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Evaluating the curriculum of Logan Secondary Schools in terms of meeting the imperative needs of youth

Leo R. Walker

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EVALUATING THE CURRICULUM OF LOGAN SECONDARY SCHOOLS
IN TERMS OF MEETING THE IMPERATIVE NEEDS OF YOUTH
by
Leo R. Walker

A thesis submitted in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in
EDUCATION
1951

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah
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INTRODUCTION

The Committee on Curriculum Planning and Development of the National Association of Secondary School Principals has published a list of 10 objectives for secondary schools, known as the Ten Common and Essential Needs That All Youth Have in a Democratic Society. They are generally referred to as The Ten Imperative Needs of Youth.

Imperative Need No. 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 occupation.

Imperative Need No. 2. All youth need to develop and maintain good health and physical fitness.

Imperative Need No. 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.

Imperative Need No. 4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

Imperative Need No. 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.

Imperative Need No. 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.

Imperative Need No. 7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

Imperative Need No. 8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

Imperative Need No. 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 cooperatively with others.

Imperative Need No. 10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. (8, p. 2)

Later the same committee surveyed more than 1000 separate schools and published an extensive summary of statements from them, which illustrate how their programs are meeting the separate listed needs. (8)

Continuing their follow-up study of this important subject, the committee later prepared a check list of approximately 20 characteristic statements under each of the Imperative Needs. The following year the check list was perfected by submitting it to a great number of leading educators for their rating of the importance of the different statements and for suggestions for rephrasing for clarity. (16) For the past 10 years research work has been going on that has contributed to the improvement of this material.

The Problem

This survey check list was used as an instrument to evaluate the secondary schools of Logan City in terms of meeting the Imperative Needs of Youth. This is a problem in Curriculum Survey. Yet it is only a part of the whole curriculum revision problem. While a complete study would include:

1. Thorough study of existing curriculum, student body, staff, community and area;

2. A statement of basic philosophy;

3. A statement of objectives;

4. Evaluate the existing program in light of philosophy and objectives;

5. Plan program of revision;
6. Execute plans with enthusiasm;
7. Evaluate the changes made.

This study covers only a small portion of this general area. It surveys and attempts to evaluate the current practices of the Logan City High School program in the light of local philosophy of the school; summarizes these views, and makes recommendations for continuous development of the curriculum improvement program.
Review of the current literature on revision of the curriculum to meet the needs of youth shows that there are extensive studies being carried on presently in Illinois(19); New York(17); Minnesota(10); and Michigan(9), to mention only a few. In only 1 case does the literature mention the use of a survey of youth needs as a preliminary activity of their study, and in that case they perfected their own check list of some 50 statements.(19) Neither was a copy of the survey check list reproduced nor its results published and evaluated. It is assumed, however, that such surveys have been made and that they are not yet reported in current literature since this check list, in its revised form, was published as late as October 1949.(16)

There appears to have been a tendency in our history of educational philosophy to state educational aims and objectives in functional form and then do nothing about implementing them. Beginning with Franklin's Academy, which was founded to teach "everything that is useful and everything that is ornamental," we have a functional objective clearly stated, yet in the practical administration of this school, Franklin points out something entirely different happened.

From the beginning, the contempt of your employees for the new, the English course has been allowed to damage it. They get you to give the Latin master a title. You give none to the English principal. To the Latin head you give 20 pounds; to the English, one-half as much money and twice as many boys. You voted 100 pounds to buy Greek and Latin books, nothing for English. I flatter myself, gentlemen, that from the board minutes it appears that the original plan has been departed from; that the subscribers have been deceived and disappointed, that the good masters have been driven out of the school and the trustees have not kept the faith.(23,p.39)
A similar situation is found years later in the report of the Committee of Ten which was appointed for the purpose of reviewing the curriculum and recommending desirable uniformity in the secondary school programs. In 1892 it stated,

The secondary schools as a whole do not exist for the purpose of preparing boys and girls for college. Their main function is to prepare for the duties of life, that small proportion of all the children of the country who show themselves able to profit by an education prolonged to the eighteenth year, and whose parents are able to support them while they remain so long in school. (21,p.46,47)

They proposed a standard course for college entrance and in doing so set a pattern which has been followed since their time by most secondary schools, and more closely by the colleges, for entrance requirements. They included these 2 statements later in their report which shows complete acceptance of the formal discipline theory and the idea of equivalence of educational values: "For the purpose of general education 1 study is as good as another," and "The choice of subjects in secondary schools is a matter of comparative indifference."

There followed the long era of curriculum making by the experts, subject material experts. This represented the practice, if not the philosophy, until about 1918. Nor was it due for a radical change in practice at this point.

In 1919 the Committee On Reorganization of the Secondary Schools of the National Education Association published their report (20) which included the now famous statement of objectives which came to be known as the Cardinal Objectives of Secondary Education. The new feature in their statement of philosophy of education is that the public secondary schools existed to educate young people to function effectively in a democracy.
The purpose of democracy is to so organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole. Consequently, education in a democracy, both within and without the schools, should develop in each individual the knowledge, interest, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward nobler ends. (20, p. 9)

Their objectives were stated in terms of being able to function effectively in the broad areas of life, namely (1) health; (2) command of fundamental processes; (3) worthy home membership; (4) vocation; (5) citizenship; (6) worthy use of leisure; (7) ethical character. (20)

They had avoided stating them in terms of mastery of subject matter or the development of certain skills or habits.

Douglass (5) describes this period and conditions in the following way:

Educational thinking and classroom practice had previously been carried on in terms of mastery of such subjects as mathematics, Latin, English, history, physics, etc., and the curriculum organization of the schools had been planned to conform with that line of thinking. For example, in schools with sufficient electives to enable students to follow 1 or 2 or more curricula, the 3 typical curricula of the nineteenth century were the classical, scientific, and the literary. In the twentieth century typical curricula were the college preparatory, the commercial, the agricultural, and the home economics....

Contrary to what might be expected, considering the demands of the times, the inadequacy of secondary education and the national promise of leadership of the men who prepared Cardinal Principles of Secondary Education, administrators of secondary schools went on very much as before in providing subject offerings. Teachers continued very much as before, to teach the same subject matter with the same objectives and in terms of materials rather than in terms of growth of youth toward greater effectiveness in life activities. (5, p. 23)

Following this period there were attempts by various groups to place life activities in the curriculum. One group attempted, through the project method, to build a curriculum of projects closely related to the life activities of students. The work processes of the project were
analyzed for instructional units.

The immediate youth problem of unemployment and insecurity, brought on by the late depression, caused all educational societies to appoint special investigating committees to evaluate all phases of education. In 1932 a request for a committee to study and restate the principles and objectives of secondary education resulted in the appointment of the Orientation Committee of the National Association of Secondary School Principals. Their study was summarized in 2 volumes of the Bulletin in 1936 and 1937, and consisted of a statement of 10 issues and 10 functions of secondary education with accompanying chapters to illustrate and justify their statements. These statements incorporate, extend, and articulate with present day life the objectives of previous groups. They emphasize the individual in all the educational processes. The committee concluded their report by requesting that another committee be appointed by their organization to implement these objectives.

Issue 1. Shall secondary education be provided at public expense for all normal individuals or for only a limited number?

Issue 2. Shall secondary education seek to retain all pupils in school as long as they wish to remain, or shall it transfer them to other agencies under educational supervision when, in the judgment of school authorities, these agencies promise to serve better the pupils' immediate and probable future needs?

Issue 3. Shall secondary education be concerned only with the welfare and progress of the individual, or with these only as they contribute to the welfare and progress of society?

Issue 4. Shall secondary education provide a common curriculum for all, or differentiated offerings?

Issue 5. Shall secondary education include vocational training, or shall it be restricted to general education?

Issue 6. Shall secondary education be primarily directed toward preparation for advanced studies, or shall it be primarily concerned with the value of its own courses?
Issue 7. Shall secondary education accept conventional school subjects as fundamental categories under which school experiences shall be classified and presented to students, or shall it arrange and present experiences in fundamental categories directly related to the performance of such functions of secondary schools in a democracy as increasing the ability and the desire better to meet socio-civic, economic, health, leisure-time, vocational and pre-vocational problems and situations?

Issue 8. Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?

Issue 9. Shall secondary education seek merely the adjustment of students to prevailing social ideals, or shall it seek the re-construction of society?

Issue 10. Granting that education is a 'gradual, continuous, unitary process,' shall secondary education be presented merely as a phase of such a process, or shall it be organized as a distinct but closely articulating part of the entire educational program with peculiarly emphasized functions of its own.

The functions of secondary education were listed as:

1. It is important to continue by definite program, though in diminishing degree, the integration of students. This should be on an increasingly intellectual level until the desired common knowledge, appreciations, ideals, attitudes, and practices are firmly fixed.

2. It is vital to satisfy the important immediate and probable future needs of the students insofar as the maturity of the learner permits, guiding the behavior of youth in the light of increasingly remote, but always clearly understood and appreciated, social and personal values.

3. It is also desirable to reveal higher activities of an increasingly specialized type in the major fields of the social heritage of experience and culture, their significant values for social living, the problems in them of contemporary life, the privileges and duties of each person as an individual and as a member of social groups; to make these fields satisfying and desired by those naturally gifted for success in them, and to give information as to requirements for success in these fields and information as to where further training may be secured.

4. It is important to explore higher and increasingly specialized interests, aptitudes, and capacities, looking toward the direction of students into avenues of study or of work for which they have manifested peculiar fitness.

5. The school should help youth to systematize knowledge previously acquired or being acquired in courses in such ways as to show
the significance both of this knowledge and especially of laws and principles, with understanding of wider ranges of application than would otherwise be perceived.

6. An important function of education is to establish and develop in all major fields of knowledge, not merely in a few protected subjects, interests which are numerous, varied, and as deep as possible, and to direct some of these by means of differentiated courses to ends most worth-while for each individual, the hope being that they will lead on to a continued education both in higher institutions and outside of any formal school.

7. The secondary school should undertake to guide students, on the basis of the results of revealing and exploratory courses and of personnel studies, as wisely as possible into advanced study or vocations in which they are most likely to be successful and happy.

8. Secondary education should attempt to begin and gradually to increase differentiated education on the evidence of interests, aptitudes, and capacities demonstrated in earlier years.

9. The school should use in all courses, as largely as possible, methods that demand independent thought, involve the elementary principles of research, and provide intelligent and somewhat self-directed practice, individual and cooperative, in the appropriate desirable activities of the educated person.

10. The secondary school should attempt to retain each student until the law of diminishing returns begins to operate or until he is ready for more independent study in a higher institution, and when it is manifest that he cannot or will not materially profit by further study of what can be offered, to eliminate him promptly, directing him as wisely as possible into some other school or into work for which he seems most fit.

Following the publication of these reports the Implementation Committee was appointed as requested and the study continued. Their report appeared in May and November 1939. After restating the common problem of increasing importance, it goes ahead to analyze it as it applies particularly to the educationally neglected, drop-outs, and slow learners. It included suggestions for improvement of opportunities among the educationally neglected. It was termed by the reporting committee, "Handbook for Use in Adjusting the Program of the School to the Educational Needs of Youth."
Another report for the Implementation Committee was published in May 1940. (3) Again it stressed the vocational, job finding, and security needs of the neglected group; those not interested in college preparation in their secondary school training. It also summarized the report of a group of inspectors who toured the country to investigate, at first hand, the current practices of the secondary schools in meeting the needs of youth.

The Educational Policies Commission, composed of members from the National Education Association and the Association of School Administrators (1), working on this same problem, published a statement of their philosophy and practical plans for the development of educational programs for common learning in the secondary schools (1944). Their basic philosophy was stated as the Ten Imperative Needs of Youth appearing in the introduction. Their volume was called Education for All American Youth. (7) It was a big step forward in implementation of the aims and objectives to a functional curriculum in terms of meeting youths' needs.

This publication was followed the same year by a companion volume from the National Association of Secondary School Principals based upon the content of Education for All American Youth and the Ten Imperative Needs, but was renamed Planning for American Youth. (14) By March 1947 more than 100,000 copies of this volume had been distributed in the secondary schools of the country, which would indicate a growing interest among the schools in this trend of educational philosophy.

The same group, in their efforts to further implement the curriculum study, requested thousands of schools throughout the country to submit examples of their own practices which illustrate their efforts to meet the needs of youth. Over 1000 schools responded. Their reports were
consolidated, classified, and summarized under each of the 10 numbered needs of youth. (11) Next these illustrations were used as the basis for approximately 20 statements under each need. The statements were then sent to numerous educational leaders for suggestions for rewording and for an opinion as to the relative importance of the characteristics in terms of the contribution of each toward meeting 1 or more of the imperative needs of youth. The list of statements thus corrected became a check list to be used by secondary schools to evaluate their practices in terms of meeting the needs of youth. It was used as the evaluating instrument in this survey.

The American Youth Commission of the American Council of Education is another organization whose work over this same period parallels that of the groups just described. One of the subjects studied most extensively by this group was the needs of youth, conducted as a survey in Maryland and Pennsylvania, and reported by Howard Bell (2) for the council. All other organizations used the findings of this group in their own research studies. The fields covered by the survey were employment, education, and recreation. It revealed that the gravest problem confronting all youth was the feeling of lack of security; the greatest need, therefore, the need for security.

Another report for this committee during this period, edited by Douglass (6) under the title of Secondary Education for Youth in Modern America, lists the needs of youth as follows:

1. To find a satisfying place among fellow youth;
2. To experience personal achievement;
3. To enter into and succeed in vocational life;
4. To be able to establish and enjoy a happy home;
5. To understand and improve political and economic conditions;
6. To maintain health and maximum physical efficiency;
7. To participate in enjoyable recreational activities. (6, p. 32-39)

The latest organization to come into this field is the National Commission on Life Adjustment Education. Its publication (15) discusses its objectives under the following headings:

1. Ethical and moral living;
2. Citizenship;
3. Home and family life;
4. Self-realization and use of leisure;
5. Health;
6. Consumer education;
7. Tools of learning;
8. Work experiences, occupational adjustment, and competencies. (15, p. 61-101)

By comparison with other listed objectives a similarity is noted which is expected since this organization is the lineal decendant of other educational organizations that have been working on this problem for considerable time. The Commission comprises members from the following educational societies: American Association of School Administrators; American Association of Junior Colleges; National Association of High School Supervisors and Directors of Secondary Education; National Association of Secondary School Principals; National Association of State Directors of Vocational Education; National Catholic Welfare Conference; National Council of Chief State School Officers; National Education Association.

It was organized as a result of the adoption of the Prosser resolution
following a final report at the conference of the National Association of State Directors of Vocational Education. It asked for the appointment of an equal number of representative leaders from the fields of general and vocational education to continue the work they had begun. Members from the above groups were appointed by the Commissioner of Education, after a few preliminary conferences. It appears to be the attempt by the national leaders to better coordinate the efforts of the various societies in this field. The development of Life Adjustment Education for Every Youth (1948) by the Commission for Life Adjustment Education, is clearly the projection for the future of the preliminary ground work outlined so well in the earlier reports by the named groups: Education for All American Youth by the American Policies Commission; Planning for American Youth by the National Association of Secondary School Principals; Youth Tell Their Story by the American Council on Education; Vocational Education in the Years Ahead by the Division of Vocational Education, Office of Education.

Educational for Life Adjustment is described by Douglass recently thus:

1. It means the advisory coordination of all the school program for the education of all the students, for all the areas of life.

2. It means that far greater attention be given than in the past to the development of ideals, interests, attitudes, understandings, concepts, and habits rather than to the relatively exclusive monopoly of attention by the acquisition of information.

3. It means the concentration upon the needs of life with much less attention to subject matter and subjects.

4. It means a relatively equitable distribution of the students' learning activities to various important areas of life.

5. It means that all activities of the school will be thought of as legitimate educational experiences.
6. It will involve a greatly increased provision for work experience, both of the vocational type and of the civic type.

7. It will mean a greatly increased freedom from subject matter boundaries and from subject matter organization.

8. It calls for a greatly expanded, much more comprehensive, and much more effective program of guidance.

9. It means the development of such attitudes, ideals, interests, skills, information, understanding—social, mental, physical, and emotional—as will enable all young people to make the most satisfying and most effective adjustment in all areas of life at present and in the future. (5, p. 36-43)

It is clear that the Life Adjustment Movement, Common Learnings, and Education for All American Youth are merging in a nation-wide movement which will continue to be very effective in influencing the secondary school practice. Perhaps the use of a new title and a new form of organization enables it to pick up and to carry out the movement of common learnings, which lately has begun to decrease in its influence upon practice, largely because of the fact that there has not been provided a nation-wide, state-wide, and local framework for implementation such as is contemplated in the Education for Life Adjustment movement. (15)

The Commission has asked for help and direction in its planning from the Office of Education, Federal Security Agency. It plans to conduct all its functions throughout the country, only in cooperation with the separate state offices of education. With this organization and its current literature representing the up-to-date summary of most all educational research in this field, it furnishes an excellent opportunity to local schools to become affiliated with the state and national groups for their curriculum improvement studies.
PROCEDURE

The opinion of a representative group of Logan people was desired from this survey. The construction of the check list limits the selection of the respondents to those who are capable of interpreting quite difficult and technical statements of educational philosophy. While it is not held that the statements require the judgment of experts, neither is it believed that reliable opinion could be gathered from layman with this instrument. A considerable degree of skill, experience, and training background, if not expert or professional training, was thought necessary for interpreting and rendering a good opinion in this survey. Therefore, the instrument (16) was administered to survey the opinion of the following groups:

Group A. The High School faculty.
Group B. The Junior High School faculty.
Group C. A selected group of secondary school patrons.
Group D. A selected group of Logan High School graduates now in college.

Because of the great length of the check list and extent of the material it covers, it was thought advisable to break it into sections representing the 10 numbered Imperative Needs. So each group listed above was asked to organize 10 committees for the purpose of completing a separate portion of the survey check list; that is, the check list survey statements applying to only 1 of the numbered Imperative Needs.(11)

Instructions given each group consisted of a brief statement of the history of development of the check list. It was thought advisable to
furnish each committee with some printed illustrative material pertinent to their assigned Imperative Need. Therefore, each committee was given a copy of the chapter of The Bulletin of the National Association of Secondary School Principals, Volume 51, March 1947, which is illustrative of their assigned portion of this check list.

Each committee was given a printed key of instructions for evaluating the check list, and the ratings were reviewed with them and explained as follows (see Appendix): If you think that the statement does not apply at all to the Logan secondary schools you would check N. If the conditions of the statements do apply to Logan secondary schools as you interpret the statement, then you must use a numerical value of 1 to 5 in rating how well, in your opinion, the schools' activities meet the stated conditions.

The descriptive statements for the 5 values were read. It was emphasized that the highest possible rating would be given a numerical rating of 5, and that the lowest value of 1 would be given when, in their opinion, the conditions were almost never met. It was also emphasized that a score of 5 would be given only when the conditions as stated applied to all pupils in the school since each of the 10 Imperative Needs are so stated and included that inclusive term "all youth." If the conditions as stated are very well provided for by but 1 class in the school, for which only a small group can register, then the rating would have to be low to average.

The importance of listing examples was pointed out to each committee and their help was solicited in compiling a broad background of examples of local experiences in the survey. They were all requested to indicate by the use of T on the end of the score line their acceptance of the statement in theory and P along the score line to indicate their opinion of how well the conditions of the statement were being met in the daily
practice of the school. These last 2 ideas are local adaptations of the instrument.

Each committee was instructed to render a committee report. They were furnished several copies of their part of the instrument, however, and told to complete individual lists and summarize these for their final report, if this would be more convenient for the committee membership.

In an effort to obtain a varied expression of opinion the high school graduates asked to participate in the survey were selected from the following departments of the Utah State Agricultural College: Elementary Education, Secondary Education, Pre-medical, Business Administration, Political Science, Psychology, Engineering, and Home Economics. For the same reasons, patrons active in the Parent-Teachers Association who were asked to participate represented the following vocational groups: college faculty, insurance and loan, plumbers and electricians, salesmen, publishers, and church leaders. All faculty members of the Junior and Senior High Schools were asked to participate in the survey.
RESULTS AND ANALYSIS OF DATA

The survey was completed by reports from 40 committees who were originally asked to submit them. This group consisted of 10 committees each from the 4 groups as outlined in the Procedure. The report represents the opinion of 153 people, all well qualified by their experience and training to render an intelligent opinion. The data will be presented in 3 divisions: the evaluation of each of the Imperative Needs; general summary of the survey, and other summaries.

Evaluation of Each Imperative Need

First the analysis of each imperative need is reported. In the tables accompanying each, the following abbreviations for column or line headings are used:

A - High School faculty.
B - Junior High School faculty.
C - Patrons.
D - Graduates from Logan High School.
CM - Number of committee members.
AMS - Number of adequate mean score ratings for statements.
AR - Number of adequate ratings by individual committees.
T - Total.
M - Mean.

Imperative Need No. 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 occupation."

Table 1. Composite evaluation of saleable skills

<table>
<thead>
<tr>
<th>Numbered Statements</th>
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Among the 60 numerical ratings submitted by the 4 committees evaluating this need, only 2 statements were given a value of 4: No. 4 and No. 9. All ratings evaluated 4 or above are considered adequate here. (Note: Adequate ratings have a numerical value of 4 or above, which is an assumed standard of excellence.) All other ratings of the different statements were 3 (average) or below. A comparison of total ratings by the different committees shows that they vary by only 12 points when corrected for 16 possible answers. This is an average of only 3/4 points between the extreme ratings on all statements. The mean scores for the 4 different committees are: A - 2.33; B - 1.57; C - 1.87; D - 1.73. The mean score for the 4 groups as a whole is 1.87 for saleable skills (Need No. 1). This is the lowest mean score for the survey.

Summary of examples cited and evaluations on separate statements.

1. The school seeks to develop in all students an understanding of the interdependence of workers and the contributions of all workers to the social and economic welfare of the nation.
Score: A - 3, B - 2, C - 2, D - 1, Mean 2.

Examples:

A - Individual departments develop an understanding of the interdependence of workers and their contributions to society.

D - In special departments, if requested by individual, mass production is studied.

2. The school has a plan by which students, employers, parents, and community agencies work together in developing the student work program.

Score: A - 2, B - 2, C - 2, D - 2, Mean 2.

Examples:

A - Cooperative planning for student work program with credit given toward graduation for work experience.

D - Talks given by interested business men.

3. The school stresses the dignity of both essential and creative labor, giving equal recognition to all work which is well done.

Score: A - 3, B - 3, C - 1, D - 1, Mean 2.

Examples:

A - All departments stress dignity of work, good letters, accurate ledgers, well-painted automobile, perfectly reconditioned engine, well-finished table.

4. The school strives to develop in pupils an adaptive attitude toward technological developments and the occupational changes which are brought about by new inventions.

Score: A - 4, B - 1, C - 3, D - 1, Mean 2.2.

Examples:

A - Vast number of inventions patented indicates the social changes ahead. These are used where possible as teaching aids.

5. The school provides for all students who plan to go to work before completing high school, or immediately after graduation, instruction in such pertinent areas as the channels through which jobs may be secured and the techniques of applying and being interviewed as an applicant.

Score: A - 3, B - 1, C - 1, D - 1, Mean 1.5.
Examples:

A - Vocational information given graduates; applications typed by business classes. Movies are used to illustrate good practices.
D - Some instruction but quite inadequate.

6. The school provides for experiences through which students may develop understandings of the individual's role, responsibilities, and methods of functioning in labor and management organizations: talks by employers and employees, study of community groups, motion pictures, etc.

Score: A - 1, B - 1, C - 2, D - 2, Mean 1.5.

Examples:

A - Vocation class procures interested speaker from among business and professional people.
D - Feeble attempt to provide some experience.

7. The school gathers information about each individual student's interests, abilities, aptitudes, and personal characteristics for use in helping the student determine a field of work in which he may be successfully employed: diversified occupations program, tests, observation, etc.

Score: A - 2, B - 1, C - 2, D - 1, Mean 1.5.

Examples:

A - Tests are given and interpreted, in a limited way, to help students.

8. The school provides opportunity for students to evaluate critically, in terms of their purposes, interests, and capabilities, employment opportunities and requirements of many occupations through study, field trips, job surveys, discussions with labor and management personnel, etc.

Score: A - 2, B - 3, C - 1, D - 3, Mean 2.2.

Examples:

A,D - Field trips and tours to local manufacturing and repair companies.

9. The school emphasizes the development of abilities in basic occupational processes and with basic tools and machines.

Score: A - 4, B - 1, C - 3, D - 3, Mean 2.7.
Examples:

A, D - Skills developed in shop and handicraft classes.
A - includes the home economics, clothing and typing classes.

10. The school maintains contact with major occupational fields to keep its vocational program up to date in regard to new methods and procedures and technological developments. Score: A - 3, B - 1, C - 2, D - 2, Mean 2.

Examples:

A - Films illustrate the new developments.
D - Individual instructors are expected to do this.

11. The school enlists employer and parent cooperation in evaluation of pupils' work experiences in terms of student growth in attitudes toward work and fellow workers and quality of work. Score: A - 1, B - 1, C - 2, D - 1, Mean 1.2.

Examples:

A, D - Cooperation of school and parents in distributive education classes to evaluate work experiences and attitudes.

12. The school helps to arrange for supervised work experience, in terms of individual purposes, interests, and capabilities, for an increasing number of youth, regardless of academic, economic, or social status. Score: A - 3, B - 2, C - 2, D - 3, Mean 2.5.

Examples:

A, D - Supervised work such as teacher secretaries by type class, advertising for school paper, group projects by shop classes.

13. The school bases its program of vocational education on continuing studies of present and probable future types of work available to youth in the local and regional community. Score: A - 1, B - 2, C - 2, D - 1, Mean 1.5.

Examples:

A - Distributive education class recognizes the transition of employment from farm to industry and the importance
of expanding steel industry in the state.

D - No, based on the hope that most students in this area will go to college.

14. Space and equipment are available in school and/or community for an increasing number of youth to receive training in work for the production and distribution of goods and as a civic service.

Score: A - 1, B - 1, C - 1, D - 3, Mean 1.5

Examples:

A - Conditions for increasing training in distributive education is poor, experience for typing increasing. Shop and laboratories are provided but should be improved.

15. The school uses the work experiences of its students to enrich the instructional programs of both employed and unemployed youth in school.

Score: A - 2, B - N, C - 2, D - N, Mean 2

Examples:

A - Business classes make reports of their experiences; also shop and home living students enrich their activities by related experiences.

16. The school evaluates its program for developing saleable skills in terms of pupils' ability to find and hold jobs suited to individual interests and abilities.

Score: A - N, B - N, C - 2, D - 1, Mean 1.5

Examples:

A - No evaluative program of follow-up on students. Merit examinations for civil service are given.

Additional characteristics:

C - Our ratings are low but we do not feel critical toward the schools. We think they should make improvements in this phase of education when they can afford such changes.

D - We believe students should have better instruction in study methods. A great deal more would be learned had students been taught good study habits.
Table 2. Composite evaluation of health education

| Group | CM | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | MS  | AS  | T    | M    |
|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| A     |    | 5  | 3  | 3  | 3  | 1  | 5  | 3  | 3  | 5  | 5  | 2  | 2  | 2  | 5  | 3  | 3  | 2  | 4  | 3  | 3  | 3  | 5  | 3  | 2  | 6   | 75  | 326 |
| B     |    | 2  | 4  | 2  | 4  | 3  | 3  | 2  | 1  | 3  | 2  | 4  | 1  | 1  | 3  | 2  | 2  | 3  | 4  | 1  | 3  | 2  | 4  | 2  | 2  | 5   | 58  | 252 |
| C     |    | 3  | 4  | 3  | 2  | 4  | 5  | 4  | 3  | 4  | 2  | 2  | 3  | 2  | 4  | 4  | 4  | 5  | 4  | 3  | 2  | 4  | 4  | 4  | 4   | 14  | 80  | 346 |
| D     |    | 2  | 3  | 2  | 2  | 2  | 2  | 1  | N  | 2  | 3  | 5  | 2  | 3  | 3  | N  | 3  | 2  | 4  | 4  | 3  | 2  | 3  | 5  | 2  | 2  | 4   | 59  | 280 |
| T     |    | 12 | 14 | 10 | 11 | 10 | 14 | 9  | 9  | 15 | 14 | 10 | 9  | 8  | 12 | 12 | 11 | 13 | 17 | 11 | 11 | 10 | 18 | 11 | 10 | 29  | 270 |     |
| M     |    | 3.5| 2.5| 2.7| 2.5| 3.5| 3.0| 2.2| 3.7| 3.5| 2.5| 2.2| 2  | 4  | 3  | 2.7| 3.2| 4.2| 2.7| 2.7| 2.5| 4.5| 2.7| 2.5| 3  | 3.0 | 3.01|

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Imperative Need No. 2

"All youth need to develop and maintain good health and physical fitness."

The different committees gave a total of 29 adequate ratings in the 92 statements. That is an average of 7 adequate ratings for each group for the 23 statements. On statement No. 21 and No. 17 each group rated the practice either 4 or 5, making these the highest average scores. No statement received an extremely low average score. There is noted a very close agreement between the ratings of the different committees on both the highest ratings and also the lowest scores. The mean scores for each group are: A - 3.26; B - 2.52; C - 3.48; D - 2.80, with the 4-group mean score being 3.01. Here again the variation in total score is not very great, being only 22 points between the total high and total low score for the 23 statements.

Summary of examples cited and evaluations on separate statements.

1. The school provides for varied physical activities and encourages students to participate, not only for the physical exercise, but also to provide for active social life and satisfying leisure time activities.

Score: A - 3, B - 4, C - 4, D - 3, Mean 3.5.

Examples:

A, B - Modified intermural, social and full athletic program.
C - More encouragement should be given backward and physically underdeveloped children.
D - Lack leisure time development.

2. The school provides for periodic physical examinations covering all students and leading to corrective action as needed.

Score: A - 3, B - 2, C - 3, D - 2, Mean 2.5.

Examples:

A - Schools should promote more family responsibility to get it done.
B - Examination for seventh grade students.
D - Sporadic examination, corrective program nil.

3. Health records of individuals are complete and up-to-date, and pertinent facts are made known to those responsible for any pupil's guidance.

Score: A - 3, B - 4, C - 2, D - 2, Mean 2.7.

Examples:

A, B - Cumulative records.
D - Health records not complete.

4. The school approaches the problem of the unadjusted youth as it does the physically ill, seeking causes and making provisions leading to satisfactory adjustments.

Score: A - 1, B - 3, C - 4, D - 2, Mean 2.5.

Examples:

A - Too much advancement on age-grade basis.
B - Accomplished through counseling program.
D - Attempted through counseling program but not too effective.

5. The school designs its health program to stimulate and supplement home health care—not to supplant it.

Score: A - 5, B - 3, C - 5, D - 1, Mean 3.5.

Examples:

A - Parents should provide health program.
B - Parents should be present for child's health examination.
D - Health program most neglected and unpopular subject in schools.

6. Courses entitled "Health" may be offered for all, but health instruction pervades the school program and is continuous, directly or indirectly, throughout the pupil's school life.

Score: A - 3, B - 2, C - 4, D - N, Mean 3.

Examples:

A - Attempt to do a good job.
B - Integrated in many classes such as science, physical education, home making, etc.

7. The school, recognizing the importance of mental health, supports student activities of a nonphysical recreation type if they answer and/or emotional needs of pupils.
8. The school provides physical education, recreational, health service, and instructional areas which are designed and equipped to stimulate good health practices.

Score: A - 5, B - 3, C - 4, D - 3, Mean 3.7.

Examples:

B - Required physical education and health classes.
D - No health service department; however, physical education is good, recreation fair.

9. The school provides ample and equipped playground space.

Score: A - 5, B - 2, C - 2, D - 5, Mean 3.5.

Examples:

A, C, D - Wonderful campus.
B - Equipment plentiful but space is lacking.

10. The school provides suitable health activities for all physically handicapped pupils under its jurisdiction.

Score: A - 2, B - 4, C - 2, D - 2, Mean 2.5.

A - No therapeutic baths, massaging facilities, or practice rails.
B - Modified program based on health record.
D - Poor remedial program consists of ping pong and shuffleboard.

11. The school evaluates its health program in terms of better health among its pupils as indicated by means of periodic physical examinations.

Score: A - 2, B - 1, C - 3, D - 3, Mean 2.2.

Examples:

A - How much evaluating?
D - Infrequent examinations.

12. The school bases its health program on continuing studies of the
physical and emotional needs of pupils and adults in the community it serves.

Score: A - 2, B - 1, C - 2, D - 3, Mean 2.

Examples:

D - Health taught out of standard text; no regard for location.

13. The school works with private health organizations and public health agencies in planning and carrying out its health program.

Score: A - 5, B - 3, C - 4, D - N, Mean 4.

Examples:

A - Medical profession, rehabilitation office; health inspector.

14. The school plans and conducts its health activities in a manner designed to educate pupil, parent, and community to assume individual and group responsibility for personal and community health.

Score: A - 3, B - 2, C - 4, D - 3, Mean 3.

Examples:

A - Not enough being done.
D - Schools attempt to educate pupils so they can educate parents.

15. The school offers students experiences to learn about and/or practice safety, child care, first-aid, personal hygiene and health, the work of the local, state and Federal services, group health plans, hospitalization insurance, etc.

Score: A - 3, B - 2, C - 4, D - 2, Mean 2.7.

Examples:

A - Have courses in most of above mentioned.
D - Consists mostly of personal health with little public health added.

16. The school's lunch period is planned to provide favorable conditions for putting into practice whatever pupils have been taught concerning foods and food habits.

Score: A - 2, B - 3, C - 4, D - 4, Mean 3.2.
Examples:

A - Crowded conditions.
D - Efficient school lunch program.

17. The school provides nutritious lunches for needy pupils at minimum or no cost and without embarrassment to them.  

Score: A - 4, B - 4, C - 5, D - 4, Mean 4.2.

Examples:

D - Good lunch served for nominal fee. Popular with students.

18. The school emphasizes use of health-service staff resources to help build good health as well as to repair broken health.

Score: A - 3, B - 1, C - 4, D - 3, Mean 2.7.

Examples:

D - Good health and attitudes developed in school room, gymnasium, and playgrounds.

19. The school works to remove its own blocks to good mental health by providing a curriculum appropriate for each youth, seeking to develop self and group discipline, measuring pupil progress in terms of self-growth, etc.

Score: A - 3, B - 3, C - 3, D - 2, Mean 2.7.

Examples:

A - Human beings more alike than different. Contacts with teachers of good mental health important.
D - Pupils measured against the class. Excellent curriculum offered.

20. The school, by general design of the building, contributes to the health and safety of students through proper lighting, building materials which facilitate cleanliness, varied color schemes, etc.

Score: A - 3, B - 2, C - 2, D - 3, Mean 2.5.

Examples:

D - Buildings old but steps are being taken to modernize room areas.

21. School and community facilities for physical education and/or recreation are in operation throughout the entire year.
Score: A - 5, B - 4, C - 4, D - 5, Mean 4.5.

Examples:

D - There is year-around recreation program in operation here.

22. The school arranges for medical treatment, when necessary, through interaction among school, community health agencies, and professional groups.

Score: A - 3, B - 2, C - 4, D - 2, Mean 2.7.

Examples:

A - Not sure schools should take over the total life of the community.  
D - Medical treatment should be limited to first aid measures; family doctor should handle cases.

23. The school evaluates its health program in terms of broadness of youth participation in health-building activities.

Score: A - 2, B - 2, C - 4, D - 2, Mean 2.5.

Examples:

A - Evaluations are made to see the progress picture in both formal and informal phases.  
D - Little attention is given to evaluation of program.

Additional characteristics: Consideration should be given to the following:

1. The school has adequate and responsible personnel and adequate facilities for spotting unhealthy conditions.

2. The school attempts to measure the correlation between what is taught and what is practiced.

3. The school attempts to organize and carry on its health program on a meaningful basis.

4. The school is willing and able to carry out its responsibilities in the total health program of the community.

5. Pupils are aware of the objectives and the desired outcomes in the total health program.

6. Pupils accept the formal and informal phases of the health program as a part of general educational growth and development.
7. Evaluations are made to see the progress picture in both the formal and informal phases.

8. For health and physical fitness youth should have contacts with teachers of good mental health, free to exercise professionalism in their assignments.

Imperative Need No. 2

"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."

The different groups gave a total of 49 adequate ratings, an average of 12 per group on the 22 statements. So it could be said that on the average more than one-half the statements were rated adequately. Close check also shows that every statement is adequately rated by a 4 or 5 score by 1 of the 4 rating committees. Yet only for statements No. 3 and No. 15 are there uniformly high ratings by all the 4 committees.

The mean score by different committees is: A - 3.19; B - 4.30; C - 2.68; D - 4.09, and for the entire group, 3.56, which is the second highest score for the survey.

The range of variation among the totals of all ratings by each committee is 36 points. This shows that throughout the list of statements the extremes in ratings do not vary by much more than 1 1/2 points. The difference shown here is the second largest among the 10 needs.

Summary of examples cited and evaluation on separate statements.

1. The school bases its program of citizenship education on the values to which American democracy is committed and on a continuing study of civic, social, and economic problems in our society.

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Table 3. Composite evaluation of citizenship training

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D - Activities of the school such as musical productions, plays, etc. emphasize the values to which democracy is committed.

2. The school and community provides for equal educational opportunity for all its people as a practical demonstration of the rights and duties of citizens in a democratic society. N 1 2 3 4 5

Score: A - 3, B - 5, C - 4, D - 4, Mean 4.

Examples:

D - Popular students in school are often not scholars but are very active in many activities where they are accepted. Many become leaders in the services.

3. The school provides opportunities for pupils to practice with the tools of citizenship: group discussion, the ballot, representative government, techniques of inquiry, group action, etc. N 1 2 3 4 5

Score: A - 4, B - 5, C - 4, D - 4, Mean 4.2.

Examples:

D - Work on school paper, debating team, and speech class; club, school officers.

4. The school provides opportunities for pupils to develop skills in defining and in gathering and sifting information, in appraising possible solutions, and in proposing plans of action. N 1 2 3 4 5

Score: A - 3, B - 4, C - 3, D - 3, Mean 3.2.

Examples:

D - All class recitation, discussions, debating, special reports, and speeches.

5. The school provides opportunities for pupils, appropriate to their maturity and experience, to observe, study, and evaluate the political, social, and economic conditions of their own community and the larger social scene. N 1 2 3 4 5

Score: A - 2, B - 4, C - 3, D - 5, Mean 3.5.

Examples:

D - Social science classes are large and make this their method of study.

6. The school interrelates the study and the active experiences of its pupils in civic enterprises. N 1 2 3 4 5

Score: A - 2, B - 4, C - 2, D - 3, Mean 2.7.
Examples:

D - Glee clubs, civic responses, Boys' and Girls' State programs, Americanism speeches and papers, Crimson Field project, city and school recreation program.

7. The school provides opportunities for students to assume responsibility in executing group plans and in evaluating group action. 

Score: A - 4, B - 5, C - 2, D - 4, Mean 3.7.

Examples:

D - School court, senior and junior dances, student council.

8. Through counseling, the school helps each pupil to achieve understanding of his aptitudes and capabilities in order that he may contribute most fully to his own development and the welfare of others. 

Score: A - 3, B - 4, C - 1, D - 5, Mean 3.2.

Examples:

B - Not enough time allotted to counselor. 
D - Counselors designated for each class every year to assist in this work.

9. The school supports the development of organizations which promote the exercise of student responsibility through democratic procedures. 

Score: A - 4, B - 5, C - 2, D - 5, Mean 4.

Examples:

B - Faculty, student council, home room, class organizations. 
D - Pep club, student council and court.

10. The school program provides opportunities for pupils and teachers to plan units of work and phases of school life. 

Score: A - 4, B - 5, C - 2, D - 5, Mean 4.

Examples:

B - Class work and parties. 
D - Class work.

11. The school offers students opportunities to select leaders on the basis of their qualifications for the work they are to do. 

Score: A - 3, B - 5, C - 4, D - 5, Mean 4.2.
Examples:

B - Student body, class, and home room leaders.
D - School tries hard to avoid social differences yet some do persist; election of school leaders helps in this respect.

12. The school gives recognition to the competence and personal worth of pupils regardless of their social, economic, and academic status.

Score: A - 3, B - 4, C - 4, D - 3, Mean 3.5.

Examples:

B - School awards, safety patrol, office help, special assembly.
D - School tries to avoid social classes and recognizes personal worth.

13. The school offers pupils help in interpreting their experiences and their organizations in the larger setting of community, state, national, and world citizenship.

Score: A - 3, B - 3, C - 1, D - 5, Mean 3.

Examples:

D - Many class, club, and school offices furnish experience of this nature.

14. The school seeks the cooperation of parent, interested citizens, and community groups, as well as pupils, in planning and developing the citizenship program.

Score: A - 3, B - 4, C - 3, D - 4, Mean 3.5.

Examples:

B - Career day, parents' day, service club visits.
D - Parent-Teacher Association, adult education program.

15. The school conceives of democratic education as a life-long process and its facilities, therefore, are made available to groups and individuals beyond school age.

Score: A - 4, B - 4, C - 4, D - 5, Mean 4.2.

Examples:

B, D - Adult education in sewing, typing, recreation, handicrafts.

16. The school uses all activities to help build the attitudes, skills, and understandings needed by the citizens.

Score: A - 4, B - 4, C - 4, D - 5, Mean 4.2.
Score: A - 3, B - 4, C - 3, D - 5, Mean 3.7.

Examples:

B - Varied curriculum, extra curricular activities.
D - Great variety of extra curricular activities.

17. The school encourages students to initiate school and community projects, plan for them, seek adult counsel as needed, and bear the responsibility for carrying out the projects. N 1 2 3 4 5

Score: A - 4, B - 4, C - 2, D - 2, Mean 3.

Examples:

B - Red Cross, March of Dimes, Junior Red Cross boxes, UNESCO letters.
D - Senior HiTs, Junior Prom, plays, operettas, etc.

18. The school delegates an increasing number of areas of school life to the student body for management and control—areas in which pupils have real responsibility. N 1 2 3 4 5

Score: A - 3, B - 5, C - 1, D - 3, Mean 3.

Examples:

B - Student council, assemblies, parties, school exchange program.
D - Student officers.

19. The school evaluates its citizenship program largely in terms of student action, evidence being sought in class activities, extra-class activities, and in out-of-school situations. N 1 2 3 4 5

Score: A - N, B - 5, C - 1, D - 3, Mean 3.

Examples:

B - Summer work projects, open house, citizenship program.

20. The school deals realistically with controversial issues that are of concern to students. N 1 2 3 4 5

Score: A - 3, B - 4, C - 2, D - 4, Mean 3.2.

Examples:

B - Social studies classes.
D - School attendance low is applied realistically.

21. The school provides the instructional aids and facilities which are needed in informing young people concerning civic problems,
and stimulating personal concern for the proper functioning of the school as a democratic community. 

Score: A - 3, B - 4, C - 2, D - 4, Mean 3.2.

Examples:
- Street closing, community service, sewage disposal, abattoir, zoning water.
- Students' day to manage the city government offices.

22. The school provides systematic teaching of the principles of democratic citizenship and opportunities for pupils to study reflectively the success with which they are conducting their group activities according to these principles. 

Score: A - 3, B - 4, C - 1, D - 4, Mean 3.

Examples:
- Voluntary participation in the activities of the school and elective social studies classes.

Additional characteristics:

The school emphasizes the importance of wholesome school, church, and community relationships.

Imperative Need No. 4.

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

Of the 76 ratings by the 4 committees, 20 are adequate. It is an average of 5 for each committee. There is general agreement for high rating for only 1 statement, No. 9, and agreement in low rating by all for No. 11. The extreme variation between total scores by different committees is only 5 points. This is the smallest variation recorded by the different committees, and indicates close agreement among the people making the ratings. The mean ratings by the different committees are: A - 3.11; B - 2.73; C - 3.00; D - 2.89, and for the entire group, 2.93 which is slightly lower than the mean score on the survey.
### Table 4. Composite evaluation of family life training

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Summary of examples cited and evaluations on separate statements.

1. The school provides situations designed to develop wholesome boy and girl friendships not only in the classroom but also in after-school activities.

Score: A = 4, B = 3, C = 4, D = 4, Mean 3.7.

Examples:

A, B, C, D = School play, opera, open house, debating, athletics, assemblies and dances.

2. The school provides guidance services designed to help shy boys and girls learn the skills of participation in mixed social activities.

Score: A = 3, B = 3, C = 3, D = 2, Mean 2.7.

Examples:

A = Home room, home living classes.
C = More encouragement could be given to try out for activities; more mixers at dances.
D = Home room guidance not adequate.

3. The school seeks close cooperation with all homes in order that school and home may work toward mutually approved goals of family living.

Score: A = 3, B = 3, C = 3, D = 3, Mean 3.

Examples:

A, B = Home projects, home visits, Parent–Teachers Association, adult classes.
C = School coordinator; goals for parents, students and teachers to work for.
D = Parent–Teachers Association, parents' day, home economics for summer.

4. The school makes its facilities available to older youth and adults for group activities designed to improve family relationships.

Score: A = 4, B = 3, C = 4, D = 4, Mean 3.7.

Examples:

A, B, C, D = Adult education classes, Parent–Teachers Association, Mutual Improvement Association, basketball, and summer program.

5. The school encourages students to investigate, under guidance,
those personal problems which to them are of immediate concern.

Score: A - 4, B - 4, C - 3, D - 3, Mean 3.5.

Examples:

A, D - Home room, counselors, library, contacts with teachers in and out of classroom.
C - Include trained people on staff; work toward guidance programs.

6. The school bases its program of education for family living on continuing studies of the home life needs and aspirations of pupils and parents in the community.

Score: A - 2, B - 2, C - 3, D - 2, Mean 2.2.

Examples:

A - Activities of families in community.
B, C, D - Home living classes, music, personal development.

7. The school's program is developed in such a manner that teachers become increasingly alert to seize opportunities to improve pupils' understandings of the responsibilities of family members.

Score: A - 2, B - 2, C - 1, D - 2, Mean 2.

Examples:

A - Parent-Teacher Association, institutes, organized class in home living and personal development.

8. The school provides simple and practical home-making experiences for both boys and girls.

Score: A - 3, B - 4, C - 4, D - 4, Mean 3.7.

Examples:

A, B, C, D - Home making classes for boys and girls; also psychology, sociology, and economics.

9. The school makes systematic provisions for boys and girls both to play and to work together.

Score: A - 5, B - 4, C - 4, D - 4, Mean 4.2.

Examples:

A, B, C, D - Social intermural activities; also music, debating, drama, classroom and club activities.
10. The school evaluates its program for improved family living in terms of pupil projects designed to improve home and community living.

Score: A - 2, B - 2, C - 3, D - 2, Mean 2.2.

Examples:

A,B,C - Home living classes and projects, driver education, distributive education.
D - Summer home projects.

11. The school evaluates its program in family living in terms of pupils' attitudes toward factors which strengthen or weaken the family unit.

Score: A - 1, B - 2, C - N, D - 2, Mean 1.7.

Examples:

A - Incidental program, not an organized 1.
B - Baby sitting, budgeting, buying, and preparing family meals. Work and play together.
D - Very little done.

12. The school evaluates its program for improved family living in terms of pupils' use of well-thought-out standards for the selection of both necessities and luxuries which may improve family living.

Score: A - 4, B - 3, C - 2, D - 3, Mean 3.

Examples:

A,B,D - Home living classes, economics, distributive and consumer education, buying and budgeting.
C - No corsages at dances; uniform dress for graduation.

13. In developing and evaluating the program for family living, the school cooperates with the more effective community agencies concerned with improving family life.

Score: A - 3, B - 1, C - 4, D - 4, Mean 3.

Examples:

A - U.S.A.C. employment office, Chamber of Commerce, civic clubs, Parent-Teacher Association, distributive education classes, welfare work projects.
B - Red Cross, UNESCO, social living classes.
C - Summer recreation program, ice skating, church cooperation.
D - Church cooperation.
14. The school devotes a portion of its program in family living to helping pupils become aware of the interacting influences of home and community.  

Score: A - 3, B - 3, C - 3, D - 4, Mean 3.2.  

Examples:

A, B, C, D - Parent-Teacher Association, home living classes, sociology, baby sitting, budgeting and buying.

15. The school requires that all pupils experience at varying maturity levels units concerned with the over-all development of the individual.  

Score: A - 4, B - 3, C - 3, D - 2, Mean 3.  

Examples:

A, B, C, D - Home living and personal development classes, physical education, home economics, and sociology.

16. The school evaluates its program for improved family living in terms of pupils' assumption of actual responsibilities in the home and community.  

Score: A - 3, B - 2, C - 3, D - 2, Mean 2.5.  

Examples:

A, B, C - Home experiences and projects, home living classes, business in Junior High.  

17. The school provides a continuous in-service education program which will enable teachers to help pupils individually and through classroom procedure to discover answers to questions concerning the development of their own bodies and the physiology of reproduction.  

Score: A - 3, B - 3, C - 3, D - 2, Mean 2.7.  

Examples:

A, B, C - Home living, physiology, biology, health films and extension classes.  
D - Physical education and home economics give some information; little done to help student individually.

18. The school provides ample opportunity for all teachers to understand the social and economic structure of the community with special reference to family life.
Score: A - 3, B - 2, C - N, D - 3, Mean 2.7.

Examples:

A, B, C - Extension classes, family life institute, A.A.U.W. projects.

19. The school evaluates its program for improved family living in terms of evidence shown by students of a more reflective and better informed approach to problems of courtship and marriage. Score: A - N, B - 2, C - 3, D - 3, Mean 2.7.

Examples:

A - No formal program; attempt no scientific evaluation. B, C - Personality development, home living, seminary. D - Not much done.

Imperative Need No. 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."

Of the 72 ratings on consumer education, 17 were rated 4 or better. That would be an average of only 4 of the 18 statements for each rating committee. Group A and C exceed this number in their committee reports. There is perfect agreement by all committees on statement No. 5 that the practice is excellent. All groups rated it 4. For statements No. 13 and No. 17 there is uniform agreement for low rating. Each committee scored these 1 or not at all.

The variation in total scores among the different committees is again not excessive. When total scores are corrected for a total of 18 statements, the variation is but 19 points, or an average of but 1 point between the extreme ranges in ratings by the different committees reporting.

The mean score of each committee is: A - 3.00; B - 3.00; C - 3.27;
Table 5. Composite evaluation of consumer education

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D - 2.22, while for the group the mean is 2.87.

**Summary of examples cited and evaluations on separate statements.**

1. The school bases its program of consumer education on continuing analyses of the immediate and practical consumer problems of pupils and the social-economic implications of such problems.

**Score:** A - 3, B - 3, C - 2, D - 3, Mean 2.7.

**Examples:**

A, B - Consumer education classes, home living, auto mechanics, home economics, and woodworking classes.

2. The school uses several areas of the curriculum and a diversity of means to help pupils become alert and responsible consumers.

**Score:** A - 3, B - 3, C - 2, D - 1, Mean 2.2.

**Examples:**

A, C - Cite the following classes: home management and consumer education. A - lists also field trips, industrial arts classes, testing program promoted by home living classes.

3. The school provides experiences through which pupils may develop a consumer's concern and a sense of responsibility for wise spending of tax dollars and use of the services they buy.

**Score:** A - 2, B - 3, C - 3, D - 3, Mean 2.7.

**Examples:**

A - Chemistry laboratory, foods classes, clothing classes; fines for destroyed property. D - Budgeting in home making. Budgeting and auditor's report of school activity funds.

4. The school provides opportunities for each pupil to check his specific consumer actions against his maturing philosophy of values.

**Score:** A - 1, B - 3, C - N, D - 1, Mean 1.7.

**Examples:**

A - No specified examples yet we teach and preach the theory.

5. The school makes systematic effort to stimulate pupils to want what is best for the individual and society in every phase of living: material (means considered), cultural (available budget considered), moral, etc.
6. The school makes systematic effort to develop consumers who can protect their own interests firmly, yet retain pleasant relationships with those who provide goods and services.

Score: A - 4, B - 4, C - 3, D - 3, Mean 3.5.

Examples:
- A - Extracurricular activities, girls' home living classes, boys' personal development classes, music and industrial arts classes.
- D - The best in life is presented as a stimulation in most classes.

7. The school seeks to develop in pupils an appreciation of the interdependence of people in providing and obtaining goods and services.

Score: A - 4, B - 3, C - 4, D - 4, Mean 3.7.

Examples:
- A - School publications, soliciting advertising, home economics, chemistry, and distributive education classes.
- D - Practice in actual buying and selling.

8. The school provides opportunities for students to become acquainted with private and public agencies designed to help the consumer make better use of existing resources.

Score: A - 4, B - 3, C - 3, D - 3, Mean 3.2.

Examples:
- A - Special attention is given to all types of consumer reports and help given in these classes: home living, personal development, home economics, industrial arts, chemistry.
- A, C - Distributive education.

9. The school provides opportunities for students to engage in budgeting and managing their individual and group funds.

Score: A - 3, B - 3, C - 3, D - 3, Mean 3.

Examples:
A - Following activities: student body, home room class parties, club activities.
C - Class and school budgets.
D - Home making classes, consumer education classes.

10. The school provides opportunities for students to develop a sense of relative values through real experiences in making selections.
Score: A = 3, B = 2, C = N, D = 1, Mean 2.

Examples:
A - Publications, social functions, home room affairs.
C - Selection of school class and club leaders.
D - Selection practices in consumer education class.

11. The school provides experiences by which students may become aware of the abuses practiced by both producers and consumers and methods of eliminating such abuses.
Score: A = 4, B = 2, C = N, D = 1, Mean 2.3.

Examples:
A - Special attention given this in industrial arts, home economics, chemistry, art, girls' service club.

12. The school promotes group projects designed to acquaint pupils with an appreciation of their personal influence and the potentialities of group action in raising standards of living in their community.
Score: A = 3, B = 2, C = 4, D = 2, Mean 2.7.

Examples:
A - Music department activities; all help in their classes to raise the standards.
C - Athletic programs for boys and girls.
D - Sociology and social studies classes.

13. The school evaluates pupil growth in consumer activities in terms of pupil ability to find sound consumer information when they need it.
Score: A = 1, B = N, C = N, D = 1, Mean 1.

Examples:
B - Too advanced for our age group.
D - Emphasis given in consumer education class but it is small and only 1 class is scheduled.

14. The school tries to determine whether or not students are growing in their ability to view their economic activities of social consequences, as well as individual gain.
Score: A - 3, B - 3, C - N, D - 2, Mean 2.7.

Examples:

A - View of social consequences of acts stressed in home economics, industrial arts, chemistry, physical education.

15. The school provides opportunities for pupils to become acquainted with goods and services through contact with the real thing.

Score: A - 3, B - 4, C - N, D - 3, Mean 3.3.

Examples:

A,B,D - Shop, home making, consumer education classes.
A - Publications, student body activities.

16. The school places emphasis on the development and use of guides for shopping: reading labels, buying only what is needed, etc.

Score: A - 4, B - 3, C - 4, D - 2, Mean 3.2.

Examples:

A,D - Home making, consumer education classes.
A - Chemistry, industrial arts classes.

17. The school provides opportunities for students to appraise goods in terms of their actual performance.

Score: A - 1, B - N, C - N, D - 1, Mean 1.

Examples:

A - Chemistry classes.
B - Opportunities difficult.
D - Home making classes.

18. The school demonstrates, both materially and culturally, what is best in various areas of modern life.

Score: A - 4, B - N, C - 4, D - 2, Mean 3.3.

Examples:

A - All areas of school, each in its particular field; plays, opera, assemblies, daily classwork.
D - All classes present this.

Additional characteristics:
C - Our group sees the need for more practice as well as the theory in such classes as consumer education and business, if pupils are to be prepared to meet the problems of the future.

Imperative Need No. 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."

Ratings of 4 or above were given by all committees in 26 instances which is an average of 6 1/2 for each committee; the individual reports range only from 5 to 8 adequate scores. For statements No. 5 and 15 there is reported general agreement that the practice is excellent since the average rating of all committees is 4. The range of variation between total scores of different committees is only 13 points. This range is small when distributed among the 18 statements rated, and shows general agreement in the ratings by all committees. The mean rating by each committee is: A - 3.76; B - 3.12; C - 3.07; D - 3.00, and for all groups, 3.23.

Here again the mean score for science exceeds that of the survey.

Summary of examples cited and evaluations on separate statements.

1. The school provides experiences for all students designed to help them develop the habit of searching for reasonable explanations to natural phenomena rather than blindly relying upon superstition and pseudo-science.

   Score: A - 4, B - 4, C - 3, D - 4, Mean 3.7.

   Examples:

   A, C, D - All classes in different fields of science accomplish this through their demonstrations and laboratory experiments.

   C - Lack of laboratory facilities, however.

2. The school makes provisions for interested students to go deeper into the implications of science: science clubs, competent help in individual experimentation, etc.
Table 6. Composite evaluation of science

| Group | CM | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | MS | AR | T | M |
|-------|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|---|---|---|---|
| A     | 4  | 4 | 3 | 2 | 3 | 5 | 4 | 5 | 5 | 5 | 2  | 3  | 3  | 3  | 4  | 3  | 4  | 5  | 9  | 64 |    |    |    |    |
| B     | 2  | 4 | 2 | 2 | 3 | 3 | 4 | 4 | N | 4 | 3  | 3  | 3  | 3  | 4  | 2  | 3  | 5  | 5  | 53 | 312|
| C     | 7  | 3 | 3 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 2  | 3  | 3  | 5  | N  | 4  | 4  | 7  | 46 | 307|
| D     | 3  | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 2  | 1  | 3  | 2  | 4  | 2  | 3  | 5  | 51 | 300|

| T     | 16 | 15 | 11 | 11 | 14 | 16 | 15 | 14 | 11 | 15 | 14 | 10 | 7  | 12 | 13 | 12 | 11 | 15 | 26 | 214|

| M     | 3.7| 2.7| 2.7| 3.5| 4  | 3.7| 3.5| 3.7| 3.7| 3.5| 2.5| 2.3| 3  | 3.2| 4  | 2.7| 3.7| 2  | 3.2 |3.23|

50
Score: A - 3, B - 2, C - 3, D - 3, Mean 2.7.

Examples:
A - Limited facilities, special reports by apt students.
A, C, D - Special science clubs in all fields.

3. The school provides space and facilities within its plant for pupils to work with scientific equipment and display science materials for the use of other interested persons. N 4 3 2 1

Score: A - 2, B - 2, C - 4, D - 3, Mean 2.7.

Examples:
A, C, D - Laboratory facilities are available; not much in the way of display.
A - Lack biology laboratory facilities.

4. The school provides for experimental work through which pupils can observe and determine principles of science by their own efforts. N 4 3 2 1

Score: A - 3, B - 3, C - 4, D - 4, Mean 3.5.

Examples:
A, C - Same as No. 3.
B - Demonstration rather than experiment.
D - Will organized classes and laboratory experiments accomplish this?

5. Insofar as possible, the school provides for pupil experience with actual scientific equipment rather than relying only upon study of pictures and reading materials. N 4 3 2 1

Score: A - 5, B - 3, C - 4, D - 4, Mean 4.

Examples:
A, C - Same as No. 3.
A - Much equipment assembled by pupils. Biology has prepared many preserved specimens.
D - Good facilities, especially in physics and chemistry; also home nursing.

6. The school provides time in the science program for the appreciative study of the contributions of great scientists to human welfare. N 4 3 2 1

Score: A - 4, B - 4, C - 4, D - 3, Mean 3.7.

Examples:
A - Try to go deeper than appreciative study.

C,D - Each course injects its own historical perspective.

7. The school bases much of its science program upon activities of living which reveal the relationships of science to life and offer practice in applying the methods of science. N 1 2 3 4 5

Score: A - 5, B - 4, C - 2, D - 3, Mean 3.5.

Examples:

A,D - Application of methods of science a part of every class.

C - Not much effort to apply principles in real world.

D - Disappointed in biology class in this respect.

8. The school offers science experiences on the senior high school level designed to serve both the immediate and anticipated future needs of interested students. N 1 2 3 4 5

Score: A - 5, B - N, C - 3, D - 3, Mean 3.7.

Examples:

A - Laboratory experiments and other projects.

C,D - Typical orthodox course geared to preparation for college.

D - Science clubs and special help from teachers.

9. The school provides for science study related to problems of mental and physical development of the individual and the maintenance of sound mental and bodily health. N 1 2 3 4 5

Score: A - 5, B - 4, C - 3, D - 3, Mean 3.7.

Examples:

* A - Genetics and physiology classes.

B - Annual physical examination.

C - Emphasis of physical through mass participation in activities.

D - Physical education classes, the narcotic drugs, alcohol, and alkaloids.

10. The school carries on its science program through field trips, shop and laboratory activities, and discussion—not alone through lectures and the use of laboratory manuals. N 1 2 3 4 5

Score: A - 5, B - 3, C - 2, D - 4, Mean 3.5.

Examples:

A,C,D - Field trips for biological science with laboratory work in physics and chemistry.
C - Sight seeing trips of questionable value.

11. The school provides opportunities for pupils to practice the use of scientific methods and attitudes in attacking economic, political, and social problems. Score: A - 2, B - 3, C - 3, D - 2, Mean 2.5.

Examples:

A - Struggle of world powers for scarce, critical material is developed as a problem of science.
C - Economics is probably not of the curriculum.
D - During war years the classes were good in this respect.

12. The school provides opportunities for students to study directly the physical resources of their community. Score: A - 3, B - 3, C - N, D - 1, Mean 2.3.

Examples:

A - Utah resources, water, coal, oil, and power.
C - Do not see much in this idea.
D - Only 1 field trip is recalled.

13. The school promotes throughout the curriculum the use of materials and methods of science as they affect problems studied by the pupils. Score: A - 3, B - 3, C - 3, D - 3, Mean 3.

Examples:

A,C - Permanent laboratory equipment is being added.
D - Chemistry classes presented individual problems for solution.

14. The school provides opportunities for students to examine at first hand the effects of science upon occupations in the community, resulting increases in leisure time, and changed standards of living. Score: A - 3, B - 3, C - 5, D - 2, Mean 3.2.

Examples:

A - Use of electricity and its appliances are examples for study.
C - Good array of courses in physical and social sciences where students are adequately exposed.
D - Only from text book.
15. The school makes its science experiences practical in order that pupils may see the need of scientific knowledges and practices.

Score: A - 4, B - 4, C - N, D - 4, Mean 4.

Examples:

A - Physiology is nearly all the practical side. Chemistry and physics classes use practical examples to illustrate fundamentals.
D - Especially good in nutrition, chemistry, physics, biology, physiology in using down-to-earth examples making practical applications.

16. The school evaluates its science program partially in terms of able students who are stimulated to continue work in science beyond high school.

Score: A - 2, B - 2, C - 4, D - 2, Mean 2.7.

Examples:

A - Special reports for the apt students. Tests are made difficult enough to challenge best students.
C - Could compile a list of nationally famous scientists.
D - Do not know that it is done. It is a fault, I think.

17. The school stresses science teaching which will help each pupil understand science as a factor in his daily life—not a magical something only for his mystification.

Score: A - 5, B - 3, C - 4, D - 3, Mean 3.7.

Examples:

A - Applications of chemistry, physics, and physiology.
D - Building a radio in physics, good application in biology and physiology, but not enough in mathematics and chemistry.

Additional characteristics:

D - The local situation seems to lack time and equipment to improve and individualize instruction. The physics classes were good, the biology in Junior High the best possible. Display space was inadequate. We thought we received good education. We believe more good teachers are needed to individualize to a greater degree, the instruction. More laboratory space and equipment and more display space are needed. We also think students cannot rate the school very well. They do not appreciate the importance of what they are learning at the time and forget many things.
Imperative Need No. 7

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

Table 7. Composite evaluation of aesthetic values

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<th>Numbered Statements</th>
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<th>C</th>
<th>D</th>
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The committee reports on aesthetic values include both high and low extreme scores in the survey. One committee reported a 5 score for all statements, while another gave no adequate scores and their highest numerical ratings were 2. In each of these extreme reports the committees were small.

However, a total of 30 adequate ratings were recorded for all committees. This number is quite high even with the 16 referred to above deducted. The variation in total score by the different committees is also the largest in the survey, being 53 points. This especially expresses the extremes in opinion of the committees. Because of these extremes no statements could score real high or low, yet No. 14 had a mean rating of 4. This is the only statement with an adequate mean rating. On this statement there is a range of variation in score ratings of 3 points, which is quite general for statements under aesthetic values.

The mean score for the different committees is: A - 3.87; B - 4.69;
C - 3.06; D - 1.37, while for all groups it is 3.27, again slightly above the mean for the survey.

Summary of examples cited and evaluations on separate statements.

1. The school looks at itself constantly for possibilities to improve and beautify plant and site as the setting in which the staff has to work to cultivate appreciation of beauty.

Score: A - 3, B - 5, C - 3, D - 1, Mean 3.

Examples:
A - Development of Crimson Field; landscaping; care of lawns; more care needed in care of buildings.
C - Periodic cleaning and renovation; clean-up days.

2. The school provides opportunities for pupils to utilize their talents at varying levels of competence both in the classroom and before other student groups and the public.

Score: A - 3, B - 5, C - 2, D - 1, Mean 2.7.

Examples:
A - Choral, band groups appear for civic, religious programs.
B - Talent assemblies; art work exhibited locally and statewide; fewer and more concrete activities needed; community-school activity programs overlap.
C - Classroom units too large for individual attention.

3. The school places emphasis in these areas upon social and functional use of aesthetic materials rather than upon aesthetic perfection in these fields, but talented pupils receive encouragement toward perfectionism.

Score: A - 3, B - 5, C - 2, D - 2, Mean 3.

Examples:
A - Art exhibits feature same work of all students; choral-band concerts utilize all enrolled; school play; literary magazine, "Whispering Pines," open to all.
C - Practice slowly moving forward.

4. The school insures that pupils are kept aware of community activities in these areas and that the community is aware of school activities designed to develop beauty appreciation.

Score: A - 5, B - 5, C - 2, D - 2, Mean 3.5.

Examples:
A - Art students visit Cache Valley art exhibits; dramatic art classes attend movies and college dramas as a class unit.
B - Community civic music program patronized by students.
C - Too many community and school activities occur at same time. Divide interest and attention.

5. The school program draws on literature, art, music, and nature to make experiences of school life and daily living more meaningful, enjoyable, and emotionally satisfying to pupils. 

Score: A - 4, B - 5, C - 2, D - 2, Mean 3.2.

Examples:
A - Class materials designed for appreciation of life; lyceum programs, college opera, United States Navy band.
C - Regular classwork except in literature, art, and music more concerned with business than appreciation of beauty.

6. The school accepts the aesthetic judgments of students as starting points for the development of higher levels of appreciation, but fosters growth in these judgments through exploratory opportunities.

Score: A - 3, B - 5, C - 4, D - 2, Mean 3.5.

Examples:
A - Visual aids; junior English magazine project promotes knowledge of current magazines.
B - Reading program; radio programs evaluated in class; movies.
C - Encourage students to appreciate and do their best even though not talented.

7. The school provides opportunities for pupils to increase their appreciations through creative work in such areas as landscaping, poetry, the drama, music, etc.

Score: A - 5, B - 5, C - 3, D - 1, Mean 3.5.

Examples:
A - Landscaping discussed in botany classes; students with music, art abilities urged to create.
B - Year books, school paper, school magazine provide creative opportunities.
C - Little done in landscaping and poetry. Music, drama very good but those who do well get bulk of attention.

8. The school provides opportunities for all pupils to participate to some degree in various musical activities.

Score: A - 5, B - 5, C - 4, D - 1, Mean 3.7.
Examples:

A - Sixty percent students registered for music instruction; chorus, programs, opera, quartets, band.
B - Orchestra, music festival include all.

9. The school provides extra-class activities to supplement regular classroom work wherever interest and enthusiasm warrant additional opportunities to those provided in regular class activities.

Score: A - 4, B - 5, C - 4, D - 2, Mean 3.7.

Examples:

A - Glee clubs, band, craft activities, drama.
B - Photography, opera, field trips, radio.
C - Speech contests, essays, etc.; costume work and stage settings furnish opportunities at school and community programs.

10. The school constantly studies the reactions of students to the materials in these areas to determine more adequate and appropriate choice of materials.

Score: A - 5, B - 5, C - 2, D - 1, Mean 3.2.

Examples:

A, C - Depends largely on teacher ideas and funds available. Student surveys conducted to determine students' choices of subjects to be studied.

11. The school makes use of varied means—observation of emotional responses, comparative group studies, apparent taste changes, etc.—to evaluate the growth of the capacity of students to appreciate beauty in literature, art, music, and nature.

Score: A - 3, B - 5, C - 4, D - 1, Mean 3.2.

Examples:

A, C - Emotional and physical adjustments part of art and drama classes. Use of recordings; individual and group counseling effective.

12. The school provides opportunities for the informal use of materials in these areas to develop in pupils the courage to try new things.

Score: A - 3, B - 5, C - 3, D - 1, Mean 3.

Examples:

A, C - Encouragement given in music, art, oratorical and essay
contests and literature; original and creative work used in hall decorations.

13. The school bases its program of beauty appreciation in literature, art, music, and nature largely upon community resources in these areas, and the stimulation of opportunities for youth and adults to participate in aesthetic experiences within the community.  

Score: A - 3, B - 5, C - 4, D - 1, Mean 3.2.  

Examples:

A, C - Utah State Agricultural College and local churches offer fine programs, lyceums, civic music, provide aesthetic experiences within the community.

14. The school's program in these areas is designed primarily to develop competence for personal, home, and community use.

Score: A - 5, B - 5, C - 4, D - 2, Mean 4.

Examples:

A, C - Happiness, confidence, poise, and personal responsibility result as students acquire ability through usefulness in presenting programs to schools, clubs, and religious organizations.

15. In the study of literature the school stresses the human qualities of literary characters through the use of audio-visual aids, comparisons with local and prominent persons in current affairs, historical heroes, etc.

Score: A - 3, B - 5, C - 3, D - 1, Mean 3.

Examples:

A - Foreign students address student groups; schools offer reference material; movies and film strips used in literature studies.

16. The school uses varied means—orientation courses, aptitude tests, observation of student interests, examination of earlier records, etc.—to discover, assist, and encourage the development of special aptitudes of pupils in these fields.

Score: A - 5, B - 5, C - 3, D - 1, Mean 3.5.

Examples:

A, B, C - Sophomores given orientation course; Gines Aptitude Test given seniors. Accumulative records from grade through Junior High available to teachers. Counseling service given but too limited; class
rooms too crowded to give needed individual attention.

Special characteristics:

1. High school students in Logan are subjected to more good things because of the college and its closeness to their lives than are most high school students.

2. More "good" records are sold locally than in towns of comparable size.

3. Many (a large percentage) students come from homes where both parents are college graduates.

4. More students have home access to 2 newspapers and a greater variety of standard magazines than is customary.

5. Literary clubs are an essential part of Logan culture. Students constantly hear of new books at home.

**Imperative Need No. 8**

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

Table 8. Composite evaluation of training for leisure

| Group | GM | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | MS  | AR  | TM  |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| A     |    | 4   | 5   | 5   | 4   | 5   | 1   | 4   | 3   | 3   | 5   | 5   | 3   | 4   | 5   | 3   |     |     |     |
| B     |    | 2   | 3   | 4   | 3   | 4   | 3   | 4   | 4   | 4   | 3   | 5   | 4   | 4   | 4   | 4   | 2   |     |     |
| C     |    | 4   | 2   | 4   | 2   | 3   | 4   | 2   | 3   | 5   | 3   | 4   | 2   | 3   | 4   | 3   | 3   |     |     |
| D     |    | 3   | 5   | 5   | 3   | 5   | 2   | 4   | 4   | 4   | 4   | 5   | 2   | 3   | 4   | 4   | 2   |     |     |
| T     |    | 13  | 15  | 18  | 12  | 17  | 10  | 14  | 14  | 16  | 15  | 19  | 11  | 13  | 16  | 16  | 10  |     |     |
| M     |    | 3.7 | 4.5 | 3   | 4.2 | 2.5 | 3.5 | 3.5 | 4   | 3.7 | 4.7 | 2.7 | 3.2 | 4   | 4   | 2.5 | 6   | 3.6 | 3.6 |

A total of 34 adequate ratings was recorded from the reports of all committees. This is an average of 8 1/2 per group for the 15 statements, a very
high average rating. The following numbered statements, 2, 4, 8, 10, 13, and 14, have a mean rating by all committees of 4 or better. This is the greatest number of adequate ratings in the survey, with the exception of Imperative Need No. 3, citizenship. There a like number were recorded for 22 statements compared with 15 under this need.

The range of variation in total score among the groups is low, being only 11 points, which shows close agreement in ratings. The mean scores for the separate committees are: A - 3.87; B - 3.67; C - 3.13; D - 3.73; and for all groups, 3.60, which is the highest mean score among the 10 needs. However, in range it is not as much above the mean as No. 1, saleable skills, is below it.

Summary of examples cited and evaluations on separate statements.

1. The school bases its program of training for the use of leisure time upon continuing studies of existing facilities for recreation in the community and the constantly emerging leisure-time needs and interests of youth and adults in the community.

Score: A - 5, B - 3, C - 2, D - 5, Mean 3.7.

Examples:

A,D - City and school planning of Crimson Field.
A - Summer program including music, swimming, recreation, etc., is a joint enterprise of community and school.

2. The school provides opportunities for every student to participate in some form of leisure-time group activity such as singing, dramatics, dancing, etc.

Score: A - 5, B - 4, C - 4, D - 5, Mean 4.5.

Examples:

A,B,D - Intermural program, dramatics, dances, athletic program, recreational program, speech contests, music.

3. The school, in selecting teachers, gives consideration to their competence in promoting and guiding leisure-time pursuits.

Score: A - 4, B - 3, C - 2, D - 3, Mean 3.
Examples:

D - Teachers are all well trained in guiding leisure time activities.

4. The school provides space and special equipment for developing its leisure-time training program on an equal footing with other school activities.

Score: A - 5, B - 4, C - 3, D - 5, Mean 4.2.

Examples:

A, C - Gymnasium, pool, music, play fields all lighted, stage.

5. The school recognizes the extent to which commercial entertainment makes demands upon pupils' leisure hours and helps pupils develop criteria for selecting from the abundance of entertainment available.

Score: A - 1, B - 3, C - 4, D - 2, Mean 2.5.

Examples:

A, B - High school helps college sponsor its opera by taking matinee performance.

B, D - Some teachers make a good attempt in this field.

6. The school provides for student instruction and practice in the active duties of citizenship which are normally discharged in leisure time, such as voting, clean-up campaigns, attendance at civic meetings, etc.

Score: A - 4, B - 4, C - 2, D - 4, Mean 3.5.

Examples:

A, B, D - Cooperate with civic group in get-out-the-vote campaign; student body and class officers; home room and club organizations; community betterment campaigns.

7. The school delegates to student groups much of the responsibility for the planning and conduct of leisure-time activities.

Score: A - 3, B - 4, C - 3, D - 4, Mean 3.5.

Examples:

A, B, D - Student dances, class socials, club activities, intramural boys' and girls' sports, home room programs.

8. The school plans its leisure-time program carefully in order
that pupils may come to recognize that leisure time is not just
time to be passed but that it is time to be planned for and used.

Score: A - 3, B - 4, C - 5, D - 4, Mean 4.

Examples:

A - School calendar planned by various interested groups.
B - Library period, classroom consideration of such planning.
D - Good variety of leisure activities provided.

9. The school seeks close cooperation with recreational agencies in
order that facilities may be broadened rather than unnecessarily
duplicated.

Score: A - 5, B - 3, C - 3, D - 4, Mean 3.7.

Examples:

A, D - Good coordination by schools and community. Some
duplication in school and church activities.

10. The school provides opportunities for students to participate in
some form of sport or other physical activity.

Score: A - 5, B - 5, C - 4, D - 5, Mean 4.7.

Examples:

A, B, C, D - Full program of activities in athletics, intramurals,
and recreational activities both indoor and outdoor type.

11. The school is concerned with the retiring pupil and, through
guidance, undertakes to help him find his interests.

Score: A - 3, B - 4, C - 2, D - 2, Mean 2.7.

Examples:

A, B - Guidance program, home room activities, music, various
handicraft activities offer some help.
C, D - Not too much help offered. No systematic approach
to problem; overcrowded condition hampers this move-
ment.

12. The school provides instruction in and time for practice and
learning socially useful leisure-time habits which perforce may
not be given in the home.

Score: A - 3, B - 4, C - 3, D - 3, Mean 3.2.

Examples:
A - Home room and home economics classes.
B - Dramatics and social dancing in physical education.
D - Girls' service courses in senior year.

13. The school maintains developmental reading programs in order that pupils' increased ability to read may also bring satisfaction and enjoyment in this method of using leisure time.

Score: A - 4, B - 4, C - 4, D - 4, Mean 4.

Examples:
A, B, C, D - Library reading program.

14. The school tries to help each student develop such skill in 1 or more leisure-time pursuits that it will bring him a sense of achievement and recognition.

Score: A - 5, B - 4, C - 3, D - 4, Mean 4.

Examples:
A, B, D - Great variety offered for pupils' selection; arts and crafts, music, all physical education activities.

15. The school analyzes annually with each pupil his periodic in-school and out-of-school activities as an aid to personal achievement of balanced living.

Score: A - 3, B - 2, C - 3, D - 2, Mean 2.5.

Examples:
A - Home living, personal development, counselors.
D - Not enough done in this field; it is a church program.

Additional characteristics:
Varied climate widens scope of activities that can be successfully carried on. The dominant church has a full activity program which supplements the school activities.

**Imperative Need No. 2**

"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 cooperatively with others."

Among the 84 ratings by all committees only 18 were rated 4 or above. This is an average of 4 1/2 adequate ratings per committee. There is only
Table 9. Composite evaluation of ethical values

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<tr>
<th>Group</th>
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1 statement, No. 4, that has a mean score rating above 4 and in this instance it was rated 3 by 1 group. The extreme variation between the total scores for each committee is 23 points, when all totals are corrected to 21 statements. This is an average of only about 1 point per statement which is not considered extreme. The mean score for each committee for this need is: A - 2.40; B - 3.48; C - 2.52; D - 3.14, and the mean for the entire group is 2.89, which is slightly below the mean score of the survey.

Summary of examples cited and evaluations on separate statements.

1. The school is organized and administered to stimulate cooperative endeavor on the part of both students and staff. N 1 2 3 4 5

Score: A - 2, B - 3, C - 4, D - 3, Mean 3.

Examples:

A, B - Home room and classroom student committees, including Red Cross and UNESCO membership; faculty administrative committees; student council organizations.

2. The school exemplifies cooperative action for its students through staff action characterized by joint consideration, group decision, and collective evaluation. N 1 2 3 4 5

Score: A - 2, B - 3, C - 3, D - 3, Mean 2.7.

Examples:

A, B - Student council and committees, music, art, drama, assemblies and classwork. Planning and carrying out of Crimson Field development project.

3. The school provides for pupil experiences to supplement book materials, such as committee investigations, excursions into the community, audio-visual experience, group work projects, etc. N 1 2 3 4 5

Score: A - 3, B - 4, C - 1, D - 5, Mean 3.7.

Examples:

A, B - Working together on athletic field; extensive audio-visual education program.
4. The school offers a program of student activities which provide pupil opportunities to achieve status with age-mates.  
Score: A - 5, B - 5, C - 3, D - 5, Mean 4.5.  
Examples:
A,B - Athletics, debate, newspaper, year book, assembly programs, intermural program, dances and parties, operetts, radio broadcasts, etc.

5. The school provides opportunities, wherever possible and expedient, for students to bring individual and group action into line with the results of study.  
Score: A - 3, B - 3, C - 2, D - 5, Mean 3.2.  
Examples:
A - Student council decisions on care of building and grounds.  
Student enforcement of student decisions by judicial committees.

6. The school provides guidance services designed to help pupils into activities on the basis of observed or objectively determined need.  
Score: A - 2, B - 3, C - 3, D - 4, Mean 3.  
Examples:
A,B - Guidance or counseling service provided but not very effective. Activities require pupils who can achieve rather than those who require help in solving personality problems.

7. The school provides for experiences designed to help pupils and adhere to a value system consistent with the tenets of our continuously developing democratic way of life.  
Score: A - 1, B - 3, C - 3, D - 4, Mean 2.7.  
Examples:
A - Driver training program.

8. The school provides opportunities for each pupil to examine himself critically and objectively to promote respect for self and for others.  
Score: A - 3, B - 4, C - 2, D - 3, Mean 3.  
Examples:
A, B - Self-rating score tests—pupils confer with counselors regarding interpretation of test scores, interest test, personal adjustments test and aptitude tests.

9. The school promotes the use of student-developed, understood, and approved values in solving problems in daily living. N 1 2 3 4 5

Score: A = 1, B = 3, C = 2, D = 4, Mean 2.5.

Examples:

A - Literature, personal development and home living classes.

10. The school promotes favorable school-home-community relationships in order that all may work with the students toward mutually-approved goals.

Score: A = 2, B = 3, C = 4, D = 3, Mean 3.

Examples:

A, B - Parent-Teacher Association effective; mid-quarter progress slips sent to parents; parents' visiting days; also school activities.

11. The school's program provides for teacher-pupil planning and study of problems which grow out of daily living at school and in out-of-school life.

Score: A = 3, B = 2, C = 2, D = 3, Mean 2.5.

Examples:

A - Home living and personal development; teacher daily consultation periods.

12. The school encourages pupil freedom of choice of a course of action on a given problem after pupil-parent-teacher conferences point out the implications of various choices open to the pupil.

Score: A = 2, B = 3, C = 2, D = 2, Mean 2.2.

Examples:

A, B - Pupils have wide range of choice in registering for classes after conferences; also choice of student activities.

13. The school evaluates pupils' respect for others in terms of pupils' ability to resolve issues to find what is sound or what is for the common good.

Score: A = N, B = 3, C = 3, D = 3, Mean 3.
Examples:

B - Student body council.

14. The school extends the use of the method of cooperative thinking and action to an increasing number of problems and issues that lend themselves to such treatment, no area being tabooed.  
Score: A - 2, B - 3, C - 2, D - 2, Mean 2.2.

Examples:

A - Boys' and Girls' League; American problems class; student council.

15. The school program provides for the development of youth councils or parent-teacher-pupil groups in which pupils have the opportunity for participation and leadership in the cooperative solution of problems that are important to youth.  
Score: A - 1.

Examples:

A,B,D - Panel discussions by pupils in Parent-Teacher meetings; community coordinating council has pupil members on committee.

16. The school adopts into its regular class program activities which contribute to the solutions of life problems.  
Score: A - 3, B - 4, C - 3, D - 3, Mean 3.2.

Examples:

A,B - General illustrations can be found in nearly all classes offered.

17. The school emphasizes in all guidance and instructional activities the need for determining what the pupil can do well rather than what he cannot do well or at all.  
Score: A - 3, B - 3, C - 2, D - 4, Mean 3.

Examples:

A,B - Interest and aptitude tests; elective subjects; wide variety of extracurricular activities.

18. The school emphasizes in instruction and guidance the ethical standards necessary for full personal success and makes the standards desired by the pupil through the personal example of the teachers, recognition of good conduct, and other means.  
Score: A - 3, B - 3, C - 2, D - 4, Mean 3.
Score:  A - 3, B - 5, C - 2, D - 3, Mean 3.2.

Examples:

A,B - No official or formal way to determine this. Standards emphasized in all classes especially seminary, by personal example of teachers.

19. The school elicits the unique contributions of individuals with differing backgrounds to the enhancement of group living.

Score:  A - 4, B - 5, C - 3, D - 1, Mean 3.2.

Examples:

A,B - Class activities feature contributions of transfer students, especially from foreign lands. Assemblies feature foreign students from college.

20. The school provides for direct and/or indirect instruction in morals and ethics through literature, history, biography, etc.

Score:  A - 2, B - 5, C - 2, D - 2, Mean 2.7.

Examples:

A,B - Physical education classes; literature classes; evaluation of movies.

21. The school provides for the critical examination and evaluation of differing and conflicting value systems.

Score:  A - 1, B - 3, C - 2, D - 1, Mean 1.7.

Examples:

A - No organized program to meet this provision. Home living and personal development classes attack the problem to some extent.

Additional comment:

D - Through cooperation of L. D. S. seminary, too much responsibility is left to it by school for providing ethical and moral values, and study of standard of values other than those generally held and practiced at this individual school.

Imperative Need No. 10

"All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding."
Table 10. Composite evaluation of rational thinking

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Among the 84 ratings recorded by all committees, 29 were adequate ratings. This is an average of 7 plus for each committee. There was perfect agreement among all committees in the high rating given statement No. 13. In only 1 other case, Statement 17, did the mean rating reach this same numerical value. The extreme range of variation in the total scores was only 27 points. This is slightly over an average of 1 point each for the 21 statements. The mean rating for each committee is: A - 3.09; B - 3.72; C - 2.96; D - 2.43, and for the entire group, 3.05, which is just about equal to the mean of the survey.

Summary of examples cited and evaluations on separate statements.

1. The school states its goals in these areas in terms of behavior which the school desires all pupils to develop to the best of their abilities.

   Score: A - 2, B - 4, C - 3, D - 3, Mean 3.

   Examples:

   A - Individual teachers do a great deal in this line in English, speech, science, and mathematics classes.

   C - Several meetings are held with teachers and the objectives are outlined by the group.

2. The school places emphasis upon ordinary daily expression throughout its entire program.

   Score: A - 4, B - 4, C - 2, D - 3, Mean 3.2.

   Examples:

   A, C - All classes work toward this goal. However, some are prone to lecture.

3. The school provides for every pupil help and practice in the intelligent reading of newspapers, magazines, reference books, etc.

   Score: A - 5, B - 3, C - 4, D - 2, Mean 3.5.

   Examples:

   A, B, C - Library periods provided especially for this; speech, English, world problems classes, junior and senior research paper assignments.
4. The school broadens the ordinary work in written expression by providing opportunities for various kinds of writing, including creative writing.

Score: A - 2, B - 4, C - 3, D - 4, Mean 3.2.

Examples:

A, C - Several school publications, radio programs, contest speeches and essays.

5. The school seeks to discover and correct individual reading difficulties.

Score: A - 2, B - 2, C - 4, D - 2, Mean 2.5.

Examples:

A, B - Special remedial groups in junior and senior high.
B - Should have special full-time teacher.

6. The school offers experiences designed to help pupils become increasingly adept at distinguishing fact from fiction, truth from propaganda.

Score: A - 4, B - 4, C - 3, D - 2, Mean 3.2.

Examples:

A - Social studies, debating, units in psychology, units in slanted writing in English are aimed at this problem.
C - Several speakers have treated this at assembly programs.

7. The school uses varied techniques and materials to help develop reading abilities.

Score: A - 2, B - 4, C - 3, D - 1, Mean 2.5.

Examples:

A, C - Some English classes are organized to promote this service.

8. The school uses both formal and informal discussion techniques as means for developing free expression.

Score: A - 4, B - 4, C - 2, D - 3, Mean 3.2.

Examples:

A, C - Informal class discussions and panels are the practice. Oratory contests and debates are promoted.
9. The school provides sense aids for use as basic sources of information: still pictures, motion pictures, radios, field trips, charts, globes, maps, film strips, slides, objects, models, etc.  

Score: A - 4, B - 5, C - 2, D - 3, Mean 3.5.  

Examples:

A, D – Used in biological and physical science, all shop classes, social science; also recorders used.  
C – Use limited because of the high cost.

10. The school provides for developmental activities and discussions in which pupils are led to define problems for themselves; then to suggest and test methods of solution.  

Score: A - 3, B - 3, C - 3, D - 2, Mean 2.7.  

Examples:

A – English, dramatic art, social studies, and shop classes use this type of activity. Recent example on school-wide basis was the problem of attendance at basketball tournament.

11. The school provides opportunities for pupils to practice listening as a phase of active participation in an experience.  

Score: A - 2, B - 3, C - 3, D - 4, Mean 3.  

Examples:

A – English auditory aids, music appreciation.  
C – Far too little attention is paid to respectful listening in assemblies.

12. The school gives attention to the development of skills necessary for intelligent and discriminating listening.  

Score: A - 2, B - 3, C - 2, D - 2, Mean 2.2.  

Examples:

A – English classes, evaluation of debates.  
C – Could not get the assembly conduct off our minds. Know of little being done to achieve this aim.

13. The school provides opportunities for pupils to express themselves before groups in the school and community: individual talks, group discussions, radio work, newspaper writing, etc.  

Score: A - 4, B - 4, C - 4, D - 4, Mean 4.  

Examples:
A, C, D - Student officers, club, class, student budgets, debates, music, publications, radio, church and civic group appearances, dramatics. More could be used if well enough prepared.

14. The school gives attention to the peculiarities of reading in different areas of study.

Score: A - 2, B - 3, C - 2, D - 1, Mean 2.

Examples:

A - Stressed in science, mathematics, and social studies.

15. The school gives special attention to bashful and timid pupils, to pupils with speech defects and undesirable dialects, to help them become more adept at expressing themselves orally.

Score: A - 3, B - 3, C - 4, D - 3, Mean 3.2.

Examples:


16. The school places the task of training in rational thinking and clear expression upon all classroom teachers including special interest teachers.

Score: A - 3, B - 3, C - 3, D - 1, Mean 3.5.

Examples:

A, C - It is the direction of administrators, especially emphasized in English, social science, social studies, and mathematics.

17. The school has ample recreational reading materials for both classroom and central library.

Score: A - 5, B - 5, C - 4, D - 2, Mean 4.

Examples:

A, C - Room and school libraries are provided. Libraries are good.

18. The school seeks to develop in pupils the ability to look at subject matter objectively, present facts which support all points of view, treat events apart from feelings and prejudices, and make decisions from careful weighing of evidence as to what is for the common good.

Score: A - 3, B - 4, C - 2, D - 3, Mean 3.
Examples:

A - Choice of senior class gift, student council discussions of their problems. Classes such as psychology, English, speech, and social studies.

C - Our group felt that there is also a place for authoritative doctrine.

19. The school selects developmental and recreational reading materials for both classroom and central library on the bases of difficulty, worth-while content, and appeal to varied interests of pupils.

Score: A - 4, B - 4, C - 3, D - 3, Mean 3.5.

Examples:

A, C - Largely done in all English classes; librarian helps. Limited material for slow learners.

20. The school places major emphasis upon developing the ability to read with understanding the useful sources of information about problems of living.

Score: A - 2, B - 4, C - 3, D - 2, Mean 2.7.

Examples:

A, C - Certain teachers do much, especially senior group. English classes.

21. The school helps the pupil to appraise his own thought processes and modes of expression.

Score: A - 3, B - 5, C - 3, D - 1, Mean 3.

Examples:

A, C - Classes in journalism, English, speech, and exact science classes.

Additional characteristics:

Logan High School is located in a college town and has always gauged its educational program to meet collegiate rather than vocational requirements.

It is relatively isolated geographically and therefore may have some tendency to become traditional rather than progressive. Because of this certain steadiness, a lack of emphasis is placed upon original and creative thinking.

More effective discipline should alleviate the boring drone of the type now in effect and demand better study habits.
GENERAL SUMMARY

The mean rating on the survey is 3.02. The mean for each group is:
A - 3.18; B - 3.28; C - 2.90; D - 2.74. Figure 1 is a bar graph representing the mean evaluations for each Imperative Need. The total committee membership is shown in the second column.

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Figure 1. Mean rating for each Imperative Need.

The mean evaluations for saleable skills, family life, consumer education, and ethics are below the survey mean. Those in citizenship, science, aesthetics, and leisure are above average. The ratings for both health and rational thinking are average. The greatest deviation from the mean is in Imperative Need No. 1, saleable skills.

Figure 2 gives the mean scores for each Imperative Need by the different committees of each group.
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<tr>
<td>2. Health</td>
<td>A</td>
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<td>3. Citizenship</td>
<td>A</td>
<td>⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐</td>
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<td>4. Family</td>
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<td>5. Consumer</td>
<td>A</td>
<td>⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐</td>
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<td>6. Science</td>
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<td>7. Aesthetics</td>
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<td>8. Leisure</td>
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<td>9. Ethics</td>
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<td>10. Thought</td>
<td>A</td>
<td>⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐ ⠐</td>
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Figure 2. Evaluation of each Imperative Need by all groups.

The difference between the total high and low score ratings on each Imperative Need is summarized.
Table 11. Variations in total score ratings

<table>
<thead>
<tr>
<th>Numbered needs and number of statements</th>
<th>Mean</th>
</tr>
</thead>
</table>

Highest rating: 37 80 95 51 59 64 75 58 73 78
Lowest rating: 25 58 59 56 40 51 22 47 50 51
Difference: 12 22 36 5 19 13 53 11 23 27 22.1

In most instances it indicates a close agreement among the different rating committees. The agreement exists whether or not the total rating is high, low, or average. There is the same close agreement on No. 1, saleable skills, and No. 8, aesthetics, where these 2 received the lowest and highest mean ratings, respectively, in the survey. The total rating on No. 4 places it in the median group, and the variation for this one is really small—only 5 points. The most extreme variation, 53 points, occurs in No. 7.

A summary of the extreme ratings by groups reveals that the greatest number of high ratings were given by Groups A and B. Most of the low ratings were given by Groups C and D, and the total extreme ratings by Groups A and B.

Table 12. Range of total ratings by groups

<table>
<thead>
<tr>
<th>Group</th>
<th>No. highest ratings</th>
<th>No. lowest ratings</th>
<th>Total extreme ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1, 4, 5, 6, 8</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>3, 7, 9, 10</td>
<td>1, 2</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3, 4, 5, 6, 8</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>7, 10</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
Both the total number of adequate ratings and the total number of statements having a mean rating of 4 or above, give a direct reading on the question of how well the schools are meeting the needs of youth.

Table 13. Statements with adequate ratings by group and those with adequate mean score

<table>
<thead>
<tr>
<th>Numerator, Imperative Need No./ denominator, total adequate ratings</th>
<th>T/188</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2  6  6  6  7  9  8  9  2  8</td>
</tr>
<tr>
<td>B</td>
<td>0  5  21 3  3  5  16 10  7  13</td>
</tr>
<tr>
<td>C</td>
<td>0  14 6  5  5  7  6  5  2  5</td>
</tr>
<tr>
<td>D</td>
<td>0  4  16 6  2  5  0  10  7  3</td>
</tr>
<tr>
<td>MS of</td>
<td>4  0  3  7  1  1  2  1  6  1  2</td>
</tr>
</tbody>
</table>

The mean for the 4 groups is 63.5, which represents about 1/3 of the 188 statements. However, the numbered statements with a mean adequate rating by all committees is only 24, which is 12.7 percent of the total statements. The latter number is also a part of the first total.

If committee ratings, for all statements which agree perfectly and also those which show a variation of but 1 point in score ratings, are selected, there is found to be a total of 66 statements. This number represents more than 1/3 of the statements included in the survey. Their distribution is quite general. Two exceptions are pointed out, however. In No. 6 there are 16 statements of close agreement, and in No. 7, none.

A breakdown of these 66 ratings according to numerical score shows that 7 are ratings of 2 or less; 10 are ratings of 4 or higher; and 49 are ratings of greater than 2 but less than 4. No particular significance is claimed for this representation of general close agreement in opinion other than that its distribution is general.
Table 14. Evaluation scores in close agreement. Variations in ratings do not exceed 1 point

<table>
<thead>
<tr>
<th>Imperative Need number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close scores</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>66</td>
</tr>
<tr>
<td>Scores 4-5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Scores 2-39</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>14</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>49</td>
</tr>
<tr>
<td>Scores 1-19</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

A general summary of the extent of examples cited to support the rating given by the committees reveals that, as a rule, when individual reports were made and turned in to be compiled for a committee report, the examples were quite limited, if not non-existent, and the larger the committee membership the greater the number of examples cited and the greater the number of ideas included in the examples. Group A furnished the greatest amount of illustrative material. With very few exceptions several examples were listed for each statement. Group D rated second in this respect. More than half of their ratings were supported by examples. Group B did not do as well. Only half of their reports were supported by illustrative examples. For Group D committees wrote rather complete lists of examples for 4 needs.

Ratings made by the different committees sometimes agreed and at other times disagreed, whether or not examples were cited by the evaluating group.

The second statement under Need No. 1, saleable skills, is rated 2 by each group without examples being cited by any except Group A. They
take credit for the cooperative work done by the pupils, parents, and business concerns in arranging work experience for those in distributive education courses. The low evaluation is awarded because of the small number of pupils affected by this course, it is assumed. The eighth statement under saleable skills was rated 2 by Group A, while citing good examples of activities in automotive, upholstery, physics, and distributive education classes. The rating given by Groups B and D for the same statement was 3 and only 1 by Group C. Another case, No. 8—saleable skills, Group A and D both cited the same field trips as their examples, but in evaluating the practice Group D gave it a higher numerical rating. So it is assumed from these cases that the different ratings represent the opinions of the people giving them, and they are not necessarily influenced by ability to recall specific examples which illustrate the point.

Nevertheless, there does appear to be a tendency toward uniform ratings in some instances that can be pointed out. It is not a general tendency, yet some examples are found.

Statement No. 13 under leisure training, Need No. 8, is given a numerical rating of 4 by all groups, and each committee cites as an example the special library reading period offered the pupils. Another statement rated the same by all groups is 13 under rational thinking, Need No. 10. It is given a rating of 4 by all groups, and 3 of the 4 give examples which include the same activities while the other fails to list an example.

Among the individual ratings submitted it is noted that Group D refused to accept in theory only 3 statements in the entire survey while Group A refused 4; Group B, 6; and Group C, 11. In most cases rejected the wording of the statement was reported to be so involved that the meaning was not clear, or that all the ideas had already been answered
earlier statements of the list so they were left unanswered. This represents 97 percent acceptance of the statements as good theory.

Only 1 additional statement was added by the various committees completing the survey. Group B, committee for citizenship training, Need 3, added this statement with a rating of 4, "The school emphasizes wholesome relationship between school, church, and community."

A tendency toward some common ideas is revealed by a review of individual examples cited by different committees in their concluding statements. An idea mentioned by several respondents calls attention to the influence the college has upon the school system. Two different committees of Group D evaluating family life training, Need 4, and rational thinking, Need 10, gave the following statement as additional characteristics or local conditions which one should consider in giving their rating, "School is located in college town so there is a tendency for greater emphasis to be placed on preparation for college than might be found in most high schools." And again, "School is located in a college town and has always gauged its educational program to meet collegiate rather than vocational requirements. It is relatively isolated geographically and therefore may have some tendency to become traditional rather than progressive."

The same idea comes from another Group D committee, and is found in their answer to Statement 13, saleable skills, Need 1: "No, based on the hope that most students will go on to college in this area." Again the same idea from a Group C committee in evaluating Statement 8, Need 6, science training: "Typical orthodox course geared to preparation for college." Another statement copied from additional characteristics listed at the end of a Group A committee report on aesthetics, Need 7, "Students
in Logan are subjected to more good things because of the college, and its
closeness to their lives, than are most high school students."

These statements from 5 different committees represent the opinion of
21 committee members.

The committee of 4 from Group C who evaluated Need 1, saleable skills,
wrote, "Our ratings are low but we do not feel critical toward the school.
We feel they are doing as well as they can with the limited facilities and
funds available, along the vocational lines, but as they can afford to
make improvements, it should be done in this phase of education."

From 2 different sources representing the opinion of 12 people, we
have the idea expressed that the school is a place for indoctrination.
Group C expressed it this way in their answer to Statement 18, Need 10,
rational thinking: "Our group felt that there is also a place for authori-
tative doctrination." As additional characteristics to be considered,
Group D stated it as follows: "We feel very inadequate in judging the
school program....We received a good education there....We believe students
cannot adequately rate their school as they do not appreciate the importance
of what they are learning at the time."

Other Summaries and Their Analysis

Other questions about the schools that might be raised, which are not
specifically covered by any one of the Imperative Needs, could be listed
as follows:

Question 1. To what extent are opportunities to practice cooperation
as a democratic process made a part of all phases of the
curriculum?

Question 2. Does the school make special efforts to know its
students?

Question 3. Do the students have an opportunity to attain status
and get along with age-mates?
Question 4. Do the guidance services seem to be adequate?

Question 5. Is there a continuous effort by the school to evaluate its activities as a basis for further improvement?

These questions represent just as important issues as the individual needs. Yet the broad scope of education is very well covered by the wide range of activities included in the statements of the survey check list. Therefore, it can be expected that answers to these 5 questions, as well as many others which could be posed, might be found among the statements under the different needs. For instance, it can be expected that one would recognize the practice of excellent cooperation, employment of many good guidance services, and special efforts being made to more fully know their pupils, if the schools are adequately meeting the needs of youth in developing saleable skills (Need No. 1), in understanding the rights and duties of citizenship in a democratic society (Need No. 3), and developing respect and understanding of the people (Need No. 9). So, throughout the entire survey, statements have already been evaluated and need only to be summarized to furnish answers to the 5 questions stated above.

A very careful review of the survey shows that there are:

Question 1. Eighty-seven statements concerning opportunities in the school activities to practice cooperation;

Question 2. Seventy-two statements which evaluate the efforts of the school on how well it tends to know its students;

Question 3. Fifty-four statements concerned with the opportunities in the school for students to attain status and practice getting along with age-mates.

Question 4. Thirty statements evaluating the guidance services of the schools.

Question 5. Fifty-five statements concerning the practices of the schools in evaluating their efforts.

Therefore, the evaluation of these questions is already a part of
the record. It needs only to be summarized.

In the 5 tables summarizing the opinion rating on these questions the numerator is the statement number which applies to the question under consideration; the denominator is the rating given that statement by Group A only.
Table 15. Evaluation by Group A on question No. 1, practicing cooperation

|   | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | Total |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2/2| 3/2| 5/3| 6/1| 7/2| 8/2| 10/3| 11/1| 12/3| 14/1| 15/2|    |    |    |    |    |    |    |    | 22 |
| 2 | 1/3| 8/5|10/2|13/5|14/3|15/3|16/2|19/3|22/3|    |    |    |    |    |    |    |    |    | 29 |
| 3 | 2/3| 3/2| 5/4| 7/4| 9/4|10/4|11/3|13/2|14/3|16/3|17/4|18/3|19/4|22/1|    |    |    |    |45  |
| 4 | 1/2| 2/3|13/3|15/3|16/3|17/4|18/3|19/3|22/3|    |    |    |    |    |    |    |    |    |33  |
| 5 | 3/2| 4/1| 8/4| 9/3|10/3|11/4|12/3|15/3|    |    |    |    |    |    |    |    |    |23  |
| 6 | 3/2| 10/5|11/2|12/3|14/3|    |    |    |    |    |    |    |    |    |    |    |    |15  |
| 7 | 1/3| 2/3| 5/6| 9/4|13/3|14/5|    |    |    |    |    |    |    |    |    |    |    |    |28  |
| 8 | 2/5| 5/1| 6/4| 7/3| 9/5|10/3|12/3|    |    |    |    |    |    |    |    |    |    |    |26  |
| 9 | 1/2| 2/2| 3/2| 4/5| 6/3| 7/1| 9/1|10/2|12/3|14/2|15/1|16/3|    |    |    |    |    |    |30  |
|10 | 2/4| 8/1|10/3|13/4|    |    |    |    |    |    |    |    |    |    |    |    |    |    |15  |

25 adequate ratings

Mean score 3.09

Total 266
Table 16. Evaluation by Group A on question No. 2, of practice to know students better

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16 adequate ratings  mean score 3.05  total 213
Table 17. Evaluation by Group A on question No. 3. of practices for attaining status

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17 adequate ratings mean score 3.30 total 168
Table 18. Evaluation by Group A on question No. 4, of guidance services

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Table 19. Rating of Group A on question No. 5, evaluating their activities

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The feasibility of using this instrument for evaluating the practice of the secondary school in terms of meeting youths' needs is established by the study.

1. It is shown that this instrument was developed for this purpose through survey methods by the educational leaders of today.

2. The study shows that the instrument is in harmony with the accepted philosophy of the progressive educational leaders for the past decade.

3. It is shown to be acceptable educational philosophy by the local respondents participating in the study.

4. The study shows that there is considerable agreement among the respondents in all ranges of evaluation, establishing further validity.

The general acceptance of the statements in theory and the tendency toward their evaluation by the different groups is a measure of reliability for the instrument. These are important points since the instrument is new, with no norms established, and no procedure yet standardized for its administration.

Numerous examples are cited to justify evaluations given by all groups, which indicate current practices that would justify a higher rating than has been recorded if the practice was more general in application in the entire scope of activities.

The difference in scores given by the 2 faculties, when compared with scores from the lay groups, can very likely be attributed to the greater degree of current knowledge of the schools' activities and
practices. A greater degree of validity is not claimed for the ratings of any group.

The influence of the Utah State Agricultural College upon the practices of the school was recognized by several committees representing all groups in a variety of different ways. A few gave the opinion that the influence tended to center the objective of some courses toward preparation for similar advanced courses in college, and a more conservative educational philosophy.

The information compiled in this survey can be directed toward the solution of other vital curricular problems by screening evaluations of statements which apply directly to the question being considered.

Recommendations

1. The results of this study answer only an isolated question which is a part of the curriculum improvement program. It has not determined what the needs of youth are for the local community, which is a necessary related study in the same problem. Much more has been accomplished than is possible to evaluate and score by this instrument. The planning, organization, and cooperation necessary to initiate and administer a survey is a tremendous hurdle already cleared. To continue the work of the presently organized groups on the other related problems for the continuous improvement of their instructional program, is the logical course to pursue.

It is therefore recommended that the present efforts be continued and coordinated with the National Commission for Life Adjustment Education through the state committees described earlier (p.12-14). Their program is completely outlined as published but contemplates local adaptation.
2. The results of this study with separate scores on science (Need 6), citizenship (Need 3), and rational thinking (Need 10), lead to the thought that perhaps an interesting and revealing study could be made by comparing these scores with some of the standard achievement test scores of the school in such subjects as English, science, and social studies.

3. The acceptance of the educational philosophy expressed in the instrument, by all groups, was excellent; yet the study has obtained no response from those perhaps most vitally concerned, the present students. In another study, evaluation of the instrument by a selected group of senior students would therefore seem advisable to overcome this difficulty.
BIBLIOGRAPHY


APPENDIX

Key for Checking Evaluative Criteria for Each Imperative Need of Youth

N - This characteristic does not apply in this situation.

1 - Very inferior in this characteristic. (Meets the condition or provision almost never.)

2 - Inferior in this characteristic. (Condition or provision receives little emphasis.)

3 - Average in this characteristic. (Condition or provision receives some emphasis.)

4 - Superior in this characteristic. (Condition or provision receives much emphasis.)

5 - Very superior in this characteristic. (Meets the condition or provision almost always.)

Additional Instructions

Use these symbols on the score line provided to evaluate each statement. Use T (theory) to indicate your acceptance of the statement as theory, and P (practice) to evaluate your opinion of how well the schools rate in their current practice of the statement.

Important

Please outline briefly, in the space provided following each statement, examples that justify either your high or low evaluation of the statement.