

1969

A Study of Deterrents to Effective Teaching and Learning at Granite Falls Junior-Senior High School

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A STUDY OF DETERRENTS TO EFFECTIVE TEACHING AND LEARNING
AT GRANITE FALLS JUNIOR-SENIOR HIGH SCHOOL

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Harry Arnold Raab
August, 1969

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ACKNOWLEDGMENT

I would like to express my sincere appreciation to Dr. Franklin D. Carlson for his time and effort expended in counseling and supervising the writing of this thesis.

Dr. Alexander H. Howard and Dr. Donald G. Goetschius have my warmest thanks for their helpful suggestions and service on this thesis committee.

I am indebted to my wife, Leslie, and family for their patience and understanding as well as for their efforts in preparing this thesis.

The author would also like to thank those who completed the questionnaires for without their help the study would not have succeeded.

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CHAPTER I

THE PROBLEM AND RELATED MATERIALS

I. INTRODUCTION

As the principal of a small junior-senior high school of 290 students in the western Washington logging community of Granite Falls, the writer is vitally interested in improving the quality of education that the students in his school can obtain. Whether the student continues his education at a college, university, trade or business school, or if he learns after entering the work force, his high school education will be a most influencing factor contributing to his success.

Any improvement in a school program could start with the identification of elements which have a detrimental effect on teaching and learning. A study of these deterrents must be broad in scope and designed for a specific school. With these factors in mind, the writer chose to ask those closest to the teaching-learning process to identify deterrents to teaching and learning in Granite Falls High School. These people were the senior students, their parents and the faculty members.

II. STATEMENT OF THE PROBLEM

If one assumes that what is done could be done better under a different set of circumstances or that nothing is so good but what it could stand improvement, then there must be elements within the educative process which deter its effectiveness.

Through the use of a set of questionnaires it was the intention of the writer to identify some deterrents to effective teaching and learning that exist in Granite Falls Junior-Senior High School.

Hypotheses. For this study the following hypotheses were used:

1. Faculty, senior students, and their parents will be able to identify deterrents to teaching and learning in Granite Falls Junior-Senior High School.
2. There will be an agreement between teachers and students and parents in identifying several deterrents to teaching and learning in Granite Falls Junior-Senior High School.

Importance of the study. This study will be of benefit and interest to administrators of small schools as well as the school board and patrons of the Granite Falls school district. The data collected and compiled should present the views of an important segment of the district's population and magnify areas of the school program that need improvement.

III. LIMITATIONS OF THE STUDY

In any study the existence of limitations will restrict the conclusiveness of the results. The following are recognized as limitations of this study:

1. The questions asked do not allow for a complete evaluation of the educational program at Granite Falls Junior-Senior High School.
2. The answers reflect only the opinions of individuals who received questionnaires.
3. The survey was limited to senior students, their parents, and faculty members of Granite Falls Junior-Senior High School.

IV. DEFINITION OF TERMS

Comprehensive program. A school program that attempts to meet the needs of "all" the youth of the community.

Deterrent. That which interferes with the teacher or students from fulfilling the function of teaching and learning.

Teaching. Implies the active process of imparting a skill and the proper use of that skill.

Learning. Although a broad definition is often used, the narrower application of "knowledge acquired by systematic study in any field or fields of scholarly application" will be used in this thesis.

Misassignment of teachers. Teachers teaching classes outside of their major field of study.

V. ORGANIZATION OF THE STUDY

Chapter II is a review of the selected literature which was pertinent to the study.

Chapter III explains the procedures used to gather the data and how the data was organized and interpreted.

The analysis of the data is presented in Chapter IV.

The summary of the study along with the author's conclusions and recommendations may be found in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of selected literature which is pertinent to the search for deterrents to effective teaching and learning. It is dealt with in three major categories: The Small Rural High School, Who Should Evaluate the Curriculum, and Identification of Specific Deterrents to Teaching and Learning. These topics, in general, encompass all aspects of the study. Most of the literature found to be useful concerned the small or rural school. Although much has been written in the area of curriculum improvement, much of it was not useable for this study because it was concerned with the development of specific subject areas or specific student activities rather than to identifying existing problems.

I. LITERATURE RELATED TO THE SMALL RURAL HIGH SCHOOL

A substantial amount of that which is written about the small rural school is in relation to its inadequacies and its poor quality of education. Few writers have extolled the positive aspects of the small rural school even though there appears to be definite and positive

value in attending such a school. Among the negative aspects identified by the professional authors are those related to the restricted class offerings in small schools, mis-assignment of teachers, quality of education received, and the per-pupil cost of educating students in a small school.

Gordon Cawelti states:

The restricted offerings in small schools is clearly indicated when the average number of units offered in the various subjects is reported by enrollment size groups. The quantity of courses varies directly with school size, the large schools offering a greater variety of courses in every subject area (1:229).

Lack of course variety is an obvious weakness of a small rural school and one that can cause many administrative problems. Many small rural schools have attempted to overcome this deficiency by the use of correspondence courses, multiple-classes and programmed courses of study. These have all met with some success as evidenced by the report of the Rocky Mountain Area Project for Small High Schools (3:3). Oliver goes one step further and states, "Smallness will affect the quantity of courses and possibly the quality of its courses" (24:36). These statements would lead the reader to believe that the quality of education in the small school is not so high as that in the larger school.

In conclusion Oliver says:

Of course, one's conclusion as to whether or not students get a "better" education in large high schools

will depend on one's own philosophy and objectives concerning quality education and the criteria by which its results are judged. Since many factors affect success in life, and since there are many kinds of success, a common procedure is to look at something more immediate and somewhat more tangible--college grades. While such an index may fail to take into account factors such as personal motivation, levels of aspirations, and capacity to study and learn, reports of studies such as those at LaFayette College cited below should give the educators in small schools additional challenges. There is an indication that students who graduate from larger high schools perform considerably better academically in their first year of college (24:625).

The literature identifies a number of factors influencing the quality of the educational program of any school. Teachers teaching classes out of their major field of study were often cited as a major weakness of small rural schools. Ford and Allen report:

The Special Committee on the National Commission of Teacher and Professional Standards indicates that misassignment is a serious problem. They found of those misassigned 59 percent did not have subject matter competence and 25 percent lacked any formal training in the subject taught. . . . Misplacement is found in all types of schools but most common in rural schools (9:41).

J. W. Crocker found in his study that larger schools had more subjects taught by teachers with majors in that field. Assuming that teacher background and preparation affects the quality of the curriculum, he concluded that "the program of studies tends to improve as the size of the enrollment of the school increases" (5). James B. Conant would agree and says, ". . . that on the quality

of the teachers the quality of education must depend" (4:38). The problem of having teachers teaching classes in which they have little training is reported by the Rocky Mountain Area Project for Small High Schools as one of its major handicaps (3:4).

Ford and Allen found that many rural districts add to their assignment problems by attempting to offer broad educational programs at the secondary level (9:42).

Among those reminding us of some of the positive factors of the small school is Lester Nelson who writes:

. . . examination of the potential in smallness can cause small schools in some respects to be educationally advantaged instead of disadvantaged as is claimed so often (23:182).

He cites individualization, small group instruction, community cooperation and the freedom of flexibility as areas of possible strength in small schools. Hilton writes, "Because they are small, the rural schools are also close in relationship if not in actual distance to the homes and parents. The rural teacher can know the homes of all her children" (14:9).

II. WHO SHOULD EVALUATE THE CURRICULUM

John W. Eckhardt, in an article written for the California Journal of Secondary Education, writes that:

Evaluation, to be successful, must be a cooperative process involving administrators, teachers, students, parents, and all others in the community who are concerned with the secondary school. It is important that the schools themselves take the initiative in obtaining and interpreting for all concerned the data on which judgments concerning the schools will be based (8:90).

In a similar vein, Draper, writing in Douglass' The High School Curriculum, stresses the need for cooperation in curriculum improvement. He would include people in the community, students, teachers and administrators. He feels ". . .through cooperative effort and study the curriculum improvement program would become a matter of general interest, and the community as a whole would be educated by understanding and informed members of the community--not by teachers and administrators" (7:212).

The involvement of parents and students in curriculum evaluation and establishing of school policies is a relatively new concept in American public education. Except for the very early years of the United States the curriculum as well as school policies have been formulated by professionals and given the stamp of approval by the local school board. Now everyone concerned with the school contributes to the curriculum development and school policy formulation. Mary N. Lloyd reports on the success that Skokie Junior High in Winnetka, Illinois, had by involving parents as well as students, faculty and administrators

in all areas of the school (20:354). The use of students in determining policy and program is discussed by Arthur Hoppe in his article for the Educational Leadership magazine (15:359). He would include them in determining class offerings; student activities; student needs; planning and managing school plant, grounds and equipment; and in systematic appraisal of the school program.

III. IDENTIFICATION OF SPECIFIC DETERRENTS TO TEACHING AND LEARNING

In identifying specific deterrents to effective teaching and learning the literature reviewed was substantially the result of teacher surveys. The teachers have been asked by one method or another to identify barriers to effective teaching. Anything that inhibits an effective job of teaching inhibits the learning process was the theme of most writers. Clinton R. Prewett, in a survey of 400 teachers, cited barriers to teaching in four areas (25:84). These are listed by area as follows:

- A. In the classroom
 - 1. Interruptions (mentioned most)
 - 2. Overcrowded conditions
 - 3. Unattractive rooms
 - 4. Poor heating and lighting

5. Dirty floors
 6. Room in need of painting
 7. Inadequate furniture
 8. Lack of instructional equipment
 9. Lack of window shades
 10. Teacher confusion over scholastic standards
 11. Lack of time for necessary work
 12. Too much clerical work
 13. Discipline problems
 14. Lack of insect control
 15. Inadequate display spaces
- B. Within the school
1. Building too noisy (mentioned most)
 2. Burning trash immediately outside
 3. Too much money-collecting
 4. Inadequate special facilities
 5. Different socio-economic groups not integrated
 6. Unwholesome boy-girl relationships
 7. Lack of wholesome recreation for children
 8. Teacher cliques
 9. "Bossy" teachers
 10. Lack of cooperation among teaching staff
 11. No group planning
 12. Lack of common understanding about school objectives
 13. No real group feeling among staff

14. School plant unattractive
 15. Wholesale confusion about routine matters
- C. Within the community
1. Fear of being misunderstood by parent and patrons
 2. Expectations that teachers be the "moral light"
 3. Poor economic resources in the community
 4. Lack of parental cooperation in school affairs
 5. Narrow religious, social and economic views of citizens
 6. Other community organizations jealous of school
 7. Acceptance not as a person but "just as a teacher"
 8. Expecting teachers to do too much service work
 9. Low esteem of teaching profession
 10. Lack of understanding of the problems of teaching
 11. Misconception of modern educational practices
 12. View that teachers have it too easy
 13. Lack of recreational facilities for teachers
 14. School used as scape-goat by some groups
 15. Rigid social structure in community
- D. Personal factors
1. Conflict between home responsibilities and after hour school duties
 2. Afraid of not pleasing parents
 3. Financial worries

4. Jealousy of other teachers' social status
5. Fear of not being accepted by teaching staff
6. Feeling hemmed in by community customs
7. Feeling of being continually pushed and rushed
8. Pressures from various community groups
9. No time for relaxation during school day
10. Feeling of being of no real importance in the school program
11. Insecurity about "where I stand" with administration
12. No gestures of encouragement which help so much
13. No place to take personal or professional problems

Jerome W. Harris, in a survey of teachers in Columbus, Ohio, found the top ten problems of teachers to be (11:21):

1. Diversified curriculum
2. Insufficient salary
3. Too much clerical work
4. Lower standards of school work
5. Lack of time for teacher-pupil and teacher-parent conferences
6. School marks--evaluating pupil progress
7. Lack of student respect
8. Excessive noise in classroom and building
9. Unnecessary absence of pupils
10. Lack of time for planning and organization of materials

In an article for the Bulletin of the National Association of Secondary School Principals, Robert E. Jewitt lists four reasons why the able school teacher is dissatisfied (17:110):

1. Too many clerical duties--chief reason
2. Imposing administration--one who tries to tell each teacher how to teach
3. Too many dead-woods in the profession
4. Salaries

A review of the literature revealed an article by Irmgard Johnson entitled "Religion as a Deterrent to Learning." Learning was described as affecting change and religion as a firm belief in the one true faith. Mr. Johnson attacked all denominations of the Christian religion as well as other religions for indoctrinating their followers with the feeling of rightness so strongly that they are unable to look at even the Bible without clouded vision. He claims that these beliefs extend into and deter the basic interchange of ideas in the classroom and thus prevent real learning, not pigeon-holing of facts, from taking place (18:283). Mr. Johnson cites a speech by Paul Heist from the Berkeley Center for Research and Development in Higher Education in which Mr. Heist says:

. . . A variety of growing evidence highlights the fact that the students' readiness for learning experiences, as well as the possible effectiveness of the experiences, is progressively attenuated with the strength of commitments to fundamental dogma and creed (13).

There is undoubtedly much literature that was not found pertaining to this study. That listed is a representative sample relevant to the focus of the research.

The author did not find any literature that expressed opposition to the involvement of parents, students and teachers in either curriculum development or school policy making.

CHAPTER III

PROCEDURES USED IN THE STUDY

The purpose of this study was to have students, teachers and parents identify deterrents to effective teaching and learning in Granite Falls Junior-Senior High School. James B. Conant wrote in The American High School Today, "Probably one of the most important factors in determining whether a high school is providing adequately for the education of the academically talented is the attitude of the community," and "A comprehensive high school is a school whose programs correspond to the educational needs of 'all' the youth of the community" (4:39). In the belief that teachers, students and parents could reveal many deterrents to effective teaching and learning, questionnaires were distributed to each of the three groups to gather their opinions.

It was thought that the questionnaire would be the most accurate method of obtaining the desired information since some people would not feel at ease during a personal interview. The questionnaire for the students and faculty consisted of questions that were different as well as some that were the same as those questions that appeared on the parent questionnaire. This was done so that comparisons

could be made within each group as well as between the groups. The questions, with the exception of two on the parent and student questionnaires and one on the teacher questionnaire were rated from 1 to 10, with 10 being high and showing most importance. This allowed greater latitude in making judgments on the part of those completing the questionnaires. In compilation, the results were grouped into 5 groups labeled excellent, good, average, poor and very poor. This was done by dividing total points received for each question by the number of questionnaires returned which had that particular question marked. The result, falling between 1 and 10, was interpreted as 9 or 10 (excellent), 7 or 8 (good), 5 or 6 (average), 3 or 4 (poor) and 1 or 2 (very poor). For purposes of determining if an item is to be considered a deterrent to teaching and learning a score of 4.9 or less will be used.

The student questionnaires were distributed to all senior students at school during their contemporary world problems class. They were asked to review the questions before beginning to complete the questionnaire. Envelopes were provided to each student so that the questionnaire could be returned to the counselor in complete confidence after it had been completed.

The questionnaire for the teachers was handed out at a general faculty meeting. Each teacher was provided an envelope in which to return the completed questionnaire to the counselor.

The parent questionnaire was mailed to the parents of all senior students and an addressed, stamped envelope was provided for the return of the questionnaire. Two weeks after the first mailing a post card was sent to those who had not returned the questionnaire reminding them that the success of the study depended on the number of questionnaires returned.

The list on the following page shows which questions were compared between groups as well as their own group. Any question not listed was compared only within its own group.

LIST OF QUESTIONS THAT WERE COMPARED BETWEEN GROUPS

<u>Parents</u>	<u>Students</u>	<u>Faculty</u>
1	3	8
2	4	10
3	5	11
4	7	
4c	7c	16
4d	7d	15
4e	7g	1
	7f	17
4i	7k	7
5	8	
6	9	20
	10	21
7	11	13
8	12	

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present the data gathered and an analysis of thesis data. The results of each question for the three questionnaires were tabulated separately and for those questions having several parts a composite average rating was found. The questions whose results were compared between groups are listed in Chapter III under "Procedures Used in the Study" on page 19.

This chapter will discuss the data from the student and faculty questionnaires in that order and then make comparisons between the three groups on specific questions as they appear on the parent questionnaire.

Student Questionnaire

The fifty-one members of the senior class were asked to complete the questionnaire. Two students who had been in school less than three months elected not to participate. Forty-nine completed questionnaires were returned from the students.

Question one asked the students to rate the subjects they had taken in respect to their likes and dislikes. The average rating for all the classes listed was 6.15 out of

a possible 10. The average of 6.15 is what could be expected according to the value given to (6) in the evaluative scale for this study. Those classes which had an average score one or more total points above or below the overall average can be identified by looking at Table I.

Only two classes fell more than one total point below the overall average and both were elective classes which would ordinarily be rated highly. Drama had an average of only 4.1 and electronics received a rating of 4.0, the lowest score of all classes rated.

Five classes had an average score more than one full point higher than the composite average. They were physical education (7.3), driver's education (7.4), home economics (7.2), family relations (7.2), advanced home economics (8.0), and child care (9.0). Of these, physical education and home economics were required courses and the other three were electives.

The second question asked the students to rate reasons for liking one subject more than others. Nine reasons were listed, with space for any they wished to add. The composite average was 5.88, which is within the average range for this study. By reviewing Table II, one may see that the students did not consider films, an interesting textbook or a quiet classroom too important in determining whether or not they liked a class. All

TABLE I

AVERAGE RATING BY STUDENTS OF CLASSES TAKEN

Class	Rating	Class	Rating
Child Care	9.0	English I	6.1
Advanced Home Ec.	8.0	General Math	6.1
Driver's Education	7.4	German I	6.1
Physical Education	7.3	German II	6.1
Family Relations	7.2	Speech	6.1
Home Economics	7.2	English II	6.0
Biology	7.1	Free Reading	6.0
Business Law	7.1	Cabin Construction	6.0
Economics	7.1	History of Granite	
Shorthand	7.1	Falls	6.0
Contemporary		Trigonometry	6.0
World Problems	7.0	English IV	5.5
Glee	7.0	English III	5.4
Journalism	7.0	Health	5.4
Physics	7.0	Algebra I	5.3
Sociology	7.0	Geometry	5.2
Typing	7.0	World History	5.2
Modern Math	6.3	Bookkeeping	5.1
Art	6.2	Forestry	5.1
Mechanical Drawing	6.2	Aero-Space Science	5.0
Psychology	6.2	Calculus	5.0
U. S. History	6.2	Creative Writing	5.0
Wood Shop	6.2	Spanish I	5.0
Algebra II	6.1	Spanish II	5.0
Band	6.1	Drama	4.1
Chemistry	6.1	Electronics	4.0

TABLE II

REASONS FOR STUDENTS LIKING SOME SUBJECTS
MORE THAN OTHERS

Reason	Rating
A. The subject was interesting.	8.3
B. I liked the teacher.	7.2
C. I have always liked it	7.1
D. I learned a great deal.	7.0
E. The things I learned are useful.	6.4
F. It is easy.	5.1
G. The textbook was interesting.	4.4
H. The classroom was quiet.	4.3
I. We had many films	3.2

of these, and films in particular, received low scores. Other items are evidently more important, particularly how interesting a class is made.

Fitting into how interesting a class is made and receiving the next highest score was the students' consideration of whether or not they liked the teacher. There are many reasons for liking a teacher; whatever the reason, it appears that if the student likes a class, he will also like the teacher.

Questions three through nine on the student questionnaire will be compared with the results of the parent and faculty responses for these same questions beginning on page 29.

Question ten on the student questionnaire attempted to determine if the students felt that their parents were interested in what the school was doing for the students. The rating of 6.1 indicates that the students are convinced the parents are interested in the educational program at Granite Falls Junior-Senior High School.

Questions eleven and twelve will be discussed with the matching questions on the parent questionnaire.

Faculty Questionnaire

Questionnaires were distributed to thirteen faculty members and eleven were returned (84 percent). Of the

twenty-six questions on the questionnaire, several teachers were unable to answer all questions because the teachers were not familiar with the area of concern.

Questions two through six of the faculty questionnaire deal with the availability of teaching aids and consumable supplies. Question one will be discussed in the next section.

In general, the faculty rated each question, two through six, as average. Two items, availability of maps and charts and availability of instructional equipment were slightly below average at 4.6 and 4.8 respectively. The items in questions two through six are of greatest concern in the art, industrial arts, and social studies areas. See Table III for complete results of questions one through six.

TABLE III

AVAILABILITY OF TEACHING AIDS AND CONSUMABLE SUPPLIES

Items rated	Rating
1. Availability of desired maps and charts	4.6
2. Availability of appropriate films	5.7
3. Availability of other audio-visual materials	5.9
4. Availability of sufficient supplies	5.0
5. Availability of needed instructional equipment	4.8

Questions seven and eight will be reported in the parent questionnaire section where the results of specific questions will be compared with those given by the parent and students.

Question nine asked the faculty to rate the condition of the physical facilities as a whole. The score of 3.6 indicates that they felt the facilities are generally in poor condition.

Questions ten through thirteen will be discussed in the parent questionnaire section as they can be compared with results of either the students or the parents.

The teachers were asked to rate the students' experience for in-depth study. The faculty, finding that the students backgrounds did not encourage in-depth study, rated the question as 3.5.

Questions fifteen, sixteen and seventeen, concerning student activities and classroom interruptions, will be discussed in the parent questionnaire section.

Teachers at some time in their careers find that discipline is a very important aspect of teaching. Good classroom discipline is certainly conducive to effective teaching and learning. Sometimes teachers need to enlist the aid of the parent of some student in solving a behavioral problem. Question eighteen on the faculty questionnaire dealt with parental support of the teacher

in disciplining the student. A rating of 4.7 indicates the faculty feels that the parents do not lend enough support to the teacher when discipline problems occur.

Questions nineteen and twenty will be in the next section of this study where comparisons are made between groups.

The teachers had a poor opinion of parental interest in the educational program in general, as evidenced by a 3.5 rating for question twenty-one.

The results of questions twenty-two, twenty-three and twenty-four pertaining to administrative support and leadership appear in Table IV below.

TABLE IV

ADMINISTRATIVE SUPPORT AND LEADERSHIP

Items rated	Rating
22. Administrative support of teachers in discipline cases	7.1
23. Administrative leadership in curriculum development	6.0
24. Administrative guidance for professional growth	5.5

If, as stated in the literature, the quality of any school program depends on the teachers, faculty turnover each year would be a major deterrent to the development of an effective curriculum. Albert I. Oliver, Jr. states, "From a curriculum worker's standpoint the turnover tendency creates a slowing-down process" (24:36). John A. McKay, in a study to identify the reasons why teachers change jobs, states, ". . . when one out of five or six teachers leaves a teaching staff, it is a burden to the district and to the educational program affecting the students" (21:1).

Granite Falls High School has had at least a 40 percent turnover in staff each year for a number of years. The faculty, parents, and students, however, did not rate teacher turnover as a handicap to effective teaching and learning. The faculty and parents both rated faculty turnover as 4.1 while the students rated it as 4.2.

A problem to small schools is having teachers instructing in areas in which they have little or no professional training. This problem was evaluated in question twenty-six of the faculty questionnaire. In Granite Falls Junior-Senior High School, of those teachers reporting, the average teacher was teaching 1.8 classes that were not in his major field. Of the eleven reporting,

five were teaching only in their major fields. One teacher was teaching two classes outside his major, three teachers had three classes that did not involve their major fields of study, and two teachers were assigned four classes outside their major areas.

Comparison of Parent, Faculty and Student Responses
to Questions as the Questions Appeared on the
Parent Questionnaire

The parents were first asked to evaluate the appropriateness of the physical facilities at Granite Falls Junior-Senior High School. Eight separate areas were identified for evaluative purposes. The parents gave a composite average of 4.6 to all the facilities.

The students in rating the same facilities had a composite average of 3.9 and the faculty gave an overall average of 4.6 rating to the facilities. The fact that the three groups had composite averages that were quite similar and since the average was low is a strong indicator that the facilities are not appropriate.

Table V shows the ratings by item as rated by the parents, students and faculty. The music room, science room and gymnasium received the lowest rating and appear to be the areas of greatest need.

TABLE V

COMPARISON OF SCORES RATING APPROPRIATENESS OF
FACILITIES AS RATED BY PARENTS,
STUDENTS AND FACULTY

Items rated	Parents	Students	Faculty
1. Shop	5.0	4.1	4.5
2. Science Room	4.1	3.0	3.7
3. Music Room	3.1	2.2	2.4
4. Math	6.0	6.1	6.4
5. Home Economics	4.2	5.1	5.4
6. Foreign Language	5.0	4.3	6.1
7. Gymnasium	3.1	2.3	3.6
8. Regular Classroom	6.1	4.3	5.0

In evaluating their children's interest in scholastic achievement, most parents responding felt their students had at least an average desire for success. The score of 6.2 indicates the students have convinced their parents that they are trying to achieve as best they know how. The students in rating themselves on desire to achieve scholastically had an average score of 6.3. The faculty rating the same item rated it as 4.3. The faculty definitely feel differently than either the parents or the students about the students' desire to achieve scholastically.

The parents were next asked to rate their children's abilities in six study skills. Those parents responding gave a composite average rating of 6.4 to the students' abilities in the six study skills rated. The parents expressed much more confidence in the students' abilities in these study skills than did the students or the faculty. The students had a composite average of 4.9 and the faculty an average of 4.2. The wide divergence of opinion should be narrowed in order that those people concerned can work for the welfare of the students. Table VI shows the individual skill ratings as rated by the three groups.

In attempting to find reasons why students did not do better work, the parents gave a 4.9 composite rating to the items listed. The students' rating was 5.1 on the

TABLE VI
COMPARISON OF SCORES RATING STUDENT
ABILITIES IN SIX STUDY SKILLS

Study skills rated	Parents	Students	Faculty
1. Outlining	6.0	4.2	4.1
2. Taking notes	6.0	5.2	3.1
3. Memorizing facts	6.1	5.1	5.2
4. Finding the central thought	7.1	5.1	4.5
5. Relating thoughts in his/her own words	7.1	5.2	4.6
6. Concentration	6.0	5.1	4.2

items listed that might cause a student not to do his best work. The agreement shown between the parents and students indicates a degree of satisfaction with the work the students are doing. Reading difficulties, activities, and teacher turnover received low rating, indicating that they are not causing students difficulty.

Uninteresting textbooks appears to be the most important reason that students do not do better work. The three groups gave it an average rating of 6.6 which is almost two points above the composite average for the total question. Uninteresting assignments was the only other item which received a score high enough to make it seem to be a deterrent to teaching and learning.

Table VII compares the answers for the items in the question and includes the faculty responses when applicable. Since the faculty was not asked to complete all the items, a composite score was not figured for their ratings.

Homework assigned to the students was evaluated next by the parents. Five items were rated to determine if the homework was interesting, excessive, difficult, meaningful and if the directions were clear. The composite rating of 5.5 by the parents compares favorably with the rating of 5.1 for the same question on the student questionnaire. The two items singled out for close attention, by either group, concerned whether the homework was interesting and whether the work was meaningful. Table VIII shows the item scores for the question as rated by the parents and students.

When asked to rate the degree that they required their child to do his/her homework the parents rated their efforts as 7.0. This would indicate that the parents felt that they required their student to do his homework. The students and faculty did not feel that the parents were requiring so much from the students as the students had an average of 4.4 and the faculty an average of 3.6 for the question of parental requirement that the students do their homework.

TABLE VII

COMPARISON OF SCORES RATING REASONS FOR
STUDENTS NOT DOING BETTER WORK

Reasons rated	Parents	Students	Faculty
1. Dislike for subjects	5.1	6.1	
2. Dislike for teacher(s)	5.2	5.4	
3. Interference by school activities	4.1	4.1	5.4
4. Interference by non- school activities	4.1	4.3	6.0
5. Textbooks uninteresting	6.1	7.1	6.7
6. Reading difficulties	4.2	3.4	
7. Schoolwork not challenging	5.2	5.1	
8. Assignments uninteresting	6.1	6.1	
9. Unable to use library when needed	5.2	6.2	5.1
10. Excessive faculty turnover	4.1	4.2	4.1

TABLE VIII

COMPARISON OF SCORES EVALUATING HOMEWORK
ASSIGNED TO STUDENTS

Items rated	Parents	Students
1. Is not excessive	6.1	5.5
2. Is interesting	4.1	4.3
3. Is not difficult	6.0	5.2
4. Directions are clear	6.1	6.1
5. Is meaningful	5.2	4.4

The conflict of opinions, concerning homework, between the parents on the one hand and the students and faculty on the other would indicate a break in communication between the home and the school which could be a deterrent to learning.

An attempt was made to determine if the number and types of classes at Granite Falls Junior-Senior High School allowed the students to take the classes they desired. Twelve of the parents responding felt that there were enough class offerings while nine parents indicated that other classes should be offered. Only twenty-one students felt that the course offerings allowed them to take what they desired while twenty-eight students expressed a desire for other classes. The faculty felt that the classes

offered were not sufficient to allow students to take courses which they wanted to take. The faculty rated the question as 4.4.

The parents and students were asked to list classes that the students desired to take that were not offered, as well as those classes the students were unable to take because of scheduling problems. The following were suggested as classes that would be desirable:

- | | |
|-------------------------|---------------------------|
| 1. Geology | 11. Girls' shop |
| 2. Agriculture | 12. Architectural drawing |
| 3. Hiking | 13. Variety in music |
| 4. Auto shop | 14. Latin |
| 5. Photography | 15. French |
| 6. Plastics | 16. Interior decorating |
| 7. Second year forestry | 17. Variety of art |
| 8. Advanced P. E. | 18. Machine shop |
| 9. Metal shop | 19. Advanced bookkeeping |
| 10. Shorthand II | |

Classes that students could not schedule because of scheduling conflicts were:

- | | |
|----------------------|-----------------|
| 1. Chorus | 5. Trigonometry |
| 2. Shorthand | 6. Typing |
| 3. Family living | 7. Chemistry |
| 4. Child development | |

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will summarize the study, draw warranted conclusions from the results of the data and make specific recommendations relating to a similar study and to the school board and patrons of the Granite Falls School District.

The purpose of this study was to have teachers, parents and students identify deterrents to effective teaching and learning in Granite Falls Junior-Senior High School.

The hypotheses to be tested were the following:

1. Faculty, senior students and their parents will be able to identify deterrents to teaching and learning in Granite Falls Junior-Senior High School.
2. There will be an agreement between teachers and students and parents in identifying deterrents to teaching and learning in Granite Falls Junior-Senior High School.

I. SUMMARY

The parents, students and faculty were able to identify a number of deterrents to effective teaching and learning in Granite Falls Junior-Senior High School. A number of these deterrents are listed below:

1. Desired maps and charts were not available or at least not in sufficient quantity and quality.
2. Needed instructional equipment was in short supply.
3. The physical facilities were in poor condition.
4. Students did not have the experience necessary for in-depth study.
5. Textbooks were not interesting.
6. The gymnasium, science room and music room were not appropriate facilities and did not encourage effective teaching and learning.
7. Homework assigned was not interesting.
8. The course offerings were not broad enough.
9. Parents were not requiring students to do homework.
10. Student abilities in study skills were low.
11. Students were not able to use the library when they need it.

II. CONCLUSIONS

Any conclusions from this study were based on the rating scale used and the assumption that any item receiving an average score of 4.9 or less constituted a deterrent to teaching and learning. By using the above criteria it can be concluded that the eleven items listed in the "Summary" substantiate the first hypothesis which stated that the faculty, students and their parents will be able to identify

deterrents to teaching and learning at Granite Falls Junior-Senior High School.

The second hypothesis concerning agreement by the parents, students and faculty on deterrents to effective teaching and learning was upheld when the three groups all identified the following items as deterrents to effective teaching and learning:

1. Science, music and gymnasium facilities are inappropriate.
2. The course offerings are too limited.
3. The textbooks are not interesting.

Another conclusion which can be drawn is that the parents, students and faculty were in full agreement in their condemnation of the present physical plant.

There appears to be a lack of communication between Granite Falls Junior-Senior High School and the homes of the students. This conclusion was arrived at by comparing the answers of the parents with those of the teachers on several questions. A comparison of the scores for the item concerning the parental requirement for the students to do homework revealed a large discrepancy between the parents and faculty. Apparently the homework assigned is not being done consistently because the faculty rated this area as poor. On the other hand, the parents felt that they were requiring the students to do their homework. There are two possible explanations: (1) the parents are overrating their efforts,

and/or (2) the students are not taking assignments home but are assuring their parents they have all the assigned school-work completed.

The second item which indicated that a lack of communication existed was the item indicating a student's desire to achieve scholastically. Either the parents or the faculty are being badly fooled, and if this situation continues a serious split between the home and school could emerge.

The parents also felt that their students were much more capable in several study skills than did the faculty. The difference of opinion concerning the students' desire to achieve and the difference of opinion on the students' study skill abilities, ought to be creating hard feelings at each grading period.

III. RECOMMENDATIONS

Assuming that those items listed in the summary as deterrents are really that, then several recommendations would seem proper.

The first would be that a building program should be initiated to replace several parts of the existing facility. Without going into detail two reasons can be given to substantiate the need for better facilities. The facility

presently in use was built to house about 200 pupils and the present enrollment is 290 with 325 expected in the fall of 1969. Secondly, the facilities for science and music unduly restrict instruction to traditional teaching methods and are a major source of scheduling difficulties.

To deal with the apparent lack of communication between the home and the school the administration should arrange time for the teachers to make more personal contacts with the parents.

Although Granite Falls Junior-Senior High School sends home with the students progress reports at mid-term each nine weeks it appears that the school should mail these home to insure that the parents receive them. It might also be wise to mail report cards home.

The administration should initiate efforts to expand the vocational courses offered. Courses such as metal and auto shop, machine shop, architectural drawing, interior decorating, advanced shorthand and advanced bookkeeping were among classes requested by the students and parents. Much planning will be needed as these courses are the types of courses that require the largest expenditures of funds.

The writer would recommend that the same type of study be done by administrators in other small schools. It was most interesting for the writer to review the results of the questionnaires and speculate on their meaning. The

writer anticipates making a number of changes and initiating some new systems as a result of the study. The researcher would advise a different and more easily understood questionnaire be used if another similar study is undertaken. It would also be advisable to select a narrower subject so that a more in-depth study might be done.

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APPENDIX

Letter to the parents

May 6, 1969

Dear Parent:

I am conducting a study of possible deterrents to teaching and learning at Granite Falls Junior-Senior High School. This is being done with the cooperation of Dr. Franklin Carlson, Central Washington State College and with the approval of Mr. Vern Huffman, Superintendent of the Granite Falls schools. The enclosed questionnaire is being sent to parents of all Senior class students.

We are vitally interested in the program at Granite Falls Junior-Senior High School and hope that this appraisal will point up the strong areas as well as the areas needing improvement. The result of the study may be used to help determine the type of school program that Granite Falls should have as well as what type of facilities to build.

You will be asked to rate most questions on a ten point scale. The final result for each question will be an average that will fall between 1 and 10. An average of 9 or 10 will be rated excellent; 7 or 8 as good; 5 or 6 as average; 3 or 4 as poor; and 1 or 2 as very poor.

May I impose upon you for the few minutes of time it will take to complete the questionnaire? The completed form may be enclosed in the accompanying, self-addressed, stamped envelope and mailed to me. Please complete the form as soon as possible.

Thank you so much for your kind cooperation.

Sincerely,

Harry Raab,
Principal

PARENT QUESTIONNAIRE

Please rate the following statements with 10 being high and 1 being low. Circle one. If you are unable to answer any statement put a check mark in the parenthesis.

1. The appropriateness of the following facilities.
 - a) Shop. 10 9 8 7 6 5 4 3 2 1 ()
 - b) Science Room 10 9 8 7 6 5 4 3 2 1 ()
 - c) Music room. 10 9 8 7 6 5 4 3 2 1 ()
 - d) Math. 10 9 8 7 6 5 4 3 2 1 ()
 - e) Home Economics. 10 9 8 7 6 5 4 3 2 1 ()
 - f) Foreign language 10 9 8 7 6 5 4 3 2 1 ()
 - g) Gymnasium 10 9 8 7 6 5 4 3 2 1 ()
 - h) Regular classroom 10 9 8 7 6 5 4 3 2 1 ()

2. Most people have a desire to achieve in some endeavor. Rate your child's interest to achieve scholastically . . . 10 9 8 7 6 5 4 3 2 1 ()

3. How would you rate your child's ability in the following study skills.
 - a) Outlining 10 9 8 7 6 5 4 3 2 1 ()
 - b) Taking notes 10 9 8 7 6 5 4 3 2 1 ()
 - c) Memorizing facts. 10 9 8 7 6 5 4 3 2 1 ()
 - d) Finding the central thought 10 9 8 7 6 5 4 3 2 1 ()
 - e) Relating thoughts in his/her own words . . . 10 9 8 7 6 5 4 3 2 1 ()
 - f) Concentration 10 9 8 7 6 5 4 3 2 1 ()

4. Most students could do better schoolwork. From the following list could you determine why your child has not done better?
 - a) Dislike for subjects. . . 10 9 8 7 6 5 4 3 2 1 ()
 - b) Dislike for teacher(s). . 10 9 8 7 6 5 4 3 2 1 ()
 - c) Interference by school activities 10 9 8 7 6 5 4 3 2 1 ()
 - d) Interference by non-school activities . . . 10 9 8 7 6 5 4 3 2 1 ()

- e) Textbooks
 uninteresting 10 9 8 7 6 5 4 3 2 1 ()
- f) Reading difficulties. 10 9 8 7 6 5 4 3 2 1 ()
- g) Schoolwork not
 challenging 10 9 8 7 6 5 4 3 2 1 ()
- h) Assignments
 uninteresting 10 9 8 7 6 5 4 3 2 1 ()
- i) Unable to use library
 when needed 10 9 8 7 6 5 4 3 2 1 ()
- j) Excessive faculty
 turnover. 10 9 8 7 6 5 4 3 2 1 ()

5. How would you rate your
 child's homework?
 The homework:
- a) is not excessive. 10 9 8 7 6 5 4 3 2 1 ()
- b) is interesting. 10 9 8 7 6 5 4 3 2 1 ()
- c) is not difficult. 10 9 8 7 6 5 4 3 2 1 ()
- d) directions are clear. 10 9 8 7 6 5 4 3 2 1 ()
- e) is meaningful 10 9 8 7 6 5 4 3 2 1 ()

6. To what degree do you require
 your child to do his/her
 homework?. 10 9 8 7 6 5 4 3 2 1 ()

7. Did the number and types of classes
 offered at Granite Falls High
 School enable your child
 to take the courses you
 wanted him to take. Circle
 one.

Yes

No

8. If your answer in number 7
 is no, what types of classes
 were not offered?

Letter to the Students

May 7, 1969

Dear Student:

A study of possible deterrents to effective teaching and learning is being done in the Granite Falls Junior-Senior High School. It is being done with the cooperation of Dr. Franklin Carlson, Central Washington State College and with the consent of Mr Huffman, the Superintendent of Granite Falls Schools.

By completing the questionnaire as accurately as possible, you will be helping to identify weakness in our educational program. After these weaknesses have been identified, we can then attempt to provide solutions to them.

You will be asked to rate most questions on a ten point scale. The final results for each question will be of an average that will fall between 1 and 10. An average of 9 or 10 will be rated excellent; 7 or 8 as good; 5 or 6 as average; 3 or 4 as poor; and 1 or 2 as very poor.

After completing the questionnaire, please turn it in to Mr. Martinec.

Thank you very much for your cooperation.

Sincerely,

Harry Raab,
Principal

STUDENT QUESTIONNAIRE

Please rate the following statement with 10 being high and 1 being low. Circle one. If you are unable to answer any statement put a check mark in the parenthesis.

1. How would you rate the subjects that you have taken at Granite Falls High School in respect to your likes and dislikes?

English I	10	9	8	7	6	5	4	3	2	1	()
English II	10	9	8	7	6	5	4	3	2	1	()
English III.	10	9	8	7	6	5	4	3	2	1	()
English IV	10	9	8	7	6	5	4	3	2	1	()
Free Reading	10	9	8	7	6	5	4	3	2	1	()
Speech	10	9	8	7	6	5	4	3	2	1	()
Journalism	10	9	8	7	6	5	4	3	2	1	()
Creative Writing	10	9	8	7	6	5	4	3	2	1	()
Drama.	10	9	8	7	6	5	4	3	2	1	()
Health	10	9	8	7	6	5	4	3	2	1	()
Physical Education	10	9	8	7	6	5	4	3	2	1	()
Wood Shop	10	9	8	7	6	5	4	3	2	1	()
Electronics.	10	9	8	7	6	5	4	3	2	1	()
Cabin Construction	10	9	8	7	6	5	4	3	2	1	()
Mechanical Drawing	10	9	8	7	6	5	4	3	2	1	()
Driver's Education	10	9	8	7	6	5	4	3	2	1	()
Modern Math.	10	9	8	7	6	5	4	3	2	1	()
Algebra I	10	9	8	7	6	5	4	3	2	1	()
Algebra II	10	9	8	7	6	5	4	3	2	1	()
Geometry	10	9	8	7	6	5	4	3	2	1	()
Trigonometry	10	9	8	7	6	5	4	3	2	1	()
General Math	10	9	8	7	6	5	4	3	2	1	()
Physics.	10	9	8	7	6	5	4	3	2	1	()
Biology.	10	9	8	7	6	5	4	3	2	1	()
Aero-Space Science	10	9	8	7	6	5	4	3	2	1	()
Chemistry	10	9	8	7	6	5	4	3	2	1	()

Typing	10	9	8	7	6	5	4	3	2	1	()
Business Law	10	9	8	7	6	5	4	3	2	1	()
Economics	10	9	8	7	6	5	4	3	2	1	()
Bookkeeping.	10	9	8	7	6	5	4	3	2	1	()
Shorthand	10	9	8	7	6	5	4	3	2	1	()
Forestry	10	9	8	7	6	5	4	3	2	1	()
World History	10	9	8	7	6	5	4	3	2	1	()
U. S. History	10	9	8	7	6	5	4	3	2	1	()
History of Granite Falls .	10	9	8	7	6	5	4	3	2	1	()
Contemporary World Problems	10	9	8	7	6	5	4	3	2	1	()
Art	10	9	8	7	6	5	4	3	2	1	()
Band	10	9	8	7	6	5	4	3	2	1	()
Glee	10	9	8	7	6	5	4	3	2	1	()
Spanish I	10	9	8	7	6	5	4	3	2	1	()
Spanish II	10	9	8	7	6	5	4	3	2	1	()
German I	10	9	8	7	6	5	4	3	2	1	()
German II	10	9	8	7	6	5	4	3	2	1	()
Home Economics	10	9	8	7	6	5	4	3	2	1	()
Advanced Home Economics. .	10	9	8	7	6	5	4	3	2	1	()
Psychology	10	9	8	7	6	5	4	3	2	1	()
Sociology	10	9	8	7	6	5	4	3	2	1	()
Family Relations	10	9	8	7	6	5	4	3	2	1	()
Others _____ .	10	9	8	7	6	5	4	3	2	1	()
_____ .	10	9	8	7	6	5	4	3	2	1	()

2. Can you determine the reasons for liking some subjects more than Others?

- a) I have always liked 10 9 8 7 6 5 4 3 2 1 ()
it
- b) It is easy 10 9 8 7 6 5 4 3 2 1 ()
- c) I learned a great deal. 10 9 8 7 6 5 4 3 2 1 ()

- d) The classroom was quiet 10 9 8 7 6 5 4 3 2 1 ()
- e) The textbook was interesting 10 9 8 7 6 5 4 3 2 1 ()
- f) I liked the teacher . . . 10 9 8 7 6 5 4 3 2 1 ()
- g) We had many films . . . 10 9 8 7 6 5 4 3 2 1 ()
- h) The things I learned were useful 10 9 8 7 6 5 4 3 2 1 ()
- i) The subject was interesting 10 9 8 7 6 5 4 3 2 1 ()
- j) Other _____ . 10 9 8 7 6 5 4 3 2 1 ()
- _____ . 10 9 8 7 6 5 4 3 2 1 ()

3. How would you rate the appropriateness of the following facilities in Granite Falls for the specific classes taught in them?

- a) Shop. 10 9 8 7 6 5 4 3 2 1 ()
- b) Science Room. 10 9 8 7 6 5 4 3 2 1 ()
- c) Music Room 10 9 8 7 6 5 4 3 2 1 ()
- d) Math 10 9 8 7 6 5 4 3 2 1 ()
- e) Home Economics. 10 9 8 7 6 5 4 3 2 1 ()
- f) Foreign Language. . . . 10 9 8 7 6 5 4 3 2 1 ()
- g) Gymnasium 10 9 8 7 6 5 4 3 2 1 ()
- h) Regular Classroom . . . 10 9 8 7 6 5 4 3 2 1 ()

4. Most of us have a desire to achieve in some endeavor. Rate your interest to achieve scholastically. . 10 9 8 7 6 5 4 3 2 1 ()

5. Rate yourself in the following study skills

- a) Outlining 10 9 8 7 6 5 4 3 2 1 ()
- b) Taking notes. 10 9 8 7 6 5 4 3 2 1 ()

- c) Memorizing facts . . . 10 9 8 7 6 5 4 3 2 1 ()
 d) Finding the central
 thought 10 9 8 7 6 5 4 3 2 1 ()
 e) Relating thoughts in
 your own words . . . 10 9 8 7 6 5 4 3 2 1 ()
 f) Concentration 10 9 8 7 6 5 4 3 2 1 ()

6. Rate your ability to use the following reference sources.

- a) Library card catalog, , 10 9 8 7 6 5 4 3 2 1 ()
 b) Encyclopedia. 10 9 8 7 6 5 4 3 2 1 ()
 c) Dictionary 10 9 8 7 6 5 4 3 2 1 ()
 d) Reader's Guide. 10 9 8 7 6 5 4 3 2 1 ()
 e) Book index 10 9 8 7 6 5 4 3 2 1 ()
 f) Table of contents . . . 10 9 8 7 6 5 4 3 2 1 ()

7. Most of us can do better schoolwork. Can you determine why you did not?

- a) Dislike for the
 subject 10 9 8 7 6 5 4 3 2 1 ()
 b) Dislike for the
 teacher(s). 10 9 8 7 6 5 4 3 2 1 ()
 c) Interference of school
 activities. 10 9 8 7 6 5 4 3 2 1 ()
 d) Interference of non-
 school activities. . 10 9 8 7 6 5 4 3 2 1 ()
 e) Classroom distractions. 10 9 8 7 6 5 4 3 2 1 ()
 f) Disruptions from outside
 the room. 10 9 8 7 6 5 4 3 2 1 ()
 g) Textbook uninteresting. 10 9 8 7 6 5 4 3 2 1 ()
 h) Reading difficulties. . 10 9 8 7 6 5 4 3 2 1 ()
 i) Assignments
 uninteresting 10 9 8 7 6 5 4 3 2 1 ()
 j) Schoolwork not
 challenging 10 9 8 7 6 5 4 3 2 1 ()

- k) Unable to use library when needed 10 9 8 7 6 5 4 3 2 1 ()
- l) Excessive faculty turnover. 10 9 8 7 6 5 4 3 2 1 ()
- m) Other _____ . 10 9 8 7 6 5 4 3 2 1 ()
- _____ . 10 9 8 7 6 5 4 3 2 1 ()

8. Most students have homework at one time or another. Rate yours.

The homework:

- a) is not excessive. 10 9 8 7 6 5 4 3 2 1 ()
- b) is interesting 10 9 8 7 6 5 4 3 2 1 ()
- c) is not difficult. 10 9 8 7 6 5 4 3 2 1 ()
- d) directions are clear. . 10 9 8 7 6 5 4 3 2 1 ()
- e) is meaningful 10 9 8 7 6 5 4 3 2 1 ()

9. To what degree do your parents insist that you do your homework? . . 10 9 8 7 6 5 4 3 2 1 ()

10. How interested are your parents in what the school is trying to do for you? 10 9 8 7 6 5 4 3 2 1 ()

11. Did the number and types of classes offered at Granite Falls High School enable you to take the courses that you desired? Circle one. Yes No

12. If the answer to number 11 is "no", list classes you would like to have taken that were not offered or that you could not work into your schedule.

Classes not offered

Classes that could not be scheduled

.....

.....

Letter to the Faculty

May 7, 1969

Dear Faculty Member:

I am conducting a study of possible deterrents to teaching and learning in Granite Falls Junior-Senior High School. This is being done with the cooperation of Dr. Franklin Carlson, Central Washington State College and with approval of Mr. Vern Huffman, Superintendent of Granite Falls Schools. The enclosed questionnaire is being sent to all high school faculty members.

We are vitally interested in the program at Granite Falls Junior-Senior High School and hope that this appraisal will point up the strong areas as well as the areas needing improvement. May I impose upon you to complete the questionnaire?

You will be asked to rate most questions on a ten point scale. The final result will be an average that will fall between 1 and 10. An average, on questions, of 9 or 10 will be rated excellent; 7 or 8 good; 5 or 6 as average; 3 or 4 poor; and 1 or 2 as very poor.

Please put the completed questionnaire in my mail box as soon as possible.

Sincerely,

Harry Raab/s/

Harry Raab,
Principal

TEACHER QUESTIONNAIRE

Please rate the following statements with 10 being high and 1 being low. Circle one. If you are unable to answer any statement put a check mark in the parenthesis.

1. Textbooks interesting to students 10 9 8 7 6 5 4 3 2 1 ()
2. Availability of desired maps and charts 10 9 8 7 6 5 4 3 2 1 ()
3. Availability of appropriate films 10 9 8 7 6 5 4 3 2 1 ()
4. Availability of other audio-visual materials 10 9 8 7 6 5 4 3 2 1 ()
5. Availability of sufficient supplies 10 9 8 7 6 5 4 3 2 1 ()
6. Availability of needed instructional equipment . . . 10 9 8 7 6 5 4 3 2 1 ()
7. Availability of library for student research 10 9 8 7 6 5 4 3 2 1 ()
8. Appropriateness of facility for classes taught in it.
 - a) Shop 10 9 8 7 6 5 4 3 2 1 ()
 - b) Science room 10 9 8 7 6 5 4 3 2 1 ()
 - c) Music room 10 9 8 7 6 5 4 3 2 1 ()
 - d) Math room 10 9 8 7 6 5 4 3 2 1 ()
 - e) Home Economics 10 9 8 7 6 5 4 3 2 1 ()
 - f) Foreign language 10 9 8 7 6 5 4 3 2 1 ()
 - g) Gymnasium 10 9 8 7 6 5 4 3 2 1 ()
 - h) Regular classrooms 10 9 8 7 6 5 4 3 2 1 ()
9. Condition of physical facilities 10 9 8 7 6 5 4 3 2 1 ()
10. Interest of students in scholastic achievement 10 9 8 7 6 5 4 3 2 1 ()
11. Student abilities in the following study skills 10 9 8 7 6 5 4 3 2 1 ()
 - a) Outlining 10 9 8 7 6 5 4 3 2 1 ()
 - b) Taking notes 10 9 8 7 6 5 4 3 2 1 ()
 - c) Memorizing facts 10 9 8 7 6 5 4 3 2 1 ()
 - d) Finding the central thought 10 9 8 7 6 5 4 3 2 1 ()
 - e) Relating thought in own words 10 9 8 7 6 5 4 3 2 1 ()
 - f) Concentration 10 9 8 7 6 5 4 3 2 1 ()
12. Student abilities in the use of the following resource sources.
 - a) Library card catalog . . . 10 9 8 7 6 5 4 3 2 1 ()
 - b) Encyclopedia 10 9 8 7 6 5 4 3 2 1 ()

- c) Dictionary 10 9 8 7 6 5 4 3 2 1 ()
d) Reader's Guide 10 9 8 7 6 5 4 3 2 1 ()
e) Book index 10 9 8 7 6 5 4 3 2 1 ()
f) Table of contents 10 9 8 7 6 5 4 3 2 1 ()
13. Number and types of courses offered enabled students to take what they wanted to take 10 9 8 7 6 5 4 3 2 1 ()
14. Student experience for in-depth study. 10 9 8 7 6 5 4 3 2 1 ()
15. Student involvement in out-of-school activities. . . 10 9 8 7 6 5 4 3 2 1 ()
16. Student involvement in in-school activities 10 9 8 7 6 5 4 3 2 1 ()
17. Frequency of out-of-class interruptions 10 9 8 7 6 5 4 3 2 1 ()
18. Parental support of teacher in discipline cases. 10 9 8 7 6 5 4 3 2 1 ()
19. Parental encouragement of student scholastic excellence 10 9 8 7 6 5 4 3 2 1 ()
20. Parental requirement that students do homework. 10 9 8 7 6 5 4 3 2 1 ()
21. Parental interest in the educational program in general 10 9 8 7 6 5 4 3 2 1 ()
22. Administrative support of teachers in discipline cases 10 9 8 7 6 5 4 3 2 1 ()
23. Administrative leadership in curriculum development . . 10 9 8 7 6 5 4 3 2 1 ()
24. Administrative guidance for professional growth 10 9 8 7 6 5 4 3 2 1 ()
25. Faculty turnover 10 9 8 7 6 5 4 3 2 1 ()
26. How many classes are you teaching that are not in your major field 10 9 8 7 6 5 4 3 2 1 ()