A STUDY OF THE LUEDERS SECONDARY SCHOOL TO DETERMINE THE
EXTENT TO WHICH IT MEETS CRITERIA FOR EDUCATIONAL
OBJECTIVES AND YOUTH INTERESTS

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A STUDY OF THE LUEDERS SECONDARY SCHOOL TO DETERMINE THE
EXTENT TO WHICH IT MEETS CRITERIA FOR EDUCATIONAL
OBJECTIVES AND YOUTH INTERESTS

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this investigation is to make a study of the Lueders secondary school to determine the extent to which it is meeting educational objectives and the interests of its pupils. The responsibility of the school in this respect, the nature of educational objectives, the interests of the pupils, and the program of the Lueders secondary school comprise the subject matter of the study.

Limitations of the Study

The nature of the background study in professional literature is limited to an investigation of educational objectives, youth needs and interests, and the responsibility of the school for meeting them. The school survey is limited to the Lueders Public School and presentation and analysis of the program it offers to the youth of the community.

Source of Data

Documentary and human sources are used in the study. The responsibility of the school to train youth and the nature of youth needs are studied in recent professional literature. Books, reports of national organizations, and
surveys are used. The human source constitutes data taken directly from the Lueders Public School system regarding its facilities and offerings for meeting youth needs as determined from the Kuder Preference Record.

Definition of Terms

The meaning of "need" in the sense of education is defined by Good as follows:

Needs, pupil: everything necessary to ensure the optimum development of the potential abilities of a pupil—intellectual, physical, moral, emotional, and social—both in relation to his present interests, abilities and level of achievement and in relation to the probable future demands of the individual and society.¹

Interest in a subject or an occupation as used in this study means "attention to an object, situation or idea, or group of such objects."² Having an interest in a subject or vocation does not necessarily mean that the individual has any talent or ability in this field.

Ability, as used in the study, means "sufficient mental or physical power, capacity, or strength to do a certain thing or in the general walks of life."³

Talent, as defined by the Universal Reference Library, is "exceptional mental ability in one field, capable of development through training."⁴

¹Carter V. Good, Dictionary of Education, p. 76.
²The Universal Reference Library, p. 512.
³Ibid., p. 3.
⁴Ibid., p. 405.
Method of Procedure

The first step in the study was an investigation of what constitutes the needs of pupils in the modern schools. Recent professional literature was read. An investigation was then made of the needs and interests of the pupils in the Lueders secondary school through administration of the Kuder Preference Test. Ten areas of interest were studied in this test: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical.

Data from the tests were tabulated and analyzed; the program of the Lueders school was then studied to determine wherein it provided for these interests of the pupils and wherein it failed to meet them. Conclusions were drawn from the findings of the survey, and recommendations were made where the data showed a need for improvement.

The introductory chapter states the purpose of the study, the limitations, and the source of the data. Terms used in the study are defined, the method of procedure is described, and previous studies in the field are briefly reviewed.

Needs and interests of the pupils in a secondary school, as developed in recent professional literature, are outlined in Chapter II. Data on the interests of the pupils in the Lueders secondary school and the facilities of the school for meeting these interests are presented in Chapter III.
Chapter IV presents an analysis of the extent to which the Lueders secondary school meets the interests of its pupils as determined through tests. The conclusions and recommendations of the study comprise the subject matter of Chapter V.

Related Studies

The depression with its great backlog of unemployment focused new attention on the needs of youth and the responsibility of the school to meet them. A number of studies of the needs of youth grew out of the renewed interests. One of the earliest of these was by Homer P. Rainey. He made a study of the problems of youth: youth and jobs, youth and the schools, youth and health, rural youth, Negro youth, and youth and the home. Rainey's study, however, made no conclusions or offered no recommendations for dealing with the problem. Rainey's study is similar to the present one in that the problems of youth are studied. It is unlike it in that it offers no recommendations for meeting youth needs or interests.

Bell, in 1941, made a survey of youth conditions in Maryland for the American Youth Commission. A survey was made of the state of Maryland, and sample surveys were also made in portions of Pennsylvania and in the city of Dallas, Texas. The purpose of the study was to discover the needs of youth and how they were being met.

5Homer P. Rainey, How Fare American Youth, pp. 1-178.
6Howard M. Bell, Youth Tell Their Story, pp. 1-254.
First-hand information on these needs of youth were secured by means of personal interview. A schedule of questions was prepared, and a number of trained personnel interviewed approximately thirteen thousand youth in the state of Maryland. The data were very closely controlled and were statistically analyzed.

The following conclusions were reached by Bell from his study:

1. Equalizing educational opportunities is one of the most important of youth needs.

2. The second important need is finding employment for youth as they emerge from their school experience.

3. A very large percentage of youth assert that economic security is their most personal need.

4. Guidance is one of youth's most pressing necessities.

5. There is a lack of appropriate and adequate vocational training.

6. The entire program for meeting the needs of youth needs reorganizing.

7. How to spend leisure time is a social problem of real significance.

8. A great deal of attention must be paid to health education if we are to have happy and effective citizens.

9. More attention should be placed on the duties of the individual as a citizen, a taxpayer, and a voter.

10. There is need for community planning for youth.
The present study is like the one made by Bell in that a survey is made of the needs and interests of a group of youths through personal interviews and tests. The present study differs from Bell's in that a study is made of the extent to which needs are being met by present day institutions, and recommendations are made to aid in meeting needs.

In 1944 the Educational Policies Commission published an outstanding study, _Education for All American Youth_. This was a statement of basic principles, philosophy, and practices of education for youth in a democracy. The National Association of Secondary Principals, with the study _Education for All American Youth_ as a basis, made a further study as to how the school could meet these recommendations made by the Educational Policies Commission. The primary purposes of the study, as expressed by the authors, was "to start discussion and examination of school programs, school opportunities, laws, and costs, with a view toward building a better program of secondary education."

Brief and graphic descriptions were presented in Planning for American Youth of two good examples of secondary school rural and urban programs. As a background for the presentation of the two school programs, differences in

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7Educational Policies Commission, _Education for All American Youth_, pp. 1-214.


9Ibid., p. 4.
schools, differences in youth, social problems affecting education, and opinions of parents were studied. The programs in the two systems studied were based on the following assumptions:

1. Education should be planned for all youth, so that economic, geographical, social, occupational, and racial limitations may have full understanding and consideration.
2. Education should be free, provided as a service of the State to its citizens.
3. Education must be suited to the personal and social needs of the people it serves.
4. Education should be continuous; it should go on after youth leave school.\(^{10}\)

A survey was then made of the school systems in the two selected for the study. The community, the school plant, the needs of the pupils, and the provisions that the schools made for meeting these needs were studied. The present study, in a sense, is a direct outgrowth of Planning for American Youth. It follows the same line of procedure in that a study is made of the community, the school, the interests of the pupils, and the facilities provided by the school for meeting these interests. It differs in that specific recommendations are made for improvement of the school where data indicate that the program is inadequate for meeting youth needs and interests.

\(^{10}\)Ibid., p. 7.
CHAPTER II

AN ANALYSIS OF EDUCATIONAL OBJECTIVES AND
YOUTH INTERESTS

Purpose of the Chapter

The purpose of this chapter is to analyze the needs of youth in modern society and some recommended practices and procedures for meeting them. The general need of youth will be given first attention and recommended practices and procedures developed later.

General Needs of Youth

Heredity and environment have made youths differ one from the other, but they all have certain fundamental needs. The National Association of Secondary School Principals, in its study of two school systems, outlined specific needs which graphically and tersely express the general needs of youth. These needs are as follows:

1. All youth need to develop salable skills.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society.
4. All youth need to understand the significance of the family for the individual and society.
5. All youth need to know how to purchase and use goods and services intelligently.
6. All youth need to understand the influence of science on human life.
7. All youth need to be able to use their leisure time well and to budget it wisely.
8. All youth need an appreciation of literature, art, music, and nature.
9. All youth need to develop respect for other persons.
10. All youth need to grow in their ability to think rationally.¹

The Educational Policies Commission of the National Education Association and the American Association of School Administrators identify four major areas of living and define four broad purposes of education. Each of these purposes is based on needs of the individual youth, which are as follows:

1. Self-realization, which includes health and recreation; the development of intellectual interests, esthetic taste, and character; and the mastery of language and numbers;
2. Human relationship, in home, life, work situations, friendships, and all social groups;
3. Civic responsibility suited to the ideals and institutions of American democracy; and
4. Economic efficiency, both as a producer and a consumer.²

In the first area, self-realization, concern is found for the individual. In order for him to reach his fullest capabilities, opportunities should be provided for:

1. An inquiring mind
2. Speech
3. Reading
4. Writing
5. Numbers

¹Educational Policies Commission, Planning for American Youth, p. 10.
²American Association of School Administrators, Youth Education Today, Sixteenth Yearbook, p. 65.
6. Sight and hearing
7. Health knowledge
8. Health habits
9. Public health
10. Recreation
11. Intellectual interests
12. Aesthetic interests
13. Character

In the second area, human relationship, objectives pertain to home, family, and community. Specific objectives here must provide for:

1. Respect for humanity
2. Friendships
3. Cooperation
4. Courtesy
5. Appreciation of the home
6. Conservation of the home
7. Homemaking
8. Democracy in the home

The third area, economic efficiency, offers opportunity for:

1. Work
2. Occupational information

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4Ibid., p. 72.
3. Occupational choice
4. Occupational efficiency
5. Occupational adjustment
6. Occupational appreciation
7. Personal economics
8. Consumer judgment
9. Efficiency in buying
10. Consumer protection

In the fourth area, civic responsibility, opportunities should be provided for civic responsibility. These are:

1. Social justice
2. Social activity
3. Social understanding
4. Critical judgment
5. Tolerance
6. Conservation
7. Social application of science
8. World citizenship
9. Law observance
10. Economic literacy
11. Political citizenship
12. Devotion to democracy

A report prepared by Thayer, Zachry, and Kotinsky for the Commission on Secondary School Curriculum of the

\[5\text{Ibid.}, \text{p. 90.}\]
\[6\text{Ibid.}, \text{p. 108.}\]
Progressive Education Association proposes a re-orientation of the secondary school needs to meet the needs of youth.

They classify the needs in four general areas:

1. Immediate social relationships:
   a. Relations with parents.
   b. Heterosexual development.
   c. Expanding meaningful and satisfying friendships and group contacts.
   d. Development of satisfactory ideals and codes of conduct.

2. Wider social relationships:
   Development of social insight and responsibility.

3. Economic relationships:
   a. Understanding of economic society.
   b. Assurance of a responsible role in economic society.
   c. Vocational guidance.
   d. Vocational preparation.

4. Personal living:
   a. Adequate philosophy.
   b. Realization of more abundant personal living.\(^7\)

Alberty has classified the needs of youth under five major categories: health, security, achievement, interests, and outlook on life.\(^8\)

Doane says that the mere establishment of a "set of predicated needs" and the consequent determination of educational objectives does not in itself provide a means of getting the youth to engage in behavior that will meet them.\(^9\)


A study of needs may determine what is to be taught, but it
does not tell how it should be taught. The presence of a
need does not mean that meeting it will be self-motivated.
For maximum learning efficiency, Doane states, the problems
arising from these needs must be related to actual psycho-
biological needs which are existent or which have been
developed out of existing needs by the guidance of the
teacher. A major task of the teacher, therefore, is to
guide the development of interests along desirable channels
"so that new concerns leading to socially desirable activity
will emerge from those already existent."¹⁰

Three types of youth needs are recognized by Doane in
the conclusions he made from a study of over two thousand
youth. These are:

1. Faults or shortcomings of society which, for the benefit of youth, need to be remedied by
social action.

2. Lacks or shortcomings of youth as individuals, as they are or may be, with respect to
the adult view of what they should be now or in the future, intellectually, morally, etc., which
need to be met by education, parental influences, or other youth training agencies.

3. Psycho-biological needs: the psychological and biological drives to learning and other
behavior.¹¹

The second area, or predicated needs, is the one with
which the school is most intimately concerned. In this re-
spect, the needs may be classified as vocational and social
competence.

¹⁰Ibid., p. 46. ¹¹Ibid., p. 113.
Jersild and Tasch differentiate between a child's interests and his needs. They state that there are many gaps between the interests that children acquire and those they might acquire.\textsuperscript{12} Having a score of interests does not necessarily mean that the child is better off than the one with a few interests. They say that it is not the number and scope of a person's interests that count but the way his interests, many or few, function, the needs they serve, and the avenues of life that they open up. They further state:

Interests are more than a cluster of favored activities. They represent in the aggregate, modes of life in which the child's emotional well-being and his social relations are involved. Through the process of developing interests that are in keeping with his particular qualities and abilities the child is helped to acquire a conception of himself that is in line with reality. Through this process he probably also can be helped to acquire a wholesome idea of his own worth. Such interests also can be the medium through which he is helped to find a place in his social environment that is comfortable to him and others. For it is by way of common interests that people establish many of their social contacts and fulfill many of their social needs, whether by temperament they tend to be very gregarious or very selective in their relations with others.\textsuperscript{13}

This pooling of opinion on the needs of youth results in the following concrete statements:

1. All youth need the required knowledge and skills in fundamentals.

\textsuperscript{12}Arthur T. Jersild and Ruth J. Tasch, \textit{Children's Interests}, p. 85.

\textsuperscript{13}\textit{Ibid.}, p. 86.
2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to know how to cooperate with others, how to work in groups, and how to adjust to varying social situations.

4. All youth need to know and understand the rights and duties of the citizen of a democratic society.

5. All youth need to develop vocational competence in some one field or another.

6. All youth need to be able to use their leisure time well and to budget it wisely.

7. All youth need to understand the significance of the family for the individual and society.

8. All youth need to develop an appreciation for literature, art, music, and nature.

9. All youth need to develop the ability to think rationally and to solve problems through reasoning instead of force.

10. All youth need to develop respect for other persons.

Recommended Practices and Procedures for Meeting the Needs of Youth

Literature in the field of secondary school administration reflects the attention that is being given by educators to ways and means of meeting the needs and interests of youth.
Adapting the curriculum to provide for expanding needs, providing guidance for growing youth, and providing adequate physical plants for expanded curriculums are some of the more important recommendations.

One of the basic studies of curriculum reorganization in secondary schools was made by a committee appointed by the Department of Secondary School Principals in 1932. This committee, composed of twelve outstanding educators, made a survey over a period of three years on ways and means of improving secondary education. The report on the work was made in 1938.

One of the issues studied by the committee was: Shall secondary education provide a common curriculum for all, or differentiated offerings? The verdict was in favor of a differentiated curriculum. Three main reasons were advanced for this conclusion. They were:

1. Pupils differ in capacity to learn.
2. Pupils differ in interests.
3. Society requires specialized types of work.

The differentiated curriculum, therefore, was the major recommendation of this Committee for meeting the needs and


\[15\] Ibid., pp. 179-181.
interests of youth in the secondary school. Such a curriculum would include vocational training to meet specialized needs of society and a wide range of subjects contributing to development of citizenship and personality traits.

Another study primarily concerned with curriculum content was reported in the Twenty-Sixth Yearbook of the National Society of Education. The following comment was made:

In times past, and too largely in present school practice, the curriculum has been conceived primarily as formal subject matter (facts, processes, principles), set out to be learned without adequate relation to life. The curriculum should be conceived...in terms of a succession of experiences and enterprises having a maximum of life-likeness for the learner.\(^{16}\)

The curriculum under the concept outlined by the National Society for the Study of Education would comprise all activities common to the life experiences of the pupils. A wide range in curriculum offerings, therefore, would be the answer to this expressed need.

In a study conducted by the American Council of Education in 1938, the statement was made that the program of secondary youth was in serious need of reorganization.\(^{17}\) Abundant evidence, it was stated, existed to indicate that the secondary schools, as then operated, were "ill-suited...


\(^{17}\)Howard M. Bell, Youth Teil Their Story, American Council on Education, 1938, p. 4.
to a large percentage of youth attending them." Three major areas were recommended for additions to the academic curriculum: (1) recreation, or the wholesome use of leisure time, (2) health education, including social and personal hygiene, and (3) citizenship training for developing citizens capable of maintaining a democratic form of government. The National Association of Secondary Principals in their study Planning for American Youth set up an educational program to meet the needs of the pupils. They offered the following:

1. Basic courses for developing civic competence and responsible self-direction.
2. Opportunities to develop personal abilities and special interests.
3. Opportunities to develop physical fitness, emotional and physical health.
4. Adequate personal and occupational counseling and acquaintance with the occupations men follow to make a living.
5. Opportunities to engage in work experience in the home, the community, or in local businesses or shops.

In addition to these offerings to meet the needs of all youth, provisions were made for three special groups:

1. Vocational training for those who expected to remain in the farming community.
2. Special training for those who expected to go to the cities after graduation in the form of study of special

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18 Ibid., Foreword, p. 2.  
19 Ibid., pp. 2-4.  
problems and opportunities to acquire work experience in jobs related to occupations in the city.

3. Carefully planned programs for those who planned to go to colleges or universities.\textsuperscript{21}

There have been criticisms of the new curriculum with its wide range of offerings. The Committee on the Orientation of Secondary Education presented some of the criticisms in its study of secondary schools:

The case for the common curriculum is supported by a variety of objections to the theory and practice of differentiation. One objection is that it requires the pupils to make choices of subjects on the basis of a meager background of experience, a limited view of the future, and other handicaps which hamper his judgment. There are critics who claim that the theoretical values of allowing the pupil to choose his curriculum are not realized in practice because the pupil is too immature, inexperienced and changeable to choose wisely. They contend that a better net result is obtained through a common curriculum wisely constructed by educators.\textsuperscript{22}

The answer of the Committee to these criticisms was a recommendation for an adequate guidance program. The statement was made that there must be "safeguards in the way of guidance which will insure some degree of appropriate choice."\textsuperscript{23}

Further study of the need for guidance in the secondary school was made by the Committee on Planning of the Department

\textsuperscript{21}\textit{Ibid}.


\textsuperscript{23}\textit{Ibid.}, p. 131.
of Secondary-School Principals in 1938. One of the results was the conclusion that guidance was needed to help the pupil chart his course in a diversified curriculum. Meeting the needs of the pupils, the Committee stated, required something more than just "offering a diversified program of studies." The requirements are described as follows:

Testing, grading, discipline, organization, and administration are required to make guidance serve the need of all pupils. Those in charge of the guidance program must have a sympathetic understanding of the pupil's interests, aptitudes, needs, abilities, and opportunities together with a conscious effort to help each pupil make the most of these and direct them toward worthy objectives. The right kind of guidance strives to help pupils help themselves.

The Educational Policies Commission declares that a formal guidance program is not essential to effective guidance. It describes guidance as "a process of becoming so well acquainted with a pupil that the teacher is able to help the pupil better to understand himself, to plan intelligently


26 Educational Policies Commission, Learning the Ways of Democracy, p. 136
...and to make fullest use of educational resources in carrying out his plans." 27

Some writers in the field of secondary school administration also concur in the conclusions reached by national committees studying the problems of secondary education. Douglass asserts that every one associated with any secondary school has opportunities for guidance. 28 According to Reeder, guidance is concerned with every phase of the life of the individual. 29 Guidance is especially needed in the areas of education, vocations, leisure-time activities, health, character, home membership, and civic activities. 30 Securing and providing information on individual differences and interests of the pupils, he states, is one of the main functions of guidance. Edmonson, Roemer, and Baker have this statement:

A carefully planned guidance program is imperative if these students are to find their bearings in the modern high school, with its numerous curriculum offerings, electives, and extra-curricular activities. Moral, social, ethical, educational, leisure-time, civic, and vocational guidance are needed. 31

27 Ibid.
28 Harl R. Douglass, Organization and Administration of Secondary Schools, p. 60.
30 Ibid., pp. 541-542.
The findings of the different national studies plus the recommendations of some writers in the field of secondary administration indicate that provisions for some type of guidance are necessary to accompany a diversified curriculum. A further conclusion reached from a study of the recommendations offered by these various sources is that the basic point of the guidance program is determination of individual interests and needs of the pupils.

Still another requirement in meeting the needs and interests of modern youth in the school is an adequate physical plant. School buildings and their equipment, according to the Bureau of Education Research of Ohio State University, should also be considered accessories to the educational process. Educational activities are restricted or expanded in proportion to available facilities and equipment for conducting them. The site of the building; the number, type, and location of the rooms; and the kinds, amounts, and arrangements of equipment are all important factors in the number and kind of possible curriculum activities.

The National Council on Schoolhouse Construction has sponsored a number of surveys to determine adequate building standards for school plants. The latest one made was


33 Ibid.
published in 1949 and was entitled Guide for Planning School Plants.\textsuperscript{34} Determination of principles and objectives for planning school plants instead of standards was the guiding purpose of the publication.\textsuperscript{35}

The purpose of the school plant, according to the National Council, is to provide the facilities for the educational program. The following statement is made:

It is more than a shelter from the weather and an educational tool. In fact the plant may by its very architecture and design teach children to like school or to be afraid of school. It may teach children to be neat, clean, and healthy, or it may have the opposite effect. It may say, "Come in if you dare" or it may welcome the children. It may determine and restrict the educational program, or it may stimulate a better program. It is not an end in itself. It should be designed to provide the facilities required for housing the school and community programs which have been determined as the functions of the schools in each community. The building should not be primarily a monument to the architect and school authorities. It should be a learning laboratory for all members of the community.\textsuperscript{36}

The Cooperative Study of Secondary School Standards set up criteria for the evaluation of a school plant.\textsuperscript{37} In the "Statement of Guiding Principles" the value of the plant is described:

\begin{flushright}
35\textit{Ibid.}, p. vii. \hspace{1cm} 36\textit{Ibid.}, p. 2.
\end{flushright}
The plant is one of the major conditioning factors about a good school....The school program may be seriously restricted and impeded or it may be considerably facilitated and enriched with little or no difference in the cost of the plant. The building as planned and equipped is not merely a place of instruction; it is also a functioning part of the educational program itself. 38

Meyer and Brightbill, in a research study, Community Recreation, stress the importance of recreation as a part of the school program. 39 Regardless of size or location, they assert, opportunities exist on every schoolground and within every schoolhouse for providing activities valuable in developing leisure-time interests. The kind and size of the school plant will affect the type of recreational activity the school can offer.

Many writers in the field of secondary school administration agree with the national studies in regard to the importance of the school plant in meeting the present-day needs and interests of youth. Edmonson, Roemer, and Bacon state that many needed changes in the curriculum are retarded or prevented by inadequate physical plants and facilities. 40 Sufficient space and equipment is necessary to the proper administration of a school program, and especially one that comprises a variety of life activities and experiences.

38 Ibid.
40 Edmonson, Roemer, and Bacon, op. cit., p. 659.
Reeder states that the tendency in building school plants is to make the plant more useful, more healthful, more comfortable, more lasting, and more beautiful.\textsuperscript{41} Douglass describes the modern school plant as one that not only has classrooms but includes "auditoriums, gymnasiums, administrative offices, and special rooms and arrangements for instruction in science, sewing, cooking, typewriting, industrial arts, and various kinds of health and physical education activities."\textsuperscript{42}

An adequate physical plant with equipment for a wide range of curriculum activities, therefore, is a necessity in meeting the needs and interest of modern youth. It is recommended by educators and research groups as one of the ways of meeting youth needs and interests in the secondary school.

Summary

The recommended practices and procedures for meeting the interests and needs of youth may be summarized as follows:

1. Each school should make a survey of the needs and interests of its pupils.

2. Each school should make a study of its curriculum to learn wherein it meets and wherein fails to meet the expressed interests and needs of its pupils.

3. The curriculum should be broadened to include the areas of vocational training, health and physical education, recreation, and training for citizenship responsibilities.

\textsuperscript{41}Reeder, \textit{op. cit.}, p. 254. \textsuperscript{42}Douglass, \textit{op. cit.}, p. 25.
4. A variety of activities should be provided in order to help meet varying interests and abilities of the pupils.

5. A program of youth guidance should be inaugurated to help youth in selecting courses and activities suited to their individual needs and interests.

6. An adequate school plant should be provided for a variety of curriculum activities.

7. The plant should be provided with equipment for carrying out the varied curriculum.

8. Adequate space for an activity program should be provided.
CHAPTER III

GENERAL INTERESTS OF PUPILS IN THE LUEDERS SECONDARY SCHOOL AND FACILITIES FOR MEETING THEM

Purpose of the Chapter

The purpose of this chapter is to present data on the Lueders secondary school, on the interests of the pupils in this school as determined by the Kuder Preference Test, and on the facilities of the school for meeting this interest.

Description of Situation

Lueders High School serves the small town of Lueders, which has 859 inhabitants, and the surrounding area. The school has eleven classroom units and this number of teachers other than the homemaking teacher and the superintendent of the school. The tax valuation of the district is $1,300,000, and the tax rate is $1.25 per one hundred dollars. During the session of 1949-50, 101 pupils were enrolled in the secondary school.

Interests of the Pupils in Lueders Secondary School as Determined by the Kuder Preference Test

One of the most stressed subjects in school administration is that of planning the curriculum to meet individual
interests and needs of the pupils. In order to apply theory to practice, the Lueders secondary school was evaluated to learn the extent to which the school is meeting the interests of its pupils and to recommend improvements for better meeting these needs and interests. Edmonson, Roemer, and Baker assert that the "first task of the school is to find out and classify the needs and interests of its pupils."\(^1\) Acting on this suggestion, the superintendent instituted a search for some effective means of determining pupil interests.

The *Kuder Preference Record, Form C*, was chosen as the instrument for measurement after much study and investigation.\(^2\) This test has been developed by G. Frederic Kuder, who has had wide experience in educational and psychological measurement in industry, education, and government service. He has been associated professionally with the Proctor and Gamble Company, Ohio State University, the University of Chicago, the Social Security Board, the United States Civil Service Commission, and the War Department. At present he is Professor of Psychology at Duke University, editor of *Educational and Psychological Measurement*, and editor of *Personnel Psychology*.

\(^1\)J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, *Examiner Manual for the Kuder Preference Record, Vocational Form C*.

\(^2\)Ibid., p. 1.
The Kuder Preference Record, while labeled as a vocational test, covers ten areas of interest: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. Since these areas cover practically all school activities, the test was accepted as an instrument for measuring pupil interest in the Lueders secondary school.

Since the interests of boys and girls differ widely and at various grade levels, the tests were scored separately for boys and girls and by grades. Data concerning the outdoor interests of the boys and girls at different grades are presented in Table 1.

**Table 1**

OUTDOOR INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE NINTH, TENTH, ELEVENTH, AND TWELFTH GRADES AS DETERMINED BY THE KUDER PREFERENCE RECORD IN 1949-50

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>59</td>
</tr>
<tr>
<td>Tenth</td>
<td>52</td>
</tr>
<tr>
<td>Eleventh</td>
<td>49</td>
</tr>
<tr>
<td>Twelfth</td>
<td>54</td>
</tr>
</tbody>
</table>

*Explanation of scores:
Boys: High - 59 & over Girls: High - 40 & over
Low - 37 & under Low - 23 & under
Average - 37 to 59 Average - 23 to 40
According to the data in Table 1, all of the boys in the Lueders secondary school have an average interest in outdoor activities with the boys in the ninth grade indicating the greatest degree of interest. The girls in the tenth, eleventh, and twelfth grades indicate average scores in outdoor interest while the girls in the ninth grade have a high degree of interest in outdoor activities.

Data in Table 2 present the average scores made by the boys and girls in the Lueders secondary school in the area of mechanical interests.

**TABLE 2**

MECHANICAL INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE NINTH, TENTH, ELEVENTH, AND TWELFTH GRADES AS DETERMINED BY THE KUDEPREFERENCE RECORD IN 1949-50

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>50</td>
</tr>
<tr>
<td>Tenth</td>
<td>47</td>
</tr>
<tr>
<td>Eleventh</td>
<td>40</td>
</tr>
<tr>
<td>Twelfth</td>
<td>51</td>
</tr>
</tbody>
</table>

*Explanation of scores:

Boys
- High: Over 54
- Low: Under 36
- Average: 36 to 54

Girls
- High: Over 28
- Low: Under 17
- Average: 17 to 28
According to the data in Table 2, interest in the mechanical area by the boys is average; the highest degree of interest is registered in the twelfth and ninth grades, respectively. Interest of the girls in this area is average in all the grades with very few variations from grade to grade.

Data in Table 3 present information on the computational interests of the boys and girls in the Lueders secondary school as determined by the Kuder Preference Record.

**TABLE 3**

**INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN COMPUTATIONAL AREAS AS DETERMINED BY THE KUDER PREFERENCE RECORD IN 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>25</td>
</tr>
<tr>
<td>Tenth</td>
<td>22</td>
</tr>
<tr>
<td>Eleventh</td>
<td>27</td>
</tr>
<tr>
<td>Twelfth</td>
<td>25</td>
</tr>
</tbody>
</table>

*Explanation of scores:*

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Low.</td>
<td>Low.</td>
</tr>
<tr>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Over 28</td>
<td>Over 29</td>
</tr>
<tr>
<td>Under 19</td>
<td>Under 16</td>
</tr>
<tr>
<td>19 to 28</td>
<td>16 to 29</td>
</tr>
</tbody>
</table>

According to data in Table 3, interest in the computational area by the boys is average with few variations. The greatest degree of interest is indicated at the eleventh
grade level, and the least is indicated at the tenth grade level. More variation is shown by the girls. While all girls register average interest in the computational area, the ones in the twelfth grade show the highest degree which lacks only four points of being a high score. The lowest degree of interest is shown by the eleventh grade in this area with the average score only three points above low score.

Information on the interests of the boys and girls in the Lueders secondary school in the scientific area is presented in Table 4.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>43</td>
</tr>
<tr>
<td>Tenth</td>
<td>51</td>
</tr>
<tr>
<td>Eleventh</td>
<td>37</td>
</tr>
<tr>
<td>Twelfth</td>
<td>50</td>
</tr>
</tbody>
</table>

*Explanation of scores:
Boys
High . . . Over 53
Low . . . Under 33
Average . . 33 to 53
Girls
High . . . Over 40
Low . . . Under 24
Average . . 24 to 40

More variation is found in the average scores of the boys in their interests in scientific areas than in previous areas studied. In the tenth and twelfth grades, the boys
indicate a high degree of interest with the average scores only two points and three points, respectively, below high score. In the eleventh grade, the boys indicate a very low degree of interest with the average score only four points below low score. Interest in this area by the ninth grade boys is average.

Variation is likewise indicated in the degree of interest in scientific areas shown by the girls. A high degree of average interest is shown in this area by the tenth and eleventh grades, average interest by the ninth grade, and a very low degree of interest by the twelfth grade. Reverse interests are indicated by the boys and girls in the twelfth grade level; the boys manifest most interest at this grade level, and the girls, the least.

Data on the interests of the boys and girls in the Lueders secondary school in the persuasive area are shown in Table 5, page 34.

According to the data in Table 5, a high degree of average interest is indicated by the boys in the ninth and tenth grades in the persuasive area with the average score being only three points below high score. Low average interest is indicated by the boys in the eleventh and twelfth grades with the average scores being only one point and three points, respectively, above low score. Average interest is shown by the girls at all grade levels with only slight variations.


**TABLE 5**

**INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE PERSUASIVE AREA AS DETERMINED BY THE KUDEY PREference RECORD IN 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th><strong>Average Scores Made by Pupils</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Boys</strong></td>
</tr>
<tr>
<td>Ninth</td>
<td>42</td>
</tr>
<tr>
<td>Tenth</td>
<td>34</td>
</tr>
<tr>
<td>Eleventh</td>
<td>32</td>
</tr>
<tr>
<td>Twelfth</td>
<td>42</td>
</tr>
</tbody>
</table>

*Explanation of scores:

Boys
- High: . Over 45
- Low: . Under 31
- Average: .31 to 45

Girls
- High: . Over 47
- Low: . Under 24
- Average: .24 to 47

Data on the interests of the boys and girls in the Lueders secondary school in the artistic area are shown in Table 6.

**TABLE 6**

**INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE ARTISTIC AREA AS DETERMINED BY THE KUDEY PREference RECORD IN 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th><strong>Average Scores Made by Pupils</strong>*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Boys</strong></td>
</tr>
<tr>
<td>Ninth</td>
<td>25</td>
</tr>
<tr>
<td>Tenth</td>
<td>28</td>
</tr>
<tr>
<td>Eleventh</td>
<td>27</td>
</tr>
<tr>
<td>Twelfth</td>
<td>24</td>
</tr>
</tbody>
</table>

*Explanation of scores:

Boys
- High: . Over 29
- Low: . Under 17
- Average: .17 to 29

Girls
- High: . Over 34
- Low: . Under 18
- Average: .18 to 34
According to the data in Table 6, a high degree of interest in the artistic area is indicated by all the boys at all grade levels with little variation being shown between the grades. The girls in the ninth grade indicate high interest in the artistic area by their average score, and the girls in the tenth grade likewise indicate high interest with average score being only one point below high score. In the eleventh grade there is an abrupt drop in interest and the average score is ten points less than that made by the girls in the ninth grade. Interest climbs slightly in the twelfth grade, but it is still considerably less than that indicated in the lower ninth and tenth grades.

Data on the interests of the boys and girls in the literary area are shown in Table 7.

**TABLE 7**

**INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE LITERARY AREA AS DETERMINED BY THE KUDER PREFERENCE RECORD IN 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>16</td>
</tr>
<tr>
<td>Tenth</td>
<td>21</td>
</tr>
<tr>
<td>Eleventh</td>
<td>19</td>
</tr>
<tr>
<td>Twelfth</td>
<td>14</td>
</tr>
</tbody>
</table>

*Explanation of scores:

Boys
- High: Over 23
- Low: Under 14
- Average: 14 to 23

Girls
- High: Over 25
- Low: Under 14
- Average: 14 to 25
Average interest in the literary area is indicated by the boys in the ninth, tenth, and eleventh grades in the Lueders secondary school, while a low degree of interest is indicated by the boys in the twelfth grade. The interest in this area, as shown in Table 7, is much higher in the tenth grade than in the others.

Variations in the degree of interest in the literary area is indicated by the girls. A high degree of average interest is shown by the girls in the ninth and twelfth grades with average scores being only two points and five points, respectively, below high score. Interest drops in this area among tenth grade girls to only one point above low score, and the average score for the eleventh grade is only four points higher. The ninth grade girls, it is indicated, show the highest degree of interest in the literary area, while the boys show the highest degree of interest in the tenth grade.

Data on the interests of the boys and girls in the Lueders secondary school in the musical area are shown in Table 8, page 37.

According to the data in Table 8, the boys in three grades have less interest in the musical area than in any other considered. The boys in the eleventh grade have six points over a high score in musical interests, while the boys in the ninth, tenth, and twelfth grades have very low average scores.
TABLE 8
INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY
SCHOOL IN THE MUSICAL AREA AS DETERMINED BY THE
KUDEKER PREFERENCE RECORD IN 1949-50

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>6</td>
</tr>
<tr>
<td>Tenth</td>
<td>9</td>
</tr>
<tr>
<td>Eleventh</td>
<td>24</td>
</tr>
<tr>
<td>Twelfth</td>
<td>9</td>
</tr>
</tbody>
</table>

*Explanation of scores:

Boys
- High: .0 Over 18
- Low: .0 Under 7
- Average: .7 to 18

Girls
- High: .0 Over 21
- Low: .0 Under 12
- Average: .12 to 21

All the girls at all grade levels indicate average interest in the musical area, but the girls in the twelfth grade have only one point above low score. Greater interest is shown in the tenth grade than in any other. Much greater interest in the musical area is indicated by the girls than the boys in the school.

The data on the interests of the boys and girls in the Lueders secondary school in the social science area are presented in Table 9, page 38. According to the data in Table 9, there is a ten point variation in the degree of interest shown in the social science area by the boys with the highest point of interest being shown in the ninth grade.
### Table 9

**INTERESTS OF THE BOYS AND GIRLS IN THE LUEDERS SECONDARY SCHOOL IN THE SOCIAL SCIENCE AREA AS DETERMINED BY THE KUDE R PREFERENCE RECORD IN 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>40</td>
</tr>
<tr>
<td>Tenth</td>
<td>38</td>
</tr>
<tr>
<td>Eleventh</td>
<td>37</td>
</tr>
<tr>
<td>Twelfth</td>
<td>30</td>
</tr>
</tbody>
</table>

*Explanation of scores:*

**Boys**
- High: > Over 41
- Low: < Under 28
- Average: 28 to 41

**Girls**
- High: > Over 56
- Low: < Under 38
- Average: 38 to 56

The lowest point of interest is shown in the twelfth grade by the boys. A high degree of average interest is shown by the boys in three grades, while the interest shown in the twelfth grade is only four points below low score. A high degree of interest in this area is shown by the girls in the eleventh and twelfth grades with average scores being only four points and six points, respectively, of high score.

The girls in the tenth grade have an average score only one point above low score, while those in the ninth grade have an average score of five points above low score. The girls indicate more interest in this area than the boys, but the interests from grade to grade are not similar.
Data on the interests of the boys and girls in the Lueders secondary school in the clerical area are presented in Table 10.

**Table 10**

**Interests of the Boys and Girls in the Lueders Secondary School in the Clerical Area as Determined by the Kuder Preference Record in 1949-50**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Ninth</td>
<td>49</td>
</tr>
<tr>
<td>Tenth</td>
<td>43</td>
</tr>
<tr>
<td>Eleventh</td>
<td>48</td>
</tr>
<tr>
<td>Twelfth</td>
<td>49</td>
</tr>
</tbody>
</table>

*Explanation of scores:

**Boys**
- High: Over 56
- Low: Under 40
- Average: 40 to 56

**Girls**
- High: Over 68
- Low: Under 47
- Average: 47 to 68

Little variation in the interests of the boys in the clerical area in the four grade levels is indicated in the data in Table 10. The ninth and tenth grades, with seven points below high score, show the greatest degree of interest. The least interest shown by the boys in any grade is in the tenth, where the average score is only three points above low score. Interests in this area by the girls, on the contrary, are very high with the interest steadily increasing as the grade level increased. The girls in the twelfth
grade have an average score of only one point below high score, which is ten points higher than the average score of the girls in this area in the ninth grade. This greater interest on the part of the girls is probably due to the fact that there is a greater demand and opportunity for employment in this field after high school graduation for girls than there is for boys.

Summary of Data on Interests of Boys and Girls by Grades

A summary may be made of the data by stating the following findings in regard to interests by grades:

1. More than average interest is shown in outdoor activities by all the boys and girls at the four grade levels with the highest degree of interest being shown by those in the ninth grade. The interests of the girls at this grade level is high.

2. Interests in the mechanical area by both boys and girls in all grade levels have a high average with the exception of the boys in the eleventh grade who do not indicate much interest in this area.

3. Interests in the computational area have a high average on the part of both boys and girls with the exception of the girls in the eleventh grade who show little interest in the area. A greater degree of interest with fewer variations is indicated for the boys.
4. Much variation in interests between grades is found in the scientific area; the degree of interest varies from a high average to a very low average. The boys indicate more interests in this area in the tenth and twelfth grades and the least in the eleventh grades, while the girls have more interest in the tenth grade and least in the twelfth grade.

5. A high degree of average interest is indicated by the boys in the ninth and tenth grades in the persuasive area, and low average interest in the eleventh and twelfth grades. Average interest is indicated by the girls in this area at all grade levels and with no important variations.

6. A high degree of average interest in the artistic area is indicated by the boys and girls at all grade levels except for the girls in the eleventh grade.

7. Only average interest in the literary area is indicated by the boys and girls in the ninth and tenth grades, and this interest decreases to a low degree in the eleventh and twelfth grades for the boys. Most interest is indicated by the girls in the ninth and twelfth grades.

8. The boys in the ninth, tenth, and twelfth grades indicate very little interest in the musical area, while the boys in the eleventh grade indicate a very high degree of interest. Interest in this area by the girls is only average in the first three grades of the secondary school and is very low in the twelfth grade.
9. Interests in the social science area by the boys steadily decline from the ninth through the twelfth grades with the interest being very high in the beginning and almost low in the last year. Interests of the girls in this area are only average in the ninth grade, decrease in the tenth grade, but increase to a high average in the eleventh and twelfth grades.

10. Interest in the clerical area has a high average by the boys at all grade levels and is much higher for the girls at all grade levels with interest steadily increasing.

Interests of the Boys and Girls in Areas of Study on Non-Grade Basis

The average scores of the boys and of the girls were computed in one table in the different areas studied without any reference to grades. Data on these average scores made by the boys and girls on the Kuder Preference Record are shown in Table 11, page 43.

Data in Table 11 show a composite picture of the interests of the boys and girls in different areas as determined by the Kuder Preference Record. Because the scores on the Kuder Preference Record differ for boys and girls, high and low scores are listed below the table for each area. The differences then are computed by comparing the number of points below high score made by the boys and girls.
TABLE 11

AVERAGE SCORES MADE BY THE BOYS AND GIRLS OF THE LUEDERS SECONDARY SCHOOL IN THE TEN AREAS OF INTEREST AS DETERMINED BY THE KUDER PREFERENCE RECORD IN 1949-50

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Average Scores Made by Pupils*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Outdoor</td>
<td>55</td>
</tr>
<tr>
<td>Mechanical</td>
<td>43</td>
</tr>
<tr>
<td>Computational</td>
<td>25</td>
</tr>
<tr>
<td>Scientific</td>
<td>46</td>
</tr>
<tr>
<td>Persuasive</td>
<td>38</td>
</tr>
<tr>
<td>Artistic</td>
<td>25</td>
</tr>
<tr>
<td>Literary</td>
<td>17</td>
</tr>
<tr>
<td>Musical</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>37</td>
</tr>
<tr>
<td>Clerical</td>
<td>47</td>
</tr>
</tbody>
</table>

*Explanation of scores:

<table>
<thead>
<tr>
<th>Area</th>
<th>High Scores</th>
<th>Low Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Outdoor</td>
<td>59</td>
<td>40</td>
</tr>
<tr>
<td>Mechanical</td>
<td>54</td>
<td>28</td>
</tr>
<tr>
<td>Computational</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Scientific</td>
<td>53</td>
<td>40</td>
</tr>
<tr>
<td>Persuasive</td>
<td>45</td>
<td>47</td>
</tr>
<tr>
<td>Artistic</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>Literary</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Musical</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Social Science</td>
<td>41</td>
<td>56</td>
</tr>
<tr>
<td>Clerical</td>
<td>56</td>
<td>68</td>
</tr>
</tbody>
</table>

The number of points difference found by comparing the average scores made by pupils of the Lueders secondary school and the scores on the Kuder Preference Record is shown in Table 12, page 44.
<table>
<thead>
<tr>
<th>Areas of Interest</th>
<th>Number of Points Below High Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
</tr>
<tr>
<td>Outdoor</td>
<td>4</td>
</tr>
<tr>
<td>Mechanical</td>
<td>5</td>
</tr>
<tr>
<td>Computational</td>
<td>5</td>
</tr>
<tr>
<td>Scientific</td>
<td>5</td>
</tr>
<tr>
<td>Persuasive</td>
<td>7</td>
</tr>
<tr>
<td>Artistic</td>
<td>3</td>
</tr>
<tr>
<td>Literary</td>
<td>6</td>
</tr>
<tr>
<td>Musical</td>
<td>9</td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
</tr>
<tr>
<td>Clerical</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

According to the data in Table 12, the boys indicate the greatest interest in the artistic area and the next greatest interest in outdoor and social science areas. Least interest is indicated in musical and clerical areas. The girls are more erratic in their interests than boys with twelve points below high score in the persuasive area and only two points below in the clerical area. Interest in the scientific and social science areas is less than that shown by the boys in these areas. Lower interest is shown by girls in outdoor, computational, scientific, persuasive, artistic, and social science areas than the boys.
An analysis of these data indicates that the boys and girls have an average interest in all the areas with the exception of the boys in the musical area and the girls in the persuasive area. The girls show the greater interest in the clerical area and the outdoor and social science areas.

Facilities of the Lueders Secondary School for Meeting Interests of Boys and Girls

The site of the Lueders secondary school occupies two blocks, but the elementary school also is located on the same plot; play areas are shared by both secondary and elementary pupils. The school has a thirteen-acre plot about three blocks from the school building which is used for a football field.

The combination grade and secondary school building is 180 feet long by 124 feet wide and has twelve classrooms. A combination auditorium and gymnasium separates the two wings which house the grade school and secondary school. The secondary school has five classrooms and no special rooms. The school has a homemaking cottage on the school ground, and the school lunchroom is also housed in this building.

The curriculum of the secondary school comprises the regular four year English course, general mathematics, algebra, plane geometry, general science, biology, physics,
world history, American history, civics, and Texas history. Besides these subjects which are commonly taught in all secondary schools, the curriculum includes the newer subjects of speech, typing, shorthand, bookkeeping, and homemaking for both girls and boys. The school has a very meagre physical education program.

Extra-class activities are football for the boys and basketball for the boys and girls. All are played on an interscholastic basis, and participation in the events, therefore, is limited. There is only one club in the school, and it is in the homemaking department. No arts or crafts or hobbies are included in any of the courses of study.

The provisions of the curriculum for the secondary school, it is indicated, are mainly traditional in nature and provide a very limited program of activities.
CHAPTER IV

EVALUATION OF THE LUEDERS SECONDARY SCHOOL CURRICULUM

TO DETERMINE THE EXTENT TO WHICH IT MEETS THE

INTERESTS AND NEEDS OF ITS PUPILS

Purpose of the Chapter

The purpose of this chapter is to evaluate the curriculum of the Lueders secondary school to determine the extent to which it meets the needs and interests of its pupils and recommended practices and procedures in modern educational theory for meeting these needs. The curriculum as used here means the entire school program, plant, course of study, and extra-class activities.

Evaluations of the Lueders Secondary School Curriculum

The recommended practices and procedures outlined in modern educational theory and developed in Chapter II of the study will be used as a basis of evaluation. Each recommended practice or procedure will be restated in order to make the evaluation more comprehensive and meaningful.

Recommendation 1.--Each school should make a survey of the needs and interests of its pupils.
Evaluation.—The present study was developed from a survey conducted in the Lueders secondary school during the year of 1949-50 to determine the needs and interests of its pupils. The Kuder Preference Record was used as the instrument to determine these needs. As developed in Chapter III, ten areas of interest were studied. A careful study was made of the data taken from these tests.

This evaluation was a step in the direction of school improvement, but it alone is not adequate. No decided improvements or changes in a school curriculum can be made without community support. This community support will come, especially for some of the important changes, only through a knowledge of the needs of the pupils and an understanding of the possibilities of the school for meeting these needs and interests. If the support of the community is enlisted in a survey of the needs and the community participates in the survey, the results will be much more valuable and the needs much more likely to be met. A good public relations program should put the question up to the patrons of the school and enlist their support and cooperation. The survey undertaken in the present study is valuable to the extent that it gives the school administrator and staff a better knowledge of the needs and interests of the pupils, but it should have included a community survey in which the patrons participated in planning, surveying, and evaluating.
Recommendation 2.--Each school should make a study of its curriculum to learn wherein it meets and wherein it fails to meet the expressed interests and needs of its pupils.

Evaluation.--The study made of the curriculum of the Lueders secondary school was revealing to the staff, but no important additions may be made to it without community support. For example, the vocational program of the school lacks many courses for which there is a need. Farming is the main industry of the community, yet the school has no vocational agriculture class. Additions to the curriculum would require more building space, more equipment, and more teachers. These would require more funds which could come only from increased taxation. Local support for such a program would be mandatory for its success. The administrator and his staff, regardless of their desire to improve the school program, can not do things for themselves. The present survey of the school curriculum, to be effective, should have been a cooperative affair between the staff and the community. It is valuable, however, in calling the attention of the staff to the need of an expanded program.

Recommendation 3.--The curriculum should be broadened to include the areas of vocational training, health and physical education, recreation, and training for citizenship responsibilities.
**Evaluation.**—The curriculum of the Lueders secondary school is very narrow in the sense of present provisions for a curriculum. The greater part of the curriculum is traditional in nature. Speech, commercial subjects, and homemaking are the only "newer" subjects taught in the school. In many respects, this situation cannot be helped; the school has no room for the industrial arts shop and no equipment. The teaching load of the staff is four lessons per day plus study hall period and a conference period. Additional activities would increase this load. On the other hand, there are indications that the present program might be improved greatly at its weakest point, a very meagre physical education program.

Data on the school plant showed that the school has a combination gymnasium and auditorium and, therefore, has space for a physical education program indoors. The playground area is small, but the thirteen acre plot of ground only three blocks away from the school offers many opportunities for recreational activities. The interest in outdoor activities by both boys and girls, as indicated on the Kuder Preference Record, shows a need for this type of activity as well as more physical education activities.

The extra-class activities of the school are all interscholastic and include only football, basketball, and volleyball. Current educational philosophy, while not discounting
the value of competitive activities in developing leadership and citizenship qualities, favors a wider participation by pupils in these activities than is possible when they are conducted only on a competitive basis. Intramural games which would provide for wider participation and free admittance are being recommended. Any change from the interscholastic basis, however, would require community support for the move. Custom in the schools demands a "winning" football or basketball team in the majority of instances. Intramural games could provide more and better trained material for interscholastic games if the situation is viewed from this standpoint. The physical education program, as it is, is entirely too narrow in its scope of activities.

The club program of the school is also inferior. A high degree of interest was indicated by both the boys and girls in artistic areas in the Kuder Preference Record. Arts and crafts are one means of meeting these interests. The school has no arts and craft course nor a club with any activity of this nature. Interests of the boys and girls are not met in this area.

Adequate provision is not made in the curriculum for the mechanical interests of the boys and girls. Scores made on the Kuder Preference Record indicate a strong degree of interest in these areas by both boys and girls. There are no courses to meet these interests.
In one area a lack of interest indicates a need for the activity. Music is recognized as being one of the important recreational subjects, and one that carries over into adult life. The Lueders secondary school has no band, no choral clubs, no musical organization of any kind. In any group of students of this size, there will always be found some musical talent. The Lueders secondary school is not making any effort to build an interest in this subject. On the Kuder Preference Record the interests of the boys with the exception of those in the eleventh grade were very low, and that of the girls was not high. Standards for meeting the needs of pupils in the musical area are very definitely not met by the curriculum.

In the computational, scientific, persuasive, social science, and clerical areas, the Lueders secondary school curriculum has offerings to meet the expressed interests of the pupils. The very low degree of interest manifested by the students in some areas, especially literary and persuasive, indicates that the courses perhaps have not always been functional.

The curriculum of the Lueders secondary school as evaluated fails to meet recommended practices and procedures in this area in many ways. In some instances this failure cannot be held against the school, but in many instances facilities have not been fully utilized. The physical education program, one
of the weakest links indicated in the entire curriculum, could be broadened and enriched with the present plant and existing facilities. The entire program needs to be studied from the standpoint of fully utilizing present facilities.

**Recommendation 4.**--A variety of activities should be provided in order to meet varying interests and abilities.

**Evaluation.**--The evaluation of the curriculum of the school includes this recommendation. The Lueders secondary school does not have a sufficient variety of activities to meet the interests of its students; in fact, the program is very, very weak in this respect.

**Recommendation 5.**--A program of youth guidance should be inaugurated in order to help youth in selecting courses and activities suited to their individual needs.

**Evaluation.**--The Lueders secondary school has no organized guidance program. The curriculum is so narrow that most of it consists of required courses, and the student does not have much opportunity to select his work. Guidance implies more than aid in selecting courses; it is needed for planning and developing a program to meet student needs. One of the important phases of guidance in educational theory is diagnostic testing to locate individual interests of pupils and provide measures for meeting them. Guidance in the Lueders secondary school is largely a matter for the classroom teachers. This could be made more effective by overall planning and inaugurating a child-study program.
Recommendation 6.--An adequate school plant should be provided for a variety of curriculum activities.

Evaluation.--More classroom space is needed by the Lueders secondary school if additional courses are added to the curriculum, but the data in the study indicate that the facilities of the present plant are not adequately utilized. It is true that the school has no special room for arts and crafts activities nor a music room, but the auditorium provides space for many additional activities, especially in the field of music. The thirteen-acre plot near the school offers almost unlimited recreational activities, especially those such as camping, tennis courts, and playground area. Better utilization of present facilities would meet some of the needs and interests of the students.

Recommendation 7.--The plant should be provided with equipment for carrying out the varied curriculum.

Evaluation.--The Lueders secondary school does not have equipment for some additional subjects such as industrial arts. However, there are many activities that might be provided with equipment that the school already owns. The physical education program indicates that the equipment for physical education is not adequately utilized.

Recommendation 8.--Adequate space for an activity program should be provided.
Evaluation.--The Lueders secondary school has inadequate space on its own campus for a wide variety of activities, but it does have sufficient space near enough for utilization by the school. In not utilizing this area better, the school fails to meet standards recommended by modern educational theory.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to make an evaluation of the needs and interests of the students in the Lueders secondary school to determine their nature and to study the extent to which the curriculum of the school meets these interests and needs. Literature in the field of modern progressive education was studied to develop the major needs of youth in modern society and to determine recommended practices and procedures for meeting these needs and interests. The Lueders secondary school was then studied in the light of data developed from the literature. A standard test, the Kuder Preference Record, was administered to the students in the school in order to get information regarding their major interests. Data from the tests were tabulated and analyzed. The extent to which the Lueders secondary school provides facilities for meeting these expressed interests of the pupils was then investigated. Conclusions were drawn from the findings, and recommendations made to correct indicated weaknesses.
Conclusions

The following conclusions were developed from a study of the data in the investigation:

1. The program of the Lueders secondary school is inadequate to meet the interests of the pupils in the areas of health or physical education, art, and mechanics.

2. The majority of the needs in physical education and art could be met with better utilization of existing facilities; meeting the needs in the mechanical area would require additional facilities and instructors.

3. The activities of the curriculum are not wide and varied enough to meet the different interests of students.

4. The club program of the school is especially inadequate.

5. The athletic activities are on an interscholastic basis, and participation in them by the students is not on a wide basis.

6. The auditorium and gymnasium of the school are not adequately utilized.

7. The large school campus near the school is not used to any extent, and few activities are maintained there.

Recommendations

The following recommendations are offered for the improvement of the Lueders secondary school:
1. A cooperative study should be made of the needs of the youth in the Lueders secondary school by the community and the school. The community situation should be studied from the standpoint of needs and ways and means of meeting them.

2. A public relations program should be instituted by the administrator and his staff to secure the cooperation of the community and to help them see for themselves the needs of the school in comparison with others of like size. Education has changed in many ways since the parents went to school, and often they have little conception of present-day trends. Enlisting the aid of the parents in studying school needs is a way to get them interested in what the school is doing and what its possibilities are.

3. The physical education program of the school should be made stronger and better utilization made of the facilities for teaching health and physical education. Activities in this field should be greatly expanded.

4. The curriculum should be broadened to include arts and crafts and a variety of club activities.

5. The athletic activities should be broadened to include intramural games and provide more opportunities for participation in them by a larger number of students.

6. The school should add music to its course of study and try to arouse greater interest in this important activity.
7. The school should utilize the acreage near the school for an expanded school recreation program and include the community in the use of the facilities.
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