An analysis of the opinions of students, teachers and laymen about the educational program of Fair Street High School Gainesville, Georgia 1959-1960

Dorothy Oliver Rucker

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AN ANALYSIS OF THE OPINIONS OF STUDENTS, TEACHERS AND LAYMEN
ABOUT THE EDUCATIONAL PROGRAM OF FAIR STREET HIGH SCHOOL
GAINESVILLE, GEORGIA 1959-1960

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS

BY
DOROTHY OLIVER RUCKER

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1961

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DEDICATION

To My Mother Mrs. Beulah R. Oliver

My Husband, Curtis Rucker

and

To My Children

George Rollis, Rheumar, and Reelah Vern Rucker

There is deep and abiding appreciation for their assistance, understanding, and encouragement at all times. TO THEM, I dedicate this research volume.

D. O. R.
ACKNOWLEDGMENT

The writer, with humble and sincere gratefulness, wishes to acknowledge her indebtedness to those personalities whose participation brought about the successful completion of this research. Special thanks and genuine appreciation are expressed to: the eighteen teachers, thirty-two students, and forty laymen whose responses to the questionnaire items and reactions during the interviews, who provided the basic data for this research; to the principal of Fair Street High School; and to the general citizenry of Hall County.

To Dr. Lawrence E. Boyd, Advisor, goes many thanks for the generous spirit in which he has made helpful comments and suggestions from the initial stage, to the completion of this research project. And, to Dr. Lynette Saine, Co-Advisor, are extended thanks for her assistance.

D.O.R.
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CHAPTER I

INTRODUCTION

**Rationale.**—Since any curriculum change will affect parents, pupils, and teachers, and since the opinions of these groups are already acting as forces both for and against the existing program; their opinions should be ascertained as part of the diagnosis. In any situation there will be points of both satisfaction and dissatisfaction among parents, pupils, and teachers, regarding the school. The satisfactions usually act as forces in restraint of effort to modify the existing equilibrium. Dissatisfactions, on the other hand, can be represented as forces in the direction of a new educational program. They indicate points at which change may be induced with less resistance.

It is a well known fact that individuals react to situations, not as they are but as they believe them to be. As long as one group of individuals believe the actual state of affairs to be one thing and another group believe it to be quite different, little change can be made by common consent. A diagnosis of the opinions of the parents, students, and teachers regarding the adequacy of the educational program of the Fair Street High School, Gainesville, Georgia, will lead to wider agreement as to what the actual situation is and what needs to be done in order to improve the program of instruction. It will serve three purposes. First, it will establish the field of forces with which those who undertake curriculum
change must deal. Second, it will help to establish a common perception of the situation for all persons involved in the change. Third, it will reveal points at which to induce change in the equilibrium of forces and will provide a fulcrum for prying loose some of the persistent influences.

In recent years there has been a growing belief among educators that many of the rights and responsibilities which have been assumed almost wholly by the teaching profession should be assumed cooperatively by the teachers and the people. This is especially true in the improvement of the instructional program. In many schools and school systems today we find teachers, parents, and other laymen and often students working together toward a better educational program for our young people. This does not mean that the people have withdrawn this right from the teachers and are dictating the program. It does mean that the democratic concepts of participation and cooperation have been put to work for the benefit of the younger generation. It recognized the fact that laymen who are willing to study problems with us can contribute materially to the improvement of instruction in our schools.

_Evolution of the Problem._—The writer, having been a classroom teacher in the schools of Hall County and Gainesville, Georgia for many years, has been an interested observer of, and participant in, the development of the educational program carried on in this area. Further, in the more recent years, the schools and educational program have been subjected to much adverse criticism pertaining to programs, teachers, pupil activities, and the level of pupil achievement.

The task of keeping teacher-education abreast of social change and of the results of research in the various areas of learning constitutes a
The motives for this particular study are:

1. A special interest in the program
2. A desire to determine what this school is doing in order to meet the needs of its students

Contribution to Education.—It is hoped that the findings of this study may serve as the basis for the improvement of the educational program throughout Hall County, Georgia through the attainment of such purposes as:

1. To ascertain the status of present organizations, activities, and facilities at the Fair Street High School, Gainesville, Georgia.
2. To provide the basis for a thorough appraisal and evaluation of the educational program of Fair Street High School, Gainesville, Georgia.
3. To help bring about a better knowledge of the problems of the Fair Street High School, Gainesville, Georgia.

Statement of the Problem.—The problem involved in this study was to analyze the opinions of the students, teachers, and laymen about the educational program of the Fair Street High School, Gainesville, Georgia. Further, it was implicit in the problem that its findings might be interpreted as a basis for improving the effectiveness of the educational program of the Fair Street High School.

Limitations of the Problem.—This study was concerned only with identifying the present opinions held and expressed by the laymen, teachers, and students concerning the educational program of Fair Street High School. No attempt has been made to determine the cause of the opinions of the subjects: laymen, teachers, and students do and/or do not have clear-cut opinions about the educational program of the school(s).

Purpose of the Study.—The primary purpose of this study was to get an
overall picture of the opinions about the specific roles of high school training as held by selected groups of laymen, teachers, and students of the Fair Street High School, Gainesville, Georgia 1959-1960. More specifically, the immediate purposes of this study were to formulate answers to the following questions:

1. What are the reactions of laymen, pupils, and teachers to the educational program now in operation in the Fair Street High School, Gainesville, Georgia?

2. What are the persistent educational needs of the school as reflected in the opinions of the laymen, teachers, and students of the Fair Street High School, Gainesville, Georgia?

3. How may the opinions of the students, teachers, and laymen be used to modify administrative procedure and practice at the Fair Street High School, Gainesville, Georgia?

4. What significant implications as derived from the analysis and interpretation of the data may be utilized as a source of reference for the school?

Definition of Terms.—The significant terms used throughout this research are defined below:

1. "Educational Program," refers to academic courses and procedures, extra-curricular activities, auxiliary agents such as: luncheon, health services, Parent Teacher Associations, and all phases of the school program.

2. "Administrative Procedure," refers to the specific things, such as policies, provisions, etc., that the school administrator will do to implement the suggested implications of the data into definite aspects of the educational program.

3. "Opinions," refer to judgments held as true, arrived at, to some degree by intellectual process, though not necessarily based on evidence sufficient for proof.1

Locale of the Study.—The locale of this study was in the school

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community of the Fair Street High School, Gainesville, Georgia. Gainesville known as the "Queen City" and the County Seat of Hall, is located in Northeast Georgia in the foothills of the Smoky Mountains. A city of approximately 17,000 population, it is recognized as the poultry center of the world (processing over 230 million broilers annually). A center of business and social activity for a wide area, Gainesville is fifty three miles northeast of Atlanta, Georgia; approximately fifty-seven miles south of the Georgia-North Carolina state line; 216 miles east of Birmingham, Alabama; 139 miles southeast of Chattanooga, Tennessee; 140 miles northwest of Augusta, Georgia; 339 miles northwest of Jacksonville, Florida; 120 miles northeast of Macon, Georgia and 262 miles northwest of Savannah, Georgia. The population of Hall County is approximately 49,000. Ten per cent of the total population of Gainesville and Hall County is identified as the Negro population. While the Gainesville-Hall County area has been industrialized to a higher degree than any of the adjoining counties, the area continues to remain agricultural. General row-crop farming, however, has declined considerably in the past ten years in favor of poultry, egg and livestock production; the poultry industry having grown to be the leading one. Most of the Negroes of this area are employed in the poultry industries of Gainesville. The Fair Street High School serves the entire Negro population of Hall County and Gainesville. The last four Negro county schools were consolidated with the Gainesville city system during school term of 1957. There are approximately 400 junior and senior high school students and about 1100 elementary students housed in this one large plant in Gainesville. Two principals serve as administrators. One principal for the elementary division and one for the junior and senior high school. There are eighteen teachers employed in the high school and thirty teachers serve
the elementary school.

Period of the Study.—This study was conducted during the latter part of the second semester of 1959-1960 school year, and was completed during the summer of 1961.

Method of Research.—The Descriptive-Survey Method of research, utilizing the specific techniques of the questionnaire and interview, was used to collect the data for this study.

Description of the Subjects.—The subjects involved in this study were a selected group of eighteen teachers, thirty-two students, and forty laymen who were interested in the educational program of the school.

The group of adults was composed of many parents whose children attended the high school. Their occupations varied as follows: farmers, barbers, ministers, cooks, housewives, poultry workers, brick masons, janitors, storekeepers, a doctor, and the two Negro members of the Gainesville City Board of Education.

Of the teachers who filled out the questionnaire, all but one hold the Bachelor of Science degree. Several of them have done graduate work and four of the teachers hold the Master of Science degree.

The students responding to the questionnaire were members of the senior class who were present when the instrument was administered.

Description of the Instruments.—The basic instrument used in this research was the questionnaire. The specific data-gathering instrument which was used for this research was one of a series titled: How To Conduct a Follow-Up Study, which were developed and extensively used by the Illinois Secondary Curriculum Program. The questionnaire used from the series was What Do You Think? which was designed to ascertain the reactions of the respondents to fifty-six real-life problems of youth. The major areas of concern under which the fifty-six problems are subsumed are as follows:
(1) Earning a Living, (2) Developing an Effective Personality, (3) Living Healthfully and Safely, (4) Managing Personal Finances Wisely, (5) Spending Leisure-Time Wholesomely and Enjoyably, (6) Taking an Effective Part in Civic Affairs, (7) Preparing for Marriage, Homemaking and Parenthood, and (8) Making Effective Use of Educational Opportunities.1

Criterion of Reliability.--The criterion of reliability for appraising the data were the accuracy and authenticity of the responses of the subjects to the items on the questionnaire and within the "interview situation" which constituted the main source of the data. The Index of Importance for the responses was a weighed value of the positive reactions of the groups of subjects to a specific item on the questionnaire.

Procedural Steps.--The data for this study were gathered, analyzed, and presented as follows:

1. The writer received permission to carry out this study from the administrator of the Fair Street High School.

2. Literature pertinent to this study was reviewed, summarized, and presented in the finished thesis copy.

3. The three groups of respondents: (a) teachers, (b) students, and (c) laymen concerned with this study were contacted to secure their cooperation, and to inform them as to the purpose of the research.

4. The questionnaires "What Do You Think?" as developed by the Illinois Secondary School Curriculum Program, were administered to the three groups: Teachers, students, and laymen of the Fair Street High School and Community.

5. The data obtained from the questionnaires were assembled in proper tables, analyzed, interpreted and presented in the

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6. The findings, implications, conclusions, and recommendations derived from the analysis and interpretation of the data were presented in the finished thesis copy.

7. The index-of-importance was calculated for each of the problems by weighing the percentages as follows:

- per cent indicating "very important" x 3
- per cent indicating "important" x 2
- per cent indicating "not particularly important" x 1

Total divided by 100 equals index-of-importance

If the index-of-importance for a specific problem was substantially above the two point zero, it stand to reason that there was a favorable consensus toward the program. If, on the other hand, such a consensus did not exist for this specific real-life problem, then the indication was that learning experiences in this area should either not be included or a good public relations program should be initiated to sell the program to the community.

Collection of Data.—The steps followed in the collection of data pertinent to this study were:

1. The questionnaire was chosen by the writer and approved by the thesis advisor.

2. During the month of May 1960, the selected questionnaire form was duplicated, and copies distributed to the teachers, students, and laymen of the Fair Street High School and community. A total of ninety subjects participated in this effort during the last week of May, 1960.

3. By the middle of June, the writer with the assistance of two of the Fair Street High School graduates, had collected the executed questionnaires from the participating subjects.

4. The assemblage and tabulation of the questionnaire data in appropriate tables together with the computation of the frequency and per cent of the items were accomplished during the 1960 summer session at Atlanta University.

5. The writing of the full research report which constitutes the thesis copy was done during the 1960-1961 regular school year.
with the revisions and refinements pertaining thereto being done during the 1961 summer months.

Summary of Related Literature.---At this point will be presented the survey of related literature pertinent to the problem of the research. This survey consists of either direct quotations or abstractions from books, periodicals, and researchers in the field.

Smith, Stanley, and Shores had this to say about how the curriculum should be constructed:

The task of curriculum development has at least four significant aspects: First, the determination of direction; second, the choice of principles and procedures for selecting and ordering the potential experience comprising the instructional program; third, the selection of a pattern of curriculum organization; and fourth, the determination of principles and procedures for which change in the curriculum can be made, evaluated, and sustained.¹

In planning the curriculum, there should be wide use of local leadership. According to Krug the group of participants in the planning should include the following:

The group includes not only the city or county superintendents, members of central office staffs, and building principals, but also those classroom teachers with leadership responsibilities in committees and study groups. The most important function of local leadership is to foster awareness of curriculum problems and provide the means of studying and working on them. It is the local leadership group which can facilitate or fail to facilitate effective participation in curriculum planning on the part of classroom teachers, the public, and the children and youth in school.²

In speaking of the theoretical and practical aspects of the various phases of curriculum development, Caswell and Campbell had this to say:

The only hope that we have for the maintenance of liberty and the perpetuation of our democracy is to be found in a more adequate program of public education.\(^1\)

Conditions and needs of our schools should be the concern of all the people served by the school. Community study, action and appraisal have an effect upon the school. Bent makes this very interesting observation:

Increasingly, parents and citizens are taking a greater interest in their schools; and they should, for the public schools belong to them. They have shown this interest by visiting the schools more frequently, voting for taxes for expanding and improving the program, working on PTA and citizens' committees, and in other ways. Sometimes this interest takes the form of criticism which is interpreted as opposition to the program, while actually, it may be a result of misunderstandings or of a genuine desire to improve the school program.

Schools are in a constant process of change. They have grown from small simple organizations to complex ones which cannot be understood by laymen unless the program is cooperating with parents and citizens in building a public school system, making policies, and working toward the same goal in educating youth are all included under the term public relations.\(^2\)

Krug believes that curriculum planning is a rational way of responding to problems of schools in a complex, interdependent, and changing society. He recommends that future curriculum planning incorporate the following characteristics drawn from the four previous emphasis in our educational history:

(1) respect for and use of our intellectual and moral traditions; (2) broad and comprehensive interpretation of the curriculum; (3) widespread cooperative participation in the study of educational needs and problems; (4) freedom of action for local communities and for individual teachers and learners; (5) provision for the services of experts; (6) respect for and use of scientific and objective studies; (7) consistency with democratic principles; (8) awareness of social trends and problems; (9)

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Concreteness; and (10) continuity of effort.¹

Hullfish emphasizes that the public school needs to stimulate the people into assuming a share of responsibility for the quality and kind of education which will make for a successful school by saying that: "The success with which the public school does its job depends upon the interest, support, and participation of all citizens in every American community."²

A recent survey was made of 500 members of a National School Public Relations Association in order to identify the issues with public relations implications facing our high schools of today. One of the survey questions was, "What is the biggest public relations problem facing secondary-school principals today?"³

Educators polled across the country the following responses: "Helping the public understand and establish the objectives for their local high-school program."

This answer definitely places the high school curriculum at the focal point for public relations activities of today's principal. It is understandable however, when we examine the major changes the curriculum is going through and will continue to encounter during the next decade.

A second major question: "In what areas of public relations do principals need the most help?" brought out an equally strong answer: "Principals need help in understanding and using all phases of the proceeds of communication."⁴

² H. Gordon Hullfish, Educational Freedom in an Age of Anxiety, Commissioner on Yearbooks (New York: Harper & Brothers Publishers, 1953), p. 120.
In order to promote understanding about the school in the community, Reemers gives his idea on progressive education by stating that:

If progressive education made no other contribution, its insistence on learning the needs and feelings of students would be a notable addition to educational methods. The needs, also, for keeping in touch with parents' opinions and for informing them about school problems and measuring instruments. Democratic orientation of teachers and administrators has led them to encourage expression of ideas which can be evaluated, and used in improving relationship within the school system.¹

In the Bulletin of the National Association of Secondary School Principals, Kimball Wiles and Franklin Patterson gave these basic beliefs concerning education of adolescents:

Universal education should be provided for all youth through the high school years.

The educational system should enable youth to secure the type of experiences which will develop the personal, social and vocational experiences needed in our society.

Various community agencies should be available to serve the educational needs of youth. A suitable program should be provided by the secondary school for all youth assigned to it through the legal authority of the community.

Each youth should be free to select his vocational goals and pursue an educational program leading to these goals.²

Schools are a part of a community. Therefore the community must have a specific part to play in helping the school attain its objectives. Bent and Kronenberg endorse these facts on public relations by emphasizing that:

Public schools must be reappraised as frequently as they are changed; for, in the process, the best traditions of the past must be maintained; the same general aims must be kept; and they must always remain democratic and strive to meet the needs of all youth. Educators cannot do these things alone. They are changed with definite responsibility, but since schools are a part of, rather than a part from, the communities, parents and school personnel

must appraise the schools and work together in modifying and improving them in the light of their evaluations. Parents may recognize a weakness in a school system but not be able to tell what causes it or how to improve it. This is the educator's work. Thus the need for cooperation and understanding is essential.¹

In this same connection Gross, Zeleny and Associates brought out many facts of interest concerning public relations and the school by saying that:

One of the best ways of informing another person about a proposed course of action is to involve that person as a colleague in the endeavor. Community leaders should be partners in an attempt to extend school activities beyond the classroom. In the last analysis the people of the community, are responsible for determining and supporting the kind of educational program they desire for the community. It is the responsibility of the school people to provide professional leaderships and point the way to the best possible educational program for a given community. It is the responsibility of the people to become informed about the present and future plans for education in the community and to support or reject such plans at the polls.²

We are proud of our democratic way of life. In preserving our democracy, Stiles and Dorsey pointed out that:

It is becoming to be generally agreed that the hope of preserving and perpetuating democracy in the United States rests primarily upon our ability to make democracy work better than any other scheme of living. Our success in accomplishing this goal, will depend in large measures, upon the quality of learning experiences provided young people in our schools.³

The total school program must continue to undergo various changes in order to meet the needs of today's youth. The principal is the main person to assume the leadership of curriculum improvement. Wayne V. Ashmore makes a very impressive observation in The Bulletin, November, 1960. He gave

Several conditions must exist before intelligent changes can be achieved in the curriculum of any school. First, the faculty must realize that there are weaknesses in the existing program and be willing to exert the effort necessary to improve the situation. Second, the community must be prepared to accept the changes. Third, some one individual must be so vitally concerned with the welfare of the students that he will take the initiative and work for the desired changes with unceasing effort and enthusiasm. The principal is the logical person to assume this leadership. He knows his students, his faculty, and his community better than anyone else. He has the authority and the influence to get the job done. By the very nature of his position, he becomes the ideal choice to plan, promote, and follow through on any type curriculum change. Improvements do not just happen. Intelligent leadership is required to realize them. They are the results of careful planning, good organization, and hard work. To bring them into existence, the cooperation of the faculty and the community must be secured.¹

Cramer and Browne emphasized some excellent points on the value system by saying that:

One powerful control which helps to determine the type of education which will be provided lies in the system of values generally accepted by the people. The general climate of opinion, or philosophy of the people determines how extensive the educational offering shall be, how long the children will remain in school, what proportion of the youth of the country will receive more than a bare minimum of education and what the accepted purpose of school may be.²

Alexander and Saylor made the following statement which endorses the same subject by saying that:

In all the various efforts to change the curriculum, one consideration is common: to provide more fully for some present or future needs that young persons are believed to have. Increasingly in recent years curriculum changes have been based on direct and thorough-going analysis of the needs of youth.

As a mature adult, what will you think high school youth need

in order to prepare them for work? For voting? For family life? For play? As a tax payer, what will your classmates need who did not go to college? What did they need in high school?¹

It is extremely complicated to exchange viewpoints about education, especially with citizens who have a variety of other interests and needs. Education is overwhelmingly in competition with thousands of other services and products for public interest and funds. We also realize that in the future this competition will grow more intense. Economic and cultural progress is favored on all fronts because it enriches living and increases our capacity to support good schools. In a world of changing and competitive interests, however, we must not just assume that educational values and needs of education will be self-evident to citizens. We must continue to develop and utilize communication processes, which will keep public attention focused on education.

The power and right to operate and maintain our public schools have been given to the local communities. One of the most important educational agencies in any community is the school. These many related groups exert a tremendous influence on the lives of community members. They should be recognized and known by those who are responsible for planning the educational programs of our high schools.

To be sure that the school serves its purposes not only in the community in which the youths live, but also the people who are to be educated should develop their programs to meet community and youth needs. The effective school of our nation should grow out of the educational, social, and cultural needs of our communities.

The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the task of the age. A school cannot produce this result; nothing but a community can do so.

Jacobson, Revis and Logsdon believe that it would be impossible to conduct a program of curriculum revision without the cooperation of other school personnel. They are of the opinion that it would also be unwise to endeavor extensive changes in the school's offering without serious consideration of implications of such change. They give some logical facts by saying that:

Caswell offers several suggestions to curriculum workers as a basis for evaluating demands for curriculum change. (1) The proposed change should be consistent with democratic values; (2) the change should be a reasonable area of activity for schools; (3) the proposed change should have the support of public-spirited leaders in the community; (4) meaningful and useful experiences relating to the lives of the pupils should result from the proposed changes; and (5) other areas of greater potential value must not be displayed by the changes.

The findings of William V. Walton in his study of An Analysis of Community Opinion of the Education Program of Hawkinsville High School emphasize the same point-of-view as many other persons who have made similar studies. He states that:

There is a general agreement that the schools have a definite, and, perhaps, inescapable, responsibility of bringing

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closer together the citizens population and the school population which they serve.1

New Pattern: Community Schools - The citizens in Flint, Michigan learn that grass-roots democracy fostered by local schools point the way to better nation, and therefore a better world. Leo E. Buehring had this important observation to make:

People who have learned to live together in a neighborhood can live together harmoniously as a nation and as a world. On this premise is based the community school program of Flint, Michigan. After more than two decades of experimentation, the people of Flint are convinced of the soundness of this philosophy. The Flint plan has attracted national, also international attention. The thinking behind it is as follows:

The school's job begins with the families and homes of its attendance area. Within a ten-block school area can be found most of the problems and resources of society. The problems of society are the problems of the public school. Public schools are the most effective instruments for bringing together a community's tremendous human and material resources, for the public school is the only agency left in this country today that can reach a true representation of all the people of its community.2

The citizens of Flint have definitely presented a challenge to the schools of America. With their philosophy, the outgrowth of which indicates that, schools and community betterment come first. In order to attract people to education one must begin by satisfying their wants. The people should be provided with the proper facilities and inspiration. Our schools should be constantly reaching out to their people, encouraging them to determine what they want for themselves and for their children. Every opportunity should be utilized to enlist the active participation of parents

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2 Leo E. Buehring, op. cit., p. 35.
and other adults.

Teachers and supervisors should know instead of guess about the children they teach. Hand has made this very clear by making the following statement:

Teachers are entrusted with the community's most priceless possessions and are expected to fulfill the high requirements of this trust. The community expects them to make every pupil the most wholesome and competent person of which his capabilities permit.

In this highly personal undertaking, the attitudes of the learner are second in importance to no other consideration, for the pupil effectively learns and retains (becomes) only that which he accepts. Every good teacher is aware of this fact and attempts to conduct his teaching accordingly. Requisite to so doing, of course, is a dependable knowledge of what the attitudes of the pupils are. Principal among the pupil attitudes of which teachers need to be informed are those bearing on the valuations which the youngsters place upon the school.

Miller Solomon makes the following observation about school surveys:

There have been a number of surveys conducted throughout the United States concerning the public points-of-view about schools community-relationships; and actually what the people think should be the job of the school. The Thirtieth Yearbook of the American School Superintendency emphasized the following points-of-view:

1. The school has a special assignment from society which requires that the instructions be protected from temporary community influences. It is necessary therefore, for the school system to seek deliberately to keep at a minimum its contacts with non-school agencies.

2. The school is a part of the current social scene while its function requires some isolation, it should draw upon the community for information. Contact, therefore, must be maintained with a selected group of non-school agencies.

3. While holding forth to the good form the past in American life, the school deliberately should seek to improve community life and to adapt itself to meeting effectively changing social conditions. There will be necessarily a large number of school community relationships, cooperative in nature, and mutually

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influential both upon the school and community. ¹

Summary of Related Literature.—A review of the related literature pertinent to this research problem which is concerned with aspects of school-community opinion with reference to the effectiveness of the educational program has revealed that there is a general agreement that in our democracy, the school should maintain a well organized educational program designed to:

1. Assure a good and appropriate education for the youth of the community.

2. Supply full and accurate information on school objectives, programs, services, problems and needs.

3. Stimulate the people to assume a partnership of responsibility for the quality and kind of education which the school offers.

4. Involve citizens in the activities of the school.

5. Develop the interest, understanding, and confidence of the people.

6. Foster a type of public opinion and expectation which approves change and progress in education.

7. Maintain parent interest.

8. Maintain good internal staff relations.

The following concepts are set forth with reference to School-Community Relationships as have been found by writers in the field according to Miller Solomon:

1. The public is becoming increasingly aware of the importance of the findings reported from surveys of parent, pupil, and teacher opinion.

2. Opinion surveys in school situations have proved helpful in suggesting to school administrators the valuable insights which related opinion data afford.

3. The administrator can make concrete and practical uses of such information in his own situation.

4. The program of instruction of the school should be designed to satisfy the needs and desires of the community.

5. In a democracy, all citizens have a right to be fully informed about all phases of the school's program.

6. It is the administrator's duty to keep the public in touch with facts concerning the program and needs of the school.

We who work in the schools with young people must reappraise ourselves and our daily performance with them. A teacher surely ought to fully believe in the subject field which he teaches. This is certainly essential. Then too, it is generally agreed that any course is only as good as the instructor to which it is assigned.

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1 Miller L. Solomon, op. cit.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data.—In this chapter the following procedure was used for the presentation, analysis, and interpretation of the data derived from the administration of the Illinois, Follow-up Questionnaire: "What Do You Think?" to groups of teachers, students, and laymen of the Fair Street High School, Gainesville, Georgia, 1959-1960: First the responses on the returned questionnaires were tabulated to find out to what extent the individuals of the respective groups - eighteen teachers, thirty-two students, and forty laymen, had given answers to each of the fifty-six problems proposed thereon. Second, the data-responses of each of the fifty-six "real-life" problems were assembled into appropriate tables with the frequencies, per cents and indices of importance computed in each case. Third, conclusions were formulated for each of the fifty-six problems to determine to what extent the "evaluations" of the respondents warranted curricular revisions and/or modifications.

The data as derived from the reactions of the subjects to the fifty-six "real-life" problems were organized for presentation and interpretation under the eight headings which follow:

1. Area of Earning a Living

2. Area of Developing an Effective Personality

3. Area of Living Healthfully and Safely

21
4. Area of Managing Personal Finances Wisely
5. Area of Spending Leisure-Time Wholesomely and Enjoyably
6. Area of Taking an Effective Part in Civic Affairs
7. Area of Preparing for Marriage, Home-making and Parenthood
8. Area of Making Effective Use of Educational Opportunities

The above outline will be followed as the data is interpreted.

Area of Earning a Living

Area of Earning a Living.--The data of the area of earning a living as derived from the responses of the three groups - eighteen teachers, thirty-two students and forty laymen of the community and school population of Fair Street High School, Gainesville, Georgia, 1959-1960, are presented in Tables 1 through 6 which deal with six aspects of earning a living.

The Problem of Obtaining Adequate Information About Vocations.--Table 1, presents the data on the responses of the three groups of subjects to the question: Do you think the high school should help pupils secure adequate information about vocations? The data in Table 1 indicate that the responses

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

*Per cent indicating "not particularly important" x 1
Total divided by 100 equals the index of importance.
for groups were as follows: 100 per cent of the teachers, 100 per cent of the students, and 100 per cent of the laymen answered "yes" to the question. Further, Table 1 shows that there were no "uncertain" or "no" responses for the three groups.

The Indices of Importance for the groups were found to be as follows: 3.00 each for the teachers, students, and laymen respectively. The response indicates that the school should provide full information about vocations. According to this information, the public and the school population expects the school to provide this kind of service.

**The Problem of Discovering Vocational Interest and Abilities.**—Table 2 presents the data on the responses of the three groups of subjects to the question: Should the high school help pupils to discover their vocational interests and abilities?

The data in Table 2, reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, students, and laymen respectively.

**TABLE 2**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DISCOVER THEIR VOCATIONAL INTERESTS AND ABILITIES?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
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<tbody>
<tr>
<td>Teachers</td>
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</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

1Index of Importance: The Index of Importance was computed by weighing the per cent of responses in the following manner:

\[
\text{Index of Importance} = \frac{\text{Per cent indicating "very important"}}{13} + \frac{\text{Per cent indicating "important"}}{2}.
\]
And, Table 2 reveals that there were no "uncertain" or "no" responses for any of the three groups of subjects.

The Indices of Importance were found to be as follows: 3.00 for the teachers, students, and laymen respectively. The overall data seem to justify the belief that the public expects the school to provide adequate information about vocations which will encourage pupils to release their interests and abilities.

The Problem of Wise Choice of Vocation.—Table 3, presents the data derived from the responses of the three groups of subjects to the question: Should the high school help pupils make a wise choice of vocations?

The data in Table 3 reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 98 per cent for the laymen. Again, Table 3 reveal that "uncertain" responses were as follows: None for the teachers or students, and 2 per cent for the laymen.

<table>
<thead>
<tr>
<th>TABLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS MAKE A WISE OCCUPATIONAL CHOICE?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
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<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>98</td>
<td>2</td>
<td>-</td>
<td>2.94</td>
</tr>
</tbody>
</table>
The Indices of Importance for the groups were found to be as follows: 3.00, 3.00, and 2.94 for the teachers, students, and laymen respectively. The teachers, students and laymen overwhelmingly approved the policy of the school giving assistance to students in making wise occupational choices. Only 2 per cent of the laymen were "uncertain" about the school taking this responsibility. It is generally accepted that the problems of vocational choice and related educational plans rank high in any enumeration of worries and problems by adolescents as would be anticipated in view of cultural expectations that young people will find appropriate employment. It is obvious then that the general data seem to indicate that the public and school population approve the policy of the school including in its educational program vocational guidance services for the students. The guidance aspect of the all-school program is very necessary. It particularly serves and helps students as individuals. This approval of the guidance service in the school should be favorably considered by the administration of the Fair Street High School. The initiation and/or continued operation of this program should play a large part in helping to motivate and challenge students.

The Problem of Preparation for Vocations.—Table 4, page 26, presents the data derived from the responses of the three groups of subjects to the question: Do you think the high school should help pupils prepare for their chosen vocations?

The data in Table 4 reveal that "yes" responses for the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 95 per cent for the laymen. Again, Table 4 shows that the "uncertain" responses for the groups were as follows: None for the teachers or students, and 5 per cent for the laymen. There were not any "no" responses for the
The Indices of Importance for the three groups were found to be as follows: 3.00, 3.00, and 2.85 for the teachers, students and laymen respectively. Here we note that the teachers and students unanimously agree that the high school should help pupils prepare for vocations while the laymen continue to be a little "uncertain" as to whether the school should play this part. However, the high Indices of Importance again reveal that the public and school population of Fair Street High School is held responsible for the task of helping pupils prepare for their chosen vocations. Here again the guidance program is presented with the problem of providing arranged environments in which stimuli for learning experiences are systematically presented to the student whereby he may be able to prepare for a chosen vocation more profitably.

The Problem of the Development of Good Work Habits.—Table 5 presents the data derived from the responses of the groups of subjects to the question: Should the high school help pupils to develop good work habits.

The data in Table 5 reveal that the "yes" responses for the three groups
TABLE 5

DISTRIBUTION OF THE RESPONSES OF THE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP GOOD WORK HABITS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

were as follows: 100 per cent for the teachers, 97 per cent for the students, and 100 per cent for the laymen. Again, Table 5 reveals that the "uncertain" responses for the groups were as follows: None for the teachers, 3 per cent for the students and none for the laymen. The groups did not register any "no" responses.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.91, and 3.00 for teachers, students, and laymen respectively. The students here expressed uncertainty about the policy of the school providing a work experience program. Both teachers and laymen were unanimously in accord with the policy of the school helping students in this way. The groups of subjects showed that the Fair Street High School Community place a high value on the importance of good work habits. Therefore, the school should provide in the curriculum opportunities for work. By the school helping in this way, it may encourage some potential school-leavers to complete their high school programs.

The Problem of Job Placement and Success.—The data on job placement and
success as derived from the responses of the three groups of subjects to the question: Should the high school help pupils get a job and make good in it? are shown in Table 6.

The data in Table 6 reveal that the "yes" responses for the groups were: 62 per cent, 75 per cent, and 70 per cent for the teachers, students, and laymen respectively. And, the "uncertain" responses for the groups were 11 per cent, for the teachers, none for the students, and 8 per cent for the laymen. The "no" responses were as follows: 27 per cent for the teachers, 25 per cent for the students, and 22 per cent for the laymen.

**TABLE 6**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO GET A JOB AND MAKE GOOD IN IT?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>62</td>
<td>11</td>
<td>27</td>
<td>1.83</td>
</tr>
<tr>
<td>Students</td>
<td>75</td>
<td>11</td>
<td>25</td>
<td>2.25</td>
</tr>
<tr>
<td>Laymen</td>
<td>70</td>
<td>8</td>
<td>22</td>
<td>2.10</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were found to be as follows: 1.83, 2.25, and 2.10 for the teachers, students, and laymen respectively. It was of interest to note that the three groups rated this question as of minor importance to the students. It was surprising to note that the teachers indicated the lowest indices of Importance of the three groups. The laymen registered the next highest Indices of Importance. The students showed more favor of the high school giving them help in job placement than did either
the parents or teachers. The Indices of Importance seem to indicate that the public and school populations of Fair Street High School do not think that it is very important that the school help pupils obtain jobs and succeed. It is possible that the groups feel that it is the duty of the individual to make good on a job. The desire to succeed comes from within.

A summary of the data on the six aspects of the general problems of "earning a living" is presented in the statements to follow:

1. In general, the adult and school population of Fair Street High School, Gainesville, Georgia indicated that the majority had a favorable attitude toward the school assuming the overall task of helping the pupils explore, select, and train for, a suitable vocation.

2. The adult and school population of Fair Street High School, Gainesville, Georgia, indicated a negative attitude toward the school helping students to obtain jobs and to make good in them.

3. It was of interest to note that the three groups indicated that they were interested in the pupils being trained by the school to develop good work habits.

4. The group, as a whole, indicated a positive attitude toward the school assuming the task in the general area of "Earning a Living", in order that students may become fully aware of the vocational guidance services and facilities of the school and profit thereby.

Area of Developing an Effective Personality

Area of Developing an Effective Personality.—The data on the area of developing an effective personality as derived from the responses of the three groups: Eighteen teachers, thirty-two students, and forty laymen, are presented in Table 7 through 16, which deal with the ten aspects of developing an effective personality.

The Problem of Acquisition of Good Manners, Poise, and Self-confidence.—Table 7 presents the data on the responses of the three groups of subjects to
the question: Should the high school help pupils acquire good manners, poise and self-confidence?

The data in Table 7 reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 100 per cent for the laymen. Again, there were not any "uncertain" or "no" responses for any of the three groups.

**TABLE 7**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
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<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were found to be as follows: 3.00 each for the teachers, students, and laymen. The general data as indicated by the Indices of Importance seem to justify the fact that the high school should help students acquire good manners, poise, and self-confidence.

The Problem of Improving Personal Appearance.—Table 8, page 31, presents the data derived from the responses of the three groups of subjects to the question: Should the high school help pupils improve their personal appearance?

The data in Table 8 reveal that the "yes" responses for the groups were
as follows: 100 per cent for the teachers, students, and laymen respectively. Further, Table 8 shows that there were not any "uncertain" or "no" responses for any of the subjects.

The Indices of Importance for the three groups were found to be as follows: 3.00 for each of the three groups of respondents respectively. It is obvious that the data reveal that the adult and school populations of Fair Street High School, Gainesville, Georgia, unanimously agree that the high

**TABLE 8**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IMPROVE THEIR PERSONAL APPEARANCE?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
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<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

school should provide learning experiences designed to help students to become aware of ways to improve their personal appearance.

The Problem of Controlling Emotions and Conduct.—Table 9 presents the data derived from the responses of the three groups of subjects, teachers, students and laymen, to the question: Should the high school help pupils learn to control their emotions and conduct?

The data in Table 9 reveal that the "yes" responses to the groups were
as follows: 100 per cent for the teachers, 97 per cent for the students, and 97 per cent for the laymen. Also, Table 9 shows that the "uncertain" responses for the groups were as follows: none for the teachers, 3 per cent for the students, and 3 per cent for the laymen. Further, there were not any "no" responses registered for the three groups.

TABLE 9

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN TO CONTROL THEIR EMOTIONS AND CONDUCT?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were found to be as follows: 3.00, 2.91, and 2.91 for the teachers, students, and laymen, respectively.

Here again the teachers were 100 per cent in accord with the policy of the high school including in its instructional program experiences which will help pupils develop self-control. However, the students and laymen do not fully agree with this policy.

In general, the three groups, according to the data, seem to realize that this is a very important question. Learning to control one's self is one of the most significant aspects of personality development.

The Problem of Acquiring the Ability to Speak More Effectively and
Enjoyable.---Table 10, presents the data derived from the responses of the three groups to the question: Should the high school help pupils acquire the ability to speak more effectively and enjoyably?

The data in Table 10, reveal that for the three groups of subjects the following "yes" responses were registered: 100 per cent responses were rendered by all groups. Again, Table 10 shows that there were no "uncertain" or "no" responses for any of the groups of subjects.

TABLE 10

DISTRIBUTION OF THE RESPONSES TO THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE AN ABILITY TO SPEAK MORE EFFECTIVELY AND ENJOYABLE?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were as follows: 3.00, 3.00, and 3.00 for the teachers, students, and laymen respectively. The data indicate that there was unanimous favor of the school assuming the task of helping young people develop the most effective and enjoyable habit of reading that is within their ability.

The Problem of Acquiring the Ability to Write More Effectively and Enjoyably.---Table 11, presents the data derived from the responses of the three groups: teachers, students, and adults to the question: Should the high school help pupils to acquire the ability to write more effectively and enjoyably?
The data in Table 11 reveal that the "yes" responses were as follows: 100 per cent for the teachers, 100 per cent for the students, and 97 per cent for the laymen. Again, the "uncertain" responses were: None for the teachers or students, and 3 per cent for the laymen. There were not any "no" responses for any of the groups.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.93 for the teachers, students, and laymen respectively. It is interesting to note that only the laymen were uncertain about the school helping the students to develop the best and most effective writing habit.

The Problem of Acquiring the Ability to Read More Effectively and Enjoyably.—Table 12 presents the data derived from the responses of the three groups of subjects; teachers, students, and laymen to the question: Should the high school help pupils to acquire the ability to read more effectively and enjoyably?

The data in Table 12 reveal that for the groups the "yes" responses were...
as follows: 100 per cent for each of the three groups respectively. Further, Table 12 reveals that there were no "uncertain" or "no" responses from the groups of subjects.

**TABLE 12**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO ACQUIRE
THE ABILITY TO READ MORE EFFECTIVELY AND ENJOYABLY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

as follows: 100 per cent for each of the three groups respectively. Further, Table 12 reveals that there were no "uncertain" or "no" responses from the groups of subjects.

The Indices of Importance for the groups were as follows: 3.00, 3.00, and 3.00 for the teachers, students, and laymen respectively. The data indicate that the three groups unanimously favor the high school including in its program definite experiences designed to help young people develop the most effective and enjoyable habit of reading that is possible.

Problem of Acquiring the Ability to Get Along Happily With Others.—
Table 13 presents the data derived from the responses of the three groups: teachers, students, and laymen to the question: Should the high school help pupils acquire the ability to get along happily with others?
TABLE 13

DISTRIBUTION OF THE RESPONSES TO THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO GET ALONG HAPPILY WITH OTHER PEOPLE?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
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<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The data revealed that the "yes" responses were as follows for the three groups of subjects: 100 per cent for the teachers, 97 per cent for the students, and 100 per cent for the laymen. Again, the "uncertain" responses were none for the teachers, 3 per cent for the students, and none for the laymen. The three groups did not register any "no" responses to this question.

The Indices of Importance for the three groups were found to be as follows: 3.00, 2.91, and 3.00 for the teachers, students, and laymen respectively. The high Indices of Importance shown at this point seem to indicate that the high school is expected to include in its program of instruction, opportunities for developing the ability to get along happily with others.

The Problem of Developing Intellectual Interests in Order to Become a More Cultivated and Cultured Person.—Table 14, page 32 presents the data derived from the responses of the three groups of subjects: teachers, students, and laymen to the question: Should the high school help pupils develop intellectual interests in order to become more cultured and cultivated persons?
TABLE U4

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP INTELLECTUAL INTERESTS IN ORDER TO BECOME MORE CULTIVATED AND CULTURED PERSONS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.85</td>
</tr>
</tbody>
</table>

The data in Table U4 reveal that the "yes" responses for the three groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 95 per cent for the laymen. And, Table U4 reveals that the "uncertain" responses were as follows: None for the teachers, None for the students, and 5 per cent for the laymen. Also, not any "no" responses were registered by the subjects.

The Indices of Importance for the three groups were found to be as follows: 3.00, 3.00, and 2.85 for the teachers, students, and laymen respectively.

Here we note that 5 per cent of the laymen are not definite about the school’s task concerning this problem. It is obvious that the school policy on this question should be interpreted to the laymen in order that they may fully comprehend its vital importance. However, the overall data indicate that the public and school population of Air Street High School, Gainesville, Georgia, feel that the high school should help pupils become more cultivated.
by providing the necessary experiences.

The Problem of Acquiring the Ability to Distinguish Right from Wrong and to Guide Their Actions Accordingly.—Table 15, presents the data derived from the responses of the three groups: Teachers, students, and laymen, to the question: Should the high school help pupils acquire the ability to distinguish right from wrong and to guide their activities accordingly?

TABLE 15

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO DISTINGUISH RIGHT FROM WRONG AND TO GUIDE THEIR ACTIONS ACCORDINGLY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.85</td>
</tr>
</tbody>
</table>

The data in Table 15 reveal that the "yes" responses for the three groups of subjects were: 100 per cent for the teachers, 97 per cent for the students, and 95 per cent for the laymen. Further, Table 15 shows that the "uncertain" responses were: None for the teachers, 3 per cent for the students, and 5 per cent for the laymen. And, there were not any "no" responses registered by any of the groups.

The Indices of Importance for the groups were found to be as follows: 3.00 for the teachers, 2.91 for the students, and 2.85 for the laymen. It is
of interest to note that the laymen and student groups were uncertain about
the high school giving this help to its students. Only the teachers were un-
aminous in their opinion that the school should include in its program definite
provisions which will aid pupils in acquiring the ability to distinguish right
from wrong, and to govern themselves accordingly.

The Problem of Solving Personal Problems.—Table 16, presents the data
derived from the responses of the three groups: Teachers, students, and laymen
to the question: Should the high school help pupils solve their personal
problems? This concludes the problems in the area of Developing an Effective
Personality to which the groups were asked to respond.

TABLE 16

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO
YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS RESOLVE THEIR
PERSONAL PROBLEMS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>72</td>
<td>22</td>
<td>6</td>
<td>2.17</td>
</tr>
<tr>
<td>Students</td>
<td>59</td>
<td>25</td>
<td>16</td>
<td>1.77</td>
</tr>
<tr>
<td>Laymen</td>
<td>80</td>
<td>8</td>
<td>12</td>
<td>2.40</td>
</tr>
</tbody>
</table>

Data in Table 16 reveal that the "yes" responses were found to be as
follows: 72 per cent for the teachers, 59 per cent for the students, and 80
per cent for the laymen. Further, Table 16 reveals that the "uncertain" re-
sponses were: 22 per cent for the teachers, 25 per cent for the students, and
8 per cent for the laymen. And, "no" responses were: 6 per cent for the
teachers, 16 per cent for the students, and 12 per cent for the laymen.
The Indices of Importance for the groups were: 2.17, 1.77, and 2.40 for the teachers, students, and laymen respectively. These data show that the three groups oppose the policy of the school offering pupils help with their personal problems. Could it be that the three groups feel that the school should draw-the-line at this point and not take this task as an added obligation? It would be of interest to know why this attitude exists. This is certainly an area that the administration of the Fair Street High School may give serious consideration. An effective Public Relations program is definitely in order at this point, so that the public and school population of the Fair Street High School may acquaint themselves with the role of the high school and the contribution it can make in helping children who have personal problems. Here too, the guidance program is faced with a challenge.

The summary of the data on the ten (10) aspects of the general problem of "Developing an Effective Personality" as have been presented in this section may be stated in the following statements:

1. The people of Hall County, Georgia held a very favorable attitude toward the school assuming the responsibility of helping youth develop traits of social competence.

2. The adult and school populations of Gainesville, Georgia desired that the school help youth by providing opportunities for learning-experiences designed to foster ability and skill in the area of language usage.

3. It was disappointing to discover that the adult and school populations of Gainesville, Georgia, held an adverse attitude toward the school accepting the role of assisting youth in the solution of their personal and social problems.

4. In general, the people of Gainesville, Georgia were of the opinion, that the school should be an active force in helping students develop and maintain self-control.

5. The people of Hall County, Georgia were highly in favor of the high school providing those learning-experiences that will foster more effective and enjoyable reading, speaking, and writing habits on the part of the students.
6. The groups indicated a very favorable attitude toward the school helping the students to acquire the ability to get along harmoniously with others.

7. The people of Hall County, Georgia agreed that the high school should help pupils develop intellectual interests, get along with others, and distinguish right from wrong and govern one's self accordingly.

8. The people of Hall County, Georgia did not feel that the school should help pupils resolve their personal problems.

9. It would seem that the data presented in this section of the research indicate that the adult and school populations of Hall County, Georgia probably would profit greatly from a program designed to stimulate and/or re-direct their thinking in some areas concerning the roll that the public school can play in helping to favorably influence the lives of young people.

Area of Living Healthfully and Safely

Area of Living Healthfully and Safely.—The data on the area of living healthfully and safely as derived from the responses of the three groups: Eighteen teachers, thirty-two students, and forty laymen, are presented in Tables 17 through 21 which deal with the aspects of living healthfully and safely.

The Problem of Acquiring the Ability to Care for One's Health and of Developing Good Health Habits.—Table 17, presents the data from the responses to the three groups: Teachers, students, and laymen, to the question: Should the high school help students acquire the ability to care for their health and to develop good health habits?

The data in Table 17 reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 88 per cent for the students, and 100 per cent for the laymen. Further, Table 17 shows that the "uncertain" responses for the groups were: None for the teachers, 12 per cent for the students, and none for the laymen. None of the groups of subjects registered a "no" response.
The Indices of Importance for the groups were found to be as follows: 3.00, 2.63, and 3.00 for the teachers, students and laymen, respectively. The teachers and laymen favored 100 per cent that the school should help students care for their health by providing learning experiences which will enable students to do so properly. In general, the groups showed that they were in favor of the school giving this help to the students. However, the students were not sure that this was absolutely necessary.

TABLE 17

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE
THE ABILITY TO CARE FOR THEIR HEALTH AND TO
DEVELOP GOOD HEALTH HABITS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>88</td>
<td>12</td>
<td>-</td>
<td>2.63</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Problem of Selecting a "Family Doctor" and Acquiring the Habit of Visiting Him Systematically.—Table 18, presents the data derived from the responses to the question of the three groups: Teachers, students, and laymen: Should the high school help the pupils learn how to select a "Family Doctor" and to develop the habit of consulting him systematically?

The data in Table 18 reveal the "yes" responses for the groups were: 100 per cent for the teachers, 90 per cent for the students, and 90 per cent for the laymen. Further, Table 18 shows that the "uncertain" responses were:
TABLE 18

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW
TO SELECT A FAMILY DOCTOR AND TO ACQUIRE THE HABIT OF
CONSULTING HIM SYSTEMATICALLY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>90</td>
<td>-</td>
<td>10</td>
<td>2.72</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>2.70</td>
</tr>
</tbody>
</table>

none for the teachers, none for the students, and 10 per cent for the laymen.
Again, the "no" responses for the groups were: None for the teachers, 10 per cent for the students, none for the laymen.

The Indices of Importance for the groups was as follows: 3.00, 2.72, and 2.70 for the teachers, students, and laymen, respectively. It is of interest to note that only the teachers placed a high value on helping pupils with this problem. The students and laymen rated this problem as one of somewhat minor importance. Possibly these two groups consider it the affair of the family as to what doctor should be chosen and how often one should visit him.

The Problem of Selecting a "Family Dentist" and acquiring the Habit of Visiting Him Systematically.—Table 19, page 44, presents the data as indicated by the three groups to the question: Should the high school help pupils learn to select a "family dentist" and acquire the habit of visiting him regularly?

The data in Table 19 reveal that 100 per cent of the teachers, 75 per cent of the students, and 88 per cent of the laymen were in favor of the
school familiarizing the students with proper methods of selecting a family
dentist. Also, Table 19 shows the "uncertain" responses of the three groups
to be: None for the teachers, 13 per cent for the students, and 10 per cent
for the laymen. Again, the "no" responses for the groups were: None for the
teachers, 12.00 per cent for the students, and 2 per cent for the laymen.

The Indices of Importance for the groups were: 3.00, 2.25, and 2.63, for
the teachers, students, and laymen, respectively.

It is to be noted that the teachers agreed unanimously that the high
school has a definite role to assume in helping students learn to select and
periodically visit a family dentist. However, students and laymen hold adverse
attitudes about the school offering this help. The low indices of importance
on this problem seem to point out that the students and laymen do not place
a high value on this policy. However, the overall data show that the groups
favored the policy of the high school helping pupils acquire the knowledge of
how to select a "family dentist" and periodically visit him.
The Problem of Learning How to Prevent Accidents to One's Self and Acquiring Safety Habits.—Table 20, presents the data as derived from the responses of the individuals of the three groups to the question: Should the high school help pupils learn how to prevent accidents to themselves and to others and to acquire safety habits?

TABLE 20

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO PREVENT ACCIDENTS TO THEMSELVES AND OTHERS AND TO ACQUIRE SAFETY HABITS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>93</td>
<td>7</td>
<td>-</td>
<td>2.81</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>8</td>
<td>2</td>
<td>2.70</td>
</tr>
</tbody>
</table>

The "yes" responses for the groups were: 100 per cent for the teachers, 93 per cent for the students, and 90 per cent for the laymen. Again, "uncertain" responses were: none for teachers, 7 per cent for the students and 8 per cent for the laymen. Only the laymen registered 2 per cent of "no" responses.

The Indices of Importance for the three groups were found to be as follows: 3.00, 2.81, and 2.70 for the teachers, students, and laymen respectively.

It is to be noted that the teachers are fully aware of the importance and value of a knowledge of all measures of safety. It is surprising to see that the students and laymen are uncertain as to the policy of the school offering this help. Learning how to prevent accidents to one's self and to develop
safety habits is one of the very important aspects of the school health program. There were 3 per cent of the students and 10 per cent of the laymen who said "no".

Generally, the overall data seem to indicate that the parents, teachers, and students are in favor of the high school giving this help to young people.

The Problem of Learning How to Drive and Care for an Automobile.— Table 21, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils who are legally old enough to learn how to drive and care for an automobile?

### TABLE 21

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.83</td>
</tr>
<tr>
<td>Students</td>
<td>88</td>
<td>9</td>
<td>3</td>
<td>2.63</td>
</tr>
<tr>
<td>Laymen</td>
<td>82</td>
<td>8</td>
<td>10</td>
<td>2.48</td>
</tr>
</tbody>
</table>

Table 21, reveals the data as follows: The "yes" responses for the three groups were 95 per cent for the teachers, 88 per cent for the students, and 82 per cent for the laymen. Again, the "uncertain" responses were: 5 per cent for the teachers, 9 per cent for the students, and 8 per cent for the laymen. And, "no" responses for the groups were: None for the teachers, 3 per cent for the students, and 10 per cent for the laymen.
The Indices of Importance for the groups were: 2.83, 2.63, and 2.48 for the teachers, students, and laymen, respectively.

According to the data the three groups showed a low degree of uncertainty about the school helping children become efficient drivers by offering driver training. And, 3 per cent of the students and 10 per cent of the laymen replied "no" to the question of the school giving this help. Could it be that the uncertain and no respondents feel that the parents of such children should assume this task? However, the overall data reveal that the school is expected to offer Driver Education and automobile care as a part of its instructional program. This shows that teachers, students, and laymen, realize that a well trained driver is an asset to any community. The more persons we have who are exposed to formal training in safety measures of driving, the better it will be for motorists as well as pedestrians.

The data under the heading of living healthfully and safely emphasizes the fact that the school can be an active force in helping the students in these areas. This is expected by the community. The three groups would like to see some definite provisions made that would promote this program.

The summary of the data on the (5) aspects of the general area of Living Healthfully and Safely as have been presented in this section may be stated in the following statements:

1. The people of Hall County, Georgia hold a very favorable attitude toward the policy of the high school helping children care for their health.

2. The teachers overwhelmingly endorsed the policy of the high school helping students learn how to select a "family doctor" as well as a "family dentist" and visit them periodically.

3. The people of Hall County, Georgia, were not very highly in favor of the policy of the high school helping students
prevent accidents to themselves and others. However, they were unanimously in favor of this help.

4. The groups indicated that they did not feel that it was very important that the school help children learn how to drive an automobile and to care for one.

5. It would seem that the data presented in this section of the research indicate that the adult and school populations of Gainesville, Georgia would be greatly benefited from a public relations program designed to motivate and/or re-direct their thinking as to the role of the high school in many of the aspects of this area, in order that the school may be able to do a more effective job for the children of this modern society.

Area of Managing Personal Finances Wisely

Area of Managing Personal Finances Wisely—the data on the area of managing personal finances wisely as revealed by the responses of the three groups: eighteen teachers, thirty-two students, and forty laymen are presented in Tables 22 through 24 and deal with three aspects of managing personal finances wisely.

The Problem of Spending Money Wisely—Table 22, presents the data as indicated by the responses of the three groups to the question: Should the high school help pupils learn how to spend money wisely?

The data in Table 22 reveal that the "yes" responses for the groups were: 94 per cent for the teachers, 100 per cent for the students and 87 per cent for the laymen. Again, the "uncertain" responses for the groups were: 6 for the teachers, none for the students, and 8 for the laymen. Again, the "no" responses were only registered by the laymen which showed 5 per cent.

The Indices of Importance for the groups were: 2.83, 3.00, and 2.63, for the teachers, students, and laymen respectively.

It is apparent here that the teachers and laymen are not sure that this problem should be undertaken by the school as a part of it's educational
TABLE 22

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN
HOW TO SPEND MONEY WISELY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>94</td>
<td>6</td>
<td>-</td>
<td>2.83</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>87</td>
<td>8</td>
<td>5</td>
<td>2.63</td>
</tr>
</tbody>
</table>

program. However, the students were 100 per cent in accord with the policy of the high school offering some definite experiences in the program of instruction that will familiarize them with methods of wise spending. It is surprising to note that the teachers and parents placed a low value on this important aspect of students' experiences. Obviously, an effective public relations program would be of much assistance in letting the community know how valuable this type of information is, and how much help the school would actually be able to contribute toward guiding pupils in the right direction concerning this problem. It is encouraging the note that the students were unanimously requesting that the high school provide them with the necessary experiences in order that they may obtain full information on how to spend money wisely.

The Problem of Learning How to Use the Facilities of a Bank and of Developing Habits of Thrift.—Table 23, page 50, presents the data as indicated by the responses of the individuals of the three groups to the question:
TABLE 23

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO USE THE FACILITIES OF A BANK AND TO DEVELOP HABITS OF THRIFT?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>78</td>
<td>6</td>
<td>16</td>
<td>2.34</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>7</td>
<td>3</td>
<td>2.70</td>
</tr>
</tbody>
</table>

Should the high school help pupils learn how to use the facilities of a bank and develop habits of thrift?

The data in Table 23 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 78 per cent for the students, and 90 per cent for the parents. And, the "uncertain" responses for the groups were: None for the teachers, 6 per cent for the students, and 7 per cent for the laymen. Further, "no" responses were for the groups: None for the teachers, 16 per cent for the students, and 3 per cent for the laymen.

The Indices of Importance for the groups were: 3.00, 2.34, and 2.70 for the teachers, students, and laymen, respectively.

The data would indicate that there were uncertain and no responses to the problem but the overall response shows that the community will gladly accept any information that may be provided by the school in this area for the youth.

The Problem of Learning How to Buy Life Insurance. --Table 24, page 51,
presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils learn how to buy insurance and securities wisely?

The data in Table 2k reveal that the "yes" responses for the three groups were: 100 per cent for the teachers, 100 per cent for the students, and 80 per cent for the laymen. Again, the "uncertain" responses for the groups were: None for the teachers or students, and 5 per cent for the laymen.

**TABLE 2k**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: **DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO BUY LIFE INSURANCE AND SECURITIES WISELY?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>80</td>
<td>15</td>
<td>5</td>
<td>2.40</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were: 3.00, 3.00, and 2.40 for the teachers, students, and laymen, respectively. According to the data, the teachers and students unanimously agreed that the high school should give this help. The overall information points out that the high school is expected to provide learning experiences which will acquaint the young people with the value and purchase of life insurance and securities.

A summary of the data on the aspects or problems of the general problems of "Managing Personal Finances Wisely," as have been presented in this section.
of the research report, would appear to warrant the following statements:

1. The adult and school populations of Gainesville, Georgia, revealed an overall favorable attitude toward the policy of having the high school help pupils learn the method of wise spending of money.

2. The people of Hall County, Georgia showed a high degree of adverse attitude toward the policy of the high school helping students by teaching them habits of thrift.

3. The people of Gainesville, Georgia were in favor of the policy of the high school helping students become familiar with the buying of insurance and securities in order that they may learn to do so wisely.

4. It is clearly obvious, however, that the data show that there is a great need for a high school program designed to help our citizens to become more fully acquainted with school policies pertaining to certain aspects of this area.

Area of Spending Leisure Time Wholesomely and Enjoyably

Area of Spending Leisure Time Wholesomely and Enjoyably.--The data on the area of spending leisure time wholesomely and enjoyably as revealed by the responses of the three groups: eighteen teachers, thirty-two students, and forty laymen, are presented in Table 25 through 36 which deal with twelve aspects of spending leisure time wholesomely and enjoyably.

The Problem of Learning to Play Athletic Games and Sports.--Table 25, page 53, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils learn how to play athletic games and sports?

The data in Table 25 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 100 per cent for the laymen. Again, there were no "uncertain" or "no" responses to this problem from any of the groups, as shown by Table 25.

The Indices of Importance for the three groups were: 3.00, 3.00, and 3.00 for the teachers, students, and laymen, respectively. The high Indices
of Importance for all the groups reveal that the high school should include in its curriculum adequate opportunities for instruction in the area of athletics.

The Problem of Developing Outdoor Activity Hobbies.—Table 26 presents the data indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils develop one or more outdoor

**TABLE 26**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>88</td>
<td>11</td>
<td>-</td>
<td>2.67</td>
</tr>
<tr>
<td>Students</td>
<td>94</td>
<td>6</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>87</td>
<td>5</td>
<td>8</td>
<td>2.63</td>
</tr>
</tbody>
</table>
activity hobbies (gardening, camping, fishing, etc.)?

The data in Table 26 reveal that the "yes" responses for the groups were: 88 per cent for the teachers, 94 per cent for the students, and 87 per cent for the laymen. Further, the "uncertain" responses for the groups were: 11 per cent for the teachers, 6 per cent for the students, and 5 per cent for laymen. Again, the "no" responses were: None for the teachers or students, and 8 per cent for the laymen.

The Indices of Importance for the groups were: 2.67, 2.91, and 2.63, for the teachers, students, and laymen, respectively.

There is evidence, according to the data, that the adults do not seem to be aware of the importance of useful ways to occupy the mind when there is leisure time available. This is especially true when young people are faced with so much time and nothing particularly constructive to keep them engaged. It was of interest to note that the students showed more favor toward the high school providing learning experiences in developing activity hobbies than did either of the adult groups. Why were some of the teachers uncertain about the school's role concerning this problem? Then too, why did some of the laymen feel uncertain, and others answered "no"? Possibly, the 11 per cent of the teachers, the 6 per cent of the students and the 5 per cent of the laymen who were uncertain about the school assuming this task, feel that this objective may be reached through some other community agency. However, each group should scrutinize this problem which will probably develop a more favorable attitude toward the school giving this help.

The Problem of Developing "Making Things", Making it Go," or "Tinkering" Hobbies.—Table 27, page 55 presents data as indicated by the responses of individuals of the three groups to the question: Should the high school help
pupils develop one or more "Making Things", or "Tinkering" hobbies?

The data in Table 27 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 88 per cent for the students, and 100 per cent for the laymen. Further, Table 27 shows that "uncertain" responses were: None for the teachers, 12 per cent for the students, and none for the laymen. There were not any "no" responses to this question.

**TABLE 27**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:**
**DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE OR MORE MAKING THINGS, "MAKING IT GO," OR "TINKERING" HOBBIES?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>88</td>
<td>12</td>
<td>-</td>
<td>2.63</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Indices of Importance for the three groups were: 3.00, 2.63, and 3.00 for the teachers, students, and laymen, respectively.

The summary of the data in Table 27 emphasizes the following significant facts: (a) two of the groups registered a unanimous affirmative opinion on this problem; (b) only one group registered an uncertain opinion; (c) the composite data for all of the groups would appear to warrant the assumption that these groups were very much aware of the importance of helping to solve this problem for the youth of this community through the high school curriculum.
The Problem of Developing Art Hobbies.—Table 28 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils to develop one or more art hobbies, (sketching, painting, designing, collecting objects, etc.)?

TABLE 28

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE OR MORE ART HOBBIES (SKETCHING, PAINTING, DESIGNING, COLLECTING ART OBJECTS, ETC.)?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>75</td>
<td>25</td>
<td>-</td>
<td>2.25</td>
</tr>
</tbody>
</table>

The data in Table 28 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 75 per cent for the laymen. Again, Table 28 shows that the "uncertain" responses for the groups were: None for the teachers or students, and 25 per cent for the laymen. There were not any "no" responses.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.25 for the teachers, students, and laymen, respectively.

According to the data revealed, in Table 28, art hobbies are valued highly, as ways of spending leisure time profitably. The high school can play an active part in solving this problem by providing educational opportunities in
this area. The public and school population are requesting that the school give this service.

The Problem of Learning to Sing or Play a Musical Instrument.--Table 29, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils learn to sing or play a musical instrument?

**TABLE 29**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN TO SING OR PLAY A MUSICAL INSTRUMENT?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The data in Table 29 show that the "yes" responses of the groups were 100 per cent for each of the three groups. There were neither any "uncertain" or "no" responses.

The Indices of Importance for the three groups were: 3.00, 3.00, and 3.00, for each group respectively.

According to the data, the three groups unanimously agree that the school should provide training in singing and playing musical instruments. Also, an excellent way to spend leisure time is to spend many hours in learning some phase of music.

The Problem of Selecting and Enjoying Good Music.--Table 30, page 58,
presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the ability to select and enjoy good music?

**TABLE 30**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:**
**DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD MUSIC?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>88</td>
<td>12</td>
<td>-</td>
<td>2.63</td>
</tr>
</tbody>
</table>

The data in Table 30 show that the "yes" responses of the individuals of the three groups were: 100 per cent for the teachers, 100 per cent for the students, and 88 per cent for the laymen. And, Table 30 shows that the "uncertain" responses were: None for the teachers, none for the students, and 12 per cent for the laymen. There were not any "no" responses to the problem.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.63 for the teachers, students, and laymen, respectively. The teachers and students responded unanimously in favor of the policy of having the school help pupils by exposing them to such knowledge as will enable the individuals to make proper selections of good music as well as enjoying it. It was surprising to see 12 per cent of the laymen uncertain about the high school helping pupils with this problem. The data seem to emphasize that the public and school populations of Fair Street High School feel that the youth would greatly
benefit from help received from the school in teaching them to how to make and enjoy good musical selections.

The Problem of Getting the Best out of Radio.—-Table 31, presents the data as indicated by the responses of the three groups to the question: Should the high school help pupils learn to get the best out of radio?

TABLE 31

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO GET THE BEST OUT OF RADIO?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>94</td>
<td>-</td>
<td>6</td>
<td>2.83</td>
</tr>
<tr>
<td>Students</td>
<td>78</td>
<td>22</td>
<td>-</td>
<td>2.34</td>
</tr>
<tr>
<td>Laymen</td>
<td>70</td>
<td>17</td>
<td>13</td>
<td>2.10</td>
</tr>
</tbody>
</table>

The data in Table 31, show that the "yes" responses for the groups were: 94 per cent for the teachers, 78 per cent for the students, and 70 per cent for the laymen. And, Table 31 shows that the "uncertain" responses were: None for the teachers, 22 for the students, and 17 per cent for the laymen. Again, the "no" responses were: 6 per cent for the teachers, none for the students, and 13 for the laymen.

The Index of Importance were found to be: 2.83, 2.34, and 2.10 for the teachers, students and laymen, respectively.

This problem did not receive a high rating. There were very high degrees of uncertain and no responses. The teachers showed more favor toward the
school giving help to students in training them how to get the best out of radio than did any of the groups. The data in Table 31 revealed that the high school should help pupils learn how to get the best out of radio. However, according to the Indices of Importance in Table 31, neither group felt that it was a matter of great concern of the school.

The Problem of Selecting and Enjoying Good Motion Pictures.--Table 32, presents the data as indicated by the responses of the individuals of the three groups of individuals to the question: Should the high school help pupils acquire the ability to select and enjoy good motion pictures?

TABLE 32

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD MOTION PICTURES?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>87</td>
<td>13</td>
<td>-</td>
<td>2.63</td>
</tr>
<tr>
<td>Laymen</td>
<td>92</td>
<td>8</td>
<td>-</td>
<td>2.78</td>
</tr>
</tbody>
</table>

The data in Table 32 present the responses of the individuals of the three groups to the question and reveal that the "yes" responses were: 100 per cent for the teachers, 87 per cent for the students, and 92 per cent for the laymen. Again, the "uncertain" responses of the groups were: None for the teachers, 13 per cent for the students, and 8 per cent for the laymen. Further, Table 32 shows that there were not any "no" responses for the group.
The Indices of Importance for the groups were: 3.00, 2.63, 2.78 for the teachers, students, and laymen respectively. The teachers showed that they were fully aware of the need for school assistance in helping the students acquire the ability to use proper discrimination in the selection of motion pictures and how to enjoy them. The students and laymen showed an adverse attitude about the high school giving this help. Since the students showed the lowest degree of importance of any of the groups, probably they feel that they are capable of making their own selections of motion pictures without the help of the school. The overall data concerning this problem revealed that the teachers, students, and laymen, realize that the school should help the pupils select and enjoy good motion pictures. However, the teachers and laymen were more in favor of this help than the students were.

The Problem of Selecting and Enjoying Good Books and Magazines.—Table 33, presents the data as indicated by the responses of the three groups to the question: Should the high school help pupils acquire the ability to select and enjoy good books and magazines?

TABLE 33

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO ACQUIRE THE ABILITY TO SELECT AND ENJOY GOOD BOOKS AND MAGAZINES?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>93</td>
<td>7</td>
<td>-</td>
<td>2.78</td>
</tr>
</tbody>
</table>
The data in Table 33 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 93 per cent for the laymen. Again, the "uncertain" responses shown by Table 33 were: none for the teachers, none for the students, and 7 per cent for the laymen. And, there were not any "no" responses to this problem.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.78 for the teachers, students, and laymen, respectively. It is obvious that the three groups are desirous of having the school help children acquire the ability to select and enjoy good books.

The Problem of Acquiring the Social Skill of Dancing, Playing, Party Games, Doing Party Stunts, etc.—Table 34 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the social skills of dancing, playing party games, doing party stunts, etc.?

TABLE 34

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO ACQUIRE THE SOCIAL SKILLS OF DANCING, PLAYING PARTY GAMES, DOING PARTY STUNTS, ETC.?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>89</td>
<td>11</td>
<td>-</td>
<td>2.67</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>2.23</td>
</tr>
</tbody>
</table>
The data in Table 34 shows that the "yes" responses for the groups were: 89 per cent for the teachers, 97 per cent for the students, and 90 per cent for the laymen. Again, the "uncertain" responses were 11 per cent for the teachers, 3 per cent for the students, and 10 per cent for the laymen. There were not any "no" responses for any of the three groups.

The Indices of Importance for the groups were: 2.67, 2.91, and 2.23 for the teachers, students, and laymen, respectively.

The data in Table 34 reveal the following facts: (a) of the three groups the students showed the highest degree of favor toward the school giving this help. (b) It was surprising to note that the teachers showed a high degree of uncertainty concerning this important problem. (c) the laymen were more in favor of the high school including learning experiences in social skills for the pupils than the teachers were. However, the overall data show that the entire school population and community will not oppose the assistance that may be given the students concerning this problem.

The Problem of Taking an Enjoyable Part in Dramatic Activities.—Table 35, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>2.80</td>
</tr>
</tbody>
</table>
ability to take an enjoyable part in dramatic activities?

The data in Table 35 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 90 per cent for the laymen. Further, Table 35 reveals that the laymen alone showed 10 per cent "uncertain" responses and there were not any "no" responses to the question.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.80 for the teachers, students, and laymen, respectively.

It is obvious that the three groups were in favor of the high school providing learning experiences in dramatic activities.

The Problem of Selecting and Enjoying Good Plays.—Table 36, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the ability to select and enjoy good plays?

**TABLE 36**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>98</td>
<td>2</td>
<td>-</td>
<td>2.90</td>
</tr>
</tbody>
</table>
The "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 98 per cent for the laymen. Again, Table 36 reveals that "uncertain" responses for the groups were: none for the teachers, none for the students, and 2 per cent for the laymen. There were not any responses given as "no".

The Indices of Importance were: 3.00, 3.00, and 2.90 for the teachers, students, and laymen, respectively.

It is interesting to find here that the three groups see the vital importance of the high school including in its curriculum, training in selection of and how to enjoy good plays.

A summary of the data on the twelve aspects under the general heading Spending Leisure Time Wholesomely and Enjoyably," as has been treated in the immediate sections above, would appear to warrant the following statements:

1. It would appear that the general public and school population of Fair Street High School, Gainesville, Georgia, do not fully comprehend the vital importance of "leisure-time" activities as they affect the youth of today.

2. It would appear that the general public and school population of Fair Street High School, Gainesville, Georgia, are not as sensitive as they should to policy of having the instructional program of the school prepared to meet the "needs" of youth in the area of "Leisure-time" activities.

3. It would appear that there is a need for a program designed to familiarize the public and school population of Gainesville, Georgia with the necessary information that will enable them to see the "role" of the school on this important matter.

4. It would appear that the general public and school population of Gainesville, Georgia are not fully aware of the fact that spending "Leisure-time" wholesomely and enjoyably on the part of the students should be a part of the educational program.

5. Finally, the composite data for these twelve aspects of "Leisure-time" living, points up the need for a Public Relations program which will deal with the problem of re-direction of the thinking of the public on crucial educational policies.
Area of Taking An Effective Part in Civic Affairs

Area of Taking an Effective Part in Civic Affairs.—The data on the area of taking an effective part in civic affairs as revealed by responses of the three groups: eighteen teachers, thirty-two students, and forty laymen are presented in Tables 37 through 43, which deal with seven aspects of taking an effective part in civic affairs.

The Problem of Conducting a Meeting Properly.—Table 37 shows that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students and 100 per cent for the laymen. Again, Table 37 shows that there were not any "uncertain" or "no" responses to this question.

The Indices of Importance for the groups were: 3.00 for each of the three groups of participants respectively. The high degree of importance shown by the Indices show that the general public and school population are unanimously in favor of the high school including in its curriculum definite learning experiences that will help students acquire the ability to conduct a meeting properly.

TABLE 37

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO ACQUIRE THE ABILITY TO CONDUCT A MEETING PROPERLY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The Problem of Becoming a More Cooperative Community-Minded Person.—

Table 38 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils to become more cooperative, community-minded persons?

**Table 38**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS BECOME COOPERATIVE, COMMUNITY-MINDED PERSONS?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The data in Table 38 show that the "yes" responses for the groups were: 100 per cent for each of the three groups respectively. Table 38 shows also, that there were no "uncertain" or "no" responses for any of the three groups.

The Indices of Importance for the participants were: 3.00 each for the teachers, students, and laymen, respectively.

It is encouraging to note that the three groups are in complete harmony on this important problem. All are of the opinion that the high school should help the students by giving them the proper training in ways to become community-minded persons. This speaks well for the three groups, for this oneness of opinion shows that the high school is faced with a definite challenge of helping to solve this problem.
The Problem of Learning to Live Democratically With One's Fellows.--

Table 39 presents the data as indicated by responses of the individuals of the three groups to the question: Should the high school help pupils learn how to live democratically with one's fellows?

TABLE 39

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO LIVE DEMOCRATICALLY WITH THEIR FELLOWS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.25</td>
</tr>
</tbody>
</table>

The data in Table 39 reveal that the "yes" responses were: 100 per cent for the teachers, 100 per cent for the students, 95 per cent for the laymen. Further, Table 39 shows that there were only "uncertain" responses coming from the laymen which registered as 5 per cent. Again, there were not any "no" responses to this problem.

The Indices of Importance for the three groups were as follows: 3.00, 3.00, and 2.25 for the teachers, students, and laymen, respectively.

It was surprising to note that the laymen showed that 5 per cent of them were not sure that the high school should help pupils learn how to live democratically with others. This is one of the most vital aspects of the entire questionnaire, it seems. There is certainly need for the laymen who do not
know the real value of this problem to allow the school administrators to familiarize them with the importance of this problem of getting along with others. It was interesting to note that the teachers as well as the students registered unanimously in favor of the high school helping children by giving them proper training in democratic living.

The Problem of Religious and Racial Prejudices.—Table 40 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils rid themselves of religious and racial prejudices.

The data in Table 40 reveal that the "yes" responses for the groups were: 89 per cent for the teachers, 97 per cent for the students, and 87 per cent for the laymen. Again, Table 40 shows that the "uncertain" responses were: 11 for the teachers, 3 per cent for the students, and 13 per cent for the laymen. Further, Table 40 reveals that there were not any "no" responses to this problem.

**TABLE 40**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO RID THEMSELVES OF RELIGIOUS AND RACIAL PREJUDICES?

<table>
<thead>
<tr>
<th>GROUPS</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>89</td>
<td>11</td>
<td>-</td>
<td>2.67</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>87</td>
<td>13</td>
<td>-</td>
<td>2.53</td>
</tr>
</tbody>
</table>
The Indices of Importance for the groups were found to be: 2.67, 2.91, and 2.53 for the teachers, students, and laymen, respectively.

It was of interest to note that the students showed more favor toward the school giving training in helping them rid themselves of racial and religious prejudices than did any other group. It was also surprising to see that no group registered 100 per cent in favor of this help. However this is a very serious question and it is possible that one of the greatest avenues through which this problem may be attacked is through the school. Could it be that these groups feel that the church should serve this purpose?

It is obvious that the public and school population of Fair Street School will not stand in opposition to the high school giving this aid to students, although the index of Importance registered on this question was lower than on many other questions that one would not consider as important.

The Problem of Solving Economic, Social, and Political Problems.—Table 11 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the ability to study and help solve economic, social, and political problems?

| TABLE 11 |

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO STUDY AND HELP SOLVE ECONOMIC, SOCIAL AND POLITICAL PROBLEMS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>92</td>
<td>8</td>
<td>-</td>
<td>2.58</td>
</tr>
</tbody>
</table>
The data in Table 41 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 92 per cent for the laymen. Further, Table 41 shows that the "uncertain" responses were: none for the teachers, none for the students and 8 per cent for the laymen. Also, Table 41 shows that there were not any "no" responses to this question.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.58 for the teachers, students, and laymen, respectively.

The data indicate that the school and community expect the educational program of the high school to offer information concerning how to help solve economic, social, and political problems. Giving the youth this kind of information, will enable them to be more helpful and intelligent citizens.

Problems of Developing an Interest in Economic, Social, and Political Problems.—Table 42 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils develop an interest in economic, social, and political problems?

TABLE 42

DISTRIBUTION OF THE RESPONSES OF THE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP AN INTEREST IN THE ECONOMIC, SOCIAL, AND POLITICAL PROBLEMS?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>86</td>
<td>14</td>
<td>-</td>
<td>2.50</td>
</tr>
</tbody>
</table>
The data in Table 42 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 86 per cent for the laymen. Further, Table 42 shows that the "uncertain" responses were: none for the teachers or students, and 14 per cent for the laymen. Again, there were not any "no" responses to this question.

The Indices of Importance were: 3.00, 3.00, and 2.70 for the teachers, students, and laymen, respectively.

It is noted here that 14 per cent of the laymen were not sure of this program being solved by the school. However, the overall data show that the high school is expected to give those experiences to the students that are necessary in order that they may become interested in economic, social, and political problems. This was unanimously recommended by the students and teachers.

The Problem of Becoming Well Informed and Sensitive Citizens of The World.—

Table 43 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils become well-informed citizens of the world?

<p>| TABLE 43 |
|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>89</td>
<td>11</td>
<td>-</td>
<td>2.67</td>
</tr>
<tr>
<td>Students</td>
<td>94</td>
<td>6</td>
<td>-</td>
<td>2.81</td>
</tr>
<tr>
<td>Laymen</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>2.60</td>
</tr>
</tbody>
</table>
The data in Table 43 reveal that the "yes" responses for the groups were as follows: 89 per cent for the teachers, 94 per cent for the students, and 90 per cent for the laymen. Again, the "uncertain" responses were: 11 per cent for the teachers, 6 per cent for the students, and 10 per cent for the laymen. Again, Table 43 reveals that there were not any "no" responses registered on this question.

The Indices of Importance were: 2.67, 2.82 and 2.60 for the teachers, students and laymen, respectively.

It was surprising to find that all the groups registered some uncertainty concerning this problem. This naturally lowered the Indices of Importance. Here again, it is to be noted that the students were more favorable toward the policy of becoming well-informed "citizens of the world" than any of the groups. Even with some record of doubtful opinion, it is to be emphasized that the three groups are in favor of the high school giving this help. In looking at all the problems that the educational program is expected to solve it is definitely a challenge to the faculty and school administrator of the Fair Street High School as they look at national and international problems. How may the curriculum be organized in order to best serve these many purposes?

In conclusion, the analysis and interpretation of the data on the seven aspects under the general caption of "Taking an Effective Part in Civic Affairs" as shown in the immediate sections above, would appear to warrant the following statements:

1. The general public and school population of Fair Street High School, Gainesville, Georgia indicated to have the educational program include learning experiences having to do with such group activities as: conducting meetings, sharing activities, and democratic living among and with others.
2. The general public and school population of Gainesville, Georgia, showed that they were not fully aware of the school's curriculum taking part in helping pupils by teaching them how to solve such problems as: religious prejudices, economic, social, and political problems.

3. In elucidation of these composite data definitely points out the need for the preparation of a plan designed to re-direct the attitudes as well as the thinking of the people of Gainesville, Georgia, about the role of their school in helping youth make proper adjustments in society.

Area of Preparing for Marriage, Home Making and Parenthood

Area of Preparing for Marriage, Home Making and Parenthood.—The data on the area of preparing for marriage, homemaking and parenthood as revealed by the responses of the three groups, eighteen teachers, thirty-two students, and forty laymen, are represented in Tables 44 through 48, which deal with five separate aspects of preparing for marriage, homemaking and parenthood.

The data in Table 44, page 75 presents the data as indicated by the responses of the three groups to the question: Should the high school help pupils develop and maintain wholesome boy-girl relationship?

The data in Table 44 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 82 per cent for the laymen. Further, Table 44, shows that the "uncertain" responses for the groups were: none for the teachers, none for the students, and 18 per cent for the laymen. Again, the Table shows that there were not any "no" responses to this problem.

The Indices of Importance for the groups were as follows: 3.00, 3.00, and 2.33 for the teachers, students, and laymen respectively.

It is of interest to note that the laymen registered an extremely high degree of "uncertainty" on the subject of the high school giving help in training young people in wholesome boy-girl relationship. The students and
teachers showed a unanimous opinion in favor of the high school giving this help. It is obvious that the teachers and students realize the importance of those experiences designed to foster training in wholesome boy-girl relationship. There is a dire need for this instruction in our society in order that our youth may become well-rounded intelligent individuals.

TABLE 44

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP AND MAINTAIN WHOLESALE BOY-GIRL RELATIONSHIP?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>82</td>
<td>18</td>
<td>-</td>
<td>2.33</td>
</tr>
</tbody>
</table>

The Problem of Preparing for a Wholesome Courtship.—Table 45, page 76, presents the data indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils prepare for a wholesome courtship?

The data in Table 45 reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 94 per cent for the students, and 80 per cent for the parents. Again, Table 45 shows that the "uncertain" responses for the groups were: None for the teachers, 6 per cent for the students, and 20 per cent for the laymen. Again, the "no" responses were: none for the teachers, none for the students, and 2.50 per cent for the laymen.
TABLE 45
DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS PREPARE FOR
WHOLESOME COURTSHIP?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>94</td>
<td>6</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>80</td>
<td>20</td>
<td>-</td>
<td>2.33</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were as follows: 3.00, 2.91, and 2.33 for teachers, students, and laymen, respectively.

It is to be noted that the teachers were highly in favor of the school helping students prepare for a wholesome courtship. Again, the parents rated a very high degree of uncertainty as to the role of the high school on this matter. It appears that the students were more keenly aware of the high school being a source for thorough information on wholesome courtship than were the laymen. The laymen probably feel that this question should be settled outside of the jurisdiction of the school. None of the groups registered negation to this problem. It is evident, however, that the school in giving instruction that will orientate pupils in the matter of courtship, which will be so vital to their future adjustment in life.

The Problem of Managing a Home Intelligently.—Table 46, page 77, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils acquire the ability to manage a home intelligently?
TABLE 46

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE ABILITY TO MANAGE A HOME INTELLIGENTLY?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.73</td>
</tr>
</tbody>
</table>

The data in Table 46 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 100 per cent for the students, and 95 per cent for the laymen. Again, Table 46 reveals that the "uncertain" responses for the groups were: None for the teachers or students, and 5 per cent for the laymen. Again, there were not any "no" responses to this problem.

The Indices of Importance of the three groups were: 3.00, 3.00, and 2.73 for the teachers, students, and laymen, respectively.

The high level of per cents and Indices of Importance reveal that the adult and school population of Gainesville, Georgia are definitely in favor of a school program prepared to teach the youth how to manage a home intelligently. Therefore, the school may continue and increase its offering of those courses which will prepare the students for better home management.

The Problem of Sex Education.—Table 47, page 78, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils in reference to sound sex education?
The data in Table 47 reveal that the "yes" responses of the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 95 per cent for the laymen. Again, Table 47 shows that the "uncertain" responses of the groups were as follows: none for the teachers, none for the students, and 5 per cent for the laymen.

**TABLE 47**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN REFERENCE TO SOUND SEX EDUCATION?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.58</td>
</tr>
</tbody>
</table>

The Indices of Importance for the groups were as follows: 3.00, 3.00, 2.58, for the teachers, students, and laymen, respectively.

The teachers and students had a highly favorable reaction toward sound sex education being included in the Fair Street High School program of instruction. It was surprising to note that the laymen registered an uncertain attitude toward the school giving sex education. However, the overall data point out that the high school should give full information on sex education.

The Problem of Rearing Children Intelligently.—Table 48, page 79, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils learn how to rear children
The data in Table 48 reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 100 per cent for the laymen. Again, Table 48 shows that the "uncertain" responses were as follows: None for the teachers, none for the students, and none for the laymen. Further, Table 48 shows that there were not any "no" responses to this question.

**TABLE 48**

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN TO REAR CHILDREN INTELLIGENTLY?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The Indices of Importance for the three groups were 3.00, 3.00, 3.00, for the teachers, students, and laymen, respectively.

The three groups exhibited the highest degree of favor toward the high school including in its curriculum, learning experiences designed to give students training in how to rear children intelligently. This is a very serious question. How can one rear children intelligently without a unanimous vote for all of the previous questions that have been presented? We who have students to guide properly through the crucial periods of their lives, are faced...
with a challenge as to what are the best steps to take, in order that students may get the most benefit from what the school has to offer.

A summary of the data on the five aspects or problems of the general problem of "preparing for marriage, home making, and parenthood, as have been presented in this section of the research report would appear to warrant the following statements:

1. The adult and school populations of Gainesville, Georgia revealed an overall favorable attitude toward having the instructional program of the school include learning experiences in the area of marriage, home-making, and parenthood.

2. There was much uncertainty shown by the students and laymen as to the school giving help by informing students on boy-girl relationship, wholesome courtship, intelligent home management, and sex education.

3. None of the groups registered a "no" response to any of the questions in this group of problems.

4. Obviously, the data point out that the people of Gainesville, Georgia will not oppose any effort that the school might put forth to provide definite learning experiences in the area of preparing for marriage, home making and parenthood.

Area of Making Effective Use of Educational Opportunities

Area of Making Effective Use of Education.--The data on the area of making effective use of educational opportunities, as revealed by the responses of the three groups: eighteen teachers, thirty-two students, and forty laymen, are presented in Tables 49 through 56, which deal with eight aspects of making effective use of educational opportunities.

The Problem of Choosing Appropriate Out-of-Class Activities.--Table 49, page 81, presents the data as indicated by the responses of individuals of the three groups to the question: Should the high school help pupils choose appropriate out-of-class activities?
TABLE 49

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE OUT-OF-CLASS ACTIVITIES?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>78</td>
<td>22</td>
<td>-</td>
<td>2.34</td>
</tr>
<tr>
<td>Laymen</td>
<td>95</td>
<td>5</td>
<td>-</td>
<td>2.85</td>
</tr>
</tbody>
</table>

The data in Table 49, above, reveal that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 78 per cent for the students, and 95 per cent for the laymen. Again, Table 49 reveals that the "uncertain" responses for the groups were: none for the teachers, 22 per cent for the students and 5 per cent for the laymen. Further, Table 49 shows that there were not any "no" responses registered by any of the groups.

The Indices of Importance for the groups were as follows: 3.00, 2.34, and 2.85 for the teachers, students, and laymen, respectively.

It is obvious that the teachers and laymen are keenly aware of the importance of the school's role in helping students choose out-of-class activities. Although the laymen registered a 5 per cent of uncertainty, the indices for the two groups still pointed out that the teachers and laymen clearly see the significance of the school's help in solving this problem. The students showed a very high mark of uncertainty concerning the school giving students instruction in out-of-class activities. The students are not aware of the importance of this matter. Also, students at this stage may feel that they
are capable of selecting and carrying out their own out-of-class activities without the aid or advice of the school. This is a problem for the school administration to take whatever measures that will help students become familiar with the excellent opportunity they have for help with this problem. The overall data would appear to point out that the adult and school population of Gainesville, Georgia would not refuse the help that the high school may give on this problem.

The Problem of Choosing Appropriate School Subjects.—Table 50 presents the data as indicated by the responses of the individuals of the groups to the question: Should the school help pupils choose appropriate school subjects?

<table>
<thead>
<tr>
<th>TABLE 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE THE APPROPRIATE SCHOOL SUBJECTS?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.83</td>
</tr>
<tr>
<td>Laymen</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.75</td>
</tr>
</tbody>
</table>

The data in Table 50 reveal that the "yes" responses for the groups were: 100 per cent for the teachers, 97 per cent for the students, and 97 per cent for the laymen. Again, Table 50 shows that the "uncertain" responses for the groups were: none for the teachers, 3 per cent for the students, and 3 per cent for the laymen. Again, Table 50 reveals that there were not any "no"
responses registered by any of the groups.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.83, and 2.75, for the teachers, students, and laymen, respectively. The data pointed out that there was very high favor toward the high school giving the students help in choosing the appropriate school subjects, as registered by the teachers. The students and laymen showed uncertainty, and therefore were not definite as to the role of the high school in the policy of helping students choose the appropriate school subjects. However, it is obvious that the school and general public is in favor of the high school giving the students help by providing learning experiences that will help students make wise choices of subjects.

The Problem of Developing Good Study Habits.--Table 51, presents the data as indicated by the responses of the individuals of three groups to the question: Should the high school help pupils develop good study habits?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>96</td>
<td>4</td>
<td>-</td>
<td>2.91</td>
</tr>
<tr>
<td>Laymen</td>
<td>93</td>
<td>7</td>
<td>-</td>
<td>2.75</td>
</tr>
</tbody>
</table>
The data in Table 51 reveal the "yes" responses for the groups were: 100 per cent for the teachers, 96 per cent for the students, and 93 per cent for the laymen. Again, Table 51 shows that the "uncertain" responses were: none for the teachers, 4 per cent for the students, and 7 per cent for the laymen. Further, Table 51 shows that there were not any "no" responses to this problem.

The Indices of Importance for the groups were as follows: 3.00, 2.91, and 2.75 for the teachers, students, and laymen, respectively. The data indicated that the teachers overwhelmingly endorsed the policy of the school helping students develop proper study habits. The laymen and students showed that they were not definite as to what should be done by the school concerning helping students with this problem. However, the overall data would appear that the public and school population of Gainesville, Georgia are in favor of the school providing experiences designed to help students develop effective study habits.

The Problem of Deciding Whether or Not to Attend a Trade or Other Vocational School.—Table 52, page 85, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils in deciding whether or not to attend a trade or other vocational school?

The data in Table 52 indicate that the "yes" responses for the groups were as follows: 100 per cent for the teachers, 91 per cent for the students, and 92 per cent for the laymen. Again, Table 52, shows that the "uncertain" responses were: None for the teachers, 9 per cent for the students, and 8 per cent for the laymen. Again, there were not any "no" responses to this question.
TABLE 52
DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION:
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN DECIDING
WHETHER OR NOT TO ATTEND A TRADE OR OTHER VOCATIONAL
SCHOOL?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per cent of yes</th>
<th>Per cent of uncertain</th>
<th>Per cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>91</td>
<td>9</td>
<td>-</td>
<td>2.71</td>
</tr>
<tr>
<td>Laymen</td>
<td>92</td>
<td>8</td>
<td>-</td>
<td>2.58</td>
</tr>
</tbody>
</table>

The Indices of Importance for each of the groups were: 3.00, 2.71, and 2.58 for the teachers, students, and laymen, respectively. It is surprising that the students and laymen did not go along with the unanimous opinion of the teachers. Instead, the groups revealed a high degree of uncertainty about the school helping students to decide intelligently whether or not to attend a trade or other vocational school. It is surprising to see that the laymen and students do not have a definite positive opinion concerning this important matter. It is possible that these groups feel that such decisions should be made by the individual members of the families concerned. However, the data does reveal that the general public and school population would not oppose any plan that the school might make in order to help pupils make wise decisions on future vocational plans. This is definitely an excellent area for the guidance program to make a valuable contribution to youth of Gainesville, Georgia, by helping students with this problem.
Table 53 presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils choose a trade or other vocational school if attendance of such an institution is intended?

### TABLE 53

**DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE A TRADE OR OTHER VOCATIONAL SCHOOL IF ATTENDANCE AT SUCH AN INSTITUTION IS INTENDED?**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per Cent of yes</th>
<th>Per Cent of uncertain</th>
<th>Per Cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>91</td>
<td>9</td>
<td>0</td>
<td>2.56</td>
</tr>
<tr>
<td>Laymen</td>
<td>77</td>
<td>8</td>
<td>15</td>
<td>2.63</td>
</tr>
</tbody>
</table>

The data in Table 53 reveal that the "yes" responses of the three groups were as follows: 100 per cent for the teachers, 91 per cent for the students, and 77 per cent for the laymen. Again the "uncertain" responses were: none for the teachers, 9 per cent for the students, and 8 per cent for the laymen. "no" responses were 15 per cent for the laymen only. It is obvious that the groups overwhelmingly endorse the policy of the school helping students select that most appropriate vocational school to attend.

The Problem of Deciding Whether or not to Go to College.—Table 54, page 87, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils in deciding whether or not to go to college?
TABLE 54

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN DECIDING WHETHER OR NOT TO GO TO COLLEGE?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per Cent of yes</th>
<th>Per Cent of uncertain</th>
<th>Per Cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>77</td>
<td>8</td>
<td>15</td>
<td>0.90</td>
</tr>
</tbody>
</table>

The data in Table 54 reveal that there was a 100 per cent "yes" responses for the teachers; groups 100 per cent for the students, and 77.50 per cent for the laymen. Again, the "uncertain" responses were only registered by the laymen which showed 15 per cent, and the same group responded 7.50 per cent "no" to the question.

The Indices of Importance for the groups were found to be as follows: 3.00, 3.00, and 0.90 for the teachers, students, and laymen respectively. The teachers and students expressed full approval that the school should help them decide on whether or not to attend college. It was alarming to find that the laymen placed such a low value on the school helping pupils decide about a college career. Maybe the laymen felt that this should be done within the home. It was also surprising to note that 15 per cent of the laymen responded by saying no, the high school should not help pupils decide on this issue. It is evident that there is a need of some definite plan being initiated by the school administration in order to educate the laymen as to the role of the high school with reference to this task. However, the
The data reveal that the high school should help the pupils by providing experiences which will give needed information about college attendance.

The Problem of Choosing a College if Attendance of Such is Planned.—

Table 55, presents the data as indicated by the responses of the individuals of the three groups to the question: Should the high school help pupils choose a college if attendance at such is planned?

**TABLE 55**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE A COLLEGE IF ATTENDANCE AT SUCH AN INSTITUTION IS PLANNED?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per Cent of yes</th>
<th>Per Cent of uncertain</th>
<th>Per Cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>97</td>
<td>3</td>
<td>-</td>
<td>2.93</td>
</tr>
</tbody>
</table>

The data in Table 55 indicate the "yes" responses of the groups were as follows: 100 per cent for the teachers, 100 per cent for the students, and 97 per cent for the laymen. Again, the "uncertain" responses for the groups were: none for the teachers and students, and 3 per cent for the laymen. Again, there were not any "no" responses to this problem.

The Indices of Importance for the groups were: 3.00, 3.00, and 2.93 for the teachers, students, and laymen respectively.

It is important to note that the three groups showed a very high degree of favor toward the policy of the high school helping pupils choose a college if attending one is necessary. It is to be noted that the general
public depends on the school for guidance in helping youth develop to the optimum.

The Problem of Securing Adequate Preparation for Successful College Work if Attendance at Such an Institution is Planned.—Table 56, presents the data as derived from the responses of the individuals of the three groups to the question: Should the high school help pupils secure adequate preparation for successful college work if attendance at such an institution is intended?

**TABLE 56**

DISTRIBUTION OF THE RESPONSES OF THE THREE GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS SECURE ADEQUATE PREPARATION FOR SUCCESSFUL COLLEGE WORK IF ATTENDANCE AT SUCH AN INSTITUTION IS INTENDED?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Per Cent of yes</th>
<th>Per Cent of uncertain</th>
<th>Per Cent of no</th>
<th>Index of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
<tr>
<td>Laymen</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The data in Table 56 reveal that 100 per cent of "yes" responses were registered by all three groups. And, there were no "uncertain" or "no" responses registered.

The Indices of Importance for the groups were: 3.00, 3.00, and 3.00 for the teachers, students, and laymen respectively.

The data in this area show that the general public and school population
of Gainesville, Georgia, should help pupils secure adequate preparation for successful college work, if attendance at such an institution is intended.

The data on the eight aspects or problems in the area of "Making Use of Educational Opportunities" as presented immediately above are summarized in the following statements:

1. There is a need for the administration of the Fair Street High School to more thoroughly familiarize the general public with the duties discharged by the school.

2. It would be profitable for the public and school populations of Gainesville, Georgia, to be kept informed with respect to attendance of vocational schools and/or colleges.

Other Educational Needs the High School Should Meet.—There were not any significant responses to this area of the questionnaire; a fact which would seem to suggest that the respondents must have been satisfied with the coverage made by the instrument in the various areas.

Interpretative Summaries

This section of the research presents the interpretative summaries of the data presented through this chapter; and are organized as follows: (a) the eight Summary Tables 57 through 64, which present the measure of the quantitative data descriptive of the total findings of the study; and (b) the verbal Interpretative Summaries which describe the basic findings and indicate the conclusions pertinent thereto; for each of the eight "Areas of Living" investigated through the questionnaire.

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This entire section has been transferred to Chapter III, page 113, to follow immediately the detailed summaries of data.
CHAPTER III

SUMMARY AND CONCLUSIONS

Rationale.—Since any curriculum change will affect parents, pupils, and teachers, and since the opinions of these groups are already acting as forces both for and against the existing program; their opinions should be ascertained as part of the diagnosis. In any situation there will be points of both satisfaction and dissatisfaction among parents, pupils, and teachers, regarding the school. The satisfactions usually act as forces in restraint of effort to modify the existing equilibrium. Dissatisfactions, on the other hand, can be represented as forces in the direction of a new educational program. They indicate points at which change may be induced with less resistance.

It is a well known fact that individuals react to situations, not as they are but as they believe them to be. As long as one group of individuals believe the actual state of affairs to be one thing and another group believe it to be quite different, little change can be made by common consent. A diagnosis of the opinions of the parents, students, and teachers regarding the adequacy of the educational program of the Fair Street High School, Gainesville, Georgia, will lead to wider agreement as to what the actual situation is and what needs to be done in order to improve the program of instruction. It will serve three purposes. First, it will establish the field of forces with which those who undertake curriculum change must deal. Second, it will help to establish a common
perception of the situation for all persons involved in the change. Third, it will reveal points at which to induce change in the equilibrium of forces and will provide a fulcrum for prying loose some of the persistent influences.

In recent years there has been a growing belief among educators that many of the rights and responsibilities which have been assumed almost wholly by the teaching profession should be assumed cooperatively by the teachers and the people. This is especially true in the improvement of the instructional program. In many schools and school systems today we find teachers, parents, and other laymen and often students working together toward a better educational program for our young people. This does not mean that the people have withdrawn this right from the teachers and are dictating the program. It does mean that the democratic concepts of participation and cooperation have been put to work for the benefit of the younger generation. It recognizes the fact that laymen who are willing to study problems with us can contribute materially to the improvement of instruction in our schools.

Evolution of the Problem.—The writer, having been a classroom teacher in the schools of Hall County and Gainesville, Georgia for many years, has been an interested observer of, and participant in, the development of the educational program carried on in this area. Further, in the more recent years, the schools and educational program have been subjected to much adverse criticism pertaining to programs, teachers, pupil activities, and the level of pupil achievement.

The task of keeping teacher-education abreast of social change and of the results of research in the various areas of learning institutes a
The motives for this particular study are:

1. A special interest in the program
2. A desire to determine what this school is doing in order to meet the needs of its students.

**Contribution to Education.**—It is hoped that the findings of this study may serve as the basis for the improvement of the educational program throughout Hall County, Georgia through the attainment of such purposes as:

1. To ascertain the status of present organizations, activities, and facilities at the Fair Street High School, Gainesville, Georgia.
2. To provide the basis for a thorough appraisal and evaluation of the educational program of Fair Street High School, Gainesville, Georgia.
3. To help bring about a better knowledge of the problems of the Fair Street High School, Gainesville, Georgia.

**Statement of the Problem.**—The problem involved in this study was to analyze the opinions of the students, teachers, and laymen about the educational program of the Fair Street High School, Gainesville, Georgia. Further, it was implicit in the problem that its findings might be interpreted as a basis for improving the effectiveness of the educational program of the Fair Street High School.

**Limitations of the Problem.**—This study was concerned only with identifying the present opinions as held and expressed by the teachers, laymen, and students concerning the educational program of the Fair Street High School. No attempt has been made to determine the cause of the opinions of the subjects: laymen, teachers, and students do and/or do not have clear-cut opinions about the educational program of the school(s).

**Purpose of the Study.**—The primary purpose of this study was to get an
overall picture of the opinions about the specific role of high school training as held by selected groups of laymen, teachers, and students of the Fair Street High School, Gainesville, Georgia, 1959-1960. More specifically, the immediate purposes of this study were to formulate answers to the following questions:

1. What are the reactions of the laymen, pupils, and teachers to the educational program now in operation in the Fair Street High School, Gainesville, Georgia?

2. What are the persistent educational needs of the school as reflected in the opinions of the laymen, teachers, and students of Fair Street High School, Gainesville, Georgia?

3. How may the opinions of the students, teachers, and laymen be used to modify administrative procedure and practice at the Fair Street High School, Gainesville, Georgia?

4. How may significant implications as derived from the analysis and interpretation of the data be utilized as a source of reference for the school?

Definition of Terms.—The significant terms used throughout this research are defined below.

1. "Educational Program" refers to academic courses and procedures, extra-curricular activities, auxiliary agents such as: luncheon, health services, Parent Teacher Associations and all phases of the school program.

2. "Administrative Procedure", refers to the specific things, such as policies, provisions, etc, that the school administrator will do to implement the suggested implications of the data into definite aspects of the educational program.

3. "Opinions", refer to judgments held as true, arrived at, to some degree by intellectual process though not necessarily based on evidence sufficient for proof.1

Locale and Design of Research.—Significant aspects of the locale and design of this research are characterized in the following statements:

1

Henry Pratt Fairchild, op. cit.
1. **Locale** - This study was conducted in Hall County, Georgia which was the center of the area where the field-work was done. Also, in addition to the collection of the data, the preliminary work of the tabulation and organization of the data was accomplished.

2. **Period of Study** - This study was conducted during the latter part of the second semester of 1959-1960 school year, and was completed during the summer of 1961.

3. **Method of Research** - The Descriptive-Survey Method of research utilizing the specific technique of the questionnaire and interview, was used to collect the data for this study.

4. **Description of Subjects** - The subjects involved in this study were: (a) the eighteen teachers and thirty-two seniors of the Fair Street High School, Gainesville, Georgia, and (b) the forty citizens of Hall County and Gainesville, Georgia who participated in the study.

5. **Instruments** - The instruments used to collect the necessary data for this study were: (a) Illinois Follow-up Questionnaire: "What Do You Think?" and (b) interviews with the subjects.

6. **Criterion of Reliability** - Criterion of reliability for appraising the data were the accuracy and authenticity of the responses of the subjects to the items on the questionnaire and within the "interview situation" which constituted the main part of the data.

7. **Procedure** - The subjects involved in this research were contacted, the nature and purpose of the study explained to them, their participation requested and assured, and the questionnaire distributed to those who were to participate in the research. Interviews were held wherever it was necessary, in order to guarantee a usable return.

8. **Collection of Data** - The data was gathered by the writer with the assistance of two of the Fair Street High School graduates.

**Summary of Related Literature.**—A review of the related literature pertinent to this research problem which is concerned with aspects of community-opinion with reference to the effectiveness of the educational program has revealed that there is a general agreement that in our democracy, the school should maintain a well organized educational program designed to:

1. **Assure a good and appropriate education for the youth of the community.**
2. Supply full and accurate information on school objectives, programs, services, problems and needs.

3. Stimulate the people to assume a partnership of responsibility for the quality and kind of education which the school offers.

4. Involve citizens in the activities of the school.

5. Develop the interest, understanding, and confidence of the people.

6. Foster a type of public opinion and expectation which approves change and progress in education.

7. Maintain parent interest.

8. Maintain good internal staff relations.

The following concepts are set forth with reference to school-community relationships as have been found by writers in the field:

1. The public is becoming increasingly aware of the importance of the findings reported from surveys of parent, pupil, and teacher opinion.

2. Opinion surveys in school situations have proved helpful in suggesting to school administrators the valuable insights which related opinion data afford.

3. The administrator can make concrete and practical uses of such information in his own situation.

4. The program of instruction of the high school should be designed to satisfy the needs and desires of the community.

5. In a democracy, all citizens have a right to be fully informed about all phases of the school's program.

6. It is the administrator's duty to keep the public in touch with facts concerning the progress and needs of the school.

We who work in the school with young people must reappraise ourselves and our daily performance with them. A teacher surely ought to fully believe in the subject field which he teaches. This is certainly essential. Then too, it is generally agreed that any course is as good as the instructor to which it is assigned.
Summary of the Basic Findings.—The summation of the findings which will appear in the subsequent sections have been drawn directly from the data as presented in Chapter II.

Area of Earning a Living
(Tables 1 through 6)

Question: Do You Think the High School Should Help Pupils Table 1 to Secure Adequate Information About Vocations?

The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, and 100 per cent for the teachers, students, and laymen respectively. There were not any "uncertain" or "no" responses. The Indices of Importance were: 3.00 for each of the three groups, respectively.

Question: Do You Think the High School Should Help Pupils Table 2 Discover Their Vocational Interests and Abilities?

The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, and 100 per cent for the teachers, students, and laymen respectively. There were not any "uncertain" or "no" responses. The Indices of Importance were: 3.00 for each of the three groups respectively.

Question: Do You Think the High School Should Help Pupils Table 3 Make a Wise Occupational Choice?

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 100 per cent for the students, and 98 per cent for the laymen. The laymen registered 2 per cent of "uncertain" responses. The Indices of Importance were: 3.00, 3.00 and 2.93.

Question: Do You Think the High School Should Help Pupils Prepare for Their Chosen Vocations?
The data obtained from the responses of the subjects were: "yes" 100 per cent, 100 per cent, and 95 per cent, for the teachers, students, and laymen respectively. Only the laymen registered 5 per cent of "uncertain" responses. The Indices of Importance were: 3.00, 3.00, and 2.85 for the teachers, students, and laymen, respectively.

Question: Do You Think the High School Should Help Pupils Develop Good Work Habits?  
Table 5

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 97 per cent for the students, and 100 per cent for the laymen. The "uncertain" responses were: 3.12 per cent for the students only. The Indices of Importance were: 3.00, 2.91, and 3.00 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Get a Job and Make Good on It?  
Table 6

The data obtained from the responses of the subjects were: 62, 75, and 70 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 11 per cent for the teachers, none for the students, and 8 per cent for the laymen. The "no" responses were: 27.25 for students, 25 per cent for the teachers, and 22 per cent for the laymen. The Indices of Importance were: 1.83, 2.25, and 2.10 for the teachers, students, and laymen respectively.

Area of Developing an Effective Personality  
(Tables 7 through 16)

Question: Do You Think the High School Should Help Pupils Acquire Good Manners, Poise, and Self Control?  
Table 7
The data obtained from the responses of the subjects were: 100 per cent for each of the teachers, students, and laymen respectively. The Indices of Importance were: 3.00 for each of the teachers, students, and laymen.

Question: Do You Think the High School Should Help Pupils Improve Their Personal Appearance?

The data obtained from the responses of the subjects were: 100, 100, and 100 per cent "yes" responses for the respective groups. The Indices of Importance were: 3.00 for each of the three groups respectively.

Question: Do You Think the High School Should Help Pupils Learn to Control Their Emotions and Conduct?

The data obtained from the subjects were: "yes" responses, 100, 97, and 97 per cent for the respective groups. Only the students and laymen registered 3, and 3 per cent of "uncertain" responses respectively. The Indices of Importance were: 3.00, 2.91, and 2.93, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire an Ability to Speak More Effectively and Enjoyably?

The data obtained from the responses of the subjects were: 100 per cent each for the teachers, students, and laymen respectively. The Indices of Importance for the groups were: 3.00, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Write More Efficiently and Enjoyably?
The data obtained from the responses of the subjects were: 100 per cent each for teachers, students, and laymen respectively. The Indices of Importance were: 3.00 for all of the groups respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Read More Effectively and Enjoyably?

The data obtained from the responses of the subjects were: 100 per cent for "yes" responses of each group respectively. The Indices of Importance were: 3.00 for the groups respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Get along With Other People?

The data obtained from the responses of the subjects were: 100 per cent, 97 per cent, and 100 per cent for the teachers, students, and laymen respectively. Only the students registered 3 per cent "uncertain" responses. The Indices of Importance were: 3.00, 2.91, and 3.00 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Develop Intellectual Interests in Order to Become More Cultivated and Cultured Persons?

The data obtained from the responses of the subjects were: 100 per cent, and 2.85 per cent, for teachers, students, and laymen respectively. The only "uncertain" responses were: 5 per cent for the laymen. The Indices of Importance were: 2.00, 3.00, and 2.85 per cent for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Distinguish
Right from Wrong, and to Guide Their Actions Accordingly?

The data obtained from the responses of the subjects were: "yes" responses 100 per cent, 97 per cent, and 95 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 3 per cent for the students, and 5 per cent for the laymen. The Indices of Importance were: 3.00, 2.91, and 2.85, for the teachers, students, and laymen respectively.

Questions: Do You Think the High School Should Help Pupils Solve Their Personal Problems?

The obtained data from the responses of the subjects were: "yes" 72 per cent, 59 per cent and 80 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 22 per cent, 25 per cent, and 8 per cent, for the teachers, students, and laymen respectively. "No" responses were: 6 per cent, 16 per cent, 16 per cent for the students, teachers, and laymen respectively. Indices of Importance were: 2.17, 1.77, and 2.40 per cent for the teachers, students, and laymen respectively.

Area of Living Healthfully and Safely (Tables 17 through 21)

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Care for Their Health and to Develop Good Health Habits?

The data obtained from the responses of the subjects were: "yes" 100 per cent, 88 per cent, and 100 per cent for the teachers, students, and laymen respectively. The students registered the only 12 per cent "uncertain" responses. The Indices of Importance were: 3.00, 2.63, and 3.00 for the teachers, students, and laymen respectively.
Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Doctor" and to Acquire the Habit of Consulting Him Regularly?  

The data obtained from the responses of the subjects were: "yes" 100 per cent, 90 per cent, and 90 per cent, for the teachers, students, and laymen respectively. The laymen registered the only "uncertain" responses 10 per cent, and the teachers registered the only "no" response of 10 per cent. The Indices of Importance for the groups were: 3.00, 2.72, and 2.70 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Dentist" and to Acquire the Habit of Visiting Him Regularly?  

The data obtained from the responses of the subjects were: "yes" 100 per cent, 75 per cent, and 88 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 13 per cent for the students, and 10 per cent for the laymen. "No" responses were 12 per cent of the students, 2 per cent for the laymen. The Indices of Importance were: 3.00, 2.25, and 2.63 for the teachers, students and laymen respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Prevent Accidents to Themselves, and to Others, and to Acquire Safety Habits?  

The data obtained from the subjects were: "yes" 100 per cent, 93 per cent, and 90 per cent, for the teachers, students, and laymen respectively. "Uncertain" responses were: 7 per cent for the students, 8 per cent for the laymen, the only two to record such a response. "No" responses were only registered by the laymen of 2 per cent. The Indices of Importance for the groups were: 3.00, 2.81, and 2.70 for the teachers, students, and laymen.
respectively.

Question: Do You Think the High School Should Help Pupils Who Are Old Enough to Learn to Drive and Care for an Automobile?

The data obtained from the subjects were: "yes" 95 per cent, 88 per cent, and 82 per cent, for the teachers, students, and laymen respectively. "Uncertain" responses were 5 per cent for the teachers, 9 per cent for the students, and 8 per cent for the laymen. "No" responses were: none for the teachers, 3 per cent for the students, and 10 per cent for the laymen. The Indices of Importance were: 2.83, 2.63, 2.48, for the teachers, students, and laymen respectively.

Area of Managing Personal Finances Wisely (Tables 22 through 24)

Question: Do You Think the High School Should Help Pupils Learn How to Spend Money Wisely?

The data obtained from the responses of the subjects were: 94 per cent for the teachers, 100 per cent for the students, and 87 per cent for the laymen. "Uncertain" responses were: 6 per cent for the teachers, none for the students, and 8 per cent for the laymen. Only the laymen registered a "no" response of 5 per cent. The Indices of Importance were: 2.83, 3.00, and 2.63 for the students, teachers, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Use the Facilities of a Bank and Develop Habits of Thrift?

The data obtained from the responses of the subjects were: "yes" 100 per cent, 78 per cent, and 90 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 6 per cent
for the students, and 7 per cent for the laymen. "No" responses were: none for the teachers, 16 per cent for the students, and 3 per cent for the laymen. The Indices of Importance were: 3.00, 2.34, and 2.70 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Buy Life Insurance and Securities Wisely?

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 100 per cent for the students, and 80 per cent for the laymen. "Uncertain" responses were only registered for the laymen 15 per cent. Only "no" responses were registered for the laymen - 5 per cent. The Indices of Importance were: 3.00, 3.00, and 2.40 for the teachers, students, and laymen respectively.

Area of Spending Leisure Time Wholesomely and Enjoyably (Tables 25 through 36)

Question: Do You Think the High School Should Help Pupils Learn How to Play Athletic Games?

The data obtained from the responses of the subjects were: "yes" 100 per cent for each of the three groups respectively. The Indices of Importance were: 3.00 for all the groups.

Question: Do You Think the High School Should Help Pupils Develop one or More Outdoor Activity Hobbies (Gardening, Camping, Fishing, etc)?

The data obtained from the responses of the subjects were: "yes" 88 per cent, 94 per cent, and 89 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 11 per cent for the teachers, 6 per cent for the students, and 5 per cent for the laymen. Only
the laymen registered "no" responses 8 per cent. The Indices of Importance were: 2.67, 2.91, and 2.63, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils to Develop one or More "Making Things" "Making it Go", Tinkering Hobbies?

The data obtained from the responses of the subjects were: "yes" responses were 100 per cent for the teachers, 88 per cent for the students, and 100 per cent for the laymen. The only "uncertain" responses were: 12 per cent for the laymen. The Indices of Importance were: 3.00, 2.63, and 3.00, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Develop one or More Hobbies (Sketching, Painting, Designing, Collecting Art Objects, etc?)

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers and students, and 75 per cent for the laymen. "Uncertain" responses were only by the laymen, 25 per cent. The Indices of Importance were: 3.00, 3.00, and 2.25, for the teachers, students and laymen respectively.

Question: Do You Think the High School Should Help Pupils to Sing or Play a Musical Instrument?

The data obtained from the responses of the subjects were: 100 per cent for all the groups. The Indices of Importance were: 3.00 for each of the three groups of subjects.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Music?

The data obtained from the responses of the subjects were: "yes" 100
per cent for the teachers, 100 per cent for the students, and 88 per cent for the laymen. The laymen registered the only "uncertain" responses of 12 per cent. The Indices of Importance were: 3.00, 3.00, and 2.63 for the teachers, students, and laymen respectively.

Question: **Do You Think the High School Should Help Pupils**

*to Get the Best Out of Radio?*

The data obtained from the responses of the subjects were: "yes" 94 per cent, 78 per cent, and 70 per cent, for the teachers, students and laymen respectively. "Uncertain" responses were: none for the teachers, 22 per cent for the students, and 17 per cent for the laymen. "No" responses were: 6 per cent for the teachers, none for the students, and 13 per cent for the laymen. The Indices of Importance were: 2.85, 2.34, and 2.10 for the teachers, students, and laymen respectively.

Question: **Do You Think the High School Should Help Pupils**

*Acquire the Ability to Select and Enjoy Good Motion Pictures?*

The data obtained from the responses of the subjects were: "yes" 100 per cent, 87 per cent, and 92 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 13 per cent for the students, and 8 per cent for the laymen. The Indices of Importance were: 3.00, 2.63, and 2.78 for the teachers, students, and laymen respectively.

Question: **Do You Think the High School Should Help Pupils**

*Acquire the Ability to Select and Enjoy Good Books and Magazines?*

The data obtained from the responses of the subjects were: "yes" 100 per cent, 100 per cent, and 93 per cent for the teachers, students, and
laymen respectively. Only the laymen registered a 7 per cent "uncertain."
The Indices of Importance were: 3.00, 3.00, and 2.78 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Social Skills of Dancing, Playing Party Games, Doing Party Stunts, etc.? Table 34

The data obtained from the responses of the subjects were: "yes" 89 per cent, 97 per cent, and 90 per cent, for the teachers, students, and laymen respectively. "Uncertain" responses were: 11 per cent for the teachers, 3 per cent for the students, and 10 per cent for the laymen. The Indices of Importance were: 2.67, 2.91, and 2.23 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Take an Enjoyable Part in Dramatic Activities? Table 35

The data obtained from the responses for the subjects were: "yes" 100 per cent, 100 per cent, and 90 per cent for the teachers, students and laymen respectively. The laymen were the only group to respond 10 per cent "uncertain". The Indices of Importance were: 3.00, 3.00, and 2.80 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Plays? Table 36

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 100 per cent for the students, and 98 per cent for the laymen. The laymen registered the only "uncertain" responses, 2 per cent. The Indices of Importance were: 3.00, 3.00, and 2.90 for the teachers, students, and laymen respectively.
Area of Taking an Effective Part in Civic Affairs
(Tables 37 through 40)

Question: **Do You Think the High School Should Help Pupils Acquire the Ability to Conduct a Meeting Properly?**

Table 37

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, and laymen respectively. The Indices of Importance were: 3.00 for all the groups.

Question: **Do You Think the High School Should Help Pupils Become Cooperative, Community-Minded Persons?**

Table 38

The data obtained from the responses of the subjects were: "yes" responses of 100 per cent for each of the three groups. The Indices of Importance were found to be the following: 3.00 for all of the groups.

Question: **Do You Think the High School Should Help Pupils Learn How to Live Democratically with Their Fellows?**

Table 39

The data obtained from the responses of the subjects were: "yes" 100 per cent, 100 per cent, and 95 per cent for the teachers, students, and laymen respectively. The only group registering "uncertain" responses of 5 per cent for laymen. The Indices of Importance were: 3.00, 3.00, and 2.25 for the teachers, students, and laymen respectively.

Question: **Do You Think the High School Should Help Pupils Rid Themselves of Religious and Racial Prejudices?**

Table 40

The data obtained from the responses of the subjects were: "yes" 89 per cent, 97 per cent, and 87 per cent, for the teachers, students, and laymen respectively. The "uncertain" responses were: 11 per cent, 3 per cent, and 13 per cent for the teachers, students, and laymen respectively. The Indices of Importance were: 2.67, 2.91, and 2.53, for the teachers, students,
and laymen respectively. The Indices of Importance were: 2.67, 2.91, and 2.53 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Develop an Interest in Economic, Social and Political Problems?

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 100 per cent for the students, and 92 per cent for the laymen. "Uncertain" responses were 8 per cent for the laymen only. The Indices of Importance were: 3.00, 3.00, and 2.58 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Study and Help Solve Economic, Social and Political Problems?

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 100 per cent for the students, and 86 per cent for the laymen. The Indices of Importance were: 3.00, 3.00, and 2.50 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Become Well-Informed and Sensitive "Citizens" of the World?

The data obtained from the responses of the subjects were: "yes" 89 per cent, 94 per cent, and 90 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 11 per cent, 6 per cent, and 10 per cent for the teachers, students, and laymen respectively. The Indices of Importance were: 2.67, 2.81, and 2.60 for the teachers, students, and laymen respectively.
Area of Preparing For Marriage, Homemaking, and Parenthood
(Tables 44 through 48)

Question: Do You Think the High School Should Help Pupils Develop and Maintain Wholesome Boy-Girl Relationship?

The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, and 82 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 18 per cent for the laymen only.

The Indices of Importance were: 3.00, 3.00, and 2.33 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Prepare for Wholesome Courtship?

The data obtained from the responses of the subjects were: 100 per cent, 94 per cent, and 80 per cent, for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 6 per cent for the students, and 20 per cent for laymen. The Indices of Importance were: 3.00, 2.91, and 2.33, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Manage a Home Intelligently?

The data obtained from the responses of the subjects were: 100 per cent, 1.00 per cent, and 95 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 5 per cent only for the laymen. The Indices of Importance were: 3.00, 3.00, and 2.73, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils in Reference to Sex?
The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, and 95 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: only 5 per cent for the laymen. There were not any "no" responses. The Indices of Importance were: 3.00, 3.00, and 2.58, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Rear Children Intelligently?

The data obtained from the responses of the subjects were: "yes" 100 per cent for all groups. There were no "uncertain" or "no" responses. The Indices of Importance were: 3.00 for each of the three groups.

Area of Making Effective Use of Educational Opportunities (Tables 49 through 56)

Question: Do You Think the High School Should Help Pupils Choose Appropriate Out-of-Class Activities?

The data obtained from the responses of the subjects were: 100 per cent, 78 per cent, and 95 per cent, for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 22 per cent for the students, and 5 per cent for the laymen. There were not any "no" responses to this question. The Indices of Importance were: 3.00, 2.34, and 2.85, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Choose Appropriate School Subjects?

The data obtained from the responses of the subjects were: 100 per cent for the teachers, 97 per cent for the students, and 97 per cent for the laymen. The "uncertain" responses were: none for the teachers, 3 per cent for the students, and 3 per cent for the laymen. The Indices of Importance
were: 3.00, 2.85, and 2.75, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils to Develop Good Study Habits?  

The data obtained from the responses of the subjects were: 100 per cent, 96 per cent, and 93 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 4 per cent for the students, and 7 per cent for the laymen. The Indices of Importance were: 3.00, 2.91, and 2.75, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to Attend a Trade or Other Vocational School?  

The data obtained from the responses of the subjects were: 100 per cent, 91 per cent, and 92 per cent for the teachers, students, and laymen respectively. The "uncertain" responses were: none for the teachers, 9 per cent for the students, and 8 per cent for the laymen. There were not any "no" responses. The Indices of Importance were: 3.00, 2.71, and 2.71, for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Choose a Trade or Other Vocational School if Attendance at Such an Institution is Intended?  

The data obtained from the responses of the subjects were: 100 per cent, 91 per cent, and 95 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: none for the teachers, 9 per cent for the students, and 3 per cent for the laymen. The "no" responses were 2 per cent for the laymen. The Indices of Importance were: 3.00, 2.56,
and 2.63 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to Go to College?

The data obtained from the responses of the subjects were: "yes" 100 per cent, 100 per cent, and 77 per cent for the teachers, students, and laymen respectively. "Uncertain" responses were: 8 per cent for the laymen only. "No" responses were found to be only from the laymen, 15 per cent. The Indices of Importance were: 3.00, 3.00, and 1.90 for the teachers, students, and laymen.

Question: Do You Think the High School Should Help Pupils Choose a College if Attendance at Such is Planned?

The data obtained from the responses of the subjects were: "yes" 100 per cent, 100 per cent, and 97 per cent for the teachers, students, and laymen respectively. The "uncertain" responses were: 3 per cent for the laymen only. The Indices of Importance were: 3.00, 3.00, and 2.93 for the teachers, students, and laymen respectively.

Question: Do You Think the High School Should Help Pupils Secure Adequate Preparation for Successful College Work if Attendance at Such an Institution is Intended?

The data obtained from the responses of the subjects were: "yes" 100 per cent for all of the groups. There were not any "uncertain" or "no" responses. The Indices of Importance were: 3.00 for each of the three groups.

Interpretative Summaries

Summary Tables 57 through 64 descriptive of the quantitative data, with their committant verbal interpretative summaries of the eight "Areas of Living" of curricular importance are presented in the pages immediately below.

Area of Earning a Living.—The results of the data from the responses
of the eighteen teachers, thirty-two students, and forty laymen on the six
items in the area of Earning a Living are found in Table 57, page 115. The
data indicated by the very high per cent of "yes" responses and the index
of importance that the students and laymen as well as the teachers are of
the opinion that the high school should provide educational experiences
that will include all of the aspects in this area. This is true except in
one instance. The teachers did not have this opinion about Getting a Job
and Making Good In It. The did not feel that the high school should help
pupils with this particular problem.

Area of Developing an Effective Personality.--The results of the data
from the responses of the eighteen teachers, thirty-two students, and forty
laymen on the ten items in the area of Developing an Effective Personality
are found in Table 58, page 116. These data indicated by the high per cent
of "yes" responses and the index of importance that the high school should
provide educational experiences that will include all ten items in this
area. However, the students failed to show this opinion on the problem of
Solving Their Personal Problems. They did not think that the high school
should provide educational experiences in the area of helping to solve their
personal problems.

Area of Living Healthfully and Safely.--The results of the data from
the responses of the eighteen teachers, thirty-two students, and forty
laymen on the five items in the Area of Living Healthfully and Safely are
found in Table 59, page 117. These data indicated by the high per cent of
"yes" responses and the index of importance that the high school should
provide educational opportunities that will include all the five items in
### TABLE 57

**Comparative Data of the Responses of the Teachers, Students, and Laymen of the Items of the Questionnaire in Each of the Eight Areas**

1. **Area of Earning a Living**

<table>
<thead>
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<th>Laymen</th>
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<th></th>
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* A-1 Vocational Information  
* A-2 Vocational Interests and Abilities  
* A-3 Wise Occupational Choice  
* A-4 Preparing for Chosen Vocations  
* A-5 Developing Good Work Habits  
* A-6 Getting a Job and Making Good in it

**UP** Uncertain Percentages
TABLE 58
COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS, AND LAYMEN ON THE ITEMS OF
THE QUESTIONNAIRE IN EACH OF THE EIGHT AREAS

II. Area of Developing an Effective Personality

<table>
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</tr>
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<td>22 6</td>
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* B-7 Good Manners, Poise, and Self-Reliance
B-8 Improving their Personal Appearance
B-9 Controlling Emotions and Conduct
B-10 Speaking More Effectively and Enjoyably
B-11 Writing More Effectively and Enjoyably
B-12 Reading More Effectively and Enjoyably
B-13 Getting Along Happily With Others
B-14 Developing Intellectual Interests
B-15 Distinguishing Right from Wrong
B-16 Solving Their Personal Problems

**
UP Uncertain Percentages
### TABLE 59

**COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS, AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE IN EACH OF THE RIGHT AREAS**

#### III. Area of Living Healthfully and Safely

<table>
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<th>Laymen</th>
</tr>
</thead>
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<td>C-21</td>
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</table>

* C-17 Developing Good Health Habits  
* C-18 Learning to Select a "Family Doctor"  
* C-19 Learning to Select a "Family Dentist"  
* C-20 Learning How to Prevent Accidents  
* C-21 Learning to Drive and Care for an Automobile  

**UP** Uncertain Percentages
Area of Managing Personal Finances Wisely.—The data obtained from the responses of the eighteen teachers, thirty-two students, and forty laymen on the three items in the Area of Managing Personal Finances Wisely are found in Table 60, page 119. These data indicated by the high per cent of "yes" responses and the high index of importance the groups believe that the items of Managing Personal Finances Wisely should be included in the educational experiences of the high school.

Area of Spending Leisure Time Wholesomely and Wisely.—The data obtained from the responses of the eighteen teachers, thirty-two students, and forty laymen are found in Table 61, page 120. This area is concerned with Spending Leisure Time Wholesomely and Enjoyably, which comprises twelve aspects. These data indicated that the groups are in favor of these twelve items being included in the high school educational experiences.

Area of Taking an Effective Part in Civic Affairs.—The data obtained from the responses of the eighteen teachers, thirty-two students, and forty laymen on the seven items in the Area of Taking an Effective Part in Civic Affairs are found in Table 62, page 121. These data indicated that the three groups by the per cent of "yes" responses and by the high index of importance believe that the high school should include in their educational experiences all of the items in this area.

Area of Preparing for Marriage, Homemaking, and Parenthood.—The results of the data obtained from the responses of the eighteen teachers, thirty-two students, and forty laymen on the five items in the Area of Preparing for Marriage, Homemaking and Parenthood are found in Table 63,
TABLE 60

COMPARATIVE DATA ON THE RESPONSES OF THE TEACHERS, STUDENTS, AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE IN EACH OF THE EIGHT AREAS

IV. Area of Managing Personal Finances Wisely

<table>
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</table>

* D-22 Learning How to Spend Money Wisely
D-23 Learning How to Use Facilities of a Bank
D-24 Learning How to Buy Insurance and Securities

**UP** Uncertain Percentages
TABLE 61

COMPARATIVE DATA ON THE RESPONSES OF THE TEACHERS, STUDENTS, AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE IN EACH OF THE EIGHT AREAS

V. Area of Spending Leisure Time Wholesomely and Wisely

<table>
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<th>Item</th>
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<th>Laymen</th>
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</thead>
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<td>E-25 Learning to Play Athletic Games and Sports</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>E-26 Developing Outdoor Activity Hobbies</td>
<td>89</td>
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<td>87</td>
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<tr>
<td>E-27 Developing Making Things</td>
<td>100</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>E-28 Developing Art Hobbies</td>
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<td>100</td>
</tr>
<tr>
<td>E-29 Learning to Sing or Play a Musical Instrument</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>E-30 Selecting and Enjoying Good Motion Pictures</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>E-31 Getting the Best out of Radio</td>
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<td>E-32 Selecting and Enjoying Good Motion Pictures</td>
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<tr>
<td>E-33 Selecting and Enjoying Good Books and Magazines</td>
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<td>E-35 Taking an Enjoyable Part in Democratic Activities</td>
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<td>E-36 Selecting and Enjoying Good Plays</td>
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</table>


** UP Uncertain Percentages
TABLE 62

Comparative data on the responses of teachers, students, and laymen on the items of the questionnaire in each of the eight areas

VI. Area of Taking an Effective Part in Civic Affairs

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Yes</th>
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<th>No</th>
<th>Index</th>
<th>Students</th>
<th>Yes</th>
<th><strong>UP</strong></th>
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<th>Index</th>
<th>Laymen</th>
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<td>-</td>
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<td>87</td>
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<td>90</td>
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</table>

* F-37 Conducting a Meeting Properly
  F-38 Becoming Cooperative, Community-Minded Persons
  F-39 Living Democratically
  F-40 Ridding Themselves of Religious and Racial Prejudices
  F-41 Developing an Interest in Economic, Social and Political Problems
  F-42 Studying and Helping Solve Economic, Social and Political Problems
  F-43 Becoming Well Informed and Sensitive Citizens of the World

** UP Uncertain Percentages
The data indicate that the three groups by their per cent of "yes" responses and the index of importance believe that the high school should include educational experiences in all these items in this area.

**Area of Making Effective Use of Educational Opportunities.**—The results of the data obtained from the responses of the eighteen teachers, thirty-two students, and forty laymen on the eight items in the area of Making Effective Use of Educational Opportunities are found in Table 6, page 124. The data indicated by the per cent of "yes" responses and the index of importance that the high school should include educational experiences in all items in this area except the item Deciding to Go To College. The laymen do not think this item is important.

The findings in this study revealed the following conclusions:

1. The overall data revealed that there was a likeness in the opinions held by the members of the three groups, which were propitious toward the high school providing learning experiences in the areas of Earning a Living and Developing an Effective Personality.

2. The overall data revealed that the members of the groups tend to have similar opinions were favorable toward the high school providing experiences in its curriculum for the young people of Hall County, Georgia.

3. The data in general, revealed that the members of the three groups tend to have similar opinions in favor of the high school offering a wide variety of learning experiences designed to meet the needs of youth in our progressive society.

4. The overall data revealed that the items of: Getting a Job and Making Good In It, Deciding to Go to College, and Solving Their Personal Problems, were not considered very important by some of the respondents. Therefore, it would appear that there is a need for a program designed to help the people of Hall County, Georgia become familiar with the significance of these items.

5. The data also indicated that there are a number of problems concerning the school's program as indicated by the respective groups which could constitute a fruitful basis for the establishment and/or maintenance of an effective public relations program.
### Table 63

Comparative data on the responses of teachers, students, and laymen on the items of the questionnaire in each of the eight areas

VII. Area of Preparing for Marriage, Homemaking and Parenthood

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Students</th>
<th>Laymen</th>
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<tr>
<td>G-48</td>
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</tbody>
</table>

*G-44* Boy-Girl Relationships  
G-45 Preparing for Wholesome Courtship  
G-46 Managing a Homes  
G-47 Sex Education  
G-48 Learning How to Rear Children Intelligently

**UP** Uncertain Percentages
### TABLE 6h

**COMPARATIVE DATA ON THE RESPONSES OF TEACHERS, STUDENTS, AND LAYMEN ON THE ITEMS OF THE QUESTIONNAIRE IN EACH OF THE EIGHT AREAS**

**VIII. Area of Making Effective Use of Educational Opportunities**

<table>
<thead>
<tr>
<th>teachers</th>
<th>students</th>
<th>laymen</th>
</tr>
</thead>
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<td>yes up no index</td>
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<td>78 22 - - 2.34</td>
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<td>100 - - 3.00</td>
<td>97 3 - - 2.53</td>
</tr>
<tr>
<td>H-51</td>
<td>100 - - 3.00</td>
<td>96 4 - - 2.51</td>
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<tr>
<td>H-56</td>
<td>100 - - 3.00</td>
<td>100 - - 3.00</td>
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</table>

* H-49 Choosing Appropriate Out-of-Class Activities
* H-50 Choosing Appropriate School Subjects
* H-51 Developing Good Study Habits
* H-52 Deciding to Attend a Trade or Vocational School
* H-53 Choosing a Trade or Other Vocational School
* H-54 Deciding to Go to College
* H-55 Choosing a College
* H-56 Preparing for Successful College Work

** UP Uncertain Percentages
for the Fair Street High School.

Conclusions.—The findings in this study revealed the following conclusions:

1. The overall data revealed that there was a likeness in the opinions held by the members of the three groups, which were propitious toward the high school providing learning experiences in the areas of Earning a Living and Developing an Effective Personality.

2. The overall data revealed that the members of the groups tend to have similar opinions were favorable toward the high school providing experiences in its curriculum for the young people of Hall County, Georgia.

3. The data in general, revealed that the members of the three groups tend to have similar opinions in favor of the high school offering a wide variety of learning experiences designed to meet the needs of youth in our progressive society.

4. The overall data revealed that the items of: Getting a Job and Making Good In It, Deciding to Go to College, and Solving Their Personal Problems, were not considered very important by some of the respondents. Therefore, it would appear that there is a need for a program designed to help the people of Hall County, Georgia become familiar with the significance of these items.

5. The data also indicated that there is a number of problems concerning the school's program as indicated by the respective groups which could constitute a fruitful basis for the establishment and/or maintenance of an effective public relations program for the Fair Street High School.

Implications.—The analysis and interpretation in this study would appear to reveal the following significant implications:

1. The findings have shown the need for a revision and expansion of the school curriculum and more comprehensive planning is needed to cope with this challenging age.

2. There is a need for a Public Relations program to keep the public well informed about the school policies, and objectives, and needs at all times.

3. The findings have shown the need for a definite plan to be made to accomplish those needs that had approval from the groups, in order that the Fair Street High School may do its job more effectively.

4. The impact of the educational program will be realized largely
by the sensitiveness of the community population toward the school in attaining its objectives.

5. The findings have shown the need for more guidance services for students in order to aid them in making decisions.

Recommendations.—The following recommendations as a result of the findings of this study:

1. That the Fair Street High School continue to conduct public opinion studies of the teachers, students, and laymen at certain intervals, to further determine the educational needs of youth in order to have a continuing functioning public relations program.

2. That the curriculum of the Fair Street High School be evaluated, revised, and expanded to include those educational needs that had endorsement from the members of the groups.

3. That there be a continued study of the goals and philosophy of the school in order that it may keep the students in pace with our changing society.

4. That there be a guidance program included in the curriculum of the school with trained guidance personnel in charge.

5. That consideration be given whereby the school may be able to make a more liberal contribution to the personal problems with which young people are faced.

6. That a special effort be made to carry out more community projects through the school organizations, aimed at the development of individual concern for community welfare and the ability to take part in community problem-solving processes.

7. That the school give consideration to the ways by which the school can smoothly embody in the system as more favorable attitude toward religion and religious tolerance.

8. That the curriculum of the Fair Street High School receive immediate and favorable consideration concerning those course offerings which were recommended by the citizens of the community.

9. That the high school employ every possible community resource, human and/or material, in learning experiences to improve the educational program.
BIBLIOGRAPHY

Books


Periodicals and Bulletins


Unpublished Materials


VITA

Education: Completed high school work at the Booker T. Washington High School, Atlanta, Georgia. Received the B.S. degree in Elementary Education from Savannah State College, Savannah, Georgia and periodic summer sessions at Atlanta University, Atlanta, Georgia.

Experience: Worked as an elementary and high school teacher at the Industrial High School, Gainesville, Georgia for several years. Presently employed as a social studies teacher at the Fair Street High School, Gainesville, Georgia.

Personal Information: Married; three children; member - G.T.E.A., NEA, Local Teachers Association, Baptist Church, Girl Scouts Leader, 4-H Club Advisor, Junior Church Club Director, Tri-Hi-Y Club Advisor.
APPENDIX

QUESTIONNAIRE

DIRECTIONS:

1. It is easy to fill out this questionnaire. You simply check the answer that tells what you think about each question.

2. Do not sign your name. Nobody wants to know "who said what."

3. Please answer every question.

May I thank you at this time for your interest and cooperation in returning this questionnaire properly executed.

1. Do you think the high school should help pupils secure vocational information, information about occupational opportunities, supply and demand, conditions of work, pay training required, "what it takes to make good," etc.? (check one)

   1. ________Yes.
   2. ________Uncertain.
   3. ________No.

   If your answer was "yes" how important is it that the school give this help? (check one)

   1. ________Very important.
   2. ________Important.
   3. ________Not particularly important.

2. Do you think the high school should help pupils discover their vocational interests and abilities? (check one)

   1. ________Yes.
   2. ________Uncertain.
   3. ________No.

   If your answer was "yes", how important is it that the school give this help? (check one)

   1. ________Very important
   2. ________Important
   3. ________Not particularly important.
3. Do you think the high school should help pupils make a wise occupational choice? (check one)
   1. ________ Yes.
   2. ________ Uncertain.
   3. ________ No.

   If your answer was "yes", how important is it that the school give this help? (check one)
   1. ________ Very important.
   2. ________ Important
   3. ________ Not particularly important.

4. Do you think the high school should help pupils prepare for their chosen vocations? (check one)
   1. ________ Yes.
   2. ________ Uncertain.
   3. ________ No.

   If your answer was "yes", how important is it that the school give this help? (check one)
   1. ________ Very important.
   2. ________ Important.
   3. ________ Not particularly important.

5. Do you think the high school should help pupils develop good work habits? (check one)
   1. ________ Yes.
   2. ________ Uncertain.
   3. ________ No.

   If your answer was "yes", how important is it that the school give this help? (check one)
   1. ________ Very important.
   2. ________ Important.
   3. ________ Not particularly important.

6. Do you think the high school should help pupils get a job and make good in it? (check one)
   1. ________ Yes.
   2. ________ Uncertain.
   3. ________ No.

   If your answer was "yes" how important is it that the school give this help? (check one)
1. _______ Very Important.
2. _______ Important.
3. _______ Not particularly important.

7. Do you think the high school should help pupils acquire good manners, poise, and self-confidence? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

8. Do you think the high school should help pupils improve their personal appearance? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

9. Do you think the high school should help pupils learn to control emotions and conduct? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

10. Do you think the high school should help pupils acquire the ability to speak more effectively and enjoyably? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.
If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important.

11. Do you think the high school should help pupils acquire the ability to write more effectively and enjoyably? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

12. Do you think the high school should help pupils acquire the ability to read more effectively and enjoyably? (check one)

1. _______ Yes.
2. _______ Uncertain.
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

13. Do you think the high school should help pupils acquire the ability to get along happily with other people? (check one)

1. _______ Yes.
2. _______ Uncertain
3. _______ No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important.
2. _______ Important.
3. _______ Not particularly important.

14. Do you think the high school should help pupils develop intellectual interests in order to become more cultivated and cultured persons? (check one)
1. Yes.
2. Uncertain.
3. No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important.
2. Important.
3. Not particularly important.

15. Do you think the high school should help pupils acquire the ability to distinguish right from wrong and to guide their actions accordingly? (check one)

1. Yes.
2. Uncertain.
3. No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important.
2. Important.
3. Not particularly important.

16. Do you think the high school should help pupils solve their personal problems? (check one)

1. Yes.
2. Uncertain.
3. No.

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important.

17. Do you think the high school should help pupils acquire the ability to care for their health and to develop good health habits? (check one)

1. Yes.
2. Uncertain.
3. No.

If your answer was "yes", how important is it that the school give this help? (check one)
18. Do you think the high school should help pupils learn how to select a "family doctor" (i.e., learn how to recognize a "quack") and to acquire the habit of consulting him systematically? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

19. Do you think the high school should help pupils learn how to select a "family dentist" and to acquire the habit of visiting him regularly? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

20. Do you think the high school should help pupils learn how to prevent accidents to themselves and to others and acquire safety habits? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

21. Do you think the high school should help pupils who are legally old enough to learn and care for and automobile? (check one)
1. _______yes.
2. _______Uncertain
3. _______No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______Very important
2. _______Important
3. _______Not particularly important

22. Do you think the high school should help pupils learn how to spend money wisely? (check one)

1. _______Yes
2. _______Uncertain
3. _______No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______Very important
2. _______Important
3. _______Not particularly important

23. Do you think the high school should help pupils learn how to use the facilities of a bank and to develop habits of thrift? (check one)

1. _______Yes
2. _______Uncertain
3. _______No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______Very important
2. _______Important
3. _______Not particularly important

24. Do you think the high school should help pupils learn how to buy life insurance and securities wisely? (check one)

1. _______Yes
2. _______Uncertain
3. _______No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______Very important
2. _______Important
3. _______Not particularly important
25. Do you think the high school should help pupils learn how to play athletic games and sports? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes" how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

26. Do you think the high school should help pupils develop one or more outdoor activity hobbies (gardening, camping, fishing, etc.)? (Check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

27. Do you think the high school should help pupils develop one or more "making things," "making it go," or "tinkering hobbies? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

28. Do you think the high school should help pupils develop one or more art hobbies (sketching, painting designing, collecting art objects, etc.)? (Check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)
1. _______ Very important
2. _______ Important
3. _______ Not particularly important

29. Do you think the high school should help pupils acquire the ability to sing or play a musical instrument? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

30. Do you think the high school should help pupils acquire the ability to select and enjoy good music? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

31. Do you think the high school should help pupils learn how to get the best out of radio? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

32. Do you think the high school should help pupils acquire the ability to select and enjoy good motion pictures? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No
If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. ______ Important
3. ______ Not particularly important

33. Do you think the high school should help pupils acquire the ability to select and enjoy good books and magazines? (check one)

1. ______ Yes
2. ______ Uncertain
3. ______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. ______ Important
3. ______ Not particularly important

34. Do you think the high school should help pupils acquire the social skills of dancing, playing party games, doing parlor stunts, etc.? (check one)

1. ______ Yes
2. ______ Uncertain
3. ______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. ______ Important
3. ______ Not particularly important

35. Do you think the high school should help pupils acquire the ability to take an enjoyable part in dramatic activities? (check one)

1. ______ Yes
2. ______ Uncertain
3. ______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. ______ Important
3. ______ Not particularly important

36. Do you think the high school should help pupils acquire the ability to select and enjoy good plays? (check one)
1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

37. Do you think the high school should help pupils acquire the ability to conduct a meeting properly? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

38. Do you think the high school should help pupils become cooperative, community-minded persons? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

39. Do you think the high school should help pupils learn how to live democratically with their fellows? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important
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40. Do you think the high school should help pupils rid themselves of religious and racial prejudices? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

41. Do you think the high school should help pupils develop an interest in economic, social, and political problems? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

42. Do you think the high school should help pupils acquire the ability to study and help solve economic, social and political problems? (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. _______ Very important
2. _______ Important
3. _______ Not particularly important

43. Do you think the high school should help pupils become well informed and sensitive "citizens of the world?" (check one)

1. _______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)
1. __________ Very important
2. __________ Important
3. __________ Not particularly important

44. Do you think the high school should help pupils develop and maintain wholesome boy-girl relationships? (check one)

1. __________ Yes
2. __________ Uncertain
3. __________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. __________ Very important
2. __________ Important
3. __________ Not particularly important

45. Do you think the high school should help pupils prepare for a wholesome courtship? (check one)

1. __________ Yes
2. __________ Uncertain
3. __________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. __________ Very important
2. __________ Important
3. __________ Not particularly important

46. Do you think the high school should help pupils acquire the ability to manage a home intelligently? (check one)

1. __________ Yes
2. __________ Uncertain
3. __________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. __________ Very important
2. __________ Important
3. __________ Not particularly important

47. Do you think the high school should help pupils in reference to sound sex education? (check one)

1. __________ Yes
2. __________ Uncertain
3. __________ No
If your answer was "yes", how important is it that the school give this help? (check one)

1. ________ Very important
2. ________ Important
3. ________ Not particularly important

48. Do you think the high school should help pupils learn how to rear children intelligently? (check one)

1. ________ Yes
2. ________ Uncertain
3. ________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ________ Very important
2. ________ Important
3. ________ Not particularly important

49. Do you think the high school should help pupils choose appropriate out-of-class school activities? (check one)

1. ________ Yes
2. ________ Uncertain
3. ________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ________ Very important
2. ________ Important
3. ________ Not particularly important

50. Do you think the high school should help pupils choose appropriate school subjects? (check one)

1. ________ Yes
2. ________ Uncertain
3. ________ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ________ Very important
2. ________ Important
3. ________ Not particularly important

51. Do you think the high school should help pupils develop good study habits? (check one)
1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

52. Do you think the high school should help pupils in deciding whether or not to attend a trade or other vocational school? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

53. Do you think the high school should help pupils choose a trade or vocational school if attendance at such an institution is intended? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important

54. Do you think the high school should help pupils in deciding whether or not to go to college? (check one)

1. Yes
2. Uncertain
3. No

If your answer was "yes", how important is it that the school give this help? (check one)

1. Very important
2. Important
3. Not particularly important
55. Do you think the high school should help pupils choose a college if attendance at such institution is planned? (check one)

1. ______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. _______ Important
3. _______ Not particularly important

56. Do you think the high school should help pupils secure adequate preparation for successful college work if attendance at such an institution is planned? (check one)

1. ______ Yes
2. _______ Uncertain
3. _______ No

If your answer was "yes", how important is it that the school give this help? (check one)

1. ______ Very important
2. _______ Important
3. _______ Not particularly important

57. What other types of real-life needs or educational needs should the high school attempt to meet? Tell them here:

________________________________________________________________________
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