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THE ATTITUDES AND OPINIONS OF PARENTS, PUPILS, AND  
TEACHERS CONCERNING THEIR HIGH SCHOOL AT  
ST. IGNATIUS, MONTANA

by

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B. A. Montana State University, 1954

Presented in partial fulfillment of the requirements for  
the degree of

Master of Education

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1957

Approved by:

  
Chairman, Board of Examiners

  
Dean, Graduate School

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## CHAPTER I

### THE PROBLEM

In any community the school is a big concern and it represents a great deal of time, effort, and money spent by the people in the community. The population of St. Ignatius and surrounding community is small and consists mostly of farmers and ranchers and their families. There is one public grade school and one public high school and it is this high school that is the concern of this work.

Since the children are the main concern of the school as well as of the parents, it is important that the teachers and the administrator know the attitudes and opinions of the children concerning the school. Not only does the school serve the pupils, but it also serves the parents. The parents are sending their children to school for one reason or another and it is the duty of the school to know what this reason is and to fulfill it.

School boards, administrators, and teachers should, by some reliable method, determine the attitudes and opinions of those whom they serve rather than infer these attitudes and opinions from unrepresentative contacts.

Another group important to the proper functioning of the school is the teachers. Their attitudes and opinions

of the school in which they work and the community in which they live are of importance to all concerned if they are to function properly and do the job which the community expects of them.

In this study an attempt has been made to obtain the attitudes and opinions of the pupils of St. Ignatius High School, their parents and their teachers, concerning their satisfaction or dissatisfaction with the high school.

Significance of the problem. Before a school can be effective the teachers must know the attitudes and opinions of both the parents and the pupils. They must understand the parents so that they can better work together to attain their common goal of educating the children for their place in society. The teachers should know the attitudes of the pupils whom they are teaching so that they will have a common understanding of what the pupil expects from them and the school. The attitudes and opinions of the teachers should also be made known so that some common understanding among the three groups might be reached.

Purpose of this study. This study attempted to find the areas of satisfaction and dissatisfaction of parents, pupils, and teachers concerning their high school at St. Ignatius, Montana. This information was obtained by using the Illinois Inventory of Parent Opinion, the Illinois Inventory of Pupil Opinion, and the Illinois

Inventory of Teacher Opinion.<sup>1</sup> Another purpose of the study was to discover whether secondary school pupils agreed or disagreed with the parents and teachers on matters associated with, and of concern to, the school.

Scope. The survey included all of the teachers of St. Ignatius High School, 95.9 percent of the pupils, and 81.6 percent of the parents. The survey attempted to find out the areas of satisfaction and dissatisfaction of the three groups and point out the areas of agreement and disagreement among parents, pupils, and teachers.

Limitations. Any questionnaire dealing with attitudes and opinions has definite limitations. The limitation of non-return of questionnaires was eliminated from the pupil and teacher surveys, but there are many limitations of the parent questionnaire which could not be eliminated, such as non-return, wrong interpretation of questions, and many others.

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<sup>1</sup>Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), pp. 153-217.

## CHAPTER II

### METHOD OF RESEARCH

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

Instruments used. The Illinois Inventory of Teacher Opinion was the first to be administered. This was done at an afternoon meeting of the teachers. As much as possible was done to guarantee each teacher anonymity. They were instructed not to sign their name, to print any comments asked for, and to leave out all personal information such as age and sex.

The following week an announcement was made at a regular P.T.A. meeting that in the near future all the parents of high school students would receive the Illinois Inventory of Parent Opinion through the mail. The purpose of the survey was explained and the cooperation of the parents was solicited. The next day the inventory was sent to the parents with a letter to explain it and its purpose. This letter of explanation is in Appendix G. A stamped, self-addressed, return envelope was also enclosed so that it would be easier for the parents to return the inventory when completed. One hundred three inventories were sent out. During the following two days



a great many of them were returned. So that the possibilities of a good return might be increased, a postal card was sent to all of the parents reminding them to fill out and return the inventory. A copy of this follow-up postal card is in Appendix H. Eighty four, or 81.6 percent, of the inventories were returned and this, according to Hand, is a very good return.<sup>1</sup>

On a day when attendance was very good in school the Illinois Inventory of Pupil Opinion was administered to the students. One hundred twenty eight students, which represented 95.9 percent of the enrollment for that day, were all gathered into one assembly so that all of them would be answering the questions under the same conditions. The purpose of the inventory was explained to them and they were guaranteed anonymity. In the pupil group were sixty girls and sixty-eight boys. Nine of the girls were in the twelfth grade, fifteen were in the eleventh grade, sixteen were in the tenth grade, and twenty were in the ninth grade. Nine of the boys were in the twelfth grade, thirteen were in the eleventh grade, twenty-one were in the tenth grade, and twenty-five were in the ninth grade.

Treatment of the data. All inventories were examined as each was returned to see if any should be

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<sup>1</sup>Harold C. Hand, What People Think About Their Schools (New York: World Book Company, 1948), p. 80.

eliminated from the study for such reasons as questions answered incorrectly as a result of wrong interpretations of the questions or answers not given as directed. None were eliminated from the study.

Tally sheets were constructed so that the tabulations could be made more accurately and easily. The first inventories to be tabulated were those filled out by the teachers. Since all personal information was left out of the teacher inventory because of the small number of teachers involved, they were not broken down into sub-groups for purposes of tabulation. When the answers to each question were tabulated, the number giving each response was totaled and converted to a percent of the total.

For purposes of tabulation and to give a more accurate picture of the results, the pupil inventories were divided into eight sub-groups according to the sex and grade in school of the respondents. The inventories in each of these sub-groups were tabulated and the number giving each response was totaled. The results of this survey were reported according to the number of responses from each of these sub-groups on each item.

The inventories of parent opinion were not broken down into sub-groups for purposes of tabulation, but they were tabulated as one group. They were not broken down according to occupation of the parent because of the seventy-six who gave their occupation, 80.3 percent were

farmers and ranchers. The remainder of the parents responding to this question were engaged in labor, business, teaching, and professional and clerical work. All of the groups other than the farmer group were too small to attach any significance to their responses.

The parent inventories were tabulated according to the number of years the responding parent had attended school himself; however, the findings of the survey were not reported in light of this breakdown because most, or 65.5 percent, had attended secondary school while only 17.9 percent had attended college and 16.6 percent had attended only elementary school. After having tabulated the inventories according to the educational level of the parents it was found that there was no noticeable difference between the answers of one group and the answers of another. Therefore, the results of the parent survey are presented with the parents having been considered as one group.

## CHAPTER III

### REVIEW OF THE LITERATURE

Much has been written concerning the use of the questionnaire and its value as a device for acquiring information. In this study the main concern with the questionnaire used was whether or not it would point out the areas of satisfaction and dissatisfaction with the school.

Harold C. Hand had this to say about the questionnaire and its value as a device for sampling public opinion on school associated considerations:

In most cities and towns in this country the public schools are sitting ducks for charges that might be made against them. The majority of schools are inviting attack for the simple reason that they have never made an inclusive and reliable audit to find out just what opinions the public has about them.

Schools can avoid such unpleasant situations by the systematic polling of their patrons in order to find out what attitudes they have toward the public schools.<sup>1</sup>

The questionnaire makes it possible to find out how the patrons feel about the school in general and to check on the specific things about the school which are displeasing to individuals. This makes it possible to identify the specific aspects of the school program that are not satisfactory and which should be attended to before major trouble develops.

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<sup>1</sup>Harold C. H and, "Is Your School a Sitting Duck?" N.E.A. Journal, 42:282, May, 1953.

In many instances it is possible for a few dissatisfied persons to express their opinions to such an extent that this dissatisfaction seems to be the opinion of the school patrons in general. As Hand says:

. . . where public-opinion polls have demonstrated widespread approval of the local school system, it is no longer possible for the prejudiced attitudes of a few malcontents to masquerade successfully as a majority opinion.<sup>2</sup>

The purpose of any school survey should not be to look only for the disagreeable things about the school, but it should also look for the things which satisfy the community in general and the pupils attending the school and their parents and teachers in particular. This was well stated by William D. Arnold when he said:

It should be emphasized that a survey is not an 'investigation' in the sense of looking at the bad only, nor is it concerned with fixing blame upon individuals. Its goal invariably should be an improvement of school practice.<sup>3</sup>

The survey is only a starting point for any improvements in school practice. Once the survey has been made it is then up to the school officials to make any changes which appear to be necessary so that the majority of the school patrons will be satisfied with

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<sup>2</sup>Ibid.

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

the work of the school. As Henry Harap has said, ". . . it takes a survey plus a willing and alert administrator to achieve results."<sup>4</sup> Any survey made is of little value at all unless the officials of the school treat it as serious business and do something to correct any bad situations which have been revealed.

The real value of the school survey is not to find what people think about the school in general, but to find out how they feel about certain specifics within the school. Even though a group such as the parents, pupils, or teachers may be satisfied with education and their school in general, they may be so dissatisfied with certain specifics within the school that a great deal of difficulty could arise. Elmo Roper has this to say about the American people and their thoughts on education:

Taken all in all, the survey makes one inescapable point. When Americans think about education they are complacent as a whole and dissatisfied in particular; they feel that the over-all situation is sunny<sup>5</sup> but not so good at the school down the street.

In reviewing some of the school opinion surveys done in the state of Montana it can be seen that the people in the various communities studied were satisfied with the schools in general but expressed dissatisfaction regarding specific areas within the school. This was also

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<sup>4</sup>Henry Harap, "Do School Surveys Produce Results?" Nation's Schools, 49:35-38, March, 1952.

<sup>5</sup>Elmo Roper, "What U. S. Thinks About Its Schools," Life Magazine, 29:11-18, October 16, 1950.

true of the parent, non-parent, pupil, and teacher groups involved in these studies.

In "A Survey of the Opinions of Pupils and Teachers Concerning Their High School at Ronan, Montana," Russell Wasley found that the two groups surveyed were satisfied in general with Ronan High School, but there were many areas of dissatisfaction uncovered by the survey.<sup>6</sup> As a result of this study many recommendations were made for the purpose of improving the school.

In Willard Smith's "A Survey of the Attitudes of the Hot Springs Community Towards Its Schools," it was found that in all of the groups included in the survey there existed many similar opinions and many opinions which were very different. This study was expanded to include people in the community who were not parents of children in school at the time the survey was made. The greatest differences of opinion seemed to be between the parent and the non-parent groups.<sup>7</sup>

"A Survey of Parent and Pupil Opinion of the Public School of Froid, Montana," was made by Richard P. Solga. In conducting this survey Solga also found the parents and pupils to be dissatisfied with some specifics

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

<sup>7</sup>Willard J. Smith, "A Survey of the Attitudes of the Hot Springs Community Towards Its Schools" (unpublished Professional paper, Montana State University, Missoula, Montana, 1953).

within the school and he made a number of recommendations which he thought would improve the school.<sup>8</sup>

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<sup>8</sup>Richard P. Solga, "A Survey of Parent and Pupil Opinion of the Public School of Froid, Montana" (unpublished professional paper, Montana State University, Missoula, Montana, 1955).



## CHAPTER IV

### THE ATTITUDES AND OPINIONS OF PARENTS, PUPILS, AND TEACHERS

In this chapter the attitudes and opinions of the three groups included in the survey are compared. The questions and their answers which are treated in this chapter are those which appeared on each of the three inventories.

The responses to the questions found on the parent inventory only are given in the tables in Appendix A and on the parent inventory in Appendix D. The responses to the questions found on the pupil inventory only are given in the tables in Appendix B and in the pupil inventory in Appendix E. The responses to the questions found on the teacher inventory only are given in the tables in Appendix C and in the teacher inventory in Appendix F. Because the number of respondents who gave no response is not indicated the number responding to a question does not always equal the total number surveyed.

#### I. GENERAL RATING OF PARENT, PUPIL, AND TEACHER SATISFACTION-DISSATISFACTION

The first question on all three inventories was, "In general, are you satisfied or dissatisfied with your school?" As is shown in Table I, there was more

dissatisfaction shown by the parents and teachers than there was shown by the pupils; however, there were only 3.5 percent of the parents and 10 percent of the teachers who expressed dissatisfaction. This higher percent of teachers expressing dissatisfaction may be due to the small number of teachers involved in the study. In answering this question 83.3 percent of the parents said that they were either "very well satisfied" or "satisfied," 82.8 percent of the pupils said that they were either "very well satisfied" or "satisfied," and 70 percent of the teachers gave the same responses. There was a great deal of agreement among the three groups, especially between the parents and the pupils. The remainder of the groups were about half satisfied and half dissatisfied except for one pupil who gave no response.

## II. SATISFACTION-DISSATISFACTION WITH SPECIFICS

Treatment by the teachers and other school officials. The three groups were asked, "In general, are you satisfied or dissatisfied with the way pupils are treated by the teachers and other school officials?" As is shown in Table II, there was more agreement between the parents and pupils on this question than there was between the teachers and either of the other two groups. Of the reply groups, 85.7 percent of the parents and 75.0 percent of the pupils said that they were either "very well satisfied" or "satisfied". Only 20 percent of the teachers

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

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Very well satisfied	21.4	25.8	30.0
Satisfied	61.9	57.0	40.0
Half and half	13.2	16.4	20.0
Dissatisfied	2.3		10.0
Very dissatisfied	1.2		
No opinion		0.8	

expressed satisfaction on this question. Only 8.3 percent of the parents and 17.2 percent of the pupils expressed "half satisfaction" and "half dissatisfaction" while 60 percent of the teachers gave this reply. Of the three groups 2.4 percent of the parents, 6.3 percent of the pupils, and 20 percent of the teachers expressed "dissatisfaction" with the way pupils were treated by teachers and other school officials.

Those who were dissatisfied were asked for a written comment stating their reasons for dissatisfaction. The following are some of the replies given by the parents.

"Not enough consideration given to the individual; too much partiality."

"Child discouraged instead of encouraged after illness puts her behind in her studies."

"Taking off credits for time off when pupil is willing to make up time. Not allowing pupil to make up time."

The following are some of the replies given by the pupils.

"As I have missed much school, I would like it if they would be more encouraging instead of saying, 'I don't see how you can ever think you will get it all made up!'"

"They never seem to want to help you with little things or on any other matter. They are always too busy

TABLE II

IN GENERAL, ARE YOU SATISFIED OR DISSATISFIED WITH  
THE WAY PUPILS ARE TREATED BY THE TEACHERS  
AND OTHER OFFICIALS OF YOUR SCHOOL?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Very well satisfied	29.8	24.2	
Satisfied	55.9	50.8	20.0
Half and half	8.3	17.2	60.0
Dissatisfied	2.4	4.7	20.0
Very much dissatisfied		1.6	
No opinion	3.6	1.6	

explaining and half of them don't do that very clearly."

"My teacher is unfair in English some of the time."

"They treat me like a bum."

"Give out time for unimportant things."

"Some of them seem to have pets."

"The athletic coach thinks that if you don't go out for track you have no guts or are a coward."

"Some kids get away with murder while others can't do a thing out of line without getting time."

The second question the three groups were asked concerning treatment of pupils by teachers and other officials was, "In general, how often do the teachers and other school officials treat the pupils fairly?" As is shown in Table III, the replies to this question are quite varied among the three groups. None of the parents and none of the teachers thought that the pupils were "seldom" or "never treated fairly," while 3.2 percent of the pupils indicated that this was the case. The percent of each group who thought that the pupils were "always" or "usually treated fairly" was nearly the same. It was the opinion of 88.0 percent of the parents, 83.6 percent of the pupils, and 80 percent of the teachers that the pupils were "always" or "usually treated fairly". No opinion was expressed or no response was given by those remaining in each group.

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

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Always or almost always	57.1	41.4	10.0
Usually	30.9	42.2	70.0
About half the time	4.8	6.2	20.0
Seldom		1.6	
None or almost none		1.6	
No opinion	4.8	6.2	
No response	2.4	0.8	

The Discipline in the school. The three groups were asked, "In general, is the discipline in your school too strict or not strict enough?" As Table IV shows, none of the parents, none of the teachers, and only 2.4 percent of the pupils thought that the discipline was "too strict". In the parent group 65.5 percent thought that the discipline was "about right" and in the pupil group 87.5 percent thought that it was "about right". All of the teachers, 22.6 percent of the parents, and 4.7 percent of the pupils expressed the opinion that the discipline was "not strict enough". The remainder of the parents and pupils either expressed no opinion or gave no response.

Some of the comments of the parents and pupils who were dissatisfied with the discipline were:

"I think they should let us know more often when they are proud of us instead of so often just telling us what we are at fault in."

"The thing about discipline in this school that I don't like is the idea of making up time for some slight offense."

"The way some people monkey around in general science."

"I don't like the way we are taught English III."

"It varies too much. I wish the teachers would get together."



TABLE IV

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

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Much too strict		0.8	
Too strict		1.6	
About right	65.5	87.5	
Not strict enough	20.2	3.9	80.0
Nowhere near strict enough	2.4	0.8	20.0
No opinion	7.1	5.5	
No response	4.8		

"The teachers tell the kids what to do and the kids just ignore it."

"Punishing everyone for something just one person did."

"Kids showing off all the time."

The following two comments were the only ones given by the parents.

"I understand that the students are allowed to skip school with little or no fear of punishment."

"Often children are not polite. Too many parties and petting. Pupils do not stay inside at parties. Smoking."

The failure of the administration to stand behind the disciplinary measures taken by the teachers seemed to be one of the greatest causes for teacher dissatisfaction. The teachers were asked how much help they received from the administration with their discipline problems and nine or 90 percent of them said they received less than all of the help they thought they needed from the administration. The teachers who felt they were not getting all of the help they needed were asked to tell what kind of help they needed and from whom, and responded as follows:

"I think there should be someone to back up what you try to do."

"We need to be backed up by the administration."

"We need more backing from the administration!"

"A general situation--each teacher is required to take care of his own."

The way pupils treat one another. The three groups were asked, "In general, how often do the pupils in your school treat one another fairly and kindly?" The replies of the three groups to this question are found in Table V. Of the parent group, 77.4 percent expressed the opinion that the pupils "always" or "usually" treated one another fairly and kindly while 61.7 percent of the pupils and 60 percent of the teachers expressed this same opinion. Perhaps the parents were not aware of so much unfairness and unkindness as the pupils and the teachers were. Only 2.4 percent of the parents, 5.5 percent of the pupils, and 10 percent of the teachers thought that the pupils "seldom" or "never" treated one another fairly and kindly. The opinion that the pupils treated one another fairly and kindly about "half the time" was expressed by 27.3 percent of the pupils, 30 percent of the teachers, and only 8.3 percent of the parents.

The amount of homework done and required. On the parent inventory the parents were asked to indicate how much time their children spent on homework each day. The pupils were asked to indicate how much time they spent on homework each day and the teachers were asked to tell how much homework they attempted to require of each pupil every day. Table VI shows the replies to each of the three questions. The percent of parents giving each response

TABLE V  
IN GENERAL, HOW OFTEN DO THE PUPILS IN YOUR SCHOOL  
TREAT ONE ANOTHER FAIRLY AND KINDLY?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Always or nearly always	25.0	11.7	
Usually	52.4	50.0	60.0
About half the time	8.3	27.3	30.0
Seldom	2.4	4.7	10.0
Almost never		0.8	
No opinion	10.7	5.5	
No response	1.2		

TABLE VI  
AMOUNT OF HOMEWORK DONE BY PUPILS AS REPORTED BY  
PARENTS AND PUPILS AND AMOUNT REQUIRED  
OF PUPILS AS REPORTED BY TEACHERS

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
None	4.8	8.6	10.0
Less than ½ hour	21.4	19.5	40.0
Between ½ and 1 hour	32.1	32.8	40.0
Between 1 and 1½ hours	20.2	21.1	10.0
Between 1½ and 2 hours	9.5	10.1	
More than 2 hours	5.9	2.3	
No opinion	2.4	3.9	
No response	3.6	1.6	

was nearly the same as the percent of pupils giving the same response. In the parent group 26.2 percent said that their child did "no homework" or "less than half an hour" of homework and in the pupil group 28.1 percent indicated the same thing. Of the teacher group, 50 percent said that they required "none" or only "half an hour" of homework. Of the parent group, 52.3 percent said that their children spent from "one-half to one and one-half hours" per day on homework while 53.9 percent of the pupil group gave the same response. The remaining 50 percent of the teachers said that they attempted to require this amount of homework each day. In responding to these questions 15.4 percent of the parents thought that their children spent more than one and one-half hours each day on homework and 12.4 percent of the pupils expressed the same opinion. None of the teachers indicated that they attempted to require this much homework of their pupils. The remaining parents and pupils either expressed no opinion or gave no response.

Usefulness of what the pupils are studying. The three groups were asked to indicate how much of what the pupils were studying in school they thought would be useful to them in everyday living. There was a great deal of agreement between the parents and the pupils on this question. The opinion that "everything" or "most" of what the pupils were studying would be useful to them in everyday

living was expressed by 79.7 percent of the parent group, 71.8 percent of the pupil group, and 60 percent of the teacher group. All of this is shown in Table VII along with the fact that about 14 percent of the parents, 19 percent of the pupils, and 30 percent of the teachers thought that only "about half" of what the pupils were studying would be useful to them in everyday living. Only 1.2 percent of the parents and 1.6 percent of the pupils thought that "very little" of what was being studied would be useful. The remainder of the parents, pupils, and teachers either expressed no opinion or gave no response.

The three groups were asked to tell the things the pupils were studying which would not be useful to them. None of the parents wrote an answer to this request, but two of the teachers and some of the pupils did. The following are the two replies given by the teachers:

"Some of the general required courses such as history, some of the sciences, and some parts of the English courses."

"Athletics should be dropped from the school program."

The following is a complete list of the things mentioned as not useful by the pupils with the frequency

TABLE VII

HOW MUCH OF WHAT PUPILS ARE STUDYING IN SCHOOL WILL  
BE USEFUL TO THEM IN EVERYDAY LIVING?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Practically everything	33.3	27.3	20.0
Most	46.4	44.5	40.0
About half	14.3	18.7	30.0
Less than half		4.7	
Very little	1.2	1.6	
No opinion	4.8	3.1	10.0



of mention of each one.

<u>21</u>	English
<u>20</u>	History
<u>11</u>	Algebra
<u>6</u>	Geometry
<u>3</u>	American government
<u>2</u>	General science
<u>2</u>	Biology
<u>1</u>	Chemistry
<u>1</u>	Physical education

The parents, pupils, and teachers were asked if they thought there were things which the pupils should have been learning that were not being taught in their school. The replies of the three groups to this question are given in Table VIII. Again, on this point there was a great deal of agreement between the parent and pupil groups. Of the parents, 17.8 percent expressed the opinion that there was nothing the pupils should have been learning that was not being taught in the schools, and 23.1 percent of the pupils and 10 percent of the teachers gave the same reply. The opinion that there were a "few things" not being taught which the students should have been learning was expressed by 48.8 percent of the parents, 48.4 percent of the pupils, and 80 percent of the teachers. Only 1.2 percent of the parents and 2.3 percent of the pupils said that there were "many things" which the school should have been teaching that were not being taught. The remaining parents, pupils, and teachers either expressed no opinion or gave no response. Those in each of the three groups who thought that there were things the pupils should be learning

TABLE VIII

ARE THERE THINGS WHICH THE PUPILS SHOULD BE LEARNING  
RIGHT NOW WHICH ARE NOT BEING TAUGHT IN YOUR SCHOOL?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
No, none	17.8	28.1	10.0
Yes, a few things	48.8	48.4	80.0
Yes, many things	1.2	2.3	
No opinion	25.0	21.1	10.0
No response	7.1		

which were not being taught were asked to tell what these things were.

Of the parents, driver training was mentioned by six, a foreign language was mentioned by three, and art was mentioned by one.

Four teachers said that a foreign language should have been taught and each of the following was mentioned once: art, hygiene, psychology, distributive education, and more vocational education.

The following are the subjects the pupils thought they should have been offered with the frequency of mention of each one.

<u>42</u>	Foreign language
<u>9</u>	Driver training
<u>4</u>	Art
<u>2</u>	Second year of typing
<u>2</u>	Office practice
<u>2</u>	Higher math.
<u>2</u>	Drafting
<u>2</u>	Auto mechanics
<u>1</u>	Sex education
<u>1</u>	Ballroom dancing
<u>1</u>	Geography

Adequacy of the school's equipment and facilities.

The three groups were asked, "Does your school have as much equipment as it needs?" The replies of the three groups to this question are given in Table IX. None of the teachers, 13.1 percent of the parents, and 14.1 percent of the pupils thought that the school had "everything" that it needed. The opinion that the school had "most" of the equipment that it needed was expressed by 58.3 percent

of the parents, 58.6 percent of the pupils, and 50 percent of the teachers. Only 7.1 percent of the parents and 20.3 percent of the pupils thought that the school had "little" of the equipment needed, while 50 percent of the teachers expressed this opinion. The pupils and teachers would be in a position which would make them more aware of any shortages in equipment.

The three responding groups were asked to indicate what equipment they thought the school should have that it did not have at the time and the only group to write any comments were the pupils. The following are some of their comments.

"It needs a new gym and shop."

"It needs a newer and larger gym."

"It needs new Vo-Ag buildings."

"It needs more animal and Bible books."

"Laboratory equipment."

"A little bigger school building."

In regard to facilities the three groups were asked, "Do you think your school is overcrowded?" As is shown in Table X, 52.4 percent of the parents, 79.7 percent of the pupils, and 50 percent of the teachers said that the school was not overcrowded. The opinion that the school was "somewhat" overcrowded was expressed by 26.2 percent of the parents, 14.8 percent of the pupils, and 50 percent of the teachers. None of

TABLE IX  
DOES YOUR SCHOOL HAVE AS MUCH EQUIPMENT AS IT NEEDS?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Everything it needs	13.1	14.1	
Most of what it needs	58.3	58.6	50.0
Little of what it needs	7.1	20.3	50.0
No opinion	15.5	6.2	
No response	5.9	0.8	

TABLE X  
DO YOU THINK YOUR SCHOOL IS OVERCROWDED?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
No	52.4	79.7	50.0
Yes, somewhat	26.2	14.8	50.0
Yes, seriously	4.8	4.7	
No opinion	11.9	4.7	
No response	4.8	0.8	

the teachers said that the school was "seriously" overcrowded and only 4.8 percent of the parents and 4.7 percent of the pupils said that the school was "seriously" overcrowded. The remainder of the parents and pupils either expressed no opinion or gave no response.

Cleanliness of the school. Each of the three groups was asked, "Are the rooms, halls, rest rooms, play grounds, and other parts of your school kept clean?" The replies given to this question are found in Table XI. None of the teachers, 32.1 percent of the parents, and 31.2 percent of the pupils expressed the opinion that the school was "always" clean. Of the parents, 51.2 percent thought that the school was "usually" clean and only 7.1 percent said that the school was "sometimes" dirty. Of the pupil group, 58.6 percent said that the school was "usually" clean, 5.5 percent said that the school was "sometimes" dirty, and 0.8 percent, or one pupil, thought that the school was "always" dirty. The opinion that the school was "usually" clean was expressed by 80 percent of the teachers and 20 percent said that it was "sometimes" dirty. The gym and the shop were mentioned as places that were not kept clean. No parent or teacher expressed the opinion that the school was always dirty.

TABLE XI

ARE THE ROOMS, HALLS, REST ROOMS, PLAYGROUNDS, AND  
OTHER PARTS OF YOUR SCHOOL KEPT CLEAN?

Reply	Percent of Parents N=84	Percent of Pupils N=128	Teachers N=10
Yes, always clean	32.1	31.2	
Yes, usually clean	51.2	58.6	80.0
No, sometimes dirty	7.1	5.5	20.0
No, always dirty		0.8	
No opinion	5.9	3.1	
No response	3.6	0.8	



### III. THE MOST LIKED AND DISLIKED CHARACTERS OF THE SCHOOL

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

"There is little or no snobbery. Most of the children are pretty much on the same social level."

"Every child has an equal opportunity."

"Being small enough to know the child."

"Friendly teachers."

"It is modern, well lighted, warm, and clean."

"Modern facilities."

"Small and friendly."

"Not too big, not too small. Good transportation."

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

"The thing I like most about the school is it's friendly kids."

"The teachers."

"The school is kept clean and the students are friendly."

"The friendly manner between most of the kids and the teachers."

"The way most of the kids get along together as a group."

"All of the people in it and associated with it are very nice."

"Sports, teachers and the way the school is run."

"It has more free agency."

"The new building."

"The whole school."

"The selection of subjects offered."

"I like the playground facilities."

"The school is so easy."

"It is fun to play ball."

What teachers like most about the school. The teachers were asked to tell the one thing they liked most about the school and the following are all of the replies given.

"The friendly manner that exists between teacher and pupil."

"The new building."

"The faculty to work with, the students, and the location."

"Friendliness of teachers, students and community."

"Faculty members are, as a rule, cooperative."

"Freedom to teach in the way you think best."

"Teachers as a whole work together. Administration is democratic."

"Teacher relationship among 90 percent of the faculty."

"The coaching part."

"Community relations--friendliness."

What parents most dislike about their child's school. In response to the question, "What is the one thing that you most dislike about your child's school?" the following written replies were given.

"Grounds poorly kept."

"The city streets and their mud holes."

"The idea of steady dating instead of the whole school mixing."

"Too crowded."

"One teacher using foul language around pupils."

"Too much emphasis on high school sports."

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

"Algebra."

"The principal."

"The small gym."

"Writing on the walls."

"Its poor musical standards."

"I think more emphasis should be placed on something besides sports!"

"Not enough kids dance or attend the dances."

"There isn't one thing that I dislike about my school."

"Not enough subjects offered."

"In one class I am not learning a thing."

"The attitude of some of the students toward each other."

"The teachers that make you work too hard."

"Too many groups. It is hard for a downtrodden person to get up again."

What teachers most dislike about the school. The teachers were asked to tell the one thing they most disliked about the school and the following are the replies given.

"The discipline of far too many students that is overlooked."

"The lack of discipline."

"The manner in which discipline is enforced by the administration."

"Lack of facilities and discipline."

"Facilities."

"Lack of the teachers' desire to carry their share of the duties other than regular classroom work."

"Discipline situation--students waste too much time."

"No discipline."

"Some students have way too much freedom."

"Discipline problems--students not being interested."

#### IV. SUGGESTIONS FOR THE IMPROVEMENT OF THE SCHOOL

The three groups were asked to give any suggestions they might have had to offer for the improvement of the school. None of the parents did this, but most of the pupils and teachers did.

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

"Teach a driver training course."

"The school should have a better band."

"Some of the smart alecs should be cut down to their size."

"More and stricter discipline."

"Pay more tribute to the value of Vo-Ag."

"More discipline and respect for the teachers."

"Have higher drinking fountains."

"They should build some classrooms on the high school and move the second grades back to the grade school."

"Get some pencils. I'm down to stubs."

"Things for the Home-Ec. room."

"We could use a new gym and a track."

"Get some new teachers."

"I think we should have a seven period day instead of six periods. A few more subjects could be added."

Teachers' suggestions for the improvement of the school. The last item on the teacher inventory asked them to write any suggestions they had for the improvement of the school and the following are all of the replies given.

"No outlook for teachers to advance in salary or otherwise. More subjects should be offered."

"The only thing that might help this school is federal aid to education!"

"Really crack down on discipline, cut down on number of activities, cut down on passes out of your classes, enlarge facilities, and raise teachers' salaries."

"Stricter discipline should be carried out. Boys and girls should not be allowed to become so familiar with one another in the halls and classrooms of the school."

"More space--an auditorium for music, speech, and play activities would help. There is no time to use the gym as athletics have, as they should, priority on the schedule."

"There should be more guidance for the students, better facilities, and higher pay for teachers so that the majority of teachers won't leave each year."

"More money for teachers to keep them happy and willing to stay in the system."

#### V. SUMMARY

From this analysis of the parent, pupil, and teacher inventories, it is readily apparent that the three groups are generally satisfied with the work of the school, but there are specifics within the school which result in a considerable amount of dissatisfaction. The teachers are probably the most dissatisfied group and their dissatisfaction seems to stem from their opinion of the discipline in the school and the help that they get when it comes to enforcing their disciplinary measures. In Chapter V the attitudes and opinions expressed by the parents, pupils, and teachers are used as a basis for the recommendations and suggestions made.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was to determine the attitudes and opinions of parents, pupils, and teachers concerning their high school at St. Ignatius, Montana. The information used in this study was obtained by administering the Illinois Inventory of Parent Opinion to all of the parents having children in St. Ignatius High School. The parent inventory, accompanied by a letter of explanation and a self-addressed return envelope, was mailed to all of the parents of high school pupils. One hundred-three inventories were sent out and eighty-four or 81.5 per cent were returned completed. The answers to the questions on the returned parent inventories were tabulated and the results of this survey were given in Chapter IV.

The Illinois Inventory of Pupil Opinion was administered to the pupils of St. Ignatius High School on a day of high attendance. The inventory was completed by one hundred and twenty-eight students or 95.9 per cent of the total enrollment on that day. After the inventories were completed the answers to each question were tabulated according to whether the respondent was a boy or a girl



and according to the grade in school. The results of this survey were given in Chapter IV.

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

## II. CONCLUSIONS

Parent survey. In general, the majority of the parents were satisfied with the high school at St. Ignatius, Montana, but there was some dissatisfaction expressed concerning certain aspects of the school's program.

Most of the parents were satisfied with the way their children were treated by the teachers and other school officials; however, the question concerning discipline received many dissatisfied responses.

The parents were quite satisfied with the way the pupils in the school treated one another and the majority of them thought that their school child was "one of the gang" in the school.

Over half of the parents thought that their children were getting less than they could from their school work and they indicated that a lack of effort on the part of the pupils and not enough individual help by the teachers were the two principle reasons for this. This failure of the pupils to get as much as they could out of their school work may be due to the amount of homework they did. Most of the parents said that their children spent from one-half to two hours doing homework each school day and many said that their children did no homework or less than one-half hour of homework each day.

Although the majority of the parents expressed the opinion that "everything" or "most" of what was being taught in the school would be useful to the pupils in everyday living, over half of them said that there were some things not being taught which their children should have been learning. They were asked to tell what these things were and driver training, a foreign language, and art were each mentioned once.

When asked about their child's participation in extra-curricular activities only a small number of parents indicated that their children took part in too many or too few of these activities. The majority expressed the opinion that their children took part in as many activities as the parents thought they should.

When asked about the amount of money children found it necessary to take to school only slightly more than half of the parents expressed the opinion that it took about the "right amount" of money.

The lunch arrangements in the school met with a great deal of approval with only a very few parents expressing dissatisfaction in this regard.

The questions concerning the school's equipment and physical plant received mostly satisfactory answers. The majority of the parents thought that the school had "everything" or "most" of the equipment needed, and that the school was "always" or "usually" clean.

The great majority of the responding parents thought they were treated as well as they should be treated when they visited the school. Only a small number said that they were treated well sometimes or that they were not treated as well as they should have been.

When asked to indicate whether or not they knew as much about the school as they would like to know, one half of the parents gave a favorable response while the others said that they did not know as much about the school as they would like to know or gave no response at all.

More emphasis on teaching children to get along with others, more attention to public and social speaking, more study by the teachers of the abilities, aptitudes,

and interests of all children, and more study of how to use money wisely were the four things most frequently mentioned when the parents were asked what things they would like to see the school do more about.

The question of teacher's pay was presented to the parents. Not one parent said that the teachers were paid "too much" and nearly half of them said that the teachers were not receiving enough pay. The opinion that the teachers were receiving "about the right amount" of pay was expressed by less than half of the parents.

Pupil survey. In general, the pupils of St. Ignatius High School, like their parents, were satisfied with their school. None of them expressed dissatisfaction and only a small number indicated half dissatisfaction.

Most of the pupils were satisfied with their treatment by teachers and other school officials, only a small number said that they were "seldom" or "almost never" treated fairly.

The pupils were more satisfied with their treatment by the teachers and other school officials than they were with their treatment by the other pupils. Only slightly more than half of them thought that they were "one of the gang" in school and that the pupils "always" or "usually" treated one another fairly and kindly.

The great majority of the students thought that the discipline in the school was "about right", but nearly

one third of them said that the teachers were "too changeable" in their discipline. These two points of view are not consistent.

Most of the pupils thought that they were getting less than they could get out of their school work even though the majority of them expressed the opinion that "practically everything" or "most" of what they were studying would be useful to them in everyday living. Those who thought that they were studying some things that would not be useful were asked to tell what these things were and the three things mentioned most were English, history and algebra.

About half of the students said that they took part in as many extra-curricular activities as they thought they should. A much greater number of parents thought that their children took part in as many activities as they thought they should.

Just over half of the students said that there were things not being taught in the school which they should have been learning, and when asked what these things were the item mentioned most was "a foreign language".

More students thought that it took "too much" money to participate in school life than thought that it took "about the right amount". The responses of the

pupils to this question were nearly the same as the responses of their parents.

The school's lunch arrangements, equipment, and facilities met with a great deal of student approval. Like the parents, very few of the students were dissatisfied with these specifics.

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

Teacher survey. In general, the faculty of St. Ignatius High School was more dissatisfied with the school than either the parents or the pupils. Only half of the faculty said that their morale was high and that they were satisfied with their teaching positions. The morale of the other half was either fair or low and they expressed some dissatisfaction with their teaching positions.

The majority of the teachers were satisfied with the school in general, the administration of the school, and their treatment by the people of the community.

Intra-staff relations seem to have caused a considerable amount of teacher dissatisfaction. Most of the teachers thought that unpleasant relationships were interfering with the effective functioning of the school and not one of the teachers was unaware of unpleasant relationships among the staff members.

All of the teachers said that they were dissatisfied with the salary schedule and the majority of them expressed some dissatisfaction with their prospects for promotion and advancement in the teaching profession.

The teachers were very dissatisfied with the discipline in the school and the backing they received from the administration when trying to enforce discipline. Every teacher said that the discipline was not strict enough and all but one of them said that they received less than all of the help they thought they needed from the administration with their disciplinary problems.

Nearly all of the teachers said that they liked their teaching assignments and most of them said that they taught "about the right number" of classes each day.

The majority of the teachers thought that the school was doing a good job while the remainder thought that it was doing a fair or poor job.

All of the teachers expressed the opinion that the pupils were not getting all that they could out of their school work and, like the pupils, the majority said that there were a few things which the pupils should have been learning which were not being taught. Most mentioned among these was a foreign language.

Over half of the teachers expressed the opinion that "all" or "most" of what the pupils were studying would be useful to them and the remainder thought that

"about half" of what they were studying would be useful.

Most of the teachers thought that all of the pupils felt that they were "one of the gang" in school and that the pupils "usually" treated one another fairly and kindly. It was also generally thought that the pupils were "usually" treated fairly and kindly by the teachers and other school officials.

Only half of the teachers thought that the school had most of the facilities and equipment that it needed and that the school was not overcrowded. Most of them said that the school was "usually" clean.

The teachers as a group were much more dissatisfied with the school than were the parents or the pupils. There was a great deal of agreement between the attitudes and opinions of the parents and those of the pupils. This shows that the opinions which the parents had about the school probably reflected those opinions held by their children.

### III. RECOMMENDATIONS

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



Some policy should be set up in the school by the administration and the teachers regarding treatment of pupils, so that all students will be treated fairly by the teachers and the administration.

The teachers and the administration should attempt to see that the students utilize all of their study time while in school.

The teachers should make every effort possible to see that each student receives as much individual attention as he needs.

Each teacher should make an attempt to convince his students of the value of the courses they are taking.

A foreign language should be added to the curriculum.

Driver training should be added to the curriculum.

There should be some attempt to reduce the amount of money students need to take part in school life.

The school should have some system which will better report the work of the school to the parents and the rest of the community.

The teachers and the administration should set forth their discipline policies and then these policies should be adhered to so that there will be some uniformity of discipline.

The administration and the teachers should get to the core of the poor intra-staff relationships and see if some steps can be taken to solve the problem.

The teachers salaries should be raised to a more satisfactory level.

The administration should stand behind the teachers in disciplinary measures.

The school officials should make an attempt to acquire some of the equipment that the teachers think the school should have.

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APPENDIX A

TABLES FROM PARENT INVENTORY

TABLE XII  
WHICH PARENT FILLED OUT THIS INVENTORY?

Reply	Number 84	Per cent
The father	20	23.9
The mother	62	73.8
The male guardian		
The female guardian	2	2.3

TABLE XIII  
IN WHAT AGE GROUP DO YOU BELONG?

Reply	Number 84	Per cent
Under 30 years of age		
In my 30's	17	20.2
In my 40's	50	59.5
In my 50's	15	17.8
60 years or older	2	2.3

TABLE XIV

HOW MANY OF YOUR CHILD'S TEACHERS KNOW YOUR CHILD  
AS WELL AS THEY SHOULD?

Reply	Number 84	Per cent
All or almost all	29	34.5
Most	31	36.9
About half	4	4.8
Few	2	2.4
None or almost none	3	3.6
No opinion	11	13.1
No response	4	4.8



TABLE XV

HOW MANY OF YOUR CHILD'S TEACHERS SEEM REALLY TO  
CARE ABOUT YOUR CHILD AS A PERSON WHO NEEDS  
SYMPATHETIC UNDERSTANDING AND ATTENTION?

Reply	Number 84	Per cent
All or almost all	23	27.4
Most	35	41.7
About half	4	4.8
Few	5	5.9
None or almost none	2	2.4
No opinion	13	15.5
No response	2	2.4

TABLE XVI

DO YOU THINK THAT YOUR CHILD FIGURES THAT HE IS  
"ONE OF THE GANG" IN HIS SCHOOL?

Reply	Number 84	Per cent
Yes	67	79.8
I am not sure	11	13.1
No	3	3.6
No response	3	3.6

TABLE XVII

ALL THINGS CONSIDERED, HOW MUCH DO YOU THINK YOUR CHILD  
IS GETTING OUT OF HIS SCHOOL WORK?

Reply	Number 84	Per cent
About all that he could get	37	44.0
Less than he could get	38	45.2
Considerably less	5	5.9
A great deal less	2	2.4
No opinion	2	2.4

TABLE XVIII

DOES YOUR CHILD TAKE PART IN AS MANY STUDENT ACTIVITIES  
AT SCHOOL AS YOU THINK HE SHOULD?

Reply	Number 84	Per cent
More than I think he should	3	3.6
As many as he should	68	80.9
Not as many as he should	11	13.1
No opinion	1	1.2
No response	1	1.2

TABLE XIX

HOW DO YOU FEEL ABOUT THE AMOUNT OF MONEY YOUR CHILD  
NEEDS IN ORDER TO TAKE PART FULLY IN SCHOOL LIFE?

Reply	Number 84	Per cent
Altogether too much	18	21.4
Far too much	19	22.6
About the right amount	45	53.6
No opinion	10	11.9
No response	2	2.4

TABLE XX

ARE YOU SATISFIED WITH THE LUNCH ARRANGEMENTS  
IN YOUR CHILD'S SCHOOL?

Reply	Number 84	Per cent
Yes	76	90.5
No	3	3.6
Uncertain	4	4.8
No response	1	1.2

TABLE XXI

ARE YOU TREATED AS WELL AS YOU THINK YOU OUGHT TO BE  
TREATED WHEN YOU VISIT THE SCHOOL?

Reply	Number 84	Per cent
Yes	69	82.1
Sometimes yes, sometimes no	3	3.6
No	2	2.4
Have never visited the school	10	11.9

TABLE XXII

IN GENERAL, DO YOU KNOW YOUR CHILD'S TEACHERS AS WELL AS YOU WOULD LIKE?

Reply	Number 84	Per cent
Yes	31	36.9
No	43	51.2
Uncertain	8	9.5
No response	2	2.4

TABLE XXIII

DO YOU KNOW AS MUCH ABOUT YOUR CHILD'S SCHOOL AS YOU WOULD LIKE?

Reply	Number 84	Per cent
Yes	42	50.0
No	23	27.4
Uncertain	16	19.0
No response	3	3.6

TABLE XXIV

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?

Reply	Number 84	Per cent
Very good	9	10.7
Good	45	53.6
Fair	17	20.2
Poor	4	4.8
Very poor		
No opinion	5	5.9
No response	4	4.8



TABLE XXV

WHICH, IF ANY, OF THE FOLLOWING THINGS WOULD YOU LIKE  
TO SEE THE SCHOOL DO MORE ABOUT?

Reply	No. 84	Per cent
More emphasis on teaching children to get along with others	47	13.2
More chances for all children to learn sports and recreational activities	26	7.2
More attention to sex education	8	2.2
More attention to the problems of family life	18	5.0
More attention to the problems of city, state, and nation	29	8.0
More study of the methods of propaganda	10	2.8
More study of how to use money wisely	39	10.8
More attention to reading	29	8.0
More attention to arithmetic	20	5.5
More attention to public and social speaking	42	11.7
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	41	11.4
More art education	12	3.3
More music education	14	3.9
More religious education	19	5.3
No response	6	1.7

TABLE XXVI

DO YOU FEEL THAT TEACHERS ARE PAID TOO MUCH OR TOO  
LITTLE FOR THE WORK THEY ARE EXPECTED TO DO?

Reply	Number 84	Per cent
I feel strongly teachers are paid too much		
Inclined to feel teachers paid too much		
Teachers paid about right	29	34.5
Inclined to feel teachers not paid enough	29	34.5
I feel strongly teachers not paid enough	10	11.9
I have no opinion	11	13.1
No response	5	5.9

APPENDIX B  
TABLES FROM PUPIL INVENTORY

TABLE XXVII

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

Grade	12		11		10		9		Total	No.	Per cent
	B	G	B	G	B	G	B	G			
Sex											
No. cases	9	9	13	15	21	16	25	20	128		
Yes	6	8	4	13	12	7	12	11	73	57.0	
Yes and no	2	1	8	2	9	9	13	8	52	40.6	
No	1		1					1	3	2.3	

TABLE XXVIII

ALL THINGS CONSIDERED, HOW MUCH DO YOU THINK YOU ARE  
GETTING OUT OF YOUR SCHOOLWORK?

Grade	12		11		10		9		No.
	B	G	B	G	B	G	B	G	
Sex									
No. cases	9	9	13	15	21	16	25	20	128
About all I could	1		1	1	2	3	5	4	17
Somewhat less than I could	2	8	8	9	15	10	11	11	74
Considerably less than I could	4		1	4	3	2	4	3	21
A great deal less than I could	2	1	2		1		1	1	8
No opinion			1	1		1	4	1	8

TABLE XXIX

IN GENERAL, ARE YOUR TEACHERS TOO CHANGEABLE IN THEIR DISCIPLINE?

Grade	12		11		10		9		Total	
	B	G	B	G	B	G	B	G	No.	Per cent
No. cases	9	9	13	15	21	16	25	20	128	
Yes	6	4	7	5	7	5	4	4	42	32.8
Uncertain	2	3	3	6	10	5	12	6	47	36.7
No	1	2	3	4	4	6	9	10	39	30.5

TABLE XXX

ON THE AVERAGE, DO YOU SPEND TOO MUCH OR TOO LITTLE  
TIME ON HOMEWORK EACH SCHOOL DAY?

Grade Sex No. cases	12		11		10		9		Total	
	B	G	B	G	B	G	B	G	No.	Per Cent
Much too much							1		1	0.8
Too much			1	2	2	1	1		7	5.5
Right amount	2	5	1	2	4	6	7	7	34	26.6
Too little	2	2	7	10	13	9	11	11	65	50.8
Much too little	5	2	3	1	2		3	2	18	14.1
No opinion							2		2	1.6
No response			1						1	0.8

TABLE XXXI

DO YOU TAKE PART IN AS MANY STUDENT ACTIVITIES AS YOU WOULD LIKE?

Grade	12		11		10		9		Total No.
	B	G	B	G	B	G	B	G	
No. cases	9	9	13	15	21	16	25	20	128
Yes, too many	1	1	3	1	1	1		1	9
As many as I should	5	6	6	11	10	10	13	9	70
Not as many as desired	1	2	2	3	7	5	8	9	37
No opinion	2		2		2		3	1	10
No response					1		1		2



TABLE XXXII

HOW DO YOU FEEL ABOUT THE AMOUNT OF MONEY YOU NEED  
IN ORDER TO TAKE PART FULLY IN SCHOOL LIFE?

Grade	12		11		10		9		Total	
	B	G	B	G	B	G	B	G	No.	Per cent
No. cases	9	9	13	15	21	16	25	20	128	
Altogether too much	3		4		6		4	3	20	15.6
Far too much	2	4	2	4	9	4	4	5	34	26.6
Right amount	2	5	5	7	3	10	7	7	46	35.9
No opinion	2		2	4	3	2	10	5	28	21.9

TABLE XXXIII

ARE YOU SATISFIED WITH THE LUNCH ARRANGEMENTS IN  
YOUR SCHOOL?

Grade	12		11		10		9		Total	
	B	G	B	G	B	G	B	G	No.	Per Cent
No. cases	9	9	13	15	21	16	25	20	128	
Yes	7	5	10	11	18	10	17	13	91	71.1
No	1	3	1	2	2	2	4	4	19	14.8
Uncertain	1	1	2	1	1	4	3	3	16	12.5
No response				1			1		2	1.6

TABLE XXXIV  
 IN GENERAL, HOW PROUD OF YOUR SCHOOL ARE YOU?

Grade Sex No. cases	12		11		10		9		Total	
	B	G	B	G	B	G	B	G	No.	Per Cent
	9	9	13	15	21	16	25	20	128	
Very proud	6	8	8	11	11	11	12	12	79	61.7
Proud	3	1	4	4	8	4	9	7	40	31.2
Not proud						1	2		3	2.3
Ashamed										
No response			1		2		2	1	6	4.7

APPENDIX C  
TABLES FROM TEACHER INVENTORY

TABLE XXXV

HOW WOULD YOU RATE YOUR OWN MORALE AT THE PRESENT TIME?

Reply	Number 10	Per cent
Very high	1	10.0
High	4	40.0
Fair	3	30.0
Low	2	20.0
Very low		

TABLE XXXVI

ALL THINGS CONSIDERED, ARE YOU SATISFIED OR DISSATISFIED  
WITH YOUR PRESENT TEACHING POSITION?

Reply	Number 10	Per cent
Very well satisfied	2	20.0
Satisfied	3	30.0
About half and half	4	40.0
Dissatisfied	1	10.0
Very much dissatisfied		

TABLE XXXVII

IN GENERAL, ARE YOU SATISFIED OR DISSATISFIED WITH THE  
SCHOOL IN WHICH YOU TEACH?

Reply	Number 10	Per cent
Very well satisfied	3	30.0
Satisfied	4	40.0
About half and half	2	20.0
Dissatisfied	1	10.0
Very much dissatisfied		
No opinion		

TABLE XXXVIII

IN GENERAL, HOW MUCH HELP DO YOU GET FROM THE  
ADMINISTRATION WITH YOUR DISCIPLINARY PROBLEMS?

Reply	Number 10	Per cent
All or almost all needed	3	30.0
Most of the help needed	1	10.0
Some of the help needed	3	30.0
Little of the help needed	2	20.0
None or almost none	1	10.0



TABLE XXXIX

TO WHAT DEGREE DO UNPLEASANT PERSONAL RELATIONSHIPS  
AMONG THE MEMBERS OF THE TEACHING STAFF INTERFERE  
WITH THE EFFECTIVE FUNCTIONING OF THE SCHOOL?

Reply	Number 10	Per cent
A great deal	2	20.0
Considerably	2	20.0
Some	3	30.0
Little or not at all	3	30.0
Not aware of unpleasantness		

APPENDIX D  
PARENT INVENTORY

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# ILLINOIS INVENTORY OF PARENT OPINION

By HAROLD C. HAND

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GILBERT C. FINLAY

Assistant Professor of Education, University of Illinois

and ARDWIN J. DOLIO

Assistant Professor of Education, University of Delaware

## DIRECTIONS

*How do you feel about 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 tells 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.)

- 20 1) The father.  
62 2) The mother.  
\_\_\_\_ 3) The male guardian or stepfather.  
2 4) The female guardian or stepmother.

B. In what grade in school is your *oldest child* now enrolled? (See the third paragraph under Directions above, and check *one* answer below.)

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14  
or Fresh. or Soph. or Jr. or Sr. Junior College  
in HS in HS in HS in HS in HS

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  
or Fresh. or Soph. or Jr. or Sr. College  
in HS in HS in HS in HS in HS

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.  
17 2) I am in my 30's.  
50 3) I am in my 40's.  
15 4) I am in my 50's.  
2 5) I am 60 years of age or older.

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

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PART I

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

- 18 1) Very well satisfied.
- 52 2) Satisfied.
- 11 3) About half and half.
- 2 4) Dissatisfied.
- 1 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.)

- 29 1) All or almost all.
- 31 2) Most.
- 4 3) About half.
- 2 4) Few.
- 3 5) None or almost none.
- 11 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.)

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

- 67 1) Yes, I think he feels that he "belongs," that he "counts" for something, and that he is "wanted."
- 11 2) I am not sure.
- 3 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.)

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

- 10 1) Yes.
- 42 2) Uncertain.
- 31 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 schoolwork? (Check one.)

- 8 1) Yes.
- 28 2) Uncertain.
- 46 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.
- 55 3) It is about right.
- 17 4) It is not strict enough.
- 2 5) It is nowhere near strict enough.
- 6 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.)

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

13 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.)

- 21 1) Always or nearly always.
- 44 2) Usually.
- 7 3) About half the time.
- 2 4) Seldom.
- 5) Almost never.

9 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.
- 23 2) Most of the help he needs.
- 37 3) About half the help he needs.
- 15 4) Some of the help he needs.
- 3 5) Very little of the help he needs.

6 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.)

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

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

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

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

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

- 36 1) All or almost all of the help needed.
- 29 2) Considerable amount of the help needed.
- 12 3) Little of the help needed.
- 7 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.)

- 37 1) About all that he could get.
- 38 2) Somewhat less than he could get.
- 5 3) Considerably less than he could get.
- 2 4) A great deal less than he could get.
- 2 5) I have no opinion.

(Go right on to the next page.)

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.)

- 42 1) He doesn't study hard enough.
- 2 2) The work is too hard.
- 2 3) He doesn't understand the assignments.
- 13 4) Teachers do not give enough individual help.
- 7 5) Teachers do not give enough attention to slow learners.
- 5 6) There are not enough opportunities for rapid learners.
- 2 7) He has too much schoolwork to do (assignments too large, or too many subjects)..
- 5 8) He does too much work outside school.
- 7 9) He spends too much time on student activities (parties, clubs, athletics, etc.).
- 4 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.)

- 8 1) Much too little.
- 12 2) Too little.
- 56 3) About the right amount.
- 5 4) Too much.
- \_\_\_\_\_ 5) Much too much.
- 4 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.)

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

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.)

- 3 1) He takes part in more than I think he should.
- 68 2) He takes part in as many as I think he should.
- 11 3) He doesn't take part in as many as I think he should.
- 1 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.)

- 8 1) Very well satisfied.
- 59 2) Satisfied.
- 7 3) About half and half.
- 1 4) Dissatisfied.
- \_\_\_\_\_ 5) Very much dissatisfied
- 7 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 your child should be learning right now which are not being taught in his school? (Check one.)

- 15 1) No, none.
- 41 2) Yes, a few things.
- 1 3) Yes, many things.
- 21 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.)

- 8 1) It takes altogether too much money.
- 19 2) It takes far too much money.
- 45 3) It takes about the right amount of money.
- 10 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.)

- 41 1) Yes.
- 19 2) No.
- 22 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.)

- 4 1) Getting textbooks and supplies.
- 18 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
- 18 3) Taking part in athletics.
- 27 4) Going to parties, dances, and ball games.
- 19 5) Joining clubs and taking part in other activities.
- 12 6) Using cafeteria or other lunch facilities.
- 31 7) Going on trips or excursions sponsored by the school.
- 33 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.)

- 76 1) Yes.
- 3 2) No.
- 4 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.)

- 11 1) It has everything it needs.
- 49 2) It has most of what it needs.
- 6 3) It has very little of what it needs.
- 13 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.)

- 44 1) No, it is not overcrowded.
- 22 2) Yes, it is somewhat overcrowded.
- 4 3) Yes, it is seriously overcrowded.
- 10 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.)

- 27 1) Yes, always clean.
- 43 2) Yes, usually clean.
- 6 3) No, sometimes dirty.
- 4) No, always dirty.
- 5 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.)

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

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.)
- 68 1) All or almost all.
  - 13 2) Most.
  - \_\_\_ 3) About half.
  - \_\_\_ 4) Few.
  - \_\_\_ 5) None or almost none.
  - 4 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.)
- 31 1) Yes.
  - 43 2) No.
  - 8 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.)
- 42 1) Yes.
  - 23 2) No.
  - 16 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.)
- 9 1) Very good.
  - 45 2) Good.
  - 17 3) Fair.
  - 4 4) Poor.
  - \_\_\_ 5) Very poor.
  - 5 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.)
- 41 1) Visiting school.
  - 48 2) Going to P.T.A., parents' night, etc.
  - 42 3) Talking with children.
  - 59 4) Talking with other adults.
  - 48 5) Going to school games, plays, etc.
  - 61 6) Reading the school newspaper, yearbook, etc.
  - 36 7) Reading the city newspapers.
  - 42 8) Helping pupils with homework.
  - 7 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.)

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

- 7 1) I strongly favor.
- 20 2) I am inclined to favor.
- 9 3) I am not sure.
- 32 4) I am inclined to oppose.
- 13 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.)

- 13 1) I strongly feel that taxes should be increased.
- 30 2) I am inclined to feel that taxes should be increased.
- 24 3) I am not sure.
- 8 4) I am inclined to feel that school services should be cut.
- 8 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?

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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.)

- 47 1) More emphasis on teaching children to get along with others.
- 26 2) More chances for all children to learn sports and recreational activities.
- 8 3) More attention to sex education.
- 18 4) More attention to the problems of family life.
- 29 5) More attention to the problems of city, state, and national government.
- 10 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.
- 42 10) More attention to public and social speaking.

41 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 life-work.

12 12) More art education.

14 13) More music education.

19 14) More religious education.

15) Other. (Tell what.) \_\_\_\_\_

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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.)

64 1) All necessary textbooks and supplies.

37 2) Medical treatment if necessary.

42 3) Eyeglasses if necessary.

37 4) Hearing aids if necessary.

15 5) Clothing if necessary.

50 6) Hot lunches.

11 7) Tickets to athletic games, dances, parties, etc.

13 8) Class dues, club dues, and initiation fees.

9) Other. (Tell what.) \_\_\_\_\_

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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

(Go right on to the next page.)

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. Thus, they say, if today 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.)

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

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

11 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 train-

ing available to students who can't afford, or don't need, or don't want a regular four-year college course? (Check one.)

19 1) I strongly favor.

25 2) I am inclined to favor.

18 3) I am not sure.

13 4) I am inclined to oppose.

4 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.

29 3) Teachers are paid about the right amount.

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

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

16 6) I have no opinion.

APPENDIX E  
PUPIL INVENTORY

# ILLINOIS INVENTORY OF PUPIL OPINION

## (Secondary-School Form)

By HAROLD C. HAND  
Professor of Education, University of Illinois

GILBERT C. FINLAY  
Assistant Professor of Education, University of Illinois

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

### DIRECTIONS

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

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

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

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

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

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

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

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

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

### PERSONAL FACTS

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

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

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

- \_\_\_ 1) 7th grade.  
\_\_\_ 2) 8th grade.  
45 3) 9th grade.  
37 4) 10th grade.  
28 5) 11th grade.  
18 6) 12th grade.  
\_\_\_ 7) Other. (Tell what.) \_\_\_\_\_

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

- 5 1) Mostly A's.  
10 2) Mostly A's and B's.  
15 3) Mostly B's.  
28 4) Mostly B's and C's.

24 5) Mostly C's.

28 6) Mostly C's and D's.

17 7) Mostly D's or lower.

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

- 31 1) Very well.  
74 2) Pretty well.  
21 3) Sometimes have trouble.  
1 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.)

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

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WHAT DO YOU THINK ABOUT YOUR SCHOOL?

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

- 33 1) Very well satisfied.
- 73 2) Satisfied.
- 21 3) About half and half.
- \_\_\_ 4) Dissatisfied.
- \_\_\_ 5) Very much dissatisfied.
- 1 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.)

- 15 1) All or almost all.
- 41 2) Most.
- 18 3) About half.
- 26 4) Few.
- 8 5) None or almost none.
- 20 6) I have no opinion.

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

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

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

- 73 1) Yes, I feel that I "belong," that I "count" for something, and that I am "wanted."
- 52 2) Yes and no; I often wonder about this; I am not sure.
- 3 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.)

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

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

\_\_\_\_\_

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

- 42 1) Yes.
- 47 2) Uncertain.
- 39 3) No.

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

- 36 1) Yes.
- 34 2) Uncertain.
- 58 3) No.

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

- 1 1) It is much too strict.
- 2 2) It is too strict.
- 112 3) It is about right.
- 5 4) It is not strict enough.
- 1 5) It is nowhere near strict enough.
- 7 6) I have no opinion.

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

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

- 17 1) All or almost all.
- 42 2) Most.
- 14 3) About half.
- 30 4) Few.
- 6 5) None or almost none.
- 19 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.)

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

(Go right on to the next page.)

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

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

- 42 1) All the help I need.
- 51 2) Most of the help I need.
- 14 3) About half the help I need.
- 13 4) Some of the help I need.
- 4 5) Very little of the help I need.
- 3 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?

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

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

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

- 11 1) None.
- 25 2) Less than  $\frac{1}{2}$  hour.
- 42 3) Between  $\frac{1}{2}$  and 1 hour.
- 28 4) Between 1 and  $1\frac{1}{2}$  hours.
- 13 5) Between  $1\frac{1}{2}$  and 2 hours.
- 3 6) More than 2 hours.
- 5 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.)

- 76 1) Yes.
- 15 2) No.
- 36 3) Uncertain.

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

- 12 1) All or almost all the help I need.
- 33 2) Considerable amount of the help I need.
- 27 3) Little of the help I need.
- 56 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.)

- 17 1) About all that I could get.
- 74 2) Somewhat less than I could get.
- 21 3) Considerably less than I could get.
- 8 4) A great deal less than I could get.
- 8 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.)

- 96 1) I don't study hard enough.
- 7 2) The work is too hard.
- 13 3) I don't understand the assignments.
- 29 4) Teachers do not give individual help.
- 8 5) Teachers do not give enough attention to slow learners.
- 4 6) Not enough opportunities for rapid learners.
- 7) I have too much schoolwork to do. (Assignments too large, or too many subjects.)
- 10 8) I do too much work outside school.
- 17 9) I spend too much time on student activities (parties, clubs, athletics, etc.).
- 14 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.)

- 16 1) Much too little.
- 73 2) Too little.
- 23 3) About the right amount.
- 1 4) Too much.
- 1 5) Much too much.
- 146 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.)

- 35 1) Practically everything I am studying.
- 57 2) Most of what I am studying.
- 24 3) About half of what I am studying.
- 6 4) Considerably less than half of what I am studying.
- 2 5) Very little of what I am studying.
- 4 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.)

- 9 1) Yes; too many, in fact.
- 70 2) Yes; I take part in as many as I think I should.
- 37 3) No; I don't take part in as many as I should like.
- 10 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.)

- 18 1) Very well satisfied.
- 68 2) Satisfied.
- 36 3) About half and half.
- 1 4) Dissatisfied.
- 1 5) Very much dissatisfied.
- 4 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.)

- 36 1) No, none.
- 62 2) Yes, a few things.
- 23 3) Yes, many things.
- 27 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.)

- 20 1) It takes altogether too much money.
- 34 2) It takes far too much money.
- 46 3) It takes about the right amount of money.
- 28 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.)

- 73 1) Yes.
- 18 2) No.
- 37 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.)

- 21 1) Getting textbooks and supplies.
- 48 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from schoolwork.
- 40 3) Taking part in athletics.
- 78 4) Going to parties, dances, and ball games.
- 61 5) Joining clubs and taking part in other activities.
- 16 6) Using cafeteria or other lunch facilities.
- 47 7) Going on trips sponsored by the school.
- 76 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.)

- 91 1) Yes.
- 19 2) No.
- 16 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.)

- 73 1) It has everything it needs.
- 18 2) It has most of what it needs.
- 37 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 your school is overcrowded? (Check one.)

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

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

- 40 1) Yes, always clean.
- 75 2) Yes, usually clean.
- 7 3) No, sometimes dirty.
- 1 4) No, always dirty.
- 4 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.)

- 14 1) Very well satisfied.
- 80 2) Pretty well satisfied.
- 26 3) About half and half.
- 4 4) Dissatisfied.
- 2 5) Very much dissatisfied.
- 1 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.)

- 17 1) In all my subjects.
- 36 2) In most of my subjects.
- 63 3) In about half of my subjects.
- 9 4) In less than half of my subjects.
- 1 5) In none of my subjects.
- 2 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.)

- 18 1) All the help I need.
- 81 2) Most of the help I need.
- 11 3) Some of the help I need.
- 16 4) Very little of the help I need.
- 2 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.)

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

(Go right on to the next page.)



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.)

116 1) Yes.  
12 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.)

10 1) Because I don't have time.  
1 2) Because my parents don't want me to or won't let me.  
     3) Because the kids don't want me.  
1 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.)

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

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

89 1) Yes.  
15 2) No.  
21 3) Sometimes.

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

56 1) Yes.  
44 2) Sometimes.  
19 3) No.

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

70 1) Yes.  
34 2) Sometimes.  
16 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. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

APPENDIX F  
TEACHER INVENTORY

D. ILLINOIS INVENTORY OF TEACHER OPINION

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

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

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

DIRECTIONS

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

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

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

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

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

No items of personal information are requested.

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

Use either a pencil or 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 questions. Your opinion is desired concerning each of the points covered.

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the St. Ignatius, Montana, Public  
Schools.

YOUR OPINIONS

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

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

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

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

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

    1) Very well satisfied  
2 2) Satisfied  
6 3) Half and half  
2 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 1) All or nearly all  
8 2) Most  
    3) About one half  
1 4) Few  
    5) None or almost none  
    6) I have no opinion

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

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

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

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

- 2 1) All or almost all
- 1 2) Most
- 3 3) About half
- 4 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 school work? (Check one.)

- 8 1) Yes
- 1 2) Uncertain
- 1 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
- 8 4) It is not strict enough
- 2 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.)

- 5 1) All or almost all
- 1 2) Most
- 3 3) About half
- 1 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.)

- 6 1) Always or almost always
- 3 2) Usually
- 1 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.)

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

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

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

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

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

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

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

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

15. 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 they need
- 2) Considerable amount of the help needed
- 7 3) Little of the help needed
- 3 4) I have no opinion

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

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

- 1) About all that they could get
- 5 2) Somewhat less than they could get
- 5 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.)

- 7 1) They don't study hard enough
- 2) The work is too hard
- 3) They don't seem to understand the assignments
- 6 4) We can't give them enough individual help
- 8 5) We can't give enough attention to slow learners

- 3 6) Not enough opportunities for rapid learners
  - 7) They have too much schoolwork to do (assignments too large, or too many subjects).
  - 3 8) They do too much work outside school
  - 7 9) They spend too much time on student activities (parties, clubs, athletics, etc.).
  - 7 10) They are not interested in their schoolwork
  - 11) Other reasons. (Tell what.) \_\_\_\_\_
- 

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

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

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

- 2 1) Practically everything they are studying
- 4 2) Most of what they are studying
- 3 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
- 1 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 1) All or almost all
- 5 2) Most
- 2 3) About half
- 1 4) Few
- 5) None or almost none
- 1 6) I have no opinion



- b. If some of the pupils are not taking part in as many student activities as you think they should, what are the reasons? \_\_\_\_\_
- 
20. a. How free do you feel to use the teaching methods that you believe to be most effective? (Check one.)
- 8 1) I have as much freedom as I want in this respect  
2 2) I have somewhat less freedom than I want in this respect  
\_\_\_ 3) I have considerably less freedom than I want in this respect  
\_\_\_ 4) I have none or almost none of the freedom I want in this respect
- b. If you don't have as much freedom as you want, what restrictions as to methods do you think should be removed? \_\_\_\_\_
- 
21. a. Are there things that you think the pupils should be learning right now, which are not being taught in your school? (Check one.)
- 1 1) No, none  
8 2) Yes, a few things  
    3) Yes, many things  
1 4) I have no opinion
- b. If there are things you think the pupil should be learning which are not being taught in your school, tell what these things are. \_\_\_\_\_
- 
22. a. How do you feel about the amount of money the pupils need in order to take part fully in school life? (Consider textbooks, dues, plays, assemblies, games, parties, dances, charity drives, newspapers, yearbooks, class rings, sweaters, etc.) (Check one.)
- 2 1) It takes far too much money  
4 2) It takes too much money  
1 3) It takes about the right amount of money  
3 4) I have no opinion

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

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

5 1) Yes  
3 2) No  
2 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 1) Getting textbooks and supplies  
2 2) Getting the medical help (eyeglasses, hearing aids, medical treatment, etc.) necessary to profit from school work  
2 3) Taking part in athletics  
6 4) Going to parties, dances, and ball games  
1 5) Joining clubs and taking part in other activities  
1 6) Using cafeteria or other lunch facilities  
5 7) Going on trips or excursions sponsored by the school  
3 8) Getting the school yearbook, newspaper, class rings, etc.  
    9) Other (Tell what.) \_\_\_\_\_

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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.)

2 1) All or almost all  
5 2) Most  
3 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.)

- 5 1) It has everything it needs  
5 2) It has most of what it needs  
5 3) It has very little of what it needs  
    4) I have no opinion
- b. If you think that the school needs more equipment or facilities, tell what it needs. \_\_\_\_\_
- 
26. Do you think that the school in which you teach is overcrowded? (Check one.)
- 5 1) No, it is not overcrowded  
5 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.)
- 8 1) Yes, always clean  
2 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.)
- 10 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.)
- 10 1) Yes  
    2) No  
    3) Uncertain

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

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

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

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

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

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

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

- 1 1) Very good
- 2 2) Good
- 3 3) Fair
- 4 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 1) Very high
- 4 2) High
- 3 3) Fair
- 2 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)

- 8 1) Yes, I feel that I "belong", that I "count" for something, and that I am "wanted."
- 2 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.)

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

36. How often can you find enough time to prepare adequately for your teaching? (Check one.)

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

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

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

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

- 5 1) I like to supervise all of them
- 5 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 1) I have too many
- 9 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
- 4   3) It is about right
- 3   4) I should like to have more advising or counseling to do
- 3   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
- 6   2) Good
- 3   3) Fair
- 1   4) Poor
- 5) Very poor

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

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

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

- 5   1) I don't have enough time
- 1   2) I'm not well enough trained
- 4   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
- 1   6) Other (Tell what.) \_\_\_\_\_

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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
- 7   3) About the right amount
- 3   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.)
- 5 1) Yes, entirely so
  - 5 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, supervising activities-"everything") is as equitably divided as possible among the teachers in your school? (Check one.)

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

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

- 1 1) Far too many
- 2) Somewhat too many
- 7 3) About the right number
- 2 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 1) I think I am carrying the lightest total work load
- 2) I think I am in the bottom 1/4 in this regard (3/4 do more work than I do)
- 8 3) I think I am in the middle 1/2 in this regard
- 1 4) I think I am in the top 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. How valuable do you find teacher's meetings, conferences, committee work, etc., carried on in your school to be? (Check one.)

- 1 1) Of great value
- 1 2) Of considerable value
- 5 3) Of some value
- 1 4) Of little value
- 2 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? \_\_\_\_\_

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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 1) Far too much
- 6 2) Somewhat too much
- 2 3) About the right amount
- 2 4) We need more of this in our school
- 1 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? \_\_\_\_\_

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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.)

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

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

- 6 1) I don't mind doing this
- 4 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.)



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

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

- 1) They are all too large
- 2 2) Most of them are too large
- 8 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
- 4 2) A fairly large number
- 6 3) Few or very few

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

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

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

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

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

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.)

- 2 1) Always or almost always
- 5 2) Usually
- 2 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?

- 6 1) Yes, definitely
- 2) Yes, but 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.)

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

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

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

- 3 1) All of the help I need
- 3 2) Most of the help I need
- 3 3) Some of the help I need
- 4) Very little of the help I need
- 1 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.)

- 5 1) Very well satisfied
- 2 2) Satisfied
- 2 3) About half and half
- 2 4) Dissatisfied
- 1 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.)

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

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

- 2 1) A great deal
- 2 2) Considerably
- 3 3) Some
- 3 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.)

- 2 1) Always or almost always
- 7 2) Usually
- 1 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.)

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

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

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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.)

- 4 1) Yes
- 6 2) No

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

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

- 1 1) Very well satisfied
- 2 2) Satisfied
- 3 3) About half and half
- 4 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?

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

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

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APPENDIX G

LETTER OF EXPLANATION TO ACCOMPANY PARENT INVENTORY

St. Ignatius High School  
St. Ignatius, Montana  
March 19, 1957

Dear Parents:

This questionnaire comes to you from your high school.

Here is why we are asking you to fill out this questionnaire: The public schools of this community belong to the citizens of St. Ignatius and surrounding area 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 St. Ignatius community are the ultimate "customers" served by the schools.

Your school officials want 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 into the mail. Do not put either your name or address on this envelope, please.

These questionnaires are being sent to all the parents who have children in the local high school. 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.

[Signed]  
Supt. of Schools

[Signed]  
John R. Doohan

APPENDIX H

POSTAL CARD USED TO FOLLOW UP PARENT INVENTORY



St. Ignatius High School  
St. Ignatius, Montana

Dear Parent:

A few days ago you received an important questionnaire entitled Illinois Inventory of Parent Opinion. You were asked to fill it out and return it.

You were asked not to sign your name and consequently we have no way of knowing who has and who has not returned his completed questionnaire.

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

Thank you,

[Signed]

John R. Doohan