with the school lunch program was expressed by the parents of elementary school children. The non-parent group was somewhat less satisfied, then the elementary pupils, the high school parents and high school pupils to a still lesser degree.

As the information that determined the opinions of parents, non-parents, and about half of the pupils had to be from indirect sources, information and explanation of the lunch program would seem in order. A large amount of dissatisfaction among the high school pupils apparently came from the feeling that they desired a longer lunch hour.

Conclusions. The general attitude of the people of the Hot Springs community towards its school is apparently an attitude of satisfaction, with the feeling that improvements can be made. The highest degree of satisfaction was expressed in reference to the teachers, teaching methods, administration, and the friendly and cooperative attitudes prevalent in the school system. The attitudes of the high school pupils tended to show a "half and half" degree of satisfaction, and also the grade pupils to a lesser degree.

However, dissatisfaction was negligible in all groups.

Individual phases of the school system, such as the high school curriculum, maintenance of the buildings, high school discipline, and the lunch hour, should be reviewed for the purpose of changing them or explaining them.

The fact remains that the people of Hot Springs were satisfied with the way their school operated and with the personnel in the school. This should be brought to their attention and with it the realization that as an integrated group of citizens, and only as an integrated group, can they support and improve the educational system of the community.

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APPENDICES

- A. Illinois Inventory of Parent Opinion
- B. Inventory of Non-Parent Opinion
- C. Illinois Inventory of Pupil Opinion
(Secondary School Form)
- D. Illinois Inventory of Pupil Opinion
(Upper-Elementary School Form)
- E. Illinois Inventory of Teacher Opinion
- F. Suggested Letter of Explanation to Accompany
the Parents' and Non-Parents' Inventory

A. ILLINOIS INVENTORY OF PARENT OPINION

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

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

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

DIRECTIONS

How do you feel about the school which your oldest child attends? 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 can read it. In most cases, you merely check the answer that tell how you feel.

If you have two or more children in the local schools, answer the questions in terms of the ONE who is the OLDEST. Answer ONLY for this ONE OLDEST CHILD.

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 a pencil or a pen 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 or stepfather.
- ☐ 4) The female guardian or stepmother.

B. In what grade in school is your oldest child now enrolled?
(See direction No. 3 above, and check one answer below.)

- | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---------|----------|---------|---------|-------|----|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | or Fr. | or Soph. | or Jr. | or Sr. | Jr. | |
| | | | | | | | | | in H.S. | in H.S. | in H.S. | in H.S. | Coll. | |

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

- | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---------|----------|---------|---------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | | | | | | | | | or Fr. | or Soph. | or Jr. | or Sr. | Jr. College |
| | | | | | | | | | in H.S. | IN H.S. | in H.S. | in H.S. | |

Put a check here ☐ if you have attended vocational, night or other special school.

D. 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.

E. What is your occupation or that of your husband if you are a housewife? _____

PART I

1. In general, are you satisfied or dissatisfied with the school which your oldest child is attending? (Check one.)

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

2. How well does the school know your child? (Parents of secondary-school pupils answer part a only. Parents of elementary-school children answer part b only.)
- a. How many of your child's teachers know your child as well as they should? (Check one.)

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

- b. Does your child's teacher know your child as well as she should? (Check one.)

☐ 1) Yes.
☐ 2) No.
☐ 3) Uncertain.

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

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

- b. If you are dissatisfied with the way your child is treated, tell what things are done that you don't like.
-

4. Do you think your child feels that he is "one of the gang" in his school? (Check one.)

☐ 1) Yes, I think he feels that he "belongs", that he "counts" for something, and that he is "wanted".
☐ 2) I am not sure.
☐ 3) No, I think he feels that he is more or less of a "nobody" or an "outsider".

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

☐ 1) Always or almost always.
☐ 2) Usually.
☐ 3) About half the time.
☐ 4) Seldom.
☐ 5) Never or almost never.
☐ 6) I have no opinion.

- b. If there are ways in which the teachers and other school officials are unfair to your child, tell them here. _____
-
6. In general, are your child's teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough) to suit you? (Check one.)
____ 1) Yes.
____ 2) Uncertain.
____ 3) No.
7. Do differences in discipline among the different teachers (some too strict, others not strict enough) keep your child from getting as much as he could from his school-work? (Check one.)
____ 1) Yes.
____ 2) Uncertain.
____ 3) No.
8. a. In general, is the discipline in your child's 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 have no opinion.
- b. If there are things about the discipline in your child's school you don't like, what are they? _____
-
9. Does the school seem really to care about your child? (Parents of secondary-school pupils answer part a only. Parents of elementary-school children answer part b only.)
- a. How many of your child's teachers seem really to care about your child as a person who needs sympathetic understanding and attention? (Check one.)
____ 1) All or almost all.
____ 2) Most.
____ 3) About half.
____ 4) Few.
____ 5) None or almost none.
____ 6) I have no opinion.

- b. Does your child's teacher seem really to care about your child?
____ 1) Yes.
____ 2) No.
____ 3) Uncertain.
10. a. In general, how often do the pupils in your child's school treat one another fairly and kindly?" (Check one.)
____ 1) Always or nearly always.
____ 2) Usually.
____ 3) About half the time.
____ 4) Seldom.
____ 5) Almost never.
____ 6) I have no opinion.
- b. If the pupils in your child's school are unfair or unkind to one another, tell what they do that you don't like. _____
11. a. How much help do your child's teachers usually give him in his schoolwork? (Check one.)
____ 1) All the help he needs.
____ 2) Most of the help he needs.
____ 3) About half the help he needs.
____ 4) Some of the help he needs.
____ 5) Very little of the help he needs.
____ 6) I have no opinion.
- b. If you think your child needs more help with his schoolwork, what kind of help does he need that he is not getting? _____
12. On the average, does your child spend too much or too little time on homework each school day? (Check one.)
____ 1) Much too much.
____ 2) Too much.
____ 3) About the right amount.
____ 4) Too little.
____ 5) Much too little
____ 6) I have no opinion.
13. On the average, how much time does your child spend on homework each school day? (Check one)

- ☐ 1) None.
 - ☐ 2) Less than $\frac{1}{2}$ hour.
 - ☐ 3) Between $\frac{1}{2}$ and 1 hour.
 - ☐ 4) Between 1 and $1\frac{1}{2}$ hours.
 - ☐ 5) Between $1\frac{1}{2}$ and 2 hours.
 - ☐ 6) More than 2 hours.
 - ☐ 7) I have no opinion.
14. Should the school try to give children help with the social problems they face in their everyday life? (Check one.)
- ☐ 1) yes.
 - ☐ 2) No.
 - ☐ 3) Uncertain.
15. a. How much help does the school usually give your child in solving his social problems. (Check one.)
- ☐ 1) All or almost all of the help needed.
 - ☐ 2) Considerable amount of the help needed.
 - ☐ 3) Little of the help needed.
 - ☐ 4) I have no opinion.
- b. If you think that your child should be given more help in solving his social problems, tell what problems he needs help with. _____
-
16. a. All things considered, how much do you think your child is getting out of his schoolwork? (Check one.)
- ☐ 1) About all that he could get.
 - ☐ 2) Somewhat less than he could get.
 - ☐ 3) Considerably less than he could get.
 - ☐ 4) A great deal less than he could get.
 - ☐ 5) I have no opinion.
- b. If you feel that your child isn't getting as much out of his schoolwork as he could get, what do you think the reasons are? (Check all that tell why.)
- ☐ 1) He doesn't study hard enough.
 - ☐ 2) The work is too hard.
 - ☐ 3) He doesn't understand the assignments.
 - ☐ 4) Teachers do not give enough individual help.
 - ☐ 5) Teachers do not give enough attention to slow learners.
 - ☐ 6) Not enough opportunities for rapid learners.
 - ☐ 7) He has too much schoolwork to do (assignments too large, or too many subjects).

- ☐ 8) He does too much work outside school.
- ☐ 9) He spends too much time on student activities (parties, clubs, athletics, etc.)
- ☐ 10) He isn't interested in schoolwork.
- ☐ 11) Other reasons. (Tell what.) _____

17. In general, does your child have to do too much or too little work in order to "keep up" in his studies?

(Check one)

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

18. a. How much of what your child is studying in school do you think will be useful to him in everyday living?

(Check one.)

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

~~18~~ 19. b. If you think that some of these things your child is studying will not be useful in everyday living, what are these things? _____

19. a. Does your child take part in as many student activities (clubs, parties, plays, athletics, etc.) at school as you think he should? (Check one.)

- ☐ 1) He takes part in more than I think he should.
- ☐ 2) He takes part in as many as I think he should.
- ☐ 3) He doesn't take part in as many as I think he should.
- ☐ 4) I have no opinion.

b. If your child is not taking part in as many student activities as you think he should, what is the reason? _____

20. a. Are you satisfied or dissatisfied with the teaching methods used in your child's school? (Check one.)
____ 1) Very well satisfied.
____ 2) Satisfied.
____ 3) About half and half.
____ 4) Dissatisfied.
____ 5) Very much dissatisfied.
____ 6) I have no opinion.
b. If the school uses teaching methods that you don't like, tell that they are. _____
21. a. Are there things that your child should be learning right now which are not being taught in his school? (Check one.)
____ 1) No, none.
____ 2) Yes, a few things.
____ 3) Yes, many things.
____ 4) I have no opinion.
b. If there are things that you think your child should be learning which are not being taught in his school, tell what these things are. _____
22. a. How do you feel about the amount of money your child needs in order to take part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, year-books, class rings, sweaters, etc.) (Check one.)
____ 1) It takes altogether too much money.
____ 2) It takes far too much money.
____ 3) It takes about the right amount of money.
____ 4) I have no opinion.
b. Tell any kinds of requests or needs for money in the school which should be eliminated. _____
23. a. Does the amount of money required to take part in the school's program and activities make it too hard for students who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)
____ 1) Yes.
____ 2) No.
____ 3) Uncertain.

- b. If you feel that children with little money to spend are handicapped, tell how. (Check all in which children with little money are handicapped.)
- ☐ 1) Getting textbooks and supplies.
 - ☐ 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
 - ☐ 3) Taking part in athletics.
 - ☐ 4) Going to parties, dances, and ball games.
 - ☐ 5) Joining clubs and taking part in other activities.
 - ☐ 6) Using cafeteria or other lunch facilities.
 - ☐ 7) Going on trips or excursions sponsored by the school.
 - ☐ 8) Getting the school yearbook, newspaper, class rings, etc.
 - ☐ 9) Other. (Tell what.) _____

24. a. Are you satisfied with the lunch arrangements (costs, hours, cafeteria facilities, and rules regarding lunch time) in your child's school? (Check one.)
- ☐ 1) Yes.
 - ☐ 2) No.
 - ☐ 3) Uncertain.
- b. If you are not satisfied, tell what you don't like. _____

25. a. Does your child's school have as much equipment (library books, moving-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs? (Check one.)
- ☐ 1) It has everything it needs.
 - ☐ 2) It has most of what it needs.
 - ☐ 3) It has very little of what it needs.
 - ☐ 4) I have no opinion.
- b. If you think the school needs more equipment, tell what it needs. _____

26. Do you think that your child's school is overcrowded? (Check one.)
- ☐ 1) No, it is not overcrowded.
 - ☐ 2) Yes, it is somewhat overcrowded.
 - ☐ 3) Yes, it is seriously overcrowded.
 - ☐ 4) I have no opinion.

27. a. Are the rooms, halls, rest rooms, playgrounds, and other parts of your child's school kept clean? (Check one.)
____ 1) Yes, always clean.
____ 2) Yes, usually clean.
____ 3) No, sometimes dirty.
____ 4) No, always dirty.
____ 5) I have no opinion.
b. If some parts of the school are not kept as clean as you would like, tell what is not kept clean. _____
28. a. Are you treated as well as you think you ought to be treated when you visit the school? (Check one.)
____ 1) Yes.
____ 2) Sometimes yes, sometimes no.
____ 3) No.
29. b. If you don't like the way you are treated when you visit the school, tell what you don't like. _____
29. How many of the teachers welcome your visits to your child's school? (Check one.)
____ 1) All or almost all.
____ 2) Most.
____ 3) About half.
____ 4) Few.
____ 5) None or almost none.
____ 6) I have never visited my child's school.
30. a. In general, do you know your child's teachers as well as you would like? (Check one.)
____ 1) Yes.
____ 2) No.
____ 3) Uncertain.
b. If you don't know your child's teachers as well as you would like, what suggestions do you have for getting better acquainted? _____
31. a. Do you know as much about your child's school as you would like? (Check one.)
____ 1) Yes.
____ 2) No.
____ 3) Uncertain.
b. If there are things you would like to know about your child's school, tell what they are. _____

32. Do you feel that your child's school does a good job or a poor job of telling you about the work of the school? (Check one.)
- ☐ 1) Very good.
 - ☐ 2) Good.
 - ☐ 3) Fair.
 - ☐ 4) Poor.
 - ☐ 5) Very poor.
 - ☐ 6) I have no opinion.
33. How do you get information about your child's school? (Check all that tell how you get information about the school).
- ☐ 1) Visiting the school.
 - ☐ 2) Going to P.T.A., parents' night, etc.
 - ☐ 3) Talking with children.
 - ☐ 4) Talking with other adults.
 - ☐ 5) Going to school games, plays, etc.
 - ☐ 6) Reading the school newspaper, yearbook, etc.
 - ☐ 7) Reading the city newspapers.
 - ☐ 8) Helping pupils with homework.
 - ☐ 9) Hearing talks about the school at club meetings, on the radio, etc.
 - ☐ 10) Other. (Tell what.) _____
34. What is the one thing you like most about your child's school? _____
35. What is the one thing you most dislike about your child's school? _____
36. If you have any suggestions to offer concerning things you think should be done to improve your child's school, write them here. _____

PART II

1. Do you favor or oppose spending tax money to pay for evening schools for young people and adults? (Check one.)
- ☐ 1) I strongly favor
 - ☐ 2) I am inclined to favor.

- 3 3) I am not sure.
 4) I am inclined to oppose.
 5) I strongly oppose.
2. Do you favor or oppose spending tax money for kindergartens and nursery schools for children of pre-school age? (Check one.)
 1) I strongly favor.
 2) I am inclined to favor.
 3) I am not sure.
 4) I am inclined to oppose.
 5) I strongly oppose.
3. a. 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 strongly feel that taxes should be increased.
 2) I am inclined to feel that taxes should be increased.
 3) I am not sure.
 4) I am inclined to feel that school services should be cut.
 5) I strongly feel that school services should be cut.
- b. If, in this case, you think that school services should be cut, what things do you think should be cut out?____
-
4. 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 study of the methods of propaganda.
 7) More study of how to use money wisely.
 8) More attention to reading.
 9) More attention to arithmetic.

- ☐ 10) More attention to public and social speaking.
 - ☐ 11) More study by the teachers of the abilities, aptitudes, and interests of all children as a basis for helping them choose and prepare for their lifework.
 - ☐ 12) More art education.
 - ☐ 13) More music education.
 - ☐ 14) More religious education.
 - ☐ 15) Other. (Tell what.) _____
5. Some people feel that not being able to buy such things as eyeglasses, hearing aids, and even clothing and nourishing food is as great a handicap as not being able to buy textbooks in getting an education, and that these should be provided at public expense when the child's parents cannot afford them. Other people feel that only the parents or some private agency should be expected to provide whatever is needed in this regard. How do you feel about the extent to which the public should provide tax money so that every child, regardless of his physical handicaps, race, creed, or the financial condition of his parents, has the opportunity to get an education suited to his abilities and effort? (Check all the things that you think should be provided by public tax money, when the child's parents cannot afford them.)
- ☐ 1) All necessary textbooks and supplies.
 - ☐ 2) Medical treatment if necessary.
 - ☒ 3) Eyeglasses if necessary.
 - ☐ 4) Hearing aids if necessary.
 - ☐ 5) Clothing if necessary.
 - ☐ 6) Hot lunches.
 - ☐ 7) Tickets to athletic games, dances, parties, etc.
 - ☐ 8) Class dues, club dues, and initiation fees.
 - ☐ 9) Other. (Tell what.) _____
6. Some people feel that the quality of education everywhere in the United States is of concern to each of us. They point out that some areas have more children and less money than other areas. They point out that about one fourth of the adults in this country live in states other than the one in which they were born--that our fellow workers and neighbors tomorrow may be getting a poor

education in another state or community today. Thus, they say, if all of use are to prosper the national government must guarantee minimum standards of education everywhere by paying a portion of the cost. Other people feel that all financial support for the school should come only from local and state sources. How do you feel about national support of education? (Check one.)

- ☐ 1) I believe that the national government should pay enough of the cost of education to guarantee every boy and girl a good education.
- ☐ 2) I believe that the national government should not pay any part of the cost of education.
- ☐ 3) I have no opinion.

7. Do you favor or oppose spending tax money for a state-wide system of local junior colleges (two years beyond high school) to make college and special vocational training available to students who can't afford, or don't need, or don't want a regular four-year college course? (Check one.)

- ☐ 1) I strongly favor.
- ☐ 2) I am inclined to favor.
- ☐ 3) I am not sure.
- ☐ 4) I am inclined to oppose.
- ☐ 5) I strongly oppose.

8. 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 very strongly that teachers are paid too much.
- ☐ 2) I am inclined to feel that teachers are paid too much.
- ☐ 3) Teachers are paid about the right amount.
- ☐ 4) I am inclined to feel that teachers are not paid enough.
- ☐ 5) I feel very strongly that teachers are not paid enough.
- ☐ 6) I have no opinion.

B. INVENTORY OF NON-PARENT OPINION

DIRECTIONS

How do you feel about the school in your community? 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 can 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 a pencil or a pen 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

- A. Which person filled out this inventory? (Check one.)
____ 1) Husband
____ 2) Wife
- B. Have you at any time had a child enrolled in the local schools?
____ 1) Yes
____ 2) No
- C. If answer is yes, indicate the highest grade reached by any child in school.
1 2 3 4 5 6 7 8 (9 10 11 12) (13 14) (15 16)
high school Jr. college College
- C. How far did you yourself go in school? (Check one.)
1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4
High School College

- D. In what age group do you belong? (Check one.)
____ 1) I am under 30 years of age.
____ 2) I am in my 30s.
____ 3) I am in my 40s.
____ 4) I am 60 years of age or older.
- E. What is your occupation or that of your husband if you are a housewife. _____
-

PART I

1. In general, are you satisfied or dissatisfied with the school in your community? (Check one.)
____ 1) Very well satisfied.
____ 2) Satisfied.
____ 3) Half and half.
____ 4) Dissatisfied.
____ 5) Very much dissatisfied.
____ 6) I have no opinion.
2. a. In general, are you satisfied or dissatisfied with the way the children are treated by the teachers and other officials of the school? (Check one.)
____ 1) Very well satisfied.
____ 2) Satisfied.
____ 3) Half and half.
____ 4) Dissatisfied.
____ 5) Very much dissatisfied.
____ 6) I have no opinion.
- b. If you are dissatisfied with the way the children are treated, tell what things are done that you don't like. _____
3. a. In general, is the discipline in your school too strict or not strict enough? (Check one.)
____ 1) It is much too strict.
____ 2) It is too strict.
____ 3) It is about right.
____ 4) It is not strict enough.
____ 5) It is nowhere near strict enough.
____ 6) I have no opinion.
- b. If there are things about the discipline in your school you don't like, what are they? _____
-

4. Should the school try to give children help with the social problems they face in their everyday life? (Check one)
- ☐ 1) Yes.
 - ☐ 2) No.
 - ☐ 3) Uncertain.
5. a. How much help does the school usually give your child in solving his social problems? (Check one)
- ☐ 1) All or almost all of the help needed.
 - ☐ 2) Considerable amount of the help needed.
 - ☐ 3) Little of the help needed.
 - ☐ 4) I have no opinion.
- b. If you think that the children should be given more help in solving their social problems, tell what problems they need help with. _____
6. a. All things considered, how much do you think the students are getting out of their schoolwork? (Check one)
- ☐ 1) About all that they can get.
 - ☐ 2) Somewhat less than they could get.
 - ☐ 3) Considerably less than they could get.
 - ☐ 4) A great deal less than they could get.
 - ☐ 5) I have no opinion.
- b. If you feel that the students are not getting as much out of their schoolwork as they could get, what do you think the reasons are? (Check all that tell why)
- ☐ 1) They don't study hard enough.
 - ☐ 2) Their work is too hard.
 - ☐ 3) They don't understand the assignments.
 - ☐ 4) Teachers do not give enough individual help.
 - ☐ 5) Teachers do not give enough attention to slow learners.
 - ☐ 6) Not enough opportunities for rapid learners.
 - ☐ 7) They have too much schoolwork to do (assignments too large, or too many subjects).
 - ☐ 8) They do too much work outside of school.
 - ☐ 9) They spend too much time on student activities, parties, clubs, athletics, etc.
 - ☐ 10) They aren't interested in schoolwork.
 - ☐ 11) Other reasons. (Tell what.) _____
7. a. How much of what young people are studying in school do you think will be useful to him in everyday living?

(Check one)

- ☐ 1) Practically everything he is studying.
☐ 2) Most of what he is studying.
☐ 3) About half of what he is studying.
☐ 4) Considerably less than half of what he is studying.
☐ 5) Very little of what he is studying.
☐ 6) I have no opinion.
- b. If you think that some of these things high school students are studying will not be useful in everyday living, what are these things? _____
8. a. Are you satisfied or dissatisfied with the teaching methods used in the local school? (Check one)
☐ 1) Very well satisfied.
☐ 2) Satisfied.
☐ 3) About half and half.
☐ 4) Dissatisfied.
☐ 5) Very much dissatisfied.
☐ 6) I have no opinion.
- b. If the school uses teaching methods that you don't like, tell what they are. _____
9. a. Are there things that students should be learning right now which are not being taught in this school? (Check one)
☐ 1) No, none.
☐ 2) Yes, a few things.
☐ 3) Yes, many things.
☐ 4) I have no opinion.
- b. If there are things that you think students should be learning which are not being taught in this school, tell what these things are. _____
10. a. Are you satisfied with the lunch arrangements (costs, hours, cafeteria facilities, and rules regarding lunch time) in the local school? (Check one)
☐ 1) Yes.
☐ 2) No.
☐ 3) Uncertain.
- b. If you are not satisfied, tell what you don't like. _____
11. a. Does your child's school have as much equipment (library books, moving-picture equipment, gymnasium and playground equipment, laboratory equipment, etc.) as it needs? (check one)

- _____ 1) It has everything it needs.
_____ 2) It has most of what it needs.
_____ 3) It has very little of what it needs.
_____ 4) I have no opinion.
- b. If you think the school needs more equipment, tell what it needs. _____
12. Do you think that the local school is overcrowded?
(Check one)
_____ 1) No, it is not overcrowded.
_____ 2) Yes, it is somewhat overcrowded.
_____ 3) Yes, it is seriously overcrowded.
_____ 4) I have no opinion.
13. a. Are the halls, rooms, rest rooms, playgrounds, and other parts of the school kept clean? (Check one)
_____ 1) Yes, always clean.
_____ 2) Yes, usually clean.
_____ 3) No, sometimes dirty.
_____ 4) No, always dirty.
_____ 5) I have no opinion.
- b. If some parts of the school are not kept as clean as you would like, tell what they are. _____
14. a. Are you treated as well as you think 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 school.
- b. If you don't like the way you are treated when you visit the school, tell what you don't like. _____
15. How many of the teachers welcome your visits to your school? (Check one)
_____ 1) All or almost all.
_____ 2) Most.
_____ 3) About half.
_____ 4) Few.
_____ 5) None or almost none.
_____ 6) I have never visited school.
16. a. In general, do you know the teachers as well as you would like? (Check one)
_____ 1) Yes.
_____ 2) No.
_____ 3) Uncertain.

- b. If you don't know the teachers as well as you would like, what suggestions do you have for getting better acquainted? _____
17. a. Do you know as much about your school as you would like? (Check one)
- _____ 1) Yes.
 - _____ 2) No.
 - _____ 3) Uncertain.
- b. If there are things you would like to know about your school, tell what they are. _____
18. Do you feel that your school does a good job or a poor job of telling you about the work of the school? (Check one)
- _____ 1) Very good.
 - _____ 2) Good.
 - _____ 3) Fair.
 - _____ 4) Poor.
 - _____ 5) Very poor.
 - _____ 6) I have no opinion.
19. How do you get information about the local school? (Check all that tell how you get information about the school.)
- _____ 1) Visiting the school.
 - _____ 2) Going to P.T.A., parents' night, etc.
 - _____ 3) Talking with children.
 - _____ 4) Talking with other adults.
 - _____ 5) Going to school games, plays, etc.
 - _____ 6) Reading the school newspaper, yearbook, etc.
 - _____ 7) Reading the city newspapers.
 - _____ 8) Helping pupils with homework.
 - _____ 9) Hearing talks about the school at club meetings, on the radio, etc.
 - _____ 10) Other. (Tell what.) _____
20. What is the one thing you like most about the local school? _____
21. What is the one thing you most dislike about your local school? _____
22. If you have any suggestions to offer concerning things you think should be done to improve your child's school, write them here. _____

PART II

1. Do you favor or oppose spending tax money to pay for evening schools for young people and adults? (Check one)
☐ 1) I strongly favor.
☐ 2) I am not sure.
☐ 3) I strongly oppose.
☐ 4) I am inclined to favor.
☐ 5) I am inclined to oppose.
2. Do you favor or oppose spending tax money for kindergartens and nursery schools for children of pre-school age? (Check one)
☐ 1) I strongly favor.
☐ 2) I am inclined to favor.
☐ 3) I am not sure.
☐ 4) I am inclined to oppose.
☐ 5) I strongly oppose.
3. a. 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 strongly feel that taxes should be increased.
☐ 2) I am inclined to feel that taxes should be increased.
☐ 3) I am not sure.
☐ 4) I am inclined to feel that school services should be cut.
☐ 5) I strongly feel that school services should be cut.
b. if, in this case, you think that school services should be cut, what things do you think should be cut out?

4. 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 study of the methods of propaganda.
- ☐ 7) More study of how to use money wisely.
- ☐ 8) More attention to reading.
- ☐ 9) More attention to arithmetic.
- ☐ 10) More attention to public and social speaking.
- ☐ 11) More study by the teachers of the abilities, aptitudes, and interests of all children as a basis for helping them choose and prepare for their lifework.
- ☐ 12) More art education.
- ☐ 13) More music education.
- ☐ 14) More religious education.
- ☐ 15) Other. (Tell what) _____

5. Some people feel that not being able to buy such things as eye-glasses, hearing aids, and even clothing and nourishing food is as great handicap as not being able to buy textbooks in getting an education, and that these should be provided at public expense when the child's parents cannot afford them. Other people feel that only the parents or some private agency should be expected to provide whatever is needed in this regard. How do you feel about the extent to which the public should provide tax money so that every child, regardless of his physical handicaps, race, creed, or the financial conditions of his parents, has the opportunity to get an education suited to his abilities and effort? (Check all the things that you think should be provided by public tax money, when the child's parents cannot afford them.)

- ☐ 1) All necessary textbooks and supplies.
- ☐ 2) Medical treatment if necessary.
- ☐ 3) Eyeglasses if necessary.
- ☐ 4) Hearing aids if necessary.
- ☐ 5) Clothing if necessary.
- ☐ 6) Hot lunches.
- ☐ 7) Tickets to athletic games, dances, parties, etc.
- ☐ 8) Class dues, club dues, and initiation fees.
- ☐ 9) Other. (Tell what.) _____

6. Some people feel that the quality of education everywhere in the United States is of concern to each of us. They point out that some areas have more children and less money than other areas. They point out that about one

fourth of the adults in this country live in the states other than the one in which they were born--that our fellow workers and neighbors tomorrow may be getting a poor education in another state or community today. Thus, they say, if all of us are to prosper the national government must guarantee minimum standards of education everywhere by paying a portion of the cost. Other people feel that all financial support for the school should come only from local and state sources. How do you feel about national support of education? (Check one.)

☐ 1) I believe that the national government should pay enough of the cost of education to guarantee every boy and girl a good education.

☐ 2) I believe that the national government should not pay any part of the cost of education.

☐ 3) I have no opinion.

7. Do you favor or oppose spending tax money for a state-wide system of local junior colleges (two years beyond high school) to make college and special vocational training available to students who can't afford, or don't need, or don't want a regular four-year college course? (Check one)

☐ 1) I strongly favor.

☐ 2) I am inclined to favor.

☐ 3) I am not sure.

☐ 4) I am inclined to oppose.

☐ 5) I strongly oppose.

8. 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 very strongly that the teachers are paid too much.

☐ 2) I am inclined to feel that teachers are paid too much.

☐ 3) Teachers are paid about the right amount.

☐ 4) I am inclined to feel that teachers are not paid enough.

☐ 5) I feel very strongly that teachers are not paid enough.

☐ 6) I have no opinion.

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

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

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

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

DIRECTIONS

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

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

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

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

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

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

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

If you don't understand the meaning of a question, raise your
hand and the person in charge will explain 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 answer)
____ 1) I am a boy.
____ 2) I am a girl.
- B. What school grade are you in? (Check one answer)
____ 1) 7th grade.
____ 2) 8th grade.
____ 3) 9th grade.
____ 4) 10th grade.
____ 5) 11th grade.
____ 6) 12th grade.
____ 7) Other. (Tell what). _____
- C. What marks did you get on your last report card?
(Check one)
____ 1) Mostly A's.
____ 2) Mostly A's and B's.
____ 3) Mostly B's.
____ 4) Mostly C's.
____ 5) Mostly C's and D's.
____ 6) Mostly D's or lower.
- D. How do you think you "get along" with your teachers,
deans, and principal? (Check one.)
____ 1) Very well.
____ 2) Pretty well.
____ 3) Sometimes have trouble.
____ 4) Frequently have trouble.
- E. How often do you get help and advice from your parents on
any problems you have or things you are interested in?
(Check one.)
____ 1) Always or almost always.
____ 2) Usually.
____ 3) About half the time.
____ 4) Seldom.
____ 5) Never or almost never.

WHAT DO YOU THINK ABOUT YOUR SCHOOL?

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

- ☐ 1) Very well satisfied.
☐ 2) Satisfied.
☐ 3) About half and half.
☐ 4) Dissatisfied.
☐ 5) Very much dissatisfied.
☐ 6) I have no opinion.
2. How many of your teachers know your abilities, interests, and special needs as well as they should? (Check one.)
☐ 1) All or almost all.
☐ 2) Most.
☐ 3) About half.
☐ 4) Few.
☐ 5) None or almost none.
☐ 6) I have no opinion.
3. In general, are you satisfied or dissatisfied with the way you are treated by teachers and other school officials? (Check one.)
☐ 1) Very well satisfied.
☐ 2) Satisfied.
☐ 3) Half and half.
☐ 4) Dissatisfied.
☐ 5) Very much dissatisfied.
☐ 6) I have no opinion.
4. Do you feel that you are "one of the gang" in your school? (Check one.)
☐ 1) Yes, I feel that I "belong", that I "count" for something, and that I am "wanted".
☐ 2) Yes and no; I often wonder about this; I am not sure.
☐ 3) No, I think that I am more or less of a "nobody" or an "outsider".
5. a. In general, how often do the teachers and other school officials treat you fairly? (Check one.)
☐ 1) Always or almost always.
☐ 2) Usually.
☐ 3) About half the time.
☐ 4) Seldom.
☐ 5) Never or almost never.
☐ 6) I have no opinion.
- b. If there are ways that teachers and other school officials are unfair to you, tell them here. _____
6. In general, are your teachers too changeable in their discipline (sometimes too strict, sometimes not strict enough)? (Check one.)

- _____ 1) Yes.
_____ 2) No.
_____ 3) Uncertain.
7. Do differences in discipline among teachers (some too strict, others not strict enough) keep you from getting as much as you could from your schoolwork? (Check one.)
_____ 1) Yes.
_____ 2) Uncertain.
_____ 3) No.
8. a. In general, is the discipline in your school too strict or not strict enough? (Check one.)
_____ 1) It is much too strict.
_____ 2) It is too strict.
_____ 3) It is about right.
_____ 4) It is not strict enough.
_____ 5) It is nowhere near strict enough.
_____ 6) I have no opinion.
b. If there are things about the discipline in your school that you don't like, what are they? _____
-
9. How many of your teachers seem really to care about you as a person who needs individual understanding and attention? (Check one.)
_____ 1) All or almost all.
_____ 2) Most.
_____ 3) About half.
_____ 4) Few.
_____ 5) None or almost none.
_____ 6) I have no opinion.
10. a. In general, how often do the pupils in your school treat one another fairly and kindly? (Check one.)
_____ 1) Always or nearly always.
_____ 2) Usually.
_____ 3) About half the time.
_____ 4) Seldom.
_____ 5) Almost never.
_____ 6) I have no opinion.
b. If the pupils in your school are unfair or unkind to one another, tell what they do that you don't like. _____
-
11. a. How much help do your teachers usually give you with

your 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 have no opinion.

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

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

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

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

- ☐ 1) None.
- ☐ 2) Less than $\frac{1}{2}$ hour.
- ☐ 3) Between $\frac{1}{2}$ and 1 hour.
- ☐ 4) Between 1 and $1\frac{1}{2}$ hours.
- ☐ 5) Between $1\frac{1}{2}$ and 2 hours.
- ☐ 6) More than 2 hours.
- ☐ 7) I have no opinion.

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

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

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

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

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

help with. _____

16. a. All things considered, how much do you think you are getting out of your schoolwork? (Check one.)
- ☐ 1) About all that I could get.
 - ☐ 2) Somewhat less than I could get.
 - ☐ 3) Considerably less than I could get.
 - ☐ 4) A great deal less than I could get.
 - ☐ 5) I have no opinion.
- b. If you feel that you aren't getting as much out of your schoolwork as you could get, what do you think the reasons are? (Check all that tell why.)
- ☐ 1) I don't study hard enough.
 - ☐ 2) The work is too hard.
 - ☐ 3) I don't understand the assignments.
 - ☐ 4) Teachers do not give individual help.
 - ☐ 5) Teachers do not give enough attention to slow learners.
 - ☐ 6) Not enough opportunities for rapid learners.
 - ☐ 7) I have too much schoolwork to do. (Assignments too large, or too many subjects.)
 - ☐ 8) I do too much work outside school.
 - ☐ 9) I spend too much time on student activities (parties, clubs, athletics, etc.)
 - ☐ 10) I am not interested in schoolwork.
 - ☐ 11) Other reasons. (Tell what.) _____
17. In general, do you have to do too much or too little work in order to "keep up" in your studies? (Check one)
- ☐ 1) Much too little.
 - ☐ 2) Too little.
 - ☐ 3) About the right amount.
 - ☐ 4) Too much.
 - ☐ 5) Much too much.
 - ☐ 6) I have no opinion.
18. a. How much of what you are studying do you think will be useful to you in everyday living? (Check one)
- ☐ 1) Practically everything I am studying.
 - ☐ 2) Most of what I am studying.
 - ☐ 3) About half of what I am studying.
 - ☐ 4) Considerably less than half of what I am studying.
 - ☐ 5) Very little of what I am studying.
 - ☐ 6) I have no opinion.
- b. If you think that some of the things you are studying will not be useful in everyday living, what are these

things? _____

19. a. Do you take part in as many student activities (clubs, parties, plays, athletics, etc.) as you would like? (Check one)
- ☐ 1) Yes; too many, in fact.
 - ☐ 2) Yes; I take part in as many as I think I should.
 - ☐ 3) No; I don't take part in as many as I should like.
 - ☐ 4) I have no opinion.
- b. If you are not taking part in as many student activities as you would like, what is the reason? _____
20. a. Are you satisfied or dissatisfied with the teaching methods used in your school? (Check one.)
- ☐ 1) Very well satisfied.
 - ☐ 2) Satisfied.
 - ☐ 3) About half and half.
 - ☐ 4) Dissatisfied.
 - ☐ 5) Very much dissatisfied.
 - ☐ 6) I have no opinion.
- b. If the school uses teaching methods that you don't like, tell what they are. _____
21. a. Are there things that you should be learning right now which are not being taught in your school? (Check one.)
- ☐ 1) Non, none.
 - ☐ 2) Yes, a few things.
 - ☐ 3) Yes, many things.
 - ☐ 4) I have no opinion.
- b. If there are things that you think you should be learning which are not being taught in your school, tell what these things are. _____
22. a. How do you feel about the amount of money you need in order to take part fully in school life? (Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)
- ☐ 1) It takes altogether too much money.
 - ☐ 2) It takes far too much money.
 - ☐ 3) It takes about the right amount of money.
 - ☐ 4) I have no opinion.

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

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

(Check one.)

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

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

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

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

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

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

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

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

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

26. Do you think that your school is overcrowded? (Check one)
- _____ 1) No, it is not overcrowded.
 - _____ 2) Yes, it is somewhat overcrowded.
 - _____ 3) Yes, it is seriously overcrowded.
 - _____ 4) I have no opinion.
27. a. Are the rooms, halls, rest rooms, and playgrounds of your school kept clean? (Check one)
- _____ 1) Yes, always clean.
 - _____ 2) Yes, usually clean.
 - _____ 3) No, sometimes dirty.
 - _____ 4) No, always dirty.
 - _____ 5) I have no opinion.
- b. If some parts of your school are not kept as clean as you would like, tell what is not kept clean. _____
28. a. In general, how well satisfied are you with the variety (number and nature) of the subjects that your school offers? (Check one.)
- _____ 1) Very well satisfied.
 - _____ 2) Pretty well satisfied.
 - _____ 3) About half and half.
 - _____ 4) Dissatisfied.
 - _____ 5) Very much dissatisfied.
 - _____ 6) I have no opinion.
- b. If there are any subjects you want to take that your school does not offer, tell what they are. _____
29. Regardless of what your marks may be, in how many of your school subjects would you say that you are "learning a lot" this year? (Check one.)
- _____ 1) In all my subjects.
 - _____ 2) In most of my subjects.
 - _____ 3) In about half of my subjects.
 - _____ 4) In less than half of my subjects.
 - _____ 5) In none of my subjects.
 - _____ 6) I have no opinion.
30. a. How much help do you usually get from the

librarian when you go to the school library? (Check one.)

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

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

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

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

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

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

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

- ☐ 1) Yes.
- ☐ 2) No.

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

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

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

- ☐ 1) Yes, very often.
- ☐ 2) Yes, quite often.

- _____ 3) Yes, but seldom.
_____ 4) No, never.
_____ 5) I never need to bring any money to school.
34. Does the school give you enough help in choosing subjects? (Check one.)
_____ 1) Yes.
_____ 2) No.
_____ 3) Sometimes.
35. Does the school give you enough help in choosing a vocation? (Check one.)
_____ 1) Yes.
_____ 2) Sometimes.
_____ 3) No.
36. Does the school give you enough help in getting information about colleges and choosing a college? (Check one.)
_____ 1) Yes.
_____ 2) Sometimes.
_____ 3) No.
37. What is the one thing you like most about your school?

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

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

D. ILLINOIS INVENTORY OF PUPIL OPINION
(Upper-Elementary-School Form)

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

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

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

DIRECTIONS

How do you feel about 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 five questions there are no right or wrong answers. You are simply to tell how you feel about your school.

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

It will not affect your marks. Since 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 answer.)
____ 1) I am a boy.
____ 2) I am a girl.
- B. What school grade are you in? (Check one answer.)
____ 1) I am in the 6th grade.
____ 2) I am in the 7th grade.
____ 3) I am in the 8th grade.
- C. What marks did you get on your last report card?
(Check one answer.)
____ 1) Mostly A's.
____ 2) Mostly A's and B's.
____ 3) Mostly B's.
____ 4) Mostly B's and C's.
____ 5) Mostly C's.
____ 6) Mostly C's and D's.
____ 7) Mostly D's or lower.
- D. How well do you think you "get along" with your teachers?
(Check one answer.)
____ 1) Very well.
____ 2) Pretty well.
____ 3) Sometimes have trouble.
____ 4) Frequently have trouble.
- E. How often do you get help and advice from your parents on any problems you have or things you are interested in? (Check one answer.)
____ 1) Always or almost always.
____ 2) Usually.
____ 3) About half the time.
____ 4) Seldom.
____ 5) Never or almost never.

WHAT DO YOU THINK ABOUT YOUR SCHOOL?

1. How many of the pupils in your school do you like?
(Check one answer.)
____ 1) I like all or nearly all the pupils.
____ 2) I like most of the pupils.
____ 3) I like about half of the pupils.
____ 4) I like some of the pupils.
____ 5) I like very few of the pupils.

2. 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.
3. a. In general, how much do you think you are learning from your schoolwork this year? (Check one.)
- ☐ 1) I am learning a great deal this year.
 - ☐ 2) I am learning a lot.
 - ☐ 3) I am learning quite a number of things.
 - ☐ 4) I am learning some things.
 - ☐ 5) I am learning very little this year.
- b. If you are not learning very much this year, what are the reasons? (Check all answers that tell why.)
- ☐ 1) Because I do not study hard enough.
 - ☐ 2) Because the work is too hard for me.
 - ☐ 3) Because I do not understand the assignments.
 - ☐ 4) Because I am working too much outside school.
 - ☐ 5) Because I am spending too much time on such things as school clubs, parties, athletics, etc.
 - ☐ 6) Because I do not know how to study.
 - ☐ 7) Because the teachers do not give enough help.
 - ☐ 8) Because I am not interested in schoolwork.
 - ☐ 9) Other reasons. (Tell what they are.) _____
4. In general, how much work do you have to do to "keep up" in your school studies? (Check one.)
- ☐ 1) Much too little work.
 - ☐ 2) Too little.
 - ☐ 3) About the right amount of work.
 - ☐ 4) Too much.
 - ☐ 5) Much too much work.
5. How much time do you usually spend on schoolwork at home each day? (Check one.)
- ☐ 1) None at all.
 - ☐ 2) Less than $\frac{1}{2}$ hours.
 - ☐ 3) Between $\frac{1}{2}$ and 1 hour.
 - ☐ 4) Between 1 and $1\frac{1}{2}$ hours.
 - ☐ 5) Between $1\frac{1}{2}$ and 2 hours.
 - ☐ 6) More than 2 hours.
 - ☐ 7) I have no opinion.

6. How much schoolwork do you usually have to do at home? (Check one.)
- ☐ 1) Much too little.
 - ☐ 2) Too little.
 - ☐ 3) About the right amount.
 - ☐ 4) Too much.
 - ☐ 5) Much too much.
 - ☐ 6) I do not have any homework to do.
7. a. Are you satisfied with the lunch arrangements (rules, length of time to eat, cost of food, where you eat, etc.) in your school? (Check one.)
- ☐ 1) Yes.
 - ☐ 2) No.
 - ☐ 3) I'm not sure how I feel about this.
- b. If you don't like some of the things about the lunch arrangements in your school, tell what you don't like. _____
-
8. a. Are the rooms, halls, rest rooms, and playgrounds of your school kept clean? (Check one.)
- ☐ 1) Yes, they are nearly always kept clean.
 - ☐ 2) Yes, they are usually kept clean.
 - ☐ 3) No, sometimes they are dirty.
 - ☐ 4) No, they are nearly always dirty.
- b. If some parts of your school are not kept clean, tell what is not kept clean. _____
-
9. How much help do you usually get from your teacher in getting your lessons? (Check one.)
- ☐ 1) I get all the help I need.
 - ☐ 2) I get most of the help I need.
 - ☐ 3) I get about half the help I need.
 - ☐ 4) I get much less than half the help I need.
 - ☐ 5) I get almost none of the help I need.
10. a. How much of what you are studying in school do you think will be valuable to you in everyday living? (Check one.)
- ☐ 1) Practically everything I am studying will be valuable to me in everyday living.
 - ☐ 2) Most of the things I am studying will be valuable to me.
 - ☐ 3) About half of the things I am studying will be valuable to me.

- _____ 4) Much less than half of the things I am studying will be valuable to me.
- _____ 5) Very few of the things I am studying will be valuable to me in everyday living.
- b. If you think some of the things you are studying won't be valuable to you in everyday living, tell what these studies are. (Write them here.) _____
11. a. Are you getting enough help from your teacher in solving the social problems which you face in everyday living? (Check one.)
- _____ 1) Yes.
- _____ 2) No.
- b. If you are not getting enough help in solving your social problems, tell what problems you want your teacher to help you with. _____
12. Do you feel that your teacher knows you as a person as well as she should? (Check one.)
- _____ 1) Yes.
- _____ 2) I'm not sure about this.
- _____ 3) No.
13. a. Does your school have as much in the way of playground and gymnasium equipment as you would like? (Check one.)
- _____ 1) Yes.
- _____ 2) No.
- _____ 3) I'm not sure how I feel about this.
- b. If you think your school needs more equipment, tell the things you think it needs. _____
14. Do you think that your school is overcrowded? (Check one)
- _____ 1) No, it is not overcrowded.
- _____ 2) Yes, it is somewhat overcrowded.
- _____ 3) Yes, it is very much overcrowded.
15. How strict with the pupils is the teacher in your room? (Check one.)
- _____ 1) She is not strict enough.
- _____ 2) She is just about right.
- _____ 3) She is too strict.
16. a. How proud of your school are you? (Check one.)
- _____ 1) I am very proud of my school.
- _____ 2) I am proud of my school.
- _____ 3) I am not proud of my school.
- _____ 4) I am ashamed of my school.

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

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

17. Does the teacher in your room treat the pupils fairly and kindly? (Check one.)

- _____ 1) Yes, she always does.
- _____ 2) Yes, she usually does.
- _____ 3) Yes, about half the time she does.
- _____ 4) No, she treats the pupils fairly and kindly much less than half the time.
- _____ 5) No, she very seldom does.

18. Do the pupils in your school treat one another fairly and kindly? (Check one.)

- _____ 1) Yes, practically all of them do.
- _____ 2) Yes, most of them do.
- _____ 3) Yes, about half of them do.
- _____ 4) No, most of them do not.

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

- _____ 1) Yes, I feel that I "belong", that I "count" for something, and that I am "wanted".
- _____ 2) Yes and no; I often wonder about this; I am not sure.
- _____ 3) No, I feel that I am more or less of a "nobody" or an "outsider", "that I don't count", and that nobody would miss me if I weren't here.

20. Is it hard for you to get the money that you need to bring to school? (Check one.)

- _____ 1) No, never.
- _____ 2) Yes, but seldom.
- _____ 3) Yes, about half the time.
- _____ 4) Yes, usually.
- _____ 5) Yes, nearly always.
- _____ 6) I never need to bring any money to school.

21. a. Do you get to go to as many of the school parties, plays, games, clubs, etc., as you would like to? (Check one.)

- _____ 1) Yes.
- _____ 2) No.

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

- _____ 1) Because I don't have time.

- _____ 2) Because my parents don't want me to, or won't let me.
- _____ 3) Because the kids do not want me.
- _____ 4) Because I don't know how.
- _____ 5) Because I cannot afford to.
- _____ 6) Because I live too far away or outside the town.
- _____ 7) Other reasons. (Tell what they are.) _____
22. Do you ever feel hurt or ashamed because you can't bring money to school when the rest of the pupils do? (Check one.)
- _____ 1) Yes, very often.
- _____ 2) Yes, quite often.
- _____ 3) Yes, about half the time.
- _____ 4) Yes, but seldom.
- _____ 5) No, never.
23. All in all, how well satisfied are you with your school? (Check one.)
- _____ 1) I am very well satisfied with my school.
- _____ 2) I am pretty well satisfied.
- _____ 3) About half and half.
- _____ 4) I am dissatisfied (not satisfied).
- _____ 5) I am very much dissatisfied (not satisfied) with my school.
24. Does it seem to you that the kids who don't have enough money to spend get "left out of the fun" at your school (going to parties, dances, and ball games; joining clubs; getting class rings and pins, etc.)? (Check one)
- _____ 1) Yes, nearly all of them get left out.
- _____ 2) Yes, most of them get left out.
- _____ 3) Yes, about half of them get left out.
- _____ 4) Yes, some of them get left out.
- _____ 5) No, none of them get left out.
25. What is the one thing that you like most about your school? (Tell it here.) _____
26. What is the one thing you most dislike (do not like) about your school? (Tell it here.) _____
27. If you think there are things that should be done which would make your school a better school, tell what these things are. _____

E. ILLINOIS INVENTORY OF TEACHER OPINION

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

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

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

DIRECTIONS

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

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

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

PRINT IN BLOCK LETTERS whenever any writing is necessary. This will further guarantee anonymity.

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

Only three items of personal information are requested. No one can be identified by his responses to these three questions.

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

Use either a pencil or a pen. Borrow a pencil or a pen from

a colleague if the one you have is uniquely characteristic in any way (e.g., green ink, broad stub, etc.)

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

PERSONAL FACTS

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

- A. What is your sex? (Check one.)
____ 1) Male.
____ 2) Female.
- 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 50 years of age or older.
- C. At what school level do you teach? (Check one.)
____ 1) Elementary School.
____ 2) Junior High School.
____ 3) Senior High School.
____ 4) High School (if schools organized on 8-4 plan).

YOUR OPINIONS

1. In general, are you satisfied or dissatisfied with the school in which you teach? (Check one.)
____ 1) Very well satisfied.
____ 2) Satisfied.
____ 3) About half and half.
____ 4) Dissatisfied.
____ 5) Very much dissatisfied.
____ 6) I have no opinion.
2. How many of your fellow teachers understand their pupils' abilities, interests, and special needs as well as they should? (Check one.)
____ 1) All or almost all.
____ 2) Most.
____ 3) About half.
____ 4) Few.
____ 5) None or almost none.
____ 6) I have no opinion.

3. In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other officials of your school? (Check one.)
- ☐ 1) Very well satisfied.
 - ☐ 2) Satisfied.
 - ☐ 3) Half and half.
 - ☐ 4) Dissatisfied.
 - ☐ 5) Very much dissatisfied.
 - ☐ 6) I have no opinion.
4. In your opinion, how many of your pupils feel that they are "one of the gang" (that they "belong", that they "count" for something, and that they are "wanted" by the other pupils) in your school? (Check one.)
- ☐ 1) All or nearly all.
 - ☐ 2) Most.
 - ☐ 3) About one half.
 - ☐ 4) Few.
 - ☐ 5) None or almost none.
 - ☐ 6) I have no opinion.
5. a. In general, how often do the teachers and other officials of your school treat the pupils fairly? (Check one.)
- ☐ 1) Always or almost always.
 - ☐ 2) Usually.
 - ☐ 3) About half the time.
 - ☐ 4) Seldom.
 - ☐ 5) Never or almost never.
 - ☐ 6) I have no opinion.
- b. If there are ways that the teachers and other school officials are unfair to the pupils, tell them here. _____
6. How many, if any, of the teachers in your school are too changeable in their discipline (sometimes too strict, sometimes not strict enough)? (Check one.)
- ☐ 1) All or almost all.
 - ☐ 2) Most.
 - ☐ 3) About half.
 - ☐ 4) Few.
 - ☐ 5) None or almost none.
 - ☐ 6) I have no opinion.

7. Do differences in discipline among the teachers in your school (some too strict, others not strict enough) keep the pupils from getting as much as they could from their schoolwork? (Check one.)
____ 1) Yes.
____ 2) Uncertain.
____ 3) No.
8. a. In general, is the discipline in your school too strict or not strict enough? (Check one.)
____ 1) It is much too strict.
____ 2) It is too strict.
____ 3) It is about right.
____ 4) It is not strict enough.
____ 5) It is nowhere near strict enough.
____ 6) I have no opinion.
b. If there are things about the discipline in your school that you don't like, what are they? _____
-
9. How many of the teachers in your school really seem to care about each pupil as a person who needs sympathetic understanding and attention? (Check one.)
____ 1) All or almost all.
____ 2) Most.
____ 3) About half.
____ 4) Few.
____ 5) None or almost none.
____ 6) I have no opinion.
10. a. In general, how often do the pupils in your school treat one another fairly and kindly? (Check one.)
____ 1) Always or almost always.
____ 2) Usually.
____ 3) About half the time.
____ 4) Seldom.
____ 5) Almost never.
____ 6) I have no opinion.
b. If the pupils in your school are unfair or unkind to one another, tell what they do that you don't like. _____
-
11. a. How much help do you feel you give your pupils with their schoolwork? (Check one.)

- ☐ 1) All of the help needed.
- ☐ 2) Most of the help needed.
- ☐ 3) About half of the help needed.
- ☐ 4) Some of the help needed.
- ☐ 5) Very little of the help needed.
- ☐ 6) I have no opinion.

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

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

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

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

- ☐ 1) None.
- ☐ 2) Less than $\frac{1}{2}$ hour.
- ☐ 3) Between $\frac{1}{2}$ and 1 hour.
- ☐ 4) Between 1 and $1\frac{1}{2}$ hours.
- ☐ 5) Between $1\frac{1}{2}$ and 2 hours.
- ☐ 6) More than 2 hours.

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

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

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

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

b. If you think the pupils should be given more help in

solving their social problems, tell what problems they need help in. _____

16. a. All things considered, how much do you think the pupils in your school are getting out of their schoolwork? (Check one.)
- ☐ 1) About all that they could get.
 - ☐ 2) Somewhat less than they could get.
 - ☐ 3) Considerably less than they could get.
 - ☐ 4) A great deal less than they could get.
 - ☐ 5) I have no opinion.
- b. If you feel that the pupils aren't getting as much out of their schoolwork as they could get, what do you think the reasons are? (Check all that tell why.)
- ☐ 1) They don't study hard enough.
 - ☐ 2) The work is too hard.
 - ☐ 3) They don't seem to understand the assignments.
 - ☐ 4) We can't give them enough individual help.
 - ☐ 5) We can't give them enough attention to slow learners.
 - ☐ 6) Not enough opportunities for rapid learners.
 - ☐ 7) They have too much schoolwork to do (assignments too large, or too many subjects).
 - ☐ 8) They do too much work outside school.
 - ☐ 9) They spend too much time on student activities (parties, clubs, athletics, etc.)
 - ☐ 10) They are not interested in schoolwork.
 - ☐ 11) Other reasons. (Tell what.) _____
17. In general, do the pupils in your school have to do too much or too little work in order to "keep up" in their studies? (Check one.)
- ☐ 1) Much too little.
 - ☐ 2) Too little.
 - ☐ 3) About the right amount.
 - ☐ 4) Too much.
 - ☐ 5) Much too much.
 - ☐ 6) I have no opinion.
18. a. How much of what the pupils in your school are studying do you think will be useful to them in everyday

living? (Check one.)

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

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

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

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

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

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

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

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

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

- ☐ 1) No, none.

- ☐ 2) Yes, a few things.
☐ 3) Yes, many things.
☐ 4) I have no opinion.
- b. If there are things you think the pupil should be learning which are not being taught in your school, tell what these things are. _____
22. a. How do you feel about the amount of money the pupils need in order to take part fully in school life?
(Consider textbooks, dues, assemblies, plays, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)
☐ 1) It takes far too much money.
☐ 2) It takes too much money.
☐ 3) It takes about the right amount of money.
☐ 4) I have no opinion.
- b. Tell any kinds of requests or needs for money in the school which you think should be eliminated. _____
23. a. Does the amount of money required to take part in the school's program and activities make it too hard for pupils who don't have much money to spend to take part as much as they should in what goes on at school? (Check one.)
☐ 1) Yes.
☐ 2) No.
☐ 3) Uncertain.
- b. If you feel that pupils with little money to spend are handicapped, tell how. (Check all in which pupils with little money are handicapped.)
☐ 1) Getting textbooks and supplies.
☐ 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
☐ 3) Taking part in athletics.
☐ 4) Going to parties, dances, and ball games.
☐ 5) Joining clubs and taking part in other activities.
☐ 6) Using cafeteria or other lunch facilities.
☐ 7) Going on trips or excursions sponsored by the school.
☐ 8) Getting the school yearbook, newspaper, class rings, etc.
☐ 9) Other. (Tell what.) _____

24. How many of the pupils in your class or classes do you understand (in terms of abilities, interests, and special needs) as well as you think you should? (Check one.)
____ 1) All or almost all.
____ 2) Most.
____ 3) About half.
____ 4) Considerably less than half.
____ 5) None or almost none.
____ 6) I have no opinion.
25. a. Does your school have as much equipment and as many facilities as it needs? (Check one.)
____ 1) It has everything it needs.
____ 2) It has most of what it needs.
____ 3) It has very little of what it needs.
____ 4) I have no opinion.
b. If you think the school needs more equipment or facilities, tell what it needs. _____
26. Do you think that the school in which you teach is overcrowded? (Check one.)
____ 1) No, it is not overcrowded.
____ 2) Yes, it is somewhat overcrowded.
____ 3) Yes, it is seriously overcrowded.
____ 4) I have no opinion.
27. a. Are the rooms, halls, rest rooms, playgrounds, and other parts of your school kept clean? (Check one.)
____ 1) Yes, always clean.
____ 2) Yes, usually clean.
____ 3) No, sometimes dirty.
____ 4) No, always dirty.
____ 5) I have no opinion.
b. If some parts of the school are not kept as clean as you would like, tell what is not kept clean. _____
-
28. In your opinion, how often are parents treated considerately when they visit the school? (Check one.)
____ 1) Always or nearly always.
____ 2) Usually.
____ 3) About half the time.
____ 4) Seldom.
____ 5) Almost never.
____ 6) I have no opinion.

29. Do you welcome visits by parents? (Check one.)
____ 1) Yes.
____ 2) Uncertain.
____ 3) No.
30. a. In general, do you know your pupils' parents as well as you would like? (Check one.)
____ 1) Yes.
____ 2) Uncertain.
____ 3) no.
b. If you don't know the parents as well as you would like, what suggestions do you have for getting better acquainted? _____
31. a. In general, are you satisfied or dissatisfied with the way you are treated outside school by the people of the community? (Check one.)
____ 1) Very well satisfied.
____ 2) Pretty well satisfied.
____ 3) About half and half.
____ 4) Dissatisfied.
____ 5) Very much dissatisfied.
b. If there are ways that you are treated that you don't like, tell what they are. _____
32. Do you feel that the school does a good job or a poor job of telling the parents about the work of the school? (Check one.)
____ 1) Very good.
____ 2) Good.
____ 3) Fair.
____ 4) Poor.
____ 5) Very poor.
____ 6) I have no opinion.
33. How would you rate your own morale at the present time? (Check one.)
____ 1) Very high.
____ 2) High.
____ 3) Fair.
____ 4) Low.
____ 5) Very low.
34. In general, do you feel that you are "one of the gang" so far as the faculty of your school is concerned? (Check one.)

- _____ 1) Yes, I feel that I "belong", that I "count" for somethings, and that I am "wanted".
- _____ 2) Yes and no; I wonder about this; I am not certain.
- _____ 3) No, I feel that I am more or less of a "nobody" or an "outsider" and that I don't "count".
35. All things considered, are you satisfied or dissatisfied with the way you are treated in the school in which you teach? (Check one.)
- _____ 1) Very well satisfied.
- _____ 2) Satisfied.
- _____ 3) About half and half.
- _____ 4) Dissatisfied.
- _____ 5) Very much dissatisfied.
36. How often can you find enough time to prepare adequately for your teaching? (Check one.)
- _____ 1) Always or almost always.
- _____ 2) Usually.
- _____ 3) About half the time.
- _____ 4) Seldom.
- _____ 5) Never or almost never.
37. How much do you like or dislike your present teaching assignment? (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.
38. In general, how do you feel about supervising the student activities (clubs, plays, parties, etc.) which have been assigned to you this year? (Check one.)
- _____ 1) I like to supervise all of them.
- _____ 2) I like to supervise some of them.
- _____ 3) I don't like to supervise any of them.
- _____ 4) I am not in charge of any student activity.
39. Do you feel that you have too many or too few student activities to supervise this year? (Check one.)
- _____ 1) I have too many.
- _____ 2) I have about the right number.
- _____ 3) I have too few.
- _____ 4) I am not in charge of any student activity.

40. How do you feel about your advisement or counseling load? (Check one.)
- ☐ 1) It is much too heavy.
 - ☐ 2) It is somewhat too heavy.
 - ☐ 3) It is about right.
 - ☐ 4) I should like to have more advising or counseling to do.
 - ☐ 5) I don't do any advising or counseling.
41. All things considered, how good a job do you think the school in which you teach is doing? (Check one.)
- ☐ 1) Very good.
 - ☐ 2) Good.
 - ☐ 3) Fair.
 - ☐ 4) Poor.
 - ☐ 5) Very poor.
42. a. In general, how much help are you able to give your pupils with the social problems they face in their everyday life? (Check one.)
- ☐ 1) All of the help needed.
 - ☐ 2) Most of the help needed.
 - ☐ 3) About half of the help needed.
 - ☐ 4) Some of the help needed.
 - ☐ 5) Very little of the help needed.
 - ☐ 6) I have no opinion.
- b. If you are not giving your pupils all the help they need with these problems, what are the reasons? (Check all that apply.)
- ☐ 1) I don't have enough time.
 - ☐ 2) I'm not well enough trained.
 - ☐ 3) The pupils I'm not helping adequately don't want any help from me.
 - ☐ 4) I'm not supposed to do this in our school.
 - ☐ 5) We do not have the necessary facilities.
 - ☐ 6) Other. (Tell what.) _____
43. How much of your time is spent in "police" duties (hall duty, cafeteria or playground supervision, etc.)? (Check one.)
- ☐ 1) Far-too much.
 - ☐ 2) Too much.
 - ☐ 3) About the right amount.
 - ☐ 4) I have no "police" duties.

44. a. Do you feel that you have the academic freedom necessary for the most effective teaching? (Check one)
- ☐ 1) Yes, entirely so.
 - ☐ 2) Yes, for the most part.
 - ☐ 3) No, for the most part.
 - ☐ 4) No, I feel that I am severely restricted.
 - ☐ 5) I have never thought about this.
- b. If you feel that your academic freedom is not complete, in what ways and by whom is it limited? _____
45. Do you feel that the total work load (teaching, advising, supervising activities--"everything") is as equitably divided as possible among the teachers in your school? (Check one.)
- ☐ 1) Yes.
 - ☐ 2) Uncertain.
 - ☐ 3) No.
46. Do you feel that you teach too many or too few class periods each week? (Check one.)
- ☐ 1) Far too many.
 - ☐ 2) Somewhat too many.
 - ☐ 3) About the right number.
 - ☐ 4) Somewhat too few.
 - ☐ 5) Far too few.
47. In your opinion, how does your total work load compare with that of the other teachers in your school? (Check one.)
- ☐ 1) I think I'm carrying the lightest total work load.
 - ☐ 2) I think I am in the bottom $\frac{1}{4}$ in this regard (3/4 do more work than I do.)
 - ☐ 3) I think I am in the middle $\frac{1}{2}$ in this regard.
 - ☐ 4) I think I am in the top $\frac{1}{4}$ in this regard (3/4 do less work than I do).
 - ☐ 5) I think I am carrying the heaviest total work load in our school.
48. a..How valuable do you find the teachers' meetings, conferences, committee work, etc., carried on in your school to be? (Check one.)
- ☐ 1) Of great value.
 - ☐ 2) Of considerable value.
 - ☐ 3) Of some value.
 - ☐ 4) Of little value.

- _____ 5) Of no value.
- b. If you feel that these things are not so valuable as they might be to you, how do you think they could be improved? _____
49. a. How much of your time is taken up by faculty meetings, committee work, conferences, or other types of school meetings? (Check one.)
- _____ 1) Far too much.
- _____ 2) Somewhat too much.
- _____ 3) About the right amount.
- _____ 4) We need more of this in our school.
- _____ 5) I have no opinion.
- b. If you feel that too much of your time is taken up in this way, what changes do you feel should be made? _____
50. a. How often do you find it necessary to spend your own money for teaching materials or other supplies in order to do what you think should be done in your classes? (Check one)
- _____ 1) Never or almost never.
- _____ 2) Seldom.
- _____ 3) Sometimes.
- _____ 4) Often.
- _____ 5) Very often.
- b. If you have found it necessary to spend any of your own money for teaching materials or supplies, how do you feel about it? (Check one.)
- _____ 1) I don't mind doing this.
- _____ 2) I do not think I should have to do this.
- _____ 3) I strongly resent having to do this.
- c. If you have found it necessary to spend any of your own money for teaching materials or supplies, how much do you estimate that you have spent for this purpose so far this school year? (Check one.)
- _____ 1) Less than five dollars.
- _____ 2) Five to ten dollars.
- _____ 3) Ten to fourteen dollars.
- _____ 4) Fifteen to nineteen dollars.
- _____ 5) Twenty to twenty-nine dollars.
- _____ 6) Thirty to thirty-nine dollars.
- _____ 7) Forty to forty-nine dollars.
- _____ 8) Fifty or more dollars.

51. a. Do you feel that routine administrative details (checking attendance, signing slips, completing reports, records, forms, etc.) take up too much of your time? (Check one.)
____ 1) Yes.
____ 2) No.
____ 3) Uncertain.
b. If you feel that too much of your time is used for this purpose, in what ways do you believe the routine should be changed? _____
52. How do you feel about the size of your class or classes? (Answer either part a or part b.)
a. Answer here if you are an elementary-school teacher. (Check one.)
____ 1) It is too large.
____ 2) It is about right.
____ 3) It is too small.
b. Answer here if you are a secondary-school teacher. (Check one.)
____ 1) They are all too large.
____ 2) Most of them are too large.
____ 3) Most of them are about right.
____ 4) Most of them are too small.
____ 5) They are all too small.
53. In general, how many disciplinary problems do you have to contend with in your school? (Check one.)
____ 1) A great many.
____ 2) A fairly large number.
____ 3) Few or very few.
54. a. In general, how much help do you get from the administration with your disciplinary problems? (Check one)
____ 1) All or almost all of the help I need.
____ 2) Most of the help I need.
____ 3) Some of the help I need.
____ 4) Very little of the help I need.
____ 5) None or almost none of the help I need.
b. If you are not getting all the help you need with your discipline problems, what kind of help do you need and from whom? _____
55. a. In general, do you feel that you are or are not

sufficiently consulted about proposed school policies that affect you or your work? (Check one.)

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

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

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

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

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

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

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

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

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

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

- b. If you feel that you could use more supervisory help, what kinds of help do you need? _____
58. a. Are you satisfied or dissatisfied with the ways pupil progress is evaluated in your school? (Check one)
- _____ 1) Very well satisfied.
 - _____ 2) Satisfied.
 - _____ 3) About half and half.
 - _____ 4) Dissatisfied.
 - _____ 5) Very much dissatisfied.
 - _____ 6) I have no opinion.
- b. If you are dissatisfied with the ways pupil progress is evaluated, what changes do you feel should be made? _____
59. Which, if any, of the following tasks do you feel should not be considered a part of a teacher's normal duties? (Check all that you feel are "over and above" normal teaching duties.)
- _____ 1) Taking or selling tickets at school activities.
 - _____ 2) Occasional evening duties such as supervising dances, parties, etc.
 - _____ 3) Occasional Saturday excursions with students.
 - _____ 4) Conferences with parents after school hours.
 - _____ 5) Attending P.T.A. and other school-sponsored meetings involving the public.
 - _____ 6) Faculty meetings after school hours.
 - _____ 7) Class sponsorship.
 - _____ 8) Coaching dramatics, debates, etc.
 - _____ 9) Sponsoring extracurricular activities.
 - _____ 10) Coaching athletics.
 - _____ 11) Other. _____
60. To what degree do unpleasant personal relationships among the members of your teaching staff interfere with the effective functioning of the school? (Check one.)
- _____ 1) A great deal.
 - _____ 2) Considerably.
 - _____ 3) Some.
 - _____ 4) Little or not at all.
 - _____ 5) I am not aware of any unpleasantness in these relationships.
61. How often do you succeed in conducting your class or classes in a democratic manner? (Check one.)

- _____ 1) Always or almost always.
_____ 2) Usually.
_____ 3) About half the time.
_____ 4) Seldom.
_____ 5) Never or almost never.
_____ 6) I don't believe in this sort of thing.
62. a. All things considered, are you satisfied or dissatisfied with the way you are treated by the "administration" of your school? (Check one.)
_____ 1) Very well satisfied.
_____ 2) Satisfied.
_____ 3) About half and half.
_____ 4) Dissatisfied.
_____ 5) Very much dissatisfied.
b. If there are things that the administration does that you don't like, tell what these are. _____
63. a. Do you feel that your class or classes are too often interrupted by such things as phone calls, pupils excused, bulletins to be read, scheduled or unscheduled assembly programs, etc.? (Check one.)
_____ 1) yes.
_____ 2) no.
b. If you feel that there are too many interruptions, what suggestions can you give for reducing the number of interruptions? _____
64. Are you satisfied or dissatisfied with your prospects for advancement in the teaching profession? (Check one.)
_____ 1) Very well satisfied.
_____ 2) Satisfied.
_____ 3) About half and half.
_____ 4) Dissatisfied.
_____ 5) Very much dissatisfied.
_____ 6) I have no particular desire to improve my present status.
_____ 7) I do not intend to remain in the teaching profession.
65. a. Are you satisfied or dissatisfied with the salary schedule in your school? (Check one.)
_____ 1) Very well satisfied.
_____ 2) Satisfied.
_____ 3) About half and half.

_____ 4) Dissatisfied.

_____ 5) Very much dissatisfied.

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

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

_____ 1) Very well satisfied.

_____ 2) Satisfied.

_____ 3) About half and half.

_____ 4) Dissatisfied.

_____ 5) Very much dissatisfied.

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

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

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

F. SUGGESTED LETTER OF EXPLANATION TO ACCOMPANY THE
PARENTS' AND NON-PARENTS' INVENTORY

HOT SPRINGS PUBLIC SCHOOLS
Hot Springs, Montana
20 May 1952

Dear Citizen:

This questionnaire comes to you from your Board of Trustees and Superintendent of Schools.

Here is why we are asking you to fill out this questionnaire: The public schools of this community belong to the citizens of Hot Springs and surrounding districts 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 schools strive to do their part in making our community a better place in which to live and in which to make a living. Thus the citizens of the Hot Springs Community are the ultimate "customers" served by the schools.

Your Board of Trustees wants to find out how well satisfied these "customers" are. The only sure way to find this out is to go to the "customers" 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.

These questionnaires are being sent to all the parents who have children in the local schools at present. A slightly different questionnaire is being sent also to people who do not have children in the local schools at present. These questionnaires are headed "non-parent" opinion.

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.

Superintendent
Hot Springs Public Schools