A STUDY TO DETERMINE TO WHAT EXTENT THE STUDENTS
AND RECENT ALUMNI OF ROBSTOWN HIGH SCHOOL
THINK THE SCHOOL IS MEETING THE
IMPERATIVE NEEDS OF YOUTH

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A STUDY TO DETERMINE TO WHAT EXTENT THE STUDENTS
AND RECENT ALUMNI OF ROBSTOWN HIGH SCHOOL
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IMPERATIVE NEEDS OF YOUTH

THESIS

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CHAPTER I

INTRODUCTION

The duty of the secondary school is to provide experiences and sources of information that will lead to the fullest development of students as individuals, both in their adolescent years and in adult life. Before this can be accomplished, those in charge of the institution must determine as accurately as possible the present and probable future needs of the students.¹

In 1914 the Educational Policies Commission published its study on the imperative needs of youth, Planning for American Youth. A product of ten years' deliberation, this publication seemed to be a step in the right direction. However, merely having the needs of youth outlined does not solve the problem entirely. Once an acceptable list of needs is determined, those institutions charged with preparing youth for the American way of life must have some technique for determining how well they are doing the job. It is this aspect with which this study is concerned.

Statement of the Problem

This study attempts to determine to what extent the students and recent alumni of Robstown High School think that the school is meeting the imperative needs of youth.

Delimitations

The study will be limited to an investigation of the needs as felt by the student body of 1949-1950 and as felt by the graduates of the high school covering the years 1948 and 1949. The investigation is limited to those needs set forth by the Educational Policies Commission set up by the National Association of Secondary-School Principals. The needs are given below:

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

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, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.  

Sources of Data

Current literature on the needs of youth provided much of the material for this survey. For the purpose of conducting the survey, a questionnaire, based on the ten imperative needs of youth, was formulated. The questionnaire was issued to the 1949-50 student body and graduates of 1948 and 1949. From their replies the material for Chapter IV was obtained.

Procedure

After a study of literature on the needs of youth, the ten imperative needs of youth were set up as criteria for conducting the survey. In order to find out how well the high school was meeting the needs of its youth, a list of questions were asked concerning each need. At the end of each question the student was given the privilege of circling the statement that best indicated his judgment.

Treatment of Data

There were approximately eighty-eight per cent usable replies obtained from the student body and approximately thirty-five per cent usable replies obtained from the graduates. Their responses were tabulated on the basis of

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favorable, partly favorable, unfavorable, and no opinion or no response. A "yes" response was classified as favorable, a "no" response was classified as unfavorable, and all other responses unless they were "no opinion" responses were classified as partly favorable. The completed forms were classified according to grade and sex, and percentages were computed for each group. Percentages were found for the graduates as one group. After percentages were found for each group, they were combined to find the total percent for all responses. All of these findings were compiled into tables.

Related Studies

In 1939 Welmaker conducted a study to discover the relation between the withdrawal of students from high schools in Freestone County and the home background of the students. He also attempted to learn the causes of the withdrawal of these students. While he found the relation between the home background and withdrawal to be a significant factor, he found that lack of success in school studies was the major cause for withdrawal. He recommended that the courses of study be adjusted to the ability of the average and slower pupils in order that they not be forced to establish the habit of failure.3

From Welmaker's study we can apparently conclude that the high schools of Freeston County were failing to meet the needs of some of its youth. What those needs were was not determined.

An evaluation of the methods used in meeting the needs of second grade pupils was made by Johnston at Amarillo, Texas. His purposes were:

1. To discover and evaluate methods and materials used by recognized educational leaders in an attempt to solve these needs.

2. To make some suggestions as to the most effective means of teaching in order to develop the child's creative potentialities.

3. To know what experiences are best for the teacher to give to the child which will heighten his interest in the immediate world about him, and which will stimulate his sense impressions and challenge his powers of expression.

4. To determine the health needs.

He found that the greatest need of the children was social and personal growth. Social needs were met by stressing self-respect, fair play, and the rights of others. A love for the good and the true and the beautiful things of life was inculcated. Concerning personality development he found the rate of development was conditioned by the hereditary factors of the individual and that environmental factors of the home, school and other institutions may or may not affect the child.

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The measurable results of the second grade were found to be too intangible to be observed.

In a survey of youth conditions in Maryland for the American Youth Commission, Bell attempted to discover what needs of youth are and how these needs are being met by present-day institutions. Representative of the Maryland survey went directly to the youth and by means of personal interviews, information and opinions were obtained from 13,900 youths. The following conclusions were reached by the investigators:

1. One of the paramount problems of youth is the necessity for equalizing educational opportunities.
2. The problem of 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 program of general education for youth is in serious need of thorough reorganization.
7. The matter of leisure time is a social problem of real significance.
8. A great deal of attention must be given 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, taxpayer, and voter.
10. There is need for community planning for youth.

An effort by Smith to find some plan for psychologically and democratically sound solutions for the offerings of high school subjects brought out that all proposed plans gave more

5 Ibid., pp. 56-57, 67-68.
6 Howard M. Bell, Youth Tell Their Story, foreword.
attention to the needs of the individual than to the psychological and democratic phases of his education. Smith's recommendations are so much like the ten imperative needs of youth as set forth by the Educational Policies Commission that they will not be listed. While Smith was unable to find any proposed plans giving much attention to psychological and democratic aspects of education, it is possible these aspects are taken care of when a plan gives attention to the needs of the individual. 7

Voss attempts to determine a sound program for organizing the needs of youth and the curriculum in the secondary school in her study. In this study, as in Smith's, we find the conclusions to be almost identical with those needs suggested by the Educational Policies Commission. Voss feels that the curriculum of the secondary school needs to be re-organized around the needs of youth, "and since the needs of youth can be grouped under or around four purpose areas of living -- living in the home, leisure or recreational living, making a living (vocation), and living in the community -- it is recommended that these areas be utilized as a working basis for organizing the curriculum." 8


In a nation wide attempt to discover the needs of youth, Doane found the greatest concern of youth to be vocational choice and placement. Following this concern, youth felt they needed help in the development of social abilities, relationships with the opposite sex, health problems, philosophy of life, learning to play a musical instrument, reading for enjoyment and science topics. Youth was not too concerned about religion, current problems, government and history, learning a foreign language, and problems involving moral standards. In his study Doane made no attempt to prescribe ways and means for a school to meet the needs of youth.9

The findings of Robertson's study indicated the problem of employment determined, more than all else, the character and extent of other services which youth need. Approximately sixty-two per cent of the youth of Dallas, Texas, quit school because they can no longer afford to continue, or because they are not interested in a curriculum that is overwhelmingly academic. Robertson recommends that public education should intensify its efforts to equip youth for the task of making a living and that there should be a program that provides possibilities of part-time work with training values.10

At the conclusion of her study, "To Determine Provisions Made by Secondary Schools of Texas to Meet the Needs of Their

10Jack Robertson, A Study of Youth Needs and Services in Dallas, Texas, pp.407-411.
Youth," Davis found that:

Large schools offer more opportunity for meeting student needs in that they offer all the courses suggested on the questionnaire, while the smaller schools concentrate on such basic courses as the sciences, vocational agriculture, English, Business courses and mathematics. Fewer courses deemed essential to cultural development are made available to students enrolled in the smaller schools. Large schools offer more responsibility and democratic leadership to the student through student councils, youth center and club work.\footnote{11}

Davis recommends that:

1. More complete health facilities and courses be made available in small schools.
2. Schools in communities of one-to-five-thousand population inaugurate more courses dealing with personal problems and family.
3. Small schools attempt to operate student government or council groups, even if on a small scale.
4. All schools have as a requirement for graduation a course in consumer education including as many practical experiences as are feasible.
5. The general import of atomic energy be made a required unit in all science courses.
6. Small schools emphasize cultural appreciation through more clubs and field trips.
7. Each school have town sponsors for classes and attempt to draw the community and school closer with more activities sponsored by civic groups.
8. Smaller schools encourage respect for and cooperation with others by initiating activities encouraging more club and teamwork.
9. Rural aid be increased, helping to enlarge the curriculum of small schools and to avoid penalizing students who do not have the opportunity to attend large schools.\footnote{12}


\footnote{12 Ibid., pp.51-52.}
Each of these studies attacks the problem of meeting the needs of youth in a different manner and each helps to form a background for the present study. The main difference in the foregoing studies and the present study is that the present study attempts to find where one high school is succeeding or failing to meet the needs of its youth, whereas the other studies were concerned about what the needs of youth are, or they were applying those needs of youth in an attempt to set up better programs for youth.

Definition of Terms

In presenting these data, certain terms are frequently used, among which are the following:

1. Needs—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 of society.

2. Imperative Needs—The Educational Policies Commission has defined "imperative needs" as those needs which are common to all youth. For the purposes of this study, this definition will be used.
CHAPTER II

THE COMMUNITY AND THE SCHOOL

The Community

Robstown, Texas, is a community of approximately 12,500 population of which about 6,000 are of Mexican descent. It lies in the Coastal Bend Area of South Texas about 16 miles west of Corpus Christi. It is in the center of an intensive agricultural region and is the marketing center for the bulk of its products.

Cotton constitutes the greatest money crop for this area, followed closely by grain sorghums. Winter vegetables are another important money crop. The town is surrounded by oil fields and many farms in this section are reaping income from this source.

Within the city limits are to be found varied industries. Most of them are industries serving agricultural interests, such as cotton gins, grain elevators, cotton oil mill, vegetable packing sheds, and farm implement concerns.

Robstown has every modern convenience including natural gas, electricity for power and lights, a cold storage plant, municipally owned water system, and a municipally owned sewer system with a modern disposal plant. It has a modern hospital, adequate hotel facilities, two banks, and two
community service clubs - Lions and Rotary. Several church denominations are represented, among which are the Presbyterian, Assembly of God, Methodist, Baptist, Church of Christ, Christian and Roman Catholic. All of these have church or mission buildings in the Latin-American section of town, as well as in the Anglo-American section.

The community is served by the Missouri Pacific Railroad, Texas-Mexican Railroad, Union Bus Lines, Missouri Pacific Trailway Busses, and the Greyhound Bus Line.

While Robstown is blessed with many advantages and conveniences, it is not conscious of the desirability of providing public recreation. Outside of the local theatres, there is no year around organized recreation program. There is a summer softball program carried on, but there are no beautiful parks or playgrounds where youth might enjoy their leisure time. The only swimming pool available is at the country club six or seven miles from town, but its membership is very limited because of its high fee.

Even though the town has a very nice residential section, approximately one-half its citizens are living in sub-standard housing. Their dwellings are very small and many large families are found living in one or two rooms. Too, the houses are crowded very close together, with the majority having no indoor sanitary facilities. These poor living conditions are the lot of the Mexican population, of whom more than fifty
per cent are migratory workers and live in Robstown on the average of only six or seven months during the year.

The Robstown Independent School District

Robstown's school system is a consolidated district embracing eighty-one square miles. It has an assessed valuation of approximately $9,000,000, with a scholastic population of nearly 4,500. The school plant consists of four elementary buildings, one junior high building, a high school building, two gymnasiums, stadium, vocational agriculture building, and a cafeteria. This represents an investment of approximately $900,000. The school enrollment of 3,067 made up of an elementary school of 2,746 and a high school of 321, is instructed by a faculty of 105. Because of the migratory workers, whose headquarters are in Robstown, the enrollment in the Mexican schools fluctuates widely during the school year.

Student Body of the High School

The enrollment in Robstown High School for the scholastic year 1949-1950 is shown in Table 1.
The enrollment trend by grades is significant. It will be noticed that there is a drop in enrollment from the ninth grade to the tenth grade of 49.07 per cent. This tremendous decrease is difficult to explain. It can be seen from Table 1 that there is an approximate drop of 50 per cent for both the Anglo and Latin students from the ninth to tenth grade. It is not unusual for this to happen to the Latin group, as they do not adjust very well to the high school environment and are often unable to continue school because of financial difficulty. As far as the Anglo group is concerned, it is a group that has been small since it first enrolled in the public schools. Its size was also affected by the shifting from an eleven grade system to a twelve grade system whereby certain students were held back and others advanced. The sophomore group is the advanced group.

TABLE 1

ENROLLMENT FOR THE YEAR 1949-1950

<table>
<thead>
<tr>
<th>Grades</th>
<th>Latins</th>
<th>Anglos</th>
<th>Total</th>
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<tbody>
<tr>
<td>9</td>
<td>43</td>
<td>65</td>
<td>108</td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>32</td>
<td>55</td>
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<tr>
<td>11</td>
<td>17</td>
<td>65</td>
<td>82</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>226</td>
<td>321</td>
</tr>
</tbody>
</table>
It is significant to note that the percentage of Latin-Americans enrolled in school drops from 39.81 per cent of the ninth grade enrollment to 15.79 per cent of the twelfth grade enrollment. As pointed out previously, this is largely because they are not able to adjust themselves to the high school social life and because of financial difficulty. As a whole the Latin group makes up 29.59 per cent of the total group. If it were not for social and economic factors, this group could make up more than 50 per cent of the total enrollment.

It should be noted that Table 1 does not show a decline in the number of Anglos enrolled from the freshman year to the senior year. This is because of transfers from two two-year high schools; otherwise the table would show a drop in their enrollment.

The student body is made up, predominantly, of youth from families of middle and high income groups. Approximately 20 per cent are youth from the farm, and another 10 per cent come from families who farm but live in town. Consequently, the general atmosphere of the school is rural in nature. In spite of this, the student body does not lean heavily toward subjects that are agricultural.

Racial groups that are predominant other than the Latin group are Czechs, Germans, and the English-Scottish-Irish element. Racial prejudice is not evidenced on the campus by bitter antagonisms, although the Anglo group congregate
to themselves and the Latins to themselves. Even though this is the case, several Latin students have been elected to responsible positions on the student council and have been elected favorites in student elections.

Discipline problems in the school are minor in nature and a friendly, democratic relationship exists between the administrators, teachers, and student body. There is a well organized student council in which the students have a voice in determining policies that affect student life.

Philosophy of the High School

It is essential for each school to have a carefully formulated educational philosophy. The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy. Each school should be able to justify any marked variation from generally accepted principles. The stated philosophy of education should be associated with and be made fundamental to the educational program of each school.

In 1945 the Evaluative Criteria were used in an evaluation of the school and the following philosophy of education for the high school was adopted:

Fundamental Concepts: The staff of Robstown High School believes that the type of political organization most desirable for society is one in which all individuals have equal voice in the determination of policies. The economic organization most desirable is one in which private enterprise is

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encouraged but with restrictions assuring the conservation of natural resources and with provisions for the distribution of a considerable portion of the results of production in the interests of the worker and of the general public. The social organization most desirable is one in which all individuals have equal social status, regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality. In a democracy the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions. Free secondary education should be provided for all adolescents who are not mentally or physically defective to such an extent that they cannot be educated with normal children. The financial support of secondary education is primarily the responsibility of the state with local districts participating and federal government contributing funds for equalization. Education involves many community agencies. As the chief institution developed by society for education, the school should welcome suggestions from and opportunities for cooperation with community agencies in the interests of a better educational program for the community. Secondary school attendance should be required by law for all pupils from the time they leave elementary school until they complete a curriculum appropriate to their needs, regardless of age.2

2 Ibid., pp. 8-9.
Curriculum: The staff believes that the most desirable theory with respect to individual differences among pupils requires that the secondary school should study each pupil to discover his particular traits and abilities as a basis for his own curriculum. All pupils should have some part in determining the content and activities which constitute their school experiences. The offerings of the secondary school should be organized in terms of conventional subject classifications with definitely planned correlation of subjects so as to insure consideration of the total experience of each pupil. The offerings of the secondary school should be planned chiefly with a view to the discovered developmental and adjustment needs of its pupils, regardless of their future academic plans. The educational programs of the secondary school should be concerned primarily with selected experiences which pupils find interesting but whose major value is in adult life. The responsibility of the secondary school for assisting in the development of well-rounded pupil personality requires exploration of the pupils' abilities together with social integration and some differentiation.

Pupil Activity Program: The staff is of the opinion that in a well organized pupil activity program, pupils and sponsors should develop plans cooperatively. In choosing leaders for the various pupil activities the school should

3 Ibid., pp. 9-10.
establish minimum qualifications for leadership, but pupils should be free to make selections. The principal and teachers should seek to eliminate the dividing line between classroom and pupil activities; any project which has promise of contributing to pupil growth should be encouraged and teacher assistance should be provided without distinction of "classroom work" from "pupil activities." 4

Library Service: The library should be a place where trained personnel not only help pupils and teachers to find and use materials needed in their study but also feel a responsibility for stimulating leisure time and independent reading interests of pupils and teachers. Library needs of pupils can be adequately met by a central general library in the school with a representative collection of materials for general high school use. 5

Guidance: In carrying out the guidance function of the secondary school it is desirable that the pupil and staff member discover cooperatively the characteristics and needs of the pupil and decide the specific experience to be provided. In relation to elementary and higher schools, the school should make definite provisions for effective articulation — this should involve not only information about the school but cooperative efforts toward mutual understanding and toward elimination of conditions which make pupil adjustment difficult. The school should assume responsibility

4Ibid., p. 10. 5Ibid., p. 11.
for assisting pupils in all phases of personal adjustment -
the school's guidance function includes educational, vocational,
social, recreational, and other phases. 6

Instruction: In the classroom the teacher should treat
each pupil as an individual and assist him in achieving the
maximum development of which he is capable in the given
field. Learning is promoted most effectively by participat-
ing in activities which provide consciously for the
emotionalized aspects of experience as well as for the in-
tellectual and the motor aspects. 7

Outcomes: Pupils should be taught to recognize what is
worth thinking about as well as how to think. Participation
in the program of the school should result in development of
generalizations, appreciations, attitudes, and ideals in
addition to the acquisition of knowledge, habits, and skills. 8

Staff: The final decision on the selection of teachers
should be made by the responsible head of the school, after
consultation with heads of departments concerned; the board
of education should only officially confirm the selection.
In selecting the staff of the school the primary consideration
(assuming equivalent personal qualifications) should be given
to candidates who have completed a comprehensive and coordinated
program which includes subject matter specialization as well
as professional preparation. 9

6Ibid., p. 11-12. 7Ibid., p. 12. 8Ibid., p. 12. 9Ibid., p. 12-13.
Plant: The school plant and all its facilities should be available for community use whenever this does not interfere with school activities. The school plant should be used by the staff and pupils as an active agency to promote educational values and looked upon as susceptible to some modification and adjustment to meet school needs.\(^\text{10}\)

Administration: The board of education should formulate policies after hearing recommendations made by the administrative head in cooperation with his staff. The efficiency of instructional process of a secondary school is promoted by a type of supervision in which programs and procedures are determined cooperatively; the supervisory head serves chiefly as an expert adviser and guide.\(^\text{11}\)

Curriculum of the High School

Curriculum has been defined as "all the experiences and activities in which pupils engage while under the direction of the school; thus defined it includes both classroom and extra-classroom activities. All such activities should promote the needs and welfare of the individual and of society."\(^\text{12}\)

According to this definition, Robstown High School offers to its youth an excellent curriculum. Its classroom activities are built around a core type curriculum. Even though the

\(^{10}\)Ibid., p. 13. \(^{11}\)Ibid., p. 13. \(^{12}\)Ibid., p. 31.
student is required to take certain subject matter, he has a wide choice of electives in either the vocational field or the college entrance field. There are fifty-two credits affiliated with the State Department of Education. Of this number, the following were offered in 1949-1950: World History, Texas History, American History, World Geography, Civics, English, General Mathematics, Health and Physical Education, Public Speaking, Spanish, Journalism, Algebra, Typing, Stenography, Biology, General Science, Home Making, Physics, Chemistry, Vocational Agriculture, Band, Choir, Woodwork, Plane Geometry, Trigonometry, Social Studies, Driver Education, World History, Commercial Arithmetic, and Junior Business Training. It is possible to graduate from the high school without receiving passing grades. Under this plan the student receives a diploma, but it is limited in that it does not permit the graduate to enter college on the work he has done in high school.

There is a wide range of extra-class activities to choose from, and the students are very active in this phase of the school program. There is an intramural program for both boys and girls. This is well organized and carried on the year around for all types of sports. There is inter-school competition for boys in the following sports: football, basketball, baseball, tennis and track and field. All boys are encouraged to join a squad, if at all possible.
There are two bands, one for beginners and one for the advanced students. Approximately one hundred students are members of these two organizations. There are three well organized choruses, one for girls, one for boys, and one mixed chorus. Assemblies are sponsored by the students and they take part in several play productions.

The student council is composed of elected representatives from each class, who in turn elect their own officers. This organization has considerable influence in determining policy affecting the high school student body and is responsible to a great extent for the democratic spirit that prevails in the school.

A guidance program takes care of the social and personal needs of students. The principal and guidance director are constantly of service to the high school youth.

A school nurse is provided to take care of the health needs of the students and there is a supervisor who aids the teachers in determining better methods of teaching.
CHAPTER III

AN ANALYSIS OF THE NEEDS OF YOUTH

The Needs of Youth

While educators are not in general agreement as to just what it is that youth need, they do agree that educational programs should be founded upon the needs of youth concerned. Statements of the needs and problems of youth vary widely. Some are primarily concerned with social and economic needs. Others seem to have in mind an expression of what they believe youth need to know or become. There are those who emphasize the personalized or felt needs and problems, and there are those who are concerned with motivation and refer to needs as determining the organization and methods of the curriculum. 1

There have been many attempts to determine what are the needs of youth. One of the earliest attempts was that of Spencer. In 1860 he identified five classes of human need. They were: 1. Self-preservation, 2. Securing the necessities of life, 3. The rearing and discipline of offspring, 4. The maintenance of social and political relations, and 5. The activities which make up the leisure part of life devoted

to the gratification of tastes and feelings.\textsuperscript{2}

Without stating the needs of youth, the Committee on Orientation of Secondary Education states that all their needs can be grouped under four "purpose areas of living."

They are:

1. Living in the home.
2. Leisure or recreational living.
3. Making a living.
4. Living in the community.\textsuperscript{3}

In 1939 Thayer, Zachry, and Kotinsky proposed that needs be classified under four general areas and gave specific indication of what comes under these areas. As stated by these educators they are:

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.
   a. 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.

\textsuperscript{2}Educational Policies Commission, \textit{The Purpose of Education in American Democracy}, pp. 7-8.

4. Personal living.
   a. Adequate philosophy.
   b. Realization of more abundant personal living.

The following outline shows how the Ohio State University School has grouped needs in three major areas:

A. Personal Living (Problems related to growing up).
   1. Understanding my body.
   2. What are my beliefs and how are they formed?
   3. Are there any hobbies in which I could become interested or proficient?
   4. How can I look my best?
   5. How can I develop my personality to the fullest?
   6. How should I manage my personal affairs?

B. Personal-Social Problems (Problems related to others).
   1. How can recreation contribute to my social growth?
   2. What are the problems of living in University School?
   3. What are the problems of living in my own house?
   4. What organizations in the community should I be interested in?

C. Social-Civic-Economic Problems (Problems of living in and understanding society).
   1. How do people in other countries live?
   2. How do people communicate ideas to one another?
   3. How do people earn a living in Columbus?
   4. How does Columbus protect its people?
   5. How is Columbus governed?
   6. How is Columbus housed?
   7. How is recreation supplied to the people of Columbus?
   8. What kinds of people live in Columbus?
   9. What are the natural resources of Ohio?
  10. What kinds of people do we have in Ohio?

Recommending "general education" Stiles states that

"more and more people believe it is the business of the high

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5Harold Albery, Reorganizing the High School Curriculum, pp. 167-168.
school to prepare youth to enter the adult world, to train
them to meet the common problems of adult life both as indi-
viduals and as members of society, to teach them how to live
and work and play together as adults, and to provide them
with a broad foundation for many kinds of careers." He
would group all needs under the following headings:

1. Education for citizenship.
2. Education for a career.
3. Education for a family living.
4. Education for character.
5. Education for enjoyment.

One of the fundamental assumptions around which the
programs in Farmville and American City are planned is that
"education must be suited to the personal and social needs
of the people it serves." The curriculum of American City
contains the following major areas:

1. Personal interests —— grades 7, 8, 9.
5. Health and physical fitness —— grades 7-14.

The program at Farmville is composed of areas similar
to American City. Those areas are:

1. Developing as a citizen —— grades 7, 8, 9.
2. Building health and physical strength —— grades
   7, 8, 9.

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6 Dan Stiles, High Schools For Tomorrow, p. 21.
7 Ibid., pp. 23-27.
8 National Association of Secondary-School Principals,
   Planning For American Youth, p. 47.
9 Ibid., p. 47.


5. Developing civic competence —- grades 10-14.

As an approach to the major needs of growing children, Prescott would group them thus:

1. Psychological needs — those having essential materials, conditions, rhythm of activity and rest, and sexual activity.

2. Social needs — those having to do with affection, belonging to social groups and likeness to others.

3. Ego and integrative needs — having to do with contact with reality in order to grow in knowledge, understanding, and wisdom, harmony with reality; ability to arrive at successively higher generalizations; increasing self-direction; a fair balance between success and failure; and attaining individuality.

In an exhaustive study of youth problems and needs, Doane selects fifteen major areas in which needs arise. His choice of areas includes:

1. Vocational choice and placement.

2. Philosophy of life.

3. Getting along with people.


5. Plans for marriage and family.


7. Finances.

8. Relationships with the opposite sex.


10. Sex and reproduction.

11. Religion.

12. Relationships with family.

13. Social competence.

14. Conventional subject matter areas.

15. Other areas of interest.

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10 Ibid., p. 32.


In his extensive questionnaire study made in 1936, Symonds selects as his headings for finding the needs of youth fifteen areas. The list below gives those needs and the order in which 1,641 youth ranked them in order of importance to them.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Money-earning, spending, savings, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Health-eating, drinking, exercise, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Personal Attractiveness - appearance, etc.</td>
</tr>
<tr>
<td>4</td>
<td>Study habits</td>
</tr>
<tr>
<td>5</td>
<td>Personal and Moral Qualities</td>
</tr>
<tr>
<td>6</td>
<td>Philosophy of Life</td>
</tr>
<tr>
<td>7</td>
<td>Manners and Courtesy</td>
</tr>
<tr>
<td>8</td>
<td>Home and Family Relations</td>
</tr>
<tr>
<td>9</td>
<td>Getting Along with Other People</td>
</tr>
<tr>
<td>10</td>
<td>Recreation - sports, hobbies, fellowship, etc.</td>
</tr>
<tr>
<td>11</td>
<td>Mental Hygiene - fear, worries, inferiority</td>
</tr>
<tr>
<td>12</td>
<td>Safety - avoiding accidents and injuries</td>
</tr>
<tr>
<td>13</td>
<td>Civic Interests - attitudes and responsibilities</td>
</tr>
<tr>
<td>14</td>
<td>Daily Schedule - planning the day</td>
</tr>
<tr>
<td>15</td>
<td>Sex Adjustments - love, petting, etc.</td>
</tr>
</tbody>
</table>

The final report of the American Youth Commission recommends the effective preparation of young people for life in all its aspects — "for work, for health, for use of leisure time, for home membership, and above all for the obligations of citizenship in a democracy." They consider these areas of need indispensable although other objectives might be desirable.

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Using the term "developmental tasks" instead of "needs", the John Dewey Society gives as the more important needs of young people:

1. Coming to terms with their own bodies
2. Learning new relationships to their age mates
3. Achieving independence from their parents
4. Achieving adult social and economic status
5. Acquiring self-confidence and a system of values

This approach to needs is very different from most lists of needs in that they are presented in terms of youth who would succeed in developing patterns of behavior required for success in their present environment. Most statements of needs are from the viewpoint of society and its purpose rather than from the standpoint of the learner and his achievements. This seems to represent a newer type of thinking.

It is apparent from the foregoing summaries of what educators think regarding the "needs of youth", one might become more confused rather than informed. Meek has stated that "it is important to realize that the needs of a student are not determined by some mystical process called 'development' that takes place within an individual quite independent of anything that happens to him in life." The needs of

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students are outcomes of years of living at home, at school at church, and in the community. The culture in which he lives determines to a great extent what a student is, how he acts, and what he wants consciously and unconsciously. The way in which needs are met at any particular time determines the new needs that emerge. The fact that education influences development, that it creates needs as well as satisfies them, is an important concept to keep in mind in an educative system based on the needs of its students.18

Classification of Needs for Purposes of This Study

The needs of youth should not be assumed or determined by speculation, and it is illogical to determine them wholly by the activities of adults, for this assumption would mean that youth of today would behave when mature just as adults did at the time the survey was made. Only by a careful study of youth, his natural experiences, and requirements which must be met in his vocational, family, citizenship, and social responsibilities can his needs be determined. Since there is no scientific method of determining the needs of youth, it is impossible to determine exactly what youth needs now and less possible to determine what he will need in the future.

18 loc. cit.
Therefore, any listing of them must be based in part on judgment.19

In February 1942 the Educational Policies Commission voted to begin the preparation of the volume Education for All American Youth. Many groups and individuals contributed to its development as the document went through careful revision. Among those who were leaders in the preparation were such men as George L. Maxwell, assistant secretary of the Educational Policies Commission, William G. Carr, secretary of the Commission, L. H. Dennis and John J. Seidel of the American Vocational Association, Paul E. Ellicker, Galen Jones, Oscar Granger, E. P. Grissell, E. R. Jobe, J. Paul Leonard, and Hugh N. Stewart of the National Association of Secondary School Principals. A committee of the American Association for Health, Physical Education, and Recreation played an important part in presenting the viewpoint of the publication in terms of health and physical education. Many others gave their time and efforts in reviewing the entire document in a preliminary form and prepared critical analyses of it.20

Once under way, the Commission turned to a study of the educational needs of children and youth, for it was agreed that a clear picture of needs was basic to the type of educational program to be presented in this volume. The Commission

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20 Educational Policies Commission, Education for All American Youth, pp. vii-viii.
approached the subject of need from two points of view. It examined society, both locally and nationally; and it studied the day-to-day lives of boys and girls of various ages. They found both approaches fruitful. Reports of national research and planning bodies were studied. Most important of all were the firsthand investigations made by the research divisions of the public schools and by teachers released from regular duties to serve on committees. A committee studied the occupational situation and its implications for education.21

In the spring of 1944, after a two year study, the Commission issued its first report on educational needs. It called this statement "The Imperative Needs of Youth." These needs, judged to be common to all youth, are restated and used as the criteria for this study:

1. Does Robstown High School enable youth to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life? To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. Does Robstown High School enable youth to maintain and develop good health and physical fitness?

3. Does Robstown High School enable youth to understand the rights and duties of a citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation?

21 Ibid., pp. 223-225.
4. Does Robstown High School enable youth to understand the significance of the family for the individual and society and the conditions conducive to successful family life?

5. Does Robstown High School enable youth to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts?

6. Does Robstown High School enable youth to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man?

7. Does Robstown High School enable youth to develop their capacities to appreciate beauty in literature, art, music, and nature?

8. Does Robstown High School enable youth to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those which are socially useful?

9. Does Robstown High School enable youth to develop respect for other persons, to grow in their insights into ethical values and principles, and to be able to live and work cooperatively with others?

10. Does Robstown High School enable youth to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding?^22

CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

The findings and tables presented in this chapter were compiled from the replies of the high school students and alumni to the questionnaire checklist found in the appendix. The questions in the checklist are based on examples of behavior characteristics which youth have in a school that provides adequately for each imperative need. These behavior characteristics are given by the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals.¹

In Chapter I a statement of the imperative needs of youth will be found, and in Chapter III a restatement of these needs in the form of criteria to be used in evaluating the effectiveness of Robstown High School. In the order that they are numbered, the questions in the appendix explain and clarify each criterion in the following manner:

- questions one through nine - criterion number one;
- questions ten through fifteen - criterion number two;
- questions sixteen through twenty-three - criterion number three;
- questions twenty-four through thirty - criterion number

number four; questions thirty-nine through forty-five - criterion number six; questions forty-six through fifty-six - criterion number seven; questions fifty-seven through sixty-three - criterion number eight; questions sixty-four through sixty-nine - criterion number nine; questions seventy through seventy-five - criterion number ten.

Tables 3 through 8 are based on the answers to all questions except numbers fifty-one and fifty-two. These two questions and the comments to questions one, four, forty-five, and fifty-three are not analyzed in tabular form, and neither are the answers to job analysis questions. Comments to these questions are discussed without the aid of tables.

All answers were computed on a percentage basis as to whether they were favorable, partly favorable, unfavorable, and no opinion or no answer, with exception of those mentioned in the immediately preceding paragraph. All "yes" answers were rated favorable; all "no" answers were rated unfavorable; and all other answers were rated partly favorable unless they were no opinion or no answer.

It should be noted that Tables 3, 4, 5, 6, 7, and 8 give only the criteria, omitting the clarifying questions as presented in the original questionnaire. These tables are constructed for each high school grade, alumni, and summaries of all groups and needs. Tables for each grade are broken down according to sex.
For the purpose of determining how well the high school is meeting or has met the needs of its youth some method of rating the job the school is doing had to be devised. Insofar as the system of marking or grading the job the student is doing, the school considers 70 per cent as a passing mark. Since this study is concerned with what Robstown High School youth think concerning the extent the school is meeting the imperative needs of youth, it will be considered that the criteria should receive a favorable response from at least 70 per cent in order to qualify as doing a passable job of helping its youth. In other words, the students are rating the school. Until some scientific criteria are devised to determine the exact job a school is doing, such a relative rating as this will probably have to be used in this type of study.

Response of Robstown High School Youth and Recent Alumni

The numbers and percentages of youth responding to the questionnaire is shown in Table 2. A total of 337 youth responded out of a possible 482. This gives a percentage of response of 72.3 per cent. The high percentage of response of the high school is due to one period being set aside during the school day for completion of the questionnaire.
TABLE 2
DISTRIBUTION OF YOUTH RESPONDING TO INVENTORY

<table>
<thead>
<tr>
<th>Sex</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
<th>Alum-ni</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>142</td>
<td>21</td>
<td>34</td>
<td>36</td>
<td>26</td>
<td>159</td>
</tr>
<tr>
<td>Girls</td>
<td>55</td>
<td>30</td>
<td>37</td>
<td>29</td>
<td>27</td>
<td>178</td>
</tr>
<tr>
<td>Totals</td>
<td>79</td>
<td>51</td>
<td>71</td>
<td>65</td>
<td>53</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>89.8</td>
<td>92.7</td>
<td>86.6</td>
<td>85.5</td>
<td>35.6</td>
<td>72.3</td>
</tr>
</tbody>
</table>

From the tables appearing in the following pages, it is apparent that the school is failing to meet adequately the imperative needs of youth. In no case does any need have a favorable response of 70 per cent or more. This being the case, comment will be made concerning those needs the school is best meeting and those most poorly met. This will be judged according to the greatest number of favorable responses and the least number of unfavorable responses.

According to Table 3, ninth-grade boys feel that the school is best meeting the criteria of developing saleable skills, knowing how to purchase and use goods and services intelligently, and understanding the influence of science on human life. Most poorly met are the criteria of ability to use leisure time well and of developing respect for other persons.
### TABLE 3

**THE EXTENT TO WHICH CRITERIA ARE BEING MET ACCORDING TO NINTH-GRADE YOUTH**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Robstown High School enable its youth to:</td>
<td>% F</td>
<td>% PF</td>
</tr>
<tr>
<td>1. Develop saleable skills?</td>
<td>62.4</td>
<td>12.0</td>
</tr>
<tr>
<td>2. Develop and maintain good physical health and physical fitness?</td>
<td>58.3</td>
<td>6.7</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society</td>
<td>52.7</td>
<td>16.2</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>54.8</td>
<td>22.4</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>61.6</td>
<td>10.4</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>62.2</td>
<td>15.3</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>57.9</td>
<td>4.4</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>53.4</td>
<td>6.1</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>43.3</td>
<td>32.9</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>57.9</td>
<td>10.7</td>
</tr>
</tbody>
</table>

**Note:** The following code is used in the above and subsequent tables: F = Favorable; PF = Partly favorable; U = Unfavorable; NRO = No response or no opinion.
Since the school does not have a well organized recreation program or any plan for helping youth to develop hobbies or other interests, it is logical that it is not adequately meeting the need for youth to be able to use their leisure time well. Because the school is in a community composed of approximately 50 per cent Latin-American and 50 per cent Anglo-American stock, it reflects community racial prejudice and antagonisms. This, no doubt, causes the need to develop respect for other persons to receive a low percentage of favorable response. Courses such as general mathematics, woodwork, general science, junior business training, and vocational agriculture are available for ninth-grade boys, which probably accounts for the above mentioned best met needs.

Ninth-grade girls indicate the school is best meeting the criteria of understanding the significance of the family for the individual and society, understanding the influence of science on human life, and the appreciation of literature, art, music, and nature. Causing these needs to rank high are probably such courses as general science, homemaking, and health and physical education. A large number of freshman girls, more than the boys, participate in some type of musical organization. These girls have also had opportunity to participate in a Girl Scout program that is much more active than the Boy Scout program. Most poorly met are criteria of
of developing and maintaining good health and physical fitness, knowing how to purchase and use goods and services intelligently, and the ability to use leisure time well. Although the physical education program provides opportunity for developing health and physical fitness, it needs to expand its program by providing students with mental and physical examinations. At the present time health classes meet only two times per week and activity classes three times; each class should meet every school day. Very few girls are guided into the junior business training course; consequently they miss the opportunity of learning more about purchasing and using goods and services intelligently. As with the boys, little effort, other than activities centered around the athletic program, is made to provide for leisure time activities.

Table 4 reveals how tenth-grade students scored the imperative needs. Tenth-grade boys think the school is strongest in meeting the criteria of understanding the influence of science on human life, understanding the rights and duties of the citizen of a democratic society, and knowing how to purchase and use goods and services intelligently. Tenth-grade girls feel the school is strongest in meeting the criteria of understanding the significance of the family for the individual and society, understanding the influence of science on human life, and appreciation of literature, art, music, and nature. Agreement on the understanding of science
by both groups is, apparently, because both continue the same type of science courses. All boys and girls are required to take biology. Girls continue their training in homemaking and continue to take a more active part in cultural activities and the total school program. Boys gain an insight into the rights and duties of a citizen by wider participation in athletic activities, which require a great amount of teamwork. They also tend to have more part-time jobs providing spending money and are able to exercise the privilege of purchasing and using goods and services to a greater extent than are girls.

Tenth-grade boys think the school is poorest in meeting the criteria of using leisure time well, developing respect for other persons, and growth in ability to think rationally. According to the girls, the poorest met criteria are knowing how to purchase and use goods and services intelligently, ability to use leisure time well, and growth in ability to think rationally. The thinking of these boys and girls is the same as all other groups concerned in this study - the school is very weak in providing it with the ability to use leisure time well. As interpreted for the ninth-grade group, this is probably because the school does very little towards planned recreation other than that centered around athletic activities. The school does not sponsor enough clubs or activities to take care of other interests. The value of budgeting time needs to be given more emphasis in various classes.
### TABLE 4

**THE EXTENT TO WHICH CRITERIA ARE BEING MET ACCORDING TO TENTH-GRADE YOUTH**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Does Robstown High School enable its youth to:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develop saleable skills?</td>
<td>56.6</td>
<td>50.0</td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>58.7</td>
<td>60.5</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>54.8</td>
<td>42.5</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>63.9</td>
<td>57.1</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>68.4</td>
<td>47.1</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>67.3</td>
<td>61.4</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>57.7</td>
<td>65.5</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>44.9</td>
<td>49.5</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>38.1</td>
<td>47.2</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>44.4</td>
<td>53.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% F</th>
<th>% PP</th>
<th>% U</th>
<th>% NRO</th>
<th>% F</th>
<th>% PP</th>
<th>% U</th>
<th>% NRO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop saleable skills?</td>
<td>56.6</td>
<td>18.0</td>
<td>19.6</td>
<td>5.8</td>
<td>50.0</td>
<td>20.4</td>
<td>20.4</td>
<td>9.2</td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>58.7</td>
<td>7.1</td>
<td>28.6</td>
<td>5.6</td>
<td>60.5</td>
<td>5.5</td>
<td>31.2</td>
<td>2.8</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>54.8</td>
<td>23.8</td>
<td>14.3</td>
<td>7.1</td>
<td>42.5</td>
<td>37.9</td>
<td>12.5</td>
<td>7.1</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>63.9</td>
<td>9.5</td>
<td>25.2</td>
<td>1.4</td>
<td>57.1</td>
<td>24.8</td>
<td>11.9</td>
<td>6.2</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>68.4</td>
<td>3.6</td>
<td>25.6</td>
<td>2.4</td>
<td>47.1</td>
<td>18.3</td>
<td>26.7</td>
<td>7.9</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>67.3</td>
<td>7.5</td>
<td>18.4</td>
<td>6.8</td>
<td>61.4</td>
<td>17.4</td>
<td>19.1</td>
<td>2.4</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>57.7</td>
<td>11.6</td>
<td>27.0</td>
<td>3.7</td>
<td>65.5</td>
<td>4.2</td>
<td>27.0</td>
<td>3.3</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>44.9</td>
<td>13.6</td>
<td>35.4</td>
<td>6.1</td>
<td>49.5</td>
<td>10.0</td>
<td>31.9</td>
<td>8.6</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>38.1</td>
<td>27.0</td>
<td>31.7</td>
<td>3.2</td>
<td>47.2</td>
<td>33.3</td>
<td>14.5</td>
<td>5.0</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>44.4</td>
<td>22.2</td>
<td>31.7</td>
<td>1.7</td>
<td>53.3</td>
<td>18.9</td>
<td>22.8</td>
<td>5.0</td>
</tr>
</tbody>
</table>
The reasons for the school's scoring low in developing respect for other persons has already been given. To develop the ability to think rationally, the school offers little opportunity for students to take part in programs that provide for debate and discussion of problems. Speech and writing techniques need more emphasis in all classes. No type of information is given the girls concerning the intelligent purchasing of goods and services, except in homemaking classes. The boys gain most of their knowledge from meeting this need in out of school activities.

Eleventh-grade youth indicate that the school is not meeting the imperative needs of youth nearly so well as do the ninth and tenth grade. It has fewer favorable responses than any other group. According to Table 5, eleventh-grade boys and girls feel that the school is strongest in meeting the criterion of understanding the influence of science on human life. Probably accounting for this is the high percentage of students doing college preparatory work and continuing their science courses. The fact that many students are doing college preparatory work probably accounts for these students feeling that the school is not meeting their needs as it should. They, no doubt, feel that they are not ready to face life situations and need more preparation. By the time this grade is reached many Latin-American students are quitting school, feeling that school is not adequately preparing them to cope with their environment and life problems.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Robstown High School enable its youth to:</td>
<td>% F</td>
<td>% PF</td>
</tr>
<tr>
<td>1. Develop saleable skills?</td>
<td>51.3</td>
<td>19.0</td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>54.9</td>
<td>10.3</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>31.3</td>
<td>36.4</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>40.8</td>
<td>23.9</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>46.7</td>
<td>14.3</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>56.7</td>
<td>16.8</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>56.9</td>
<td>4.9</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>42.4</td>
<td>11.8</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>43.6</td>
<td>30.4</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>38.7</td>
<td>26.0</td>
</tr>
</tbody>
</table>
The ranking of the criteria by the twelfth-grade students is very similar to that of the eleventh-grade. Students in both grades are maturing, thinking more of the future, and becoming more critical of what the school offers. Also, reasons given in the preceding paragraph, apparently, cause a similar ranking of criteria. According to Table 6, boys and girls rank the criterion of understanding the influence of science on human life as the strongest met need. The girls also rank the criterion of having an appreciation of literature, art, music, and nature as being strongly met. Why the girls continue to rank this criterion high and the boys do not is partly explainable by the fact that girls take a more active part in all types of musical organizations and tend to be more interested in literature and art. Much of their training in art comes in homemaking and English courses. It is doubtful that anything the school might do to help boys become more interested in literature, art, music, and nature would cause them to rank this criterion as high as the girls. Certainly the school should improve this portion of its curriculum. The ranking of the criteria by the twelfth-grade students is shown in Table 6.
TABLE 6
THE EXTENT TO WHICH CRITERIA HAVE BEEN MET
ACCORDING TO TWELFTH-GRADE YOUTH

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th></th>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Robstown High School enable its youth to:</td>
<td></td>
<td>F</td>
<td>PF</td>
<td>U</td>
<td>F</td>
<td>PF</td>
</tr>
<tr>
<td>1. Develop saleable skills?</td>
<td>54.0</td>
<td>20.1</td>
<td>22.2</td>
<td>3.7</td>
<td>57.1</td>
<td>14.9</td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>52.8</td>
<td>11.6</td>
<td>28.2</td>
<td>7.4</td>
<td>51.2</td>
<td>6.3</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>47.2</td>
<td>30.2</td>
<td>14.3</td>
<td>8.3</td>
<td>49.6</td>
<td>27.2</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>37.7</td>
<td>25.0</td>
<td>30.2</td>
<td>7.1</td>
<td>54.2</td>
<td>17.2</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>59.0</td>
<td>7.6</td>
<td>23.3</td>
<td>10.1</td>
<td>52.6</td>
<td>10.8</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>61.5</td>
<td>11.5</td>
<td>19.1</td>
<td>7.9</td>
<td>68.5</td>
<td>11.3</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>50.3</td>
<td>1.5</td>
<td>42.9</td>
<td>5.3</td>
<td>69.3</td>
<td>5.0</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>46.4</td>
<td>11.1</td>
<td>36.1</td>
<td>6.4</td>
<td>44.3</td>
<td>13.8</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>38.9</td>
<td>32.8</td>
<td>24.1</td>
<td>4.2</td>
<td>41.4</td>
<td>33.9</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>47.7</td>
<td>17.6</td>
<td>27.8</td>
<td>6.9</td>
<td>52.9</td>
<td>19.5</td>
</tr>
</tbody>
</table>
The alumni score the criteria higher than any other group according to Table 7. Approximately 39 per cent of this group is composed of college students. Since the curriculum is largely college preparatory, this probably accounts for the higher scoring on how well the school met the needs of its alumni. The scoring of the criteria by this group is similar to that of the high school group with one exception. Boys in this group indicate that the criterion of having appreciation of literature, art, music, and nature was one of the better met needs, whereas no high school boys thought the same. No concrete explanation of this can be given for this exception, other than it is, perhaps, because the alumni group is a more select group and is composed of those who were more interested in what the school had to offer, and for that reason their needs may have been more adequately met. Many of the students in high school never take advantage of the offerings of the school and, consequently, fail to complete their high school training with the complaint that the school is not meeting their needs. Whether or not this is the school's fault is still a matter to be decided.
TABLE 7
THE EXTENT TO WHICH CRITERIA WERE MET ACCORDING TO ALUMNI

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th></th>
<th></th>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Robstown High School enable its youth to:</td>
<td>% F</td>
<td>%PF</td>
<td>% U</td>
<td>%NRO</td>
<td>% F</td>
<td>%PF</td>
<td>% U</td>
<td>%NRO</td>
</tr>
<tr>
<td>1. Develop sale-</td>
<td>54.3</td>
<td>18.7</td>
<td>24.6</td>
<td>2.4</td>
<td>53.3</td>
<td>17.1</td>
<td>25.9</td>
<td>3.7</td>
</tr>
<tr>
<td>able skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>60.9</td>
<td>6.4</td>
<td>30.1</td>
<td>2.6</td>
<td>55.0</td>
<td>4.9</td>
<td>37.0</td>
<td>3.1</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>58.7</td>
<td>29.8</td>
<td>11.5</td>
<td>0.0</td>
<td>62.0</td>
<td>22.7</td>
<td>14.8</td>
<td>0.5</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>53.8</td>
<td>20.3</td>
<td>22.0</td>
<td>3.9</td>
<td>58.7</td>
<td>20.1</td>
<td>21.2</td>
<td>0.0</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>66.4</td>
<td>9.1</td>
<td>21.6</td>
<td>2.9</td>
<td>58.3</td>
<td>11.1</td>
<td>27.3</td>
<td>3.3</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>68.7</td>
<td>11.6</td>
<td>18.1</td>
<td>1.6</td>
<td>62.5</td>
<td>16.0</td>
<td>19.6</td>
<td>1.0</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>69.7</td>
<td>0.8</td>
<td>26.1</td>
<td>3.4</td>
<td>69.6</td>
<td>4.1</td>
<td>24.7</td>
<td>1.6</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>55.0</td>
<td>6.0</td>
<td>29.7</td>
<td>9.3</td>
<td>45.5</td>
<td>8.5</td>
<td>37.5</td>
<td>8.5</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>45.5</td>
<td>32.7</td>
<td>21.2</td>
<td>0.6</td>
<td>45.1</td>
<td>38.3</td>
<td>14.8</td>
<td>1.8</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>38.4</td>
<td>27.6</td>
<td>31.5</td>
<td>2.5</td>
<td>39.5</td>
<td>31.5</td>
<td>27.8</td>
<td>1.2</td>
</tr>
</tbody>
</table>
Table 8 gives a summary showing to what extent each criteria has been met according to Robstown High School youth and recent alumni. This table shows what is evident in a study of Tables 3, 4, 5, 6, and 7; the boys and girls of Robstown High School are in general agreement as to how well the high school is meeting their needs. Boys and girls both agree that the school is best meeting their need to understand the influence of science on human life. The school's strong emphasis on science course requirements and the fact that many of its youth take the college preparatory course of study account, in a large measure, for this agreement that the school is poorest in meeting their need to be able to use their leisure time well. Since the school provides no time and direction during the regular school day for the development of interests for personal improvement and pleasure and since it offers no recreation program other than one centered around athletics, it is evident that such a poor rating would be given to this need. Time and direction for individual interests, whatever they may be in the mind of the individual pupil, should be provided in the regular school program. Such interests might be opportunity for wide reading in any field, activities in a wide variety of hobbies, playing musical instruments, singing, painting, drawing, modeling, photography, handcraft activities, dramatics, and study of any subject offered in the school on a specialized basis.
TABLE 8

A SUMMARY SHOWING TO WHAT EXTENT EACH CRITERIA HAS BEEN MET ACCORDING TO ROBSTOWN HIGH SCHOOL YOUTH AND RECENT ALUMNI

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BOYS</th>
<th></th>
<th></th>
<th></th>
<th>GIRLS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does Robstown High School enable its youth to:</td>
<td>% F</td>
<td>% PF</td>
<td>% U</td>
<td>%NRO</td>
<td>% F</td>
<td>% PF</td>
<td>% U</td>
<td>%NRO</td>
</tr>
<tr>
<td>1. Develop saleable skills?</td>
<td>55.7</td>
<td>17.6</td>
<td>20.8</td>
<td>5.9</td>
<td>51.5</td>
<td>18.4</td>
<td>21.0</td>
<td>9.1</td>
</tr>
<tr>
<td>2. Develop and maintain good health and physical fitness?</td>
<td>57.1</td>
<td>8.4</td>
<td>29.6</td>
<td>4.9</td>
<td>56.5</td>
<td>6.1</td>
<td>32.7</td>
<td>4.7</td>
</tr>
<tr>
<td>3. Understand the rights and duties of the citizen of a democratic society?</td>
<td>48.9</td>
<td>27.7</td>
<td>15.3</td>
<td>8.1</td>
<td>50.3</td>
<td>27.7</td>
<td>14.7</td>
<td>7.3</td>
</tr>
<tr>
<td>4. Understand the significance of the family for the individual and society?</td>
<td>50.2</td>
<td>20.2</td>
<td>24.5</td>
<td>5.1</td>
<td>57.6</td>
<td>18.5</td>
<td>20.5</td>
<td>3.4</td>
</tr>
<tr>
<td>5. Know how to purchase and use goods and services intelligently?</td>
<td>60.4</td>
<td>9.0</td>
<td>25.2</td>
<td>5.4</td>
<td>64.2</td>
<td>12.2</td>
<td>27.3</td>
<td>6.3</td>
</tr>
<tr>
<td>6. Understand the influence of science on human life?</td>
<td>63.3</td>
<td>12.5</td>
<td>19.8</td>
<td>4.4</td>
<td>65.5</td>
<td>13.7</td>
<td>17.6</td>
<td>3.2</td>
</tr>
<tr>
<td>7. Appreciate literature, art, music, and nature?</td>
<td>58.5</td>
<td>4.6</td>
<td>32.8</td>
<td>4.1</td>
<td>68.0</td>
<td>3.5</td>
<td>25.0</td>
<td>3.5</td>
</tr>
<tr>
<td>8. Be able to use their leisure time well and to budget it wisely?</td>
<td>48.5</td>
<td>9.7</td>
<td>34.6</td>
<td>7.2</td>
<td>49.6</td>
<td>8.7</td>
<td>34.6</td>
<td>7.1</td>
</tr>
<tr>
<td>9. Develop respect for other persons?</td>
<td>41.9</td>
<td>31.1</td>
<td>24.1</td>
<td>2.9</td>
<td>41.4</td>
<td>34.2</td>
<td>17.8</td>
<td>3.7</td>
</tr>
<tr>
<td>10. Grow in their ability to think rationally?</td>
<td>4.5</td>
<td>20.8</td>
<td>29.1</td>
<td>4.7</td>
<td>4.9</td>
<td>21.4</td>
<td>25.5</td>
<td>3.3</td>
</tr>
</tbody>
</table>
A program of this type would not only help the school to meet better youth's need to be able to use their leisure time well, but it would also enable it to meet better the need to develop respect for other persons and the need to grow in ability to think rationally. Both of these criteria are poorly met, ranking next to the leisure time need as most poorly met.

The girls' need to have an appreciation of literature, art, music, and nature appears to be met approximately 17 per cent better than for the boys. An explanation of this has been given in preceding paragraphs. Explanation has also been given why the boys' need to know how to purchase and use goods and services intelligently has been met 7.3 per cent better than for the girls. Other differences in the ranking of the various criteria by the boys and girls does not amount to more than 4 per cent. As no explanation has been given why these criteria are not adequately met, a more complete discussion of the failings of the school in meeting each criteria will be given in an interpretation of Table 9.

Previous comments have concerned criteria that have been either strongly or poorly met, according to the various grade levels and sex. Table 9 shows how well the criteria have been met, according to all youth responding to the questionnaire.
TABLE 9

A SUMMARY SHOWING THE ORDER IN WHICH EACH CRITERIA HAS BEEN RANKED ACCORDING TO ROBSTOWN HIGH SCHOOL YOUTH AND RECENT ALUMNI

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>% F</th>
<th>% PF</th>
<th>% U</th>
<th>%NRO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Does Robstown High School enable its youth to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Understand the influence of science on human life?</td>
<td>64.4</td>
<td>13.1</td>
<td>18.7</td>
</tr>
<tr>
<td>2</td>
<td>Understand the rights and duties of the citizen of a democratic society?</td>
<td>49.6</td>
<td>27.7</td>
<td>15.0</td>
</tr>
<tr>
<td>3</td>
<td>Appreciate literature, art, music, and nature?</td>
<td>63.2</td>
<td>4.1</td>
<td>28.9</td>
</tr>
<tr>
<td>4</td>
<td>Develop saleable skills?</td>
<td>53.6</td>
<td>18.0</td>
<td>20.8</td>
</tr>
<tr>
<td>5</td>
<td>Understand the significance of the family for the individual and society?</td>
<td>53.9</td>
<td>19.4</td>
<td>22.5</td>
</tr>
<tr>
<td>6</td>
<td>Know how to purchase and use goods and services intelligently?</td>
<td>57.3</td>
<td>10.6</td>
<td>26.2</td>
</tr>
<tr>
<td>7</td>
<td>Develop and maintain good health and physical fitness?</td>
<td>55.5</td>
<td>9.5</td>
<td>20.2</td>
</tr>
<tr>
<td>8</td>
<td>Develop respect for other persons?</td>
<td>43.0</td>
<td>32.7</td>
<td>21.0</td>
</tr>
<tr>
<td>9</td>
<td>Grow in their ability to think rationally?</td>
<td>47.6</td>
<td>21.1</td>
<td>27.3</td>
</tr>
<tr>
<td>10</td>
<td>Be able to use their leisure time well and to budget it wisely?</td>
<td>4910</td>
<td>9.2</td>
<td>34.6</td>
</tr>
</tbody>
</table>

Note—Ranked according to difference between favorable and unfavorable response.

In no case is there a favorable response from at least 70 per cent of the youth. Each criterion is ranked numerically according to how well it has been met by the school. Criteria ranked two and three are separated by a difference of only
.3 per cent, and criteria ranked five and six are separated by a difference of only .3 per cent. Since none of the criteria can be considered as being adequately or passably met according to the standards set up for this study, the school program needs to be evaluated and revised in order to see if it can adequately meet the needs of its youth.

In addition to the need of improving techniques of developing skills, abilities, and interests in basic courses already offered to the students, there are certain areas of the curriculum which need more emphasis. In the occupational area there is need for occupational study, self-analysis, job preparation for agricultural, mechanical, commercial, and homemaking occupations and productive work experience. In the civic-social area there is more need for community studies and civic projects; study of the ideals and principles of democracy; community work; study of current political, economic, and social problems and historical backgrounds. Consumer education is an urgent need. In the personal interests and aptitudes area more stress needs to be placed on family life and mental hygiene, physical education and health; understanding of cultural heritage, music, art, literature, science, and nature; leisure and recreational interests need to be developed and the school should promote leisure time activities throughout the year; the guidance program is in need of expansion and reorganization; time needs to be taken during the regular school day for the student to
develop personal interests and aptitudes as the present daily schedule at the school is not flexible enough to meet the regular and special needs of the students.

Given in Table 10 is a summary showing to what extent all the criteria have been met according to Robstown High School youth. This table points out what has been said before -- the school, apparently, is not adequately meeting the needs of its youth. The average per cent of favorable responses for all boys and girls included in this study is only 53.9 per cent. The percentages indicate that the alumni score the school higher than any other group as to how well the school is meeting the needs of its youth. Eleventh- and twelfth-grade boys are the only groups whose favorable responses fall in the second quartile; all others are in the third quartile. All girls tend to give a more favorable response than do the boys, although by a very small margin. There is little variation in the per cent of partly favorable responses for all groups, the average being a little over 16 per cent. The alumni group and the high school group both give unfavorable responses slightly over 24 per cent.

Replying to questions concerning type of work done or type of work they would like to do, the students listed seventy-eight different occupations.
TABLE 10
A SUMMARY SHOWING TO WHAT EXTENT ALL THE CRITERIA HAVE BEEN MET ACCORDING TO ROBSTOWN HIGH SCHOOL YOUTH

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>SF</th>
<th>SPF</th>
<th>Au</th>
<th>ENRO</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade Boys</td>
<td>56.4</td>
<td>13.9</td>
<td>23.0</td>
<td>6.7</td>
</tr>
<tr>
<td>10th Grade Boys</td>
<td>55.5</td>
<td>14.4</td>
<td>25.7</td>
<td>4.4</td>
</tr>
<tr>
<td>11th Grade Boys</td>
<td>46.3</td>
<td>19.4</td>
<td>28.7</td>
<td>5.6</td>
</tr>
<tr>
<td>12th Grade Boys</td>
<td>49.6</td>
<td>16.9</td>
<td>26.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Alumni Boys</td>
<td>57.2</td>
<td>16.3</td>
<td>23.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Average Per cent for High School Boys</td>
<td>52.0</td>
<td>16.1</td>
<td>26.1</td>
<td>5.8</td>
</tr>
<tr>
<td>Average Per cent for All Boys</td>
<td>53.0</td>
<td>16.2</td>
<td>25.6</td>
<td>5.2</td>
</tr>
<tr>
<td>9th Grade Girls</td>
<td>57.7</td>
<td>14.3</td>
<td>18.4</td>
<td>9.6</td>
</tr>
<tr>
<td>10th Grade Girls</td>
<td>53.4</td>
<td>19.0</td>
<td>21.8</td>
<td>5.8</td>
</tr>
<tr>
<td>11th Grade Girls</td>
<td>53.5</td>
<td>15.4</td>
<td>27.1</td>
<td>4.0</td>
</tr>
<tr>
<td>12th Grade Girls</td>
<td>54.1</td>
<td>16.0</td>
<td>25.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Alumni Girls</td>
<td>54.9</td>
<td>17.5</td>
<td>25.1</td>
<td>2.5</td>
</tr>
<tr>
<td>Average Per cent for High School Girls</td>
<td>54.7</td>
<td>16.2</td>
<td>23.3</td>
<td>5.8</td>
</tr>
<tr>
<td>Average Per cent for All Girls</td>
<td>54.7</td>
<td>16.5</td>
<td>23.6</td>
<td>5.2</td>
</tr>
<tr>
<td>Average Per cent for All High School Boys and Girls</td>
<td>53.4</td>
<td>16.1</td>
<td>24.7</td>
<td>5.8</td>
</tr>
<tr>
<td>Average Per cent for All Alumni Boys and Girls</td>
<td>56.1</td>
<td>16.9</td>
<td>24.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Average Per cent for All Boys and Girls</td>
<td>53.9</td>
<td>16.3</td>
<td>24.6</td>
<td>5.2</td>
</tr>
</tbody>
</table>
Occupations predominant in number were commercial jobs, such as office work, typist, secretary, and clerk in a store. Service jobs such as service station, grocery, and truck driving were listed more than any other. Professional types of work done or preferred were teaching school or nursing and social work. Farming and ranching ranked very high as choices for types of work the students would like to do.

If the answer to the question "Do you feel the school is helping you or has helped you to develop skills that will enable you to obtain the kind of job you desire?" was no, the student was asked to give reasons why. Such reasons were: need a better shop, need more mechanics, offers no work in field wanted, school should develop personality, too much college preparatory, not enough time to take courses wanted, didn't get practical experience, classes not up-to-date, insufficient training in order to specialize, not enough vocational courses, English, algebra, and music department not good enough, and no leadership training given. Several gave as a reason, "Don't know what I want to do." This apparently indicates lack of vocational guidance.

When the students were asked to name some of the things studied which they thought were of no value, the alumni listed algebra eight times, history three times, literature, English, and Mathematics twice. Listed once were speech and geometry. One person stated that English was the only subject of value,
and another stated that none of the subjects helped in the future. Of least value according to the high school students were algebra and history. Others mentioned several times were physical education, English, and chemistry. Nearly all subjects offered in the school were mentioned once.

The student was asked, "Do you know all you want to about the world of science and invention?" When he answered "no" he was asked to mention what the school should place more emphasis on. The replies indicate that the school should offer more modern science, and provide better equipment. It appears that school offerings in science should be widely expanded.

Replies to questions concerning movies, radio programs, and hobbies indicate that the youth of Robstown High School as a group do not have high cultural tastes. The most popular movie and radio programs are musicals and comedies. Crime and western type programs receive wide attention. Hobbies vary widely, such as sports, collecting objects of various kinds, music, reading, art, keeping scrapbooks, and 4-H club activities.

Needs and The Curriculum

With regard to curriculum development, Stratemeyer and others state that:

Evaluation is an integral part of curriculum development. Curriculum development and curriculum
evaluation must be continuous; the curriculum development is never static; nor is sound evaluation something one does today, or periodically, but rather what one does in relation to every situation in which boys and girls are learning. Putting the curriculum to test means more than gathering statistics about grade achievement, skill attainment, factual learning. A curriculum which is based on life situations growing out of the needs, interests, and concerns of the learners must necessarily be evaluated in terms of life activities as they are participated in from day to day by boys and girls, by teachers and administrators, by parents and employers. The real test of the curriculum is whether or not boys and girls are learning, to live and work together in ways that have desirable effects on their lives now and as adult members of society. The test is whether the experiences of living and working together in school are reflected in home and community life in ways that make for the best society we can achieve.  

This study is in agreement with such a philosophy and has attempted to find where the curriculum must help each student to become competent, not only while in school but also when he leaves school, in his home and family relations, his work and leisure time activities, and his civic and social life. It has been found that the school is stronger in some of these aspects than in others.

It is recognized that youth does not always know all of his needs, and may not judge accurately in every case how well the school is meeting them. However, American youth tend to be critical observers and to be frank in their evaluations.

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F. B. Stratemeyer, H. L. Folkner and M. G. McKim, Developing A Curriculum for Modern Living, p. 544.
Their opinions are significant but probably not 100 percent accurate.

The administration and organization of the school should be carefully appraised. It must provide for teacher-pupil working relationships and cooperation and participation of teachers, pupils, parents, and other community members in order for the school to better meet the needs of its youth. Evidence of positive leadership and effective school organization are to be found in the feeling one gets as he watches teachers and youth at work.\textsuperscript{3}

Experiences which boys and girls have outside of school help make up the total curriculum and the school has an important part to play in school-community relationships. School and community must plan together in the guidance of youth.

As a final test of the curriculum, no aspect of the program can be called good, no experience can be fully approved, no community relationship can be entirely satisfactory which does not help youth to deal effectively with life needs in terms of the democratic values that are the best we know. No single group can do the whole job of helping youth to meet its needs -- it is the task of the entire community.\textsuperscript{4}

Although it is the task of the entire community to help its youth meet its needs, the community sometimes fails to

\textsuperscript{3}Ibid., p. 547. \textsuperscript{4}Ibid., p. 551.
do its share. This being so, the school should increase its responsibility toward youth enrolled in its classes. While it is not always possible to offer more subjects or classes because of lack of teachers, finance, and enrollment, steps should be taken to enrich those subjects or phases of school life offered to the student body. In Chapter V recommendations are suggested for the improvement of the curriculum, so that the school may better meet the imperative needs of youth.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The problem set forth was a study to determine to what extent the students and recent alumni of Robstown High School think the school is meeting the imperative needs of youth. Insofar as the youth surveyed are representative, the following conclusions seem to be justified:

1. It appears that the school is failing to meet adequately all the imperative needs of youth.

2. The best met need is the need to understand the influence of science on human life and the main scientific facts concerning the nature of the world and of man.

3. The poorest met need is the need to be able to use leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

4. Recent alumni indicate the school is meeting the imperative needs of youth slightly better than does the high school student body.

5. If there had been no possibility of ranking a need as partly favorable as to the extent to which it was met, the
rankings of various needs would probably be changed. Needs ranking as most inadequately met had the highest percentage of partly favorable responses.

6. The school cannot offer specific courses of training in the many, seventy-eight, different types of jobs the students stated they have done or would like to do.

7. All courses offered in the school, doubtless, have some value -- the highest number of unfavorable responses for any course was eight in number -- but the time has long since passed when courses can be justified in the public school on the grounds that they have some value when there is so much material that is of vital importance to all.

8. Robstown High School youth would like for the school to offer more opportunity for developing mechanical and woodwork skills, provide more leadership, and to give the students more practical experience in adjusting to life situations.

9. It is impossible to gain an insight into the students' cultural tastes, judging by their replies concerning their favorite types of radio and movie programs and their hobbies. Their tastes are as varied as the general public's.

Recommendations

On the basis of conclusions drawn from the data of this study, the following recommendations are made for better meeting the imperative needs of youth:

1. Each teacher and administrator should evaluate the
techniques used in development of student knowledge, abilities, and ideals. Through a better correlation of the use of community resources with the subject matter presented, all needs could be better met.

2. In order to help students to develop saleable skills, the school should increase its vocational offerings. Courses which equip a boy or girl for a job without further training should be offered. An on-the-job training program should be set up. The guidance program needs to be expanded, with strong emphasis on vocational needs of students. A well organized plan of recording the growth and development of each individual must be developed. Personal characteristics which aid vocational success should be emphasized. The school needs to provide more opportunity for the study of economic problems and labor-industrial relations.

3. As a means of helping students to develop and maintain good health and physical fitness the school needs to expand the health and physical education program. A school clinic for advice on health problems is needed. Each student should have a thorough physical examination each year. A counseling service should be offered in connection with the guidance department. Each student should have an advisor in whom he has confidence. As a means of encouraging good health habits, experts should be called in to emphasize their importance. This can be done in several classes other
than the health classes, especially those concerned with nutrition and knowledge of the human body.

4. To help the students to understand better the rights and duties of the citizen of a democratic society, the school should provide for participation in field trips to city, county, state, and national seats of government. Opportunity should be provided for the discussions of racial problems. Students should have more responsibility for student activities, their organization and conduction. The importance of various laws concerning human conduct should be given more emphasis.

5. So that the students might better understand the significance of the family for the individual and society, the school should provide a visiting teacher so the school and home can plan together in the guidance of a student. A course in social hygiene would help point out this significance. Some provision should be made for impressing upon the student just what the family means in a democracy. The school could use the help of an active Parent-Teacher Association in interpreting the significance of the family for the individual and society.

6. As a means of helping students to know how to purchase and use goods and services intelligently, a course in consumer education should be offered. Techniques of salesmanship and advertising should be thoroughly investigated by the students.
7. In order to help the student to understand better the influence of science on human life, more courses in science should be offered, the latest findings of science should be brought to the attention of the students, and more and better equipment should be provided.

8. Opportunities for developing capacity for appreciation of beauty in literature, art, music, and nature could be gained by better assembly programs, more clubs for various hobby interests, and the use of community resources and field trips.

9. The school should take the lead in providing a recreation program for the community that would provide for the wise use of youth's leisure time. The wise use of youth's leisure time can also be helped by anything that is done to help youth to develop his capacities for appreciation of beauty in literature, art, music, and nature. The school should help its youth to develop fully some talent other than that used in making a living.

10. Methods that should be used to develop respect for other persons are racial tolerance discussions, social customs discussions, activities that provide for teamwork, and student responsibility for activities. The reason for man made laws should be fully explained. The value of the qualities of kindliness, amiability, gregariousness, and the friendliness necessary for group living should be given especial attention in a social hygiene course.
11. In order to help its youth to grow in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding, the school should expand the quantity and quality of books in the library; its youth should be taught how to read; discussion groups and committees should be set up; speech training should be required; creative writing should be stressed in all classes; pupils should take an active part in planning and evaluating their experiences, and the stimulation of research and the solving of life-like problems should be engaged in by all classes.

12. There should be a continuous program of curriculum development and curriculum evaluation by all concerned or taking part in the school program.
APPENDIX

CHECKLIST

Male __ Female __ Type of work you do __________
Grade __ Graduated __ Type of work you would like to do __________
Different types of jobs you have held __________

Instructions: After each question circle statement that best fits your answer.

1. Do you feel the school is helping you or has helped you to develop skills that will enable you to obtain the kind of job you desire? Yes No Not sure If your answer is No or Not sure, give reasons why: __________

2. Do you or did you feel the school is helping or helped you to gain an understanding of the various job opportunities in life? Yes No Not sure

3. Do you or did you feel that the school is helping or helped you develop attitudes or a personality that helps one be a success in life? Yes No Not sure

4. How much of what you are studying or studied in school do you think is helping you in everyday living? Nearly everything About half Very little If you think some of the things you studied are of no value, tell what they are: __________

5. Did or does the school give you enough help in choosing a vocation? Yes No Very little

6. Did or does the school give you enough help in getting information about colleges and choosing a college? Yes No Very little
7. Do you think labor disputes are any of your business?  
   Yes  No

8. Do you welcome the opportunity to study economic problems?  
   Yes  No

9. Do you have a part-time job that you consider as a try-out experience for the type of work you intend to do?  
   (For high school students only) Yes  No

10. Do you or did you feel the school is helping or helped you to maintain good health and physical fitness?  
    Yes  No  Not sure

11. Do you or did you feel that the school is teaching you or taught you how to maintain good health and physical fitness?  
    Yes  No  Not sure

12. Do you or did you enjoy the study of health and safety?  
    Yes  No  Some

13. Do you try to get to bed at a certain time each night?  
    Yes  No

14. Do you have any hobbies or do you take part in any physical activities other than required by the school or your job?  
    Yes  No

15. Do you or did you talk to the teacher or principal about your physical and mental health problems?  
    Yes  No

16. Do you understand what your rights as a citizen of this country are?  
    Yes  No  Not sure

17. Do you understand what your duties as a citizen are?  
    Yes  No  Not sure

18. Do you feel the school is teaching you or taught you the rights and duties of a citizen?  
    Yes  No  Some

19. Do you feel the school has taught you the importance of participating in community affairs?  
    Yes  No  Some

20. Does or did the school provide opportunities for you to participate in citizenship activities in the school?  
    Yes  No  Some
21. Does or did the school provide opportunities for you to participate in community activities? Yes No Some

22. Do you feel the school has helped you to understand how city, state, county and national government functions? Yes No Some

23. Do you understand what the purpose of the United Nations and its goals are? Yes No Some

24. Do you feel the school has taught you how to get along with members of your family? Yes No Not well enough

25. Do you feel the school has taught you how to be useful in and around the home? Yes No Not well enough

26. Do you like to mix with people? Yes No Not sure

27. Do you feel the school has helped you to understand conditions necessary for a successful family life? Yes No Some

28. Do you feel the school has helped you to understand manners and personal habits which are acceptable to all groups in American life? Yes No Some

29. Do you understand how the actions of children and adults differ? Yes No Some

30. Do you feel the school has taught you how to entertain friends in your home? Yes No Some

31. Do you feel the school has taught you how to get the most for your money? Yes No Some

32. Do you feel the school has taught you how to use intelligently what you purchase? Yes No Some

33. Do you understand why we use money instead of trading for what we want? Yes No Some

34. Do you understand the things that determine the cost of an article or service? Yes No Some

35. Do you try to save any money for future use? Yes No

36. Do you know how to determine whether or not you are getting a bargain? Yes No
37. Do you know the necessary steps in purchasing a home?  
Yes  No

38. Could you explain what the following things are used for or what they mean? (Cash, credit, installment buying, life insurance, bonds, stocks, mortgages, and notes)  
Yes  No  Underline the ones you understand

39. Do you feel the school had done its part in teaching you how to conduct experiments in science?  
Yes  No

40. Do you feel the school has taught you the influence of science and inventions on human life?  
Yes  No  Some

41. Do you know what natural resources are and why they are important?  
Yes  No

42. Do you understand what conservation is?  
Yes  No

43. Do you feel the school has taught you to distinguish between the truth and untruth in evidence and advertising?  
Yes  No  A little

44. Do you understand how your body grows and develops?  
Yes  No  Some

45. Do you know all you want to about the world of science and invention?  
Yes  No  If answer is no, what could the school place more emphasis on?

46. Are you interested in removing community eyesores that detract from the beauty of your town?  
Yes  No

47. Do you read very much besides the sport pages, funnies and fiction?  
Yes  No

48. Do you choose carefully what you wear?  
Yes  No

49. Do you enjoy being alone now and then?  
Yes  No

50. Do you like to attend concerts, lectures, plays and exhibits?  
Yes  No  Once in awhile

51. What is your favorite type of radio entertainment?  

52. What are your favorite types of movies?  


53. Do you have a hobby? Yes No If you do what is it?

54. Do you find it easy to write what you want to say? Yes No

55. Would you be willing to pick up the "coke" bottles lying around the school after school is out? Yes No

56. Do you enjoy discussions about classical music and drama and art? Yes No

57. Are you satisfied with the number of kinds of games you know how to play? Yes No

58. Do you seem to have enough time to do the things you want to do? Yes No

59. Do you plan the amount of time and money you can devote to your hobby? Yes No

60. Have you been taught what is socially correct in a group of people? Yes No

61. Do you feel at ease around people? Yes No Now and then

62. Do you try to budget your time for each day? Yes No

63. Do you ever give up personal plans for the sake of the family and friends? Most of the time If it does not interfere with my desires About half of the time Very little Never

64. Do you feel the school has taught you respect for all races and creeds of people? Yes No Some

65. Do you feel the school has done its part in teaching you how to live and work cooperatively with others? Yes No Some

66. Do you feel the school has done its part in helping you to develop the personality you desire? Yes No Some

67. Has the school helped you to understand the principles of democratic living? Yes No To some extent

68. Has the school provided opportunities to practice the principles of democratic living? Yes No To some extent
69. Do you feel the school has helped you to understand more about Christian living? Yes No Some

70. Do you feel the school is helping you to develop your power to think without hesitation and confusion or has it helped you in this respect? Yes No To some extent

71. Do you feel the school has taught you how to express your thoughts clearly? Yes No To some extent

72. Do you understand what you read? Nearly all About half Very little

73. Does or did the school provide many opportunities to practice the art of listening? Yes No

74. Does or did the school provide many opportunities for you to speak before groups? Yes No

75. Was or is special attention given to timid or bashful children in helping them to express themselves? Yes No
Dear

Robstown High School is making an attempt to determine to what extent it is meeting the needs of its youth. From this survey it is hoped that the school will find some of its shortcomings in order to correct existing conditions and provide better education for its youth.

You who have graduated or left school have faced many problems and, no doubt, feel the school could have better prepared you to face those problems. The enclosed checklist has been prepared to help you focus your attention on the various problems encountered.

Since it is difficult to construct a checklist covering the many needs or problems of a group, we have prepared a list of statements covering a representative number of needs and have left space at the end of the checklist for you to list any helpful suggestions or criticisms. It is unnecessary for you to sign your name; therefore please feel free to express yourself.

Your prompt attention to the completion and returning of the checklist will be greatly appreciated.

Yours very truly,

J. B. Outlaw
Director of Survey
Robstown High School
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