

T H E S I S

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SOCIAL NEEDS  
OF NINTH GRADE PUPILS  
IN SALIDA, COLORADO

Submitted by  
Ione Petersen

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
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David H. Morgan  
Maude Williamson

In Charge of Thesis

APPROVED

J. Marshall

Head of Department

Examination Satisfactory

Committee on Final Examination

Maude Williamson Olive Hamilton  
David H. Morgan Kate W. Kinyon  
Naoma Norton

D. Drewson

Dean of the Graduate School

Permission to publish this thesis or any part of it  
must be obtained from the Dean of the Graduate School.

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## Chapter I

### INTRODUCTION

There is probably no other area of development which consumes as much of the energy and time and interest of adolescent boys and girls as the establishment of these intricate relations with their peers. In consequence, there probably is no problem so important for teachers in the secondary schools to face as the problem of providing not only adequate social experience for each student but also opportunities for each individual to become more acceptable to his classmates.

It seems evident that if boys and girls during high school years do not work out their relations with people to some measure of success, they will be handicapped greatly later on in establishing relations with groups, in making friends, in securing a mate and in establishing a satisfying family life. (11:16)

It would seem logical if adolescents are going to use much of their energy and time and give most of their interest to the problem of establishing themselves with their peers, that problems related to their needs would be interesting to them.

Not only the homemaking department, but also every other department in the high school should be working toward providing experiences for young people which will have meaning to them in terms of their purposes and which will give them at least the security which comes from an understanding of themselves in relation to the world in which they live. According to

Meek (11) there are five areas in which the school should provide experiences: outlets for social desires, development of special abilities, humanizing of subject matter, supporting relations with teachers, and changing relations with the home. Some schools are attempting to supply help in these areas through organized guidance programs and the in-service training of teachers to help them recognize and meet the needs of the adolescent students under their supervision.

In the Salida, Colorado, High School there is no organized guidance program, nor is there any provision made for in-service training of teachers in understanding or administering guidance principles in the teaching program. No attempt has been made to determine the needs of the ninth-grade pupils; therefore, this study was undertaken for that purpose.

The problem.

How may home economics work contribute to a general guidance program organized to help alleviate the needs of the ninth-grade pupils of Salida High School?

Problem analysis.--Answers to the following questions have been sought in carrying out this study.

1. What are the social needs of the ninth-grade pupils according to the pupils themselves, as observed by their teachers, and

as expressed by their mothers?

2. How do the social needs relate to the age of the pupils, to the nationality of their parents, and to the school where they attended the eighth grade?
3. What may be recommended for a social guidance program in Salida High School that would alleviate the needs of these ninth-grade pupils?
4. What contributions may the homemaking department make toward this program?

Delimitation.--This study will be limited to the pupils of the ninth-grade of Salida High School in the school year of 1943-44, the faculty of Salida High School, the eighth-grade teachers of these pupils, and the mothers of these pupils.

## Chapter II

### REVIEW OF LITERATURE

In reviewing the literature concerning meeting the social needs of high school pupils, it seemed logical to report the findings under the following headings:

1. Areas in which problems of adolescents occur from the viewpoint of the psychologists and the educators.
2. Pupil problems as the pupils recognize them.
3. Ways in which the school may aid the adolescent in finding solutions to his problems.

#### Areas in which problems of adolescents occur.

Back in 1928, Hollingsworth (7) described adolescence as that period of life which lies between childhood and adulthood, when one is not a child and neither is he a mature human being. One of the problems of adolescence is that change is so gradual that it is hard for parents to realize what is taking place and to perceive the many problems of adjustment in the lives of both the adolescent and his parents. Other problems of the adolescent occur as the result of the accelerated rate at which his body grows in both height

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and weight, such as rapidly outgrowing his clothes, and finding that his hands, feet, and nose have taken on new proportions. During this period he also expresses his drive to become an independent person through emotional outbursts, feelings of depression or exuberance, and in his desire for privacy in his affairs. Other urges arise as functions of the maturing organism, chiefly as concerns of the intellect and of the sexual powers and interests. These urges have to do with the life plan of the individual in regard to vocation, mating, religious belief, and general concept of the self.

The adolescent, Hollingsworth (7) pointed out, is much attracted to the opposite sex, but our civilization does not permit him normal satisfaction until he is financially and physically able to create a home. This prolonged period of adolescence creates problems in boy-girl relationships. Biologically, the adolescent is capable of mating and has the urge to do so. However, since modern man has to live in a society where monogamous marriage is the socially approved way of mating, there is good reason for controlling the ultimate expression of sex activity until the individual is married. He must select the mate who throughout life will be the most suitable and congenial, and, therefore, he needs to select a mate with a taste that

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has matured through wider observation than is possible with the limited years of experience of the adolescent.

Washburne (14), in 1940, described the same problems as follows:

During the adolescent period, adaptation and mastery are likely to be out of balance because the individual is not permitted sufficient independence of -- or is not given enough aid in -- suiting the environment to his peculiar individuality. . . . Similarly, in adolescence, arousal is not likely to be well balanced with repose. Especially is this true in the field of sex where glandular growth, movies, personal contacts, and books all tend toward arousal but provide little if any satisfaction or repose. Such unbalances are almost inherent in the adolescent situation, and give rise to many of the problems. (14:257)

Meek (11) and others reporting (1940) in a long-time study of adolescents at the University of California states that one of the needs of adolescents is the establishment of close confidential relations with their peers. They expressed that need in this manner:

Each of us in our day-by-day living needs the support of people to make life worthwhile. From infancy through adult life the relations we have with our family, our friends, and our co-workers determine to a large extent the amount of satisfaction we have in living.

Gradually, as the child grows older, he reaches out beyond the close intimate relations with his parents and brothers and sisters to find his place with those boys and girls of his own age with whom he plays and works. This is an important aspect of social development, for the relations with one's peers becomes increasingly important as the years go on. The experiences which a boy or girl has with other children in his class in nursery school,

kindergarten and elementary school determine how he responds to other children and how he feels they respond to him.

There is probably no other area of development which consumes as much of the energy and time and interest of adolescent boys and girls as the establishment of these intricate relations with their peers. In consequence, there probably is no problem so important for teachers in the secondary schools to face as the problem of providing not only adequate social experience for each student but also opportunities for each individual to become more acceptable to his classmates.

It seems evident that if boys and girls during high school years do not work out their relations with people with some measure of success, they will be handicapped greatly later on in establishing relations with groups, in making friends, in securing a mate and in establishing a satisfying family life. In the adult years, as we come to realize that some of our early hoped-for goals are not to be reached, as we see ourselves as we are and not in terms of our ideals, then we rely more and more upon our relations with people to make life rich and worth the living. (9:15-17)

One possible reason for the adult having to concern himself to such a great extent with what he considers undesirable or questionable activities of young people was explained by Withers (16) in 1943 in this interpretation of the findings in a high school survey made by Fortune Magazine.

With the constant pressure on teachers to "interest" their flocks, big and little, at all cost came a lifting of the load (of entertainment) from young backs and shoulders; for how can you interest a boy or girl, in the sense that classroom "interest" has come to imply, if you keep him piled high with mental work? Extra curricular activities have been emphasized by thousands of school heads and advisors as the

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better part of what is represented as schooling, and the result could hardly be anything but the constitution of an atmosphere in schools that gave not only time but occasion for "necking," "staying out late," and other sins of omission and commission toward which Fortune has found the high school population disposed. (15:303)

Pupil problems as the pupils see them.

Symonds (13) reported in 1938 on a study of the life problems and interests of adolescents. He presented to more than 700 boys and girls in high school in Tulsa, Oklahoma, and to over 800 high school pupils in New York City, a list of 15 major areas of life concern, asking them to rank these in order, first according to the degree to which they recognized the problems, and second to the degree in which they were interested in reading and discussing them. He reported in part:

Boys find money -- its earning, spending and saving -- more of a problem than girls. Even during the high school period the problems of economic independence and economic security begin to loom as major problems to boys. At this age boys begin to realize that they are expected to be providers. This difference gives warrant to the secondary school to devote more attention in its curriculum offerings to the vocational needs of boys than of girls.

Much more pronounced, however, is the degree to which girls feel that personal attractiveness and etiquette is a problem. (13:751)

While in the course of revising a manual for teachers on sex education in the secondary schools for the United States Office of Education and the United

States Public Health Service, Gruenberg (6), in 1939, had opportunity to hear from large numbers of educators in all parts of the country, and to confer with groups in 15 cities. He also received a considerable amount of "documentary" evidence from secondary school boys and girls, which indicated the more pressing problems on which young people wanted help. These are some of his findings:

In a California city, for example, some 540 boys and girls in a technical high school and four junior high schools, replied anonymously to several questions regarding the biology course which they had just completed to the question, "What part of the course has been most helpful?" 75 per cent said either "Study of the human body" or "Reproduction and sex hygiene." To the question, "Has the course given you any ideals that will be of value to you in your social contacts, in your choice of a companion in marriage and in the establishment of a home?" 94 per cent replied in the affirmative. To the question, "Judging from what biology has meant to you, do you think that all boys and girls should take the course?" 96 per cent replied in the affirmative. The suspicion that these responses reflect chiefly the personality of an exceptional teacher is to a degree allayed by considering the statistical probability that children in five different high schools were equally favored. (6:220)

With reference to the junior-high level, he stated:

After a series of talks by Dr. Valeria H. Parker, a well-known lecturer on social hygiene, the boys of a junior high school in a Pennsylvania oil town were invited to write out any questions on which they wanted information, without giving their names. Almost half the questions have to do bluntly and unequivocally with sex and reproduction as biological problems of universal and personal interest. Among these the venereal diseases are mentioned 19

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times. In addition, there are 18 questions on what is commonly recognized as a deviation from normal sexuality -- masturbation, rape, homosexuality, sadism, et cetera. Of questions related to what we may consider social aspects of sex, 22 are on kissing, necking, drinking and smoking, Negro-white mating, nudist colonies and prostitution. (6:220)

In 1940, Link (8) completed a study on attitudes of boys and girls toward certain problems and found several topics upon which there was significant disagreement between the sexes, namely:

- Girls' objection to dating boys who do not have cars.
- Holding hands in picture shows.
- Double dating with boy friends.
- Parking and petting on dates.
- A boy's putting his arm around a girl.
- Wearing of lip stick for school by girls.
- Chaperones on picnics.
- A girl's sitting on a boy's lap.
- Kissing good night.
- Parking on highways.
- Wearing nail polish for special occasions by girls.
- Wearing of lipstick for special occasions by girls.
- Double dating with girl-friend.
- Having several dates and spending small amount of money or having one date and spending a large sum of money.
- Use of deodorants by girls. (8:72-73)

Pupils in different communities have various opinions on home and social problems. In 1940, Foss (5) reported a study of the opinions of high school pupils toward home and social problems in a mining community compared with those of an agricultural community. Some of her findings were as follows:

Conditions promoting wholesome friendships. --  
The opinion of the boys, of the girls, and of the entire group of students in the mining community

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and in the agricultural community differed on the effects of one condition, selecting friends of whom the parents approve. (5:115)

Ways of spending leisure time. -- The opinions of the boys and of the entire group of students in the two schools differed significantly concerning their enjoyment of playing such games as cards and checkers with their family members. The girls in the mining community and in the agricultural community differed in their enjoyment of sports and parties. (5:115-116)

Attitudes promoting enjoyable associations. -- The opinions of the boys in the two communities differed significantly concerning the attitudes that well-mannered boys are "sissies," and that good looks and expensive clothes makes one feel at ease. The boys and girls in the two schools differed concerning the attitudes that good looks and expensive clothes make one feel at ease, being different makes one uncomfortable, and that well-mannered boys are "sissies."

Factors influencing home and school relations. -- The opinions of the boys and of the entire group of students in the mining and in the agricultural communities differed significantly on the effects upon home and school relationships of home preparation of lessons, adult classes, report cards indicating satisfactory and unsatisfactory, and class visitation by parents. The girls in the two groups differed concerning classes for adults and report cards indicating satisfactory and unsatisfactory. (5:116-117)

In 1943, Pope (11) published a study concerning the personal problems of high school pupils in the Cleveland High School, St. Louis, from information gathered by the use of unsigned essays. He found that

The greatest concern of youth has to do with their relationships with their teachers. This was shown by the fact that nearly 50 per cent of the total number of problems mentioned by pupils in this area. They were concerned with such things as the amount of home study, the teacher's unfairness, and his stern attitude.

Girls are slightly more concerned with school progress, marks, tests, and criticisms than are boys. (11:445)

Almost one out of twelve was conscious of Social Adjustment and felt the urge for social acceptance. Nine per cent of the statements concerned social guidance. Girls appear more sensitive than boys toward problems of boy-girl relationships. Apparently boys and girls are anxious to be acceptable to peers of both sexes in both individual and group relationships. (11:448)

Ways in which the school may aid the adolescent in finding solutions to his problems.

In 1931, a study of 200 children in the Oakland, California, Public Schools was begun and reported by Cameron (2) in 1937. The pupils used in the study were fairly representative of a school system with regard to intelligence and socio-economic status and were selected from the fifth grades of several elementary schools. The ages of these pupils ranged from nine to 11 years. These children had been followed by systematically administered schedules of measurements and observations representing a number of different scientific fields in those six years. At that time (1937) he said of the experiment:

Although provision had been made in the original plan for frequent personal contacts of the children with members of the staff, yet, when they all graduated into the same Junior High School, it was considered that some more direct approach to our understanding of their various needs and interests should be adopted. Accordingly, in 1934, an eight-room residence adjacent to the school grounds was rented as a

meeting-place, or clubhouse. No one could foretell what importance it would come to have in the children's lives, but its convenient arrangement of rooms, the presence of numerous entrances and exits as well as a spacious back yard, seemed to offer attractive possibilities. The actual advantages derived by many of the group through this project during the next three years constitute a very illuminating and many-sided record, which we can hope only to sample for a few outstanding points.

It should be understood that all club house activities were extra-curricular in character. What the children did could be as related or unrelated to their school programs as they wished. While it is true that a member of our staff who kept records of attendance and activities was always present, the effort was to introduce a minimum of adult direction or restraint. (2:555-6)

Far above the content of courses at school or the influence of their teachers' personalities, the thing that seemed to bring this crowd together as often as they could manage, was each individual's concern with his status in the eyes of his peers, the striving to make one's self acceptable and to achieve a personal sense of belonging to the group. And, looking back now on those busy days, for some individuals it seemed to be the achievement of such status that helped to set intelligence free, and in later years to transform school work into a more profitable experience. (2:560)

Progress toward such stronger feelings of personal security and marked by the gradual elimination of more formal means of gathering, such as committee meetings, hobbies, and games. Face-to-face contacts, encouraged through dancing and conversation, were much more directly satisfying in these youngsters' discovery of novel and attractive aspects of each other's personalities. Their attitudes became marked by a new awareness of themselves as individuals, with special emphasis on the marshaling of their powers to attract the opposite sex. Their leading motives might have been expressed in the questions, "How do I rate?" or "What is Johnny like?" To be together and to have fun in their gossip about promising, but as yet unexplored

personalities, became matters of great interest. To have learned the words of the latest song hits and to have seen the most recent movies were regarded as important achievements. Thus, eagerly they sought out the readily assimilable features of the culture of the sophisticated grown-ups around them, and often with very little at home or at school that they were willing to respect as guiding forces.

Such absorption in social life made fertile soil for frequent conflicts with teachers and parents. On the other hand, in the midst of these distracting interests, it is significant to note that one of the few school subjects to challenge their attention was a first course in algebra. It seemed to represent a kind of authority, removed from the area of their pre-occupations, possessing novelty, and stimulating their sense of mental prestige. But in other respects, discrepancies arose between the objectives set by different teachers for their classes and the avenues through which this group was expressing its leading interests.

Far too often, through inability to evaluate new aspects of social experience, their methods of expressing this urge became sources of anxiety for their elders. (2:560)

The paragraph below constitutes a forceful statement made in Youth Education Today, published by the American Association of School Administrators, regarding the results of the attempts of educators to educate the American population.

In the schools which were to be doors to opportunity, many children have found only failure, discouragement, meaningless mental discipline, educational blind alleys, subjects learned to be forgotten thru disuse, and a wide unbridged gap between school and employment. Many have become discouraged and have left school, until it has been said that the average American is only a "sixth-grader" in spite of all the secondary schools, colleges, and universities. (1:169)

The neglect of attention to the human value is further emphasized by this statement from the same source:

The emphasis upon the mastery of subject matter to the neglect of human values has created a highly departmentalized, impersonal, mechanical process, lacking in personal responsibility for the adjustment, guidance, and welfare of the individual. The strongest survived thru a kind of natural selective process, but those with economic, mental, physical, or social handicaps, were eliminated. It was a kind of rugged individualism in education, paralleling that in business and industry and often insensitive to human values. (1:169)

The fact that the educational system has failed to meet adequately the needs of the growing generation was further emphasized by Gruenberg (6), in 1939, when he wrote:

We know definitely what youth wants and needs; we know pretty well too what it gets from school -- or fails to get. As a responsible professional group the educators have an opportunity to meet the inevitable half way. For the demands of youth will be served, if not by us willingly and constructively, then by others through suffering and waste. These demands are inevitable, whether or not we approve them; for they represent not the whims of foolish wanton children, but the very forces of life and growth and such achievements as lies within the capacity of a generation.

The first step for educators is to make use of existing personnel and opportunities, confident the parents and the "public" they fear will back them up. The next step is to marshall existing resources for the better training of teachers -- and there are resources for the most part outside the educational "systems". This item is central; for these prospective men and women, commonly themselves quite as troubled and confused as their con-

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temporaries with other aims. And these teachers must be equipped, as mature and well-adjusted men and women, not merely for direct and immediate help to their pupils, but also for better personal adjustment as parents and spouses, and for their further aid in community action, especially in parent education. In the meantime, moreover, without waiting for any further warnings, mandates or appeals, the leaders in the profession should organize machinery for work with teachers in services and with parents. (6:224)

In relation to educating for family living which is the major objective of homemaking education, Gruenburg (1939) stated:

In correspondence on the reaction, hundreds of superintendents and high-school principals and teachers, and others actively concerned with adolescent boys and girls, were in agreement that it is in every way desirable to have the schools furnish information and guidance regarding sex and family life, the prevention of venereal disease and related problems. Only five men objected.

The superintendents and other people concerned with boys and girls are aware of undesirable conditions in the community, of maladjustments on the part of individuals, of defective arrangement of personal affairs, and of marital and social difficulties that can often be attributed to faulty education and guidance. Comparatively few school men speak of the positive gains to be expected from suitable educational practice, in terms of more vigorous and more harmonious growth of personality. Some, however, do stress these positive aspects -- training for marriage and parenthood, education for "mixed social relations" and for mental health. (5:222-223)

West (15), in 1940, published a study which was made in Ashtabula County, Ohio, to determine the educational, vocational, economic, health, recreational, and cultural status and needs of the youth in that

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county. The purpose of the survey was to provide a factual basis from which cooperative planning for better schools, better recreational facilities, and job opportunities could start. In that study, 500 youths ranging in age from 16 to 24 years, who were representative of the county, were interviewed during a period of nine months.

The data gathered were analyzed for the purpose of formulating future policies of a youth program in Ashtabula County, Ohio. West's recommendations for this youth program were as follows:

- (1) That some remedial action be taken in regard to the youth problem in Ashtabula County;
- (2) that any youth program set up in the county be based to some degree upon this study;
- (3) that educational programs be based, to a greater extent, upon the needs and interests of the youth;
- (4) that the physical well-being of the youth be given more consideration;
- (5) that the various communities establish more adequate recreational facilities;
- (6) that a more co-operative relationship should exist between employers and the youth;
- (7) that more clubs and organizations be available for young people, and youth should be given considerable freedom in the government of these groups;
- (8) that library service be made available to more of the young people; and
- (9) that the church build its social and recreational programs so that they will be more appealing to youth. (3:311)

Homemaking education has attempted to base instruction upon the needs of the pupils. This fact was emphasized by Cozart (4), in 1932, when in writing of what home economics has contributed to the American

boy and girl, she stated:

In addressing the Georgia Home Economics Association several years ago, Professor Cora M. Winchell said: "The very use of the word 'trends' rather than 'status' is indicative of the needs of constant evaluation and adjustment of content, organization, and methods of teaching home economics in response to the demands of a dynamic society. Among conspicuous tendencies in home life and homemaking which are reflected in the curricula in home economics are the growing spiritual aspects of homemaking with emphasis upon mental and social adjustments and family relationships. (4:1055)

Various aspects of education have attempted to guide pupils to a more satisfying way of living. In 1941, Strang (12) showed evidence that this statement is true when she wrote in regard to the guidance of girls:

The right attitude toward sex is, of course, best acquired in a family where parents are emotionally mature, love their children, and are glad of them. Lacking such a wholesome background, girls need special guidance in school or other educational agencies. . . .

Best results have been obtained when information about sex has been given throughout the grades as questions arise rather than in a separate course offered during high school years. As good sex adjustment usually results from good general adjustment, sex problems obviously should not be treated in isolation.

Positive aspects of family life are taught to both boys and girls in the popular home living classes. Such instruction, if skillfully given, should reduce sex conflict in the next generation. There is no reason why boys and girls should not leave high school equipped to be far better parents than the present generation. As future mothers and as present members of families, girls need guidance in applying the newer knowledge of nutrition. Thousands

of boys and girls are poorly fed. In many cases of malnutrition, the cause is not lack of money but ignorance of food values and lack of culinary skill on the part of the mother. There is no excuse today for girls leaving public schools without knowing how to provide and prepare an adequate diet for a family.

Guidance in the superficialities of personality -- grooming, manner, and manners -- is needed by many girls. Realizing that these externals of appearance and behavior prevent them from making friends and getting jobs, girls want to know what is wrong with them. They also remind us that it is encouraging and helpful to them to know their good points as well as the characteristics they should try to modify.

Many other personal problems should be discussed by girls in school if there were some understanding person who had time to talk with individuals in privacy and confidence. One girl, who expressed appreciation of the help her dean of girls had given her on certain problems of family relationships, added "If teachers would handle more of their own disciplinary problems, the dean would have more time for conferences on personal problems."

Girls need special vocational guidance during these days of reorganization for the defense program. They need accurate information of shifts in employment of women that will result from the withdrawal of men into encampments. Equally important is an understanding of the special services which women and girls may render and ways and means for acquiring proficiency in home nursing, first aid, and other wartime and social welfare pursuits.

Most of all, girls need to acquire a philosophy of life that will be both directive and motivating. It is a vigorous, challenging appeal that they want -- a sense of destiny, a realization of their important contribution to a democracy. They should realize that life is "neither a pleasure nor a calamity. It is a grave affair with which we are charged and which we must conduct and terminate with honour."

Guidance in all these aspects of living is offered in many ways, most of it indirectly through example, through personal relationships with pupils, and through providing experiences through which the girl discovers for herself her strengths and weaknesses, her assets and limitations, her interests and purposes. More directly, guidance takes place in the ongoing activities of classroom, clubs, lunchroom, games and sports, and social events. Information should be supplied as the need for it is recognized, not prematurely when it will fall by the wayside and bear no fruit. Special care must be taken not to increase conflict between the adolescent and her parents by setting school standards sharply over against home standards. Such guidance may do more harm than good.

Counsel is needed especially in methods of meeting difficulties. Far more important than the solution of a specific problem is the method of solving one's own problems. This control of their lives can best be taught through experiences which give them some insight into the process and techniques of self-control. Only if such self-direction is attained during school years, will girls be in a position to meet the more serious problems of this changing world. (12:16-17)

### Summary

The areas in which problems of adolescents occur, from the viewpoint of psychologists and educators, are those resulting from the physical growth of the adolescent and from the urges created by the maturing process, dealing specifically with intellect, sexual power and interest in the opposite sex, life plan, vocational choice, religious belief and general concept of self.

The adolescent himself is much interested in establishing himself successfully with his peers, and,

therefore, he is conscious of problems dealing with clothes, friendships, money, getting along with people, asserting his independence, and expressing his sexual urge, as well as his relationship with the school.

The school may aid the adolescent in finding solutions to his problems by supplying outlets for social desires, opportunities for the development of special abilities, the humanizing of subject matter, profitable and supporting relations between the pupils and teachers, and help in meeting changing relations in the home.

### Chapter III

#### METHODS AND MATERIALS

To obtain the necessary data for the study of the social needs of the ninth-grade pupils in Salida, Colorado, an inventory of attitudes on certain needs was constructed, the title of which was "'Fitting Into' High School Life." Ten areas in which social problems occur were formulated by the writer from problems that members of her classes had presented during her teaching experience. Questions in each area were then formulated, so that the pupils could express their attitudes by checking these questions in relation to their own personal needs.

The preliminary form of the inventory was then submitted for evaluation to students in an education seminar in the Summer Session at Colorado Agricultural and Mechanical College in 1943. After the revisions suggested by the group were made, and in order to check further on clarity of form and wording, the revised inventory was tested early in September, 1943, on a class of tenth-grade homemaking girls. Since no problems arose from this pre-administration, it was assumed that the questionnaire was constructed in language and form

which could be readily understood by ninth-grade pupils.

The final inventory sheet was constructed with three different forms -- one for use by the pupils, one for use by the teachers, and one for use by the mothers. The inventories dealing with the boys were mimeographed on yellow paper, while those dealing with the girls were mimeographed on white paper 1/. The items on the different forms were identical, the only differences being in the wording necessitated by the change of person evaluating the pupil. The wording "Do you" was changed on the inventory used by the teachers 2/ to "Does he" or "Does she," and on the ones used by the mothers 3/ to "Does your son" or "Does your daughter."

The inventory sheets were checked by all members of the ninth-grade English classes of the Salida High School, under the supervision of the writer, in such a manner that the numbers on the inventories would correspond to the numbers on a seating chart. This arrangement was necessary so that the writer could

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1/ See Appendix A for a copy of the inventory filled out by the pupil.

2/ See Appendix B for a copy of the inventory filled out by the teachers.

3/ See Appendix C for a copy of the inventory filled out by the mothers.

secure the parentage of the pupil from the Kardex files in the office of the high school principal. These data were gathered in October, 1943.

The superintendent and principal then selected 25 boys and 25 girls as representative of the group of ninth-grade pupils. In order to obtain as complete a picture as possible of these boys and girls, it was decided that the evaluation would be more valid if the opinions of the teachers who had had the pupils in the eighth grade were included as well as the opinions of their ninth-grade teachers. The ninth-grade teachers observed these pupils, and four of them filled out inventories on each of the 50 pupils near the end of the school year. Although many changes in the rural teaching staff had occurred and several pupils of the representative group happened to be from out of the state, it was possible to obtain evaluations from the eighth-grade teachers for 20 boys and 21 girls. Four eighth-grade teachers contributed to this part of the study.

The writer interviewed the mothers of the 50 representative pupils at which time she or the mother filled out the inventory on the same problems. In some cases, the mother did not speak English and it was therefore necessary for some member of the family to translate the ideas of the mother to the writer. The cooperation of the pupils, their mothers, and the

teachers was excellent. In no case did anyone refuse to express his opinion.

## Chapter IV

### ANALYSIS OF DATA

The data in this study were obtained from boys and girls in the ninth grade at Salida High School, Salida, Colorado, who evaluated themselves on certain social problems, and from the ninth-grade teachers, eighth-grade teachers, and mothers of the group.

The data were first analyzed to determine if there were significant differences between the pupils selected as representative of the class and the remainder of the class. In order to determine these significant differences between the sample and the entire population, the critical ratio was used,

$$t = \frac{\text{difference}}{\text{standard error of differences}}.$$

The standard error of the differences was obtained by the following formula:

$$SE = \sqrt{\frac{P_1 t_1}{N_1} + \frac{P_2 t_2}{N_2}}$$

The critical ratio,  $t$ , is defined here as a statistic divided by its standard error. The statistic used in this study is the difference between two obtained percentages. According to this formula, the chances of

real difference if the critical ratio is 1 is 84 in 100; 2, 98 in 100; 3, 99.9 in 100.

By applying the above-mentioned formulae to the percentages of difficulties of the two groups of boys, it was found that in no case was there a difference equal to, or greater than, three times its standard error (Table 1). For the differences in the percentages of the girls of the sample and the whole population one item only, "Do you use the social customs of Salida High School at club meetings?", was the critical ratio greater than three (Table 2). Therefore, it may be assumed that the average results of the 25 girls and the 25 boys are typical of the complete group of ninth-grade boys and of ninth-grade girls in 1943-44. It is evident that the number of cases is small, but it was approximately half the total ninth-grade enrollment of the Salida High School.

Table 1.--COMPARISON OF RESPONSES OF SAMPLE OF BOYS AND REMAINDER OF POPULATION OF BOYS TO THE QUESTIONNAIRE, "'FITTING INTO' SALIDA HIGH SCHOOL."

| Item  | Group I<br>(23) | Group II<br>(25) | Differ-<br>ence | SE   | t    |
|-------|-----------------|------------------|-----------------|------|------|
| IV 3c | 0               | 16               | 16              | 7.3  | 2.1  |
| III 1 | 17              | 44               | 27              | 12.3 | 2.1  |
| I 4   | 39              | 16               | -23             | 12.1 | -1.8 |
| III 5 | 9               | 28               | 19              | 10.8 | 1.7  |

Table 1.--COMPARISON OF RESPONSES OF SAMPLE OF BOYS AND  
REMAINDER OF POPULATION OF BOYS TO THE QUESTIONNAIRE,  
"FITTING INTO' SALIDA HIGH SCHOOL."--Continued.

| Item  | Group I<br>(23) | Group II<br>(25) | Differ-<br>ence | SE   | t    |
|-------|-----------------|------------------|-----------------|------|------|
| III 3 | 21              | 52               | 31              | 18.5 | 1.6  |
| I 6   | 0               | 8                | 8               | 5.4  | 1.5  |
| IV 4b | 0               | 8                | 8               | 5.4  | 1.5  |
| IV 4d | 17              | 4                | 13              | 8.7  | 1.4  |
| III 2 | 0               | 4                | 4               | 3.9  | 1.2  |
| IV 2d | 17              | 20               | 13              | 11.2 | 1.1  |
| IV 1d | 5               | 0                | -5              | 4.5  | -1.1 |
| IV 3e | 0               | 4                | 4               | 3.9  | 1.0  |
| IV 2b | 35              | 24               | -11             | 13.1 | -.9  |
| II 3  | 17              | 28               | 11              | 11.8 | .9   |
| II 4  | 30              | 20               | -10             | 11.9 | -.9  |
| II 1  | 30              | 44               | 14              | 17.3 | .8   |
| II 5  | 21              | 36               | 15              | 18.4 | .8   |
| III 8 | 21              | 8                | -13             | 16.5 | .8   |
| IV 5c | 17              | 24               | 7               | 11.6 | .6   |
| IV 4c | 17              | 24               | 7               | 11.6 | .6   |
| I 1   | 26              | 32               | 6               | 13.1 | .5   |
| IV 4a | 17              | 12               | -5              | 9.7  | -.5  |
| IV 2a | 5               | 8                | 3               | 7.0  | .4   |
| I 5   | 17              | 12               | 5               | 10.1 | .4   |
| I 7   | 9               | 12               | 3               | 6.9  | .4   |

Table 1.--COMPARISON OF RESPONSES OF SAMPLE OF BOYS AND  
REMAINDER OF POPULATION OF BOYS TO THE QUESTIONNAIRE,  
"FITTING INTO' SALIDA HIGH SCHOOL."--Continued

| Item  | Group I<br>(23) | Group II<br>(25) | Differ-<br>ence | SE   | t   |
|-------|-----------------|------------------|-----------------|------|-----|
| III 7 | 61              | 56               | -5              | 14.2 | -.4 |
| IV 3b | 35              | 40               | 5               | 13.9 | .4  |
| IV 5a | 43              | 40               | -3              | 10.1 | -.3 |
| IV 5b | 9               | 12               | 3               | 9.3  | .3  |
| I 3   | 13              | 16               | 3               | 9.6  | .3  |
| IV 2c | 9               | 12               | 3               | 8.8  | .3  |
| IV 1c | 13              | 16               | 3               | 10.1 | .3  |
| II 6  | 43              | 40               | 3               | 14.2 | -.2 |
| III 4 | 5               | 4                | -1              | 6.0  | -.2 |
| IV 1b | 9               | 8                | -1              | 8.1  | -.1 |
| IV 3a | 9               | 8                | -1              | 8.1  | -.1 |
| IV 3d | 9               | 8                | -1              | 8.1  | -.1 |
| I 2   | 21              | 20               | -1              | 9.0  | -.1 |
| II 2  | 26              | 28               | 2               | 12.7 | .1  |
| IV 1a | 0               | 0                | 0               | 0    | 0   |
| II 7  | 0               | 0                | 0               | 0    | 0   |
| III 6 | 0               | 0                | 0               | 0    | 0   |

Table 2.--COMPARISON OF RESPONSES OF SAMPLE OF GIRLS AND  
REMAINDER OF POPULATION OF GIRLS TO THE QUESTIONNAIRE,  
"FITTING INTO' SALIDA HIGH SCHOOL."

| Item  | Group I<br>(23) | Group II<br>(25) | Differ-<br>ence | SE   | t    |
|-------|-----------------|------------------|-----------------|------|------|
| II 3  | 43              | 4                | -39             | 10.1 | 3.8  |
| II 2  | 32              | 4                | -28             | 9.6  | -2.9 |
| II 1  | 43              | 16               | 27              | 11.8 | -2.3 |
| II 7  | 50              | 24               | -26             | 12.7 | -2.0 |
| IV 1d | 38              | 8                | -21             | 10.7 | -1.9 |
| IV 3d | 20              | 4                | -16             | 8.4  | -1.9 |
| IV 4d | 10              | 0                | -10             | 5.7  | -1.9 |
| IV 4c | 10              | 2                | -8              | 4.9  | -1.8 |
| III 5 | 0               | 8                | 8               | 5.4  | 1.4  |
| IV 4a | 7               | 0                | -7              | 4.8  | 1.4  |
| IV 1c | 43              | 16               | -27             | 11.9 | -1.4 |
| I 2   | 32              | 16               | -16             | 11.8 | -1.3 |
| I 5   | 14              | 4                | 10              | 7.6  | 1.3  |
| IV 3b | 43              | 28               | -15             | 13.0 | -1.1 |
| II 4  | 32              | 20               | -12             | 11.9 | 1.0  |
| III 1 | 0               | 4                | 4               | 3.9  | 1.0  |
| III 2 | 39              | 28               | -11             | 12.9 | .9   |
| III 8 | 57              | 44               | -13             | 13.6 | -.9  |
| IV 1a | 3               | 0                | -3              | 3.2  | -.9  |
| IV 1b | 14              | 8                | -6              | 7.1  | -.9  |
| IV 2b | 32              | 20               | -12             | 12.8 | -.9  |

Table 2.--COMPARISON OF RESPONSES OF SAMPLE OF GIRLS AND  
REMAINDER OF POPULATION OF GIRLS TO THE QUESTIONNAIRE,  
"'FITTING INTO' SALIDA HIGH SCHOOL."--Continued

| Item  | Group I<br>(23) | Group II<br>(25) | Differ-<br>ence | SE   | t   |
|-------|-----------------|------------------|-----------------|------|-----|
| IV 2c | 25              | 16               | -9              | 10.9 | -.9 |
| IV 2d | 16              | 8                | -8              | 8.8  | -.9 |
| IV 3c | 10              | 4                | -6              | 6.9  | -.9 |
| IV 4b | 3               | 0                | -3              | 3.2  | -.9 |
| III 7 | 20              | 12               | -8              | 10.0 | -.8 |
| IV 2a | 14              | 8                | -6              | 8.5  | -.7 |
| II 1  | 35              | 28               | -7              | 12.7 | -.6 |
| I 4   | 16              | 8                | -8              | 14.6 | -.6 |
| III 3 | 10              | 16               | 6               | 9.3  | .3  |
| I 6   | 20              | 8                | -12             | 20.2 | -.5 |
| IV 3a | 7               | 4                | -3              | 6.2  | -.4 |
| III 6 | 20              | 16               | -4              | 10.5 | -.4 |
| IV 5c | 16              | 20               | 4               | 10.6 | .4  |
| IV 5a | 32              | 28               | -4              | 15.5 | .3  |
| II 5  | 25              | 28               | 3               | 12.1 | .2  |
| I 7   | 10              | 8                | 2               | 7.1  | -.2 |
| IV 3e | 14              | 16               | 2               | 9.4  | .2  |
| IV 5b | 14              | 16               | 2               | 9.8  | .2  |
| I 3   | 3               | 4                | 1               | 9.1  | .1  |
| III 4 | 50              | 48               | -2              | 13.6 | -.1 |
| II 6  | 3               | 4                | 1               | 9.1  | .1  |

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The data will be analyzed with five areas in mind -- the adjustment of the ninth-grade pupil to Salida High School, to social customs, to the forming of friendships, to his clothes and money, and to the attitudes and interests of parents and teachers. The data will be presented first as the pupil sees his social needs, then as his four ninth-grade teachers and one eighth-grade teacher recognize them, and finally as the mothers observe them.

#### Adjustment to Salida High School

Responses of the pupils.--Nearly one third of the group, with the percentage of boys slightly higher than that of the girls, indicated difficulty with class recitations (Table 3). Twelve per cent or less of the group of pupils indicated difficulty in adjusting to teachers, extra-curricular activities, general organization of school, sports, and social life. It is interesting that the percentage of boys experiencing difficulty in adjusting to life in Salida High School was greater than that of the girls in all phases of adjustment with the exception of "social life" where the boys and girls both indicated difficulty in only a relatively small percentage of the cases (eight per cent).

Table 3.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ADJUSTING TO SALIDA HIGH SCHOOL AS REPORTED BY 25 BOYS AND 25 GIRLS IN NINTH GRADE.

| Adjustment to<br>Salida High<br>School               | Boys   |    |      |    | Girls  |    |      |    | Total  |    |
|--|--------|----|------|----|--------|----|------|----|--------|----|
|  | Easily |    | With |    | Easily |    | With |    | Diffi- |    |
|  | No.    | %  | No.  | %  | No.    | %  | No.  | %  | No.    | %  |
| Do you "fit<br>into" Salida<br>High School<br>as to: |        |    |      |    |        |    |      |    |        |    |
| High school<br>subjects                              | 17     | 68 | 8    | 32 | 18     | 72 | 7    | 28 | 15     | 30 |
| Class reci-<br>tations                               | 20     | 80 | 5    | 20 | 21     | 84 | 4    | 16 | 9      | 18 |
| Teachers   | 21     | 84 | 4    | 16 | 24     | 96 | 1    | 4  | 5      | 10 |
| Extra-curri-<br>cular acti-<br>vities                | 21     | 84 | 4    | 16 | 23     | 92 | 2    | 8  | 6      | 12 |
| General organi-<br>zation of<br>school               | 22     | 88 | 3    | 12 | 24     | 96 | 1    | 4  | 4      | 8  |
| Sports   | 22     | 88 | 3    | 12 | 23     | 92 | 2    | 8  | 5      | 10 |
| Social life  | 23     | 92 | 2    | 8  | 23     | 92 | 2    | 8  | 4      | 8  |

Responses of ninth-grade teachers.--The responses of the ninth-grade teachers indicated that over half the pupils had difficulty in their high school subjects (54 per cent) and nearly half (48 per cent) in class recitations (Table 4). Twenty-eight per cent of the pupils, according to their teachers, had difficulty

with their teachers. About one third had difficulty in adjusting to high school life in the phases of social life, sports, and extra-curricular activities. In every case the teachers indicated that the boys had greater difficulty than did the girls. The teachers indicated that the lowest degree of difficulty was in the adjustment of the pupils to the general organization of the school (22 per cent).

Responses of eighth-grade teachers.--Slightly more than one fourth of the group should have difficulty, according to the belief of their eighth-grade teachers, in class recitations and high school subjects, while about 24 per cent should have difficulty in extra-curricular activities and social life (Table 5). They estimated in every case that between 20 and 40 per cent of the boys would adjust with difficulty; again a higher percentage of difficulty was expected for the boys in all factors of adjustment than for girls.

Responses of mothers.--The greatest difficulty of the group in adjusting to life in Salida High School, as observed by the mothers of the pupils, was in class recitations, 44 per cent of the boys and 24 per cent of the girls. Forty per cent of the boys, according to their mothers, had difficulty in adjusting to the social life of the school while only four per cent of the girls, according to their mothers, had the same diffi-

culty. In every case, the mothers reported that the boys had difficulty more often than did the girls, and in one aspect of adjustment a difference of 36 per cent was found (Table 6).

Table 4.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ADJUSTMENT TO SALIDA HIGH SCHOOL OF 25 BOYS AND 25 GIRLS IN NINTH GRADE AS REPORTED BY TWO OR MORE OF THEIR NINTH-GRADE TEACHERS.

| Adjustment to<br>Salida High<br>School                | Boys   |    |                |    | Girls  |    |                |    | Total<br>Diffi-<br>culty |    |
|---|--------|----|----------------|----|--------|----|----------------|----|--------------------------|----|
|   | Easily |    | With<br>Diffi- |    | Easily |    | With<br>Diffi- |    |                          |    |
|   | culty  |    | culty          |    | culty  |    | culty          |    |                          |    |
|   | No.    | %  | No.            | %  | No.    | %  | No.            | %  |                          |    |
| Does he "fit<br>into" Salida<br>High School<br>as to: |        |    |                |    |        |    |                |    |                          |    |
| High school<br>subjects                               | 9      | 36 | 16             | 64 | 14     | 56 | 11             | 44 | 27                       | 54 |
| Sports  | 11     | 44 | 14             | 56 | 22     | 88 | 3              | 12 | 17                       | 34 |
| Class recita-<br>tions                                | 12     | 48 | 13             | 52 | 14     | 56 | 11             | 44 | 24                       | 48 |
| Social life   | 13     | 52 | 12             | 48 | 19     | 76 | 6              | 24 | 18                       | 36 |
| Teachers  | 14     | 56 | 11             | 44 | 22     | 88 | 3              | 12 | 14                       | 28 |
| Extra-curricu-<br>lar activities                      | 16     | 64 | 9              | 36 | 17     | 68 | 8              | 32 | 17                       | 34 |
| General organi-<br>zation of school                   | 16     | 64 | 9              | 36 | 23     | 92 | 2              | 8  | 11                       | 22 |

Table 5.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ADJUSTING TO SALIDA HIGH SCHOOL OF 20 BOYS AND 21 GIRLS IN NINTH GRADE AS REPORTED BY THEIR EIGHTH-GRADE TEACHER.

| Adjustment to<br>Salida High<br>School                                  | Boys   |    |                         |    | Girls  |     |                         |    | Total<br>Diffi-<br>culty |      |
|---|--------|----|-------------------------|----|--------|-----|-------------------------|----|--------------------------|------|
|   | Easily |    | With<br>Diffi-<br>culty |    | Easily |     | With<br>Diffi-<br>culty |    |                          |      |
|   | No.    | %  | No.                     | %  | No.    | %   | No.                     | %  |                          |      |
|   | No.    | %  | No.                     | %  | No.    | %   | No.                     | %  |                          |      |
| Do you believe<br>he will "fit<br>into" Salida<br>High School<br>as to: |        |    |                         |    |        |     |                         |    |                          |      |
| Class recita-<br>tions  | 12     | 60 | 8                       | 40 | 17     | 81  | 4                       | 19 | 12                       | 29.2 |
| High school<br>subjects   | 13     | 65 | 7                       | 35 | 16     | 76  | 5                       | 24 | 12                       | 29.2 |
| Extra-curricu-<br>lar activities  | 13     | 65 | 7                       | 35 | 18     | 86  | 3                       | 14 | 10                       | 24.4 |
| General organi-<br>zation of<br>school                                  | 13     | 65 | 7                       | 35 | 21     | 100 | 0                       | 0  | 7                        | 17.1 |
| Social life   | 14     | 70 | 6                       | 30 | 17     | 81  | 4                       | 19 | 10                       | 24.4 |
| Sports  | 14     | 70 | 6                       | 30 | 20     | 95  | 1                       | 5  | 7                        | 17.1 |
| Teachers  | 16     | 80 | 4                       | 20 | 20     | 95  | 1                       | 5  | 5                        | 12.2 |

Table 6.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ADJUSTING TO SALIDA HIGH SCHOOL OF 25 BOYS AND 25 GIRLS IN NINTH GRADE AS REPORTED BY THEIR MOTHERS.

| Adjustment to<br>Salida High<br>School                      | Boys   |    |                         |    | Girls  |    |                         |    | Total<br>Diffi-<br>culty |    |
|---|--------|----|-------------------------|----|--------|----|-------------------------|----|--------------------------|----|
|   | Easily |    | With<br>Diffi-<br>culty |    | Easily |    | With<br>Diffi-<br>culty |    |                          |    |
|   | No.    | %  | No.                     | %  | No.    | %  | No.                     | %  | No.                      | %  |
|   | No.    | %  | No.                     | %  | No.    | %  | No.                     | %  | No.                      | %  |
| Does your son<br>"fit into"<br>Salida High<br>School as to: |        |    |                         |    |        |    |                         |    |                          |    |
| Class recita-<br>tions                                      | 14     | 64 | 11                      | 44 | 19     | 76 | 6                       | 24 | 17                       | 28 |
| Social life   | 15     | 60 | 10                      | 40 | 24     | 96 | 1                       | 4  | 11                       | 22 |
| High school<br>subjects                                     | 19     | 76 | 6                       | 24 | 20     | 80 | 5                       | 20 | 11                       | 22 |
| Sports  | 20     | 80 | 5                       | 20 | 21     | 84 | 4                       | 16 | 9                        | 18 |
| Extra-curricu-<br>lar activities                            | 21     | 84 | 4                       | 16 | 23     | 92 | 2                       | 8  | 6                        | 12 |
| Teachers  | 22     | 88 | 3                       | 12 | 24     | 96 | 1                       | 4  | 4                        | 8  |
| General organi-<br>zation of<br>school                      | 23     | 92 | 2                       | 8  | 24     | 96 | 1                       | 4  | 3                        | 6  |

Adjustment to use of socially  
approved practices

Responses of pupils.--The greatest difficulty in adjusting to use of socially approved practices by the boys, 44 per cent, was at school dances (Table 7). Only 16 per cent of the girls reported difficulty in that phase. The boys indicated difficulty in 40 per cent

of the cases in conversing with girls, while only 24 per cent of the girls indicated difficulty in conversing with boys. About one third of the pupils indicated difficulty in making or receiving introductions. While none of the boys indicated difficulty in conversing with members of their own sex, four per cent of the girls indicated difficulty in conversing with members of their own sex. The girls reported their greatest difficulty in introductions (28 per cent).

Responses of ninth-grade teachers.--Sixty-four per cent of the boys had difficulty appearing on a club or assembly program, according to the ratings of four of their ninth-grade teachers (Table 8). This percentage is closely followed by difficulty at school dances where 60 per cent of the boys had difficulty, according to their teachers. About one third of the ninth-grade pupils had difficulty in adjusting at school dances and in making or receiving introductions. The teachers reported that 56 per cent of the boys had difficulty in conversing with girls, while 20 per cent of the girls had difficulty in conversing with boys. The responses of the teachers indicated that four per cent of the boys had difficulty in conversing with boys, but that no girl had difficulty in conversing with girls.

Table 7.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SOCIAL CUSTOMS AS REPORTED BY 25 BOYS  
AND 25 GIRLS IN NINTH GRADE IN SALIDA HIGH SCHOOL.

| Adjustment to<br>use of socially<br>approved prac-<br>tices                          | Boys   |     |                         |    | Girls  |    |                         |    | Total<br>Diffi-<br>culty |    |
|--|--------|-----|-------------------------|----|--------|----|-------------------------|----|--------------------------|----|
|  | Easily |     | With<br>Diffi-<br>culty |    | Easily |    | With<br>Diffi-<br>culty |    |                          |    |
|  | No.    | %   | No.                     | %  | No.    | %  | No.                     | %  |                          |    |
|  | No.    | %   | No.                     | %  | No.    | %  | No.                     | %  |                          |    |
| Do you use the<br>socially approved<br>practices of<br>Salida High School<br>during: |        |     |                         |    |        |    |                         |    |                          |    |
| School dances  | 14     | 56  | 11                      | 44 | 21     | 84 | 4                       | 16 | 15                       | 30 |
| Conversation<br>with girls   | 15     | 60  | 10                      | 40 | 24     | 96 | 1                       | 4  | 11                       | 22 |
| Introductions  | 17     | 68  | 9                       | 36 | 18     | 72 | 7                       | 28 | 16                       | 32 |
| Class and club<br>parties  | 18     | 72  | 7                       | 28 | 24     | 96 | 1                       | 4  | 8                        | 16 |
| Club meetings  | 18     | 72  | 7                       | 28 | 24     | 96 | 1                       | 4  | 8                        | 16 |
| Appearance on<br>club or assembly<br>program   | 20     | 80  | 5                       | 20 | 20     | 80 | 5                       | 20 | 10                       | 20 |
| Conversation<br>with boys  | 25     | 100 | 0                       | 0  | 19     | 76 | 6                       | 24 | 6                        | 12 |

Table 8.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SOCIAL CUSTOMS OF 25 BOYS AND 25 GIRLS  
IN NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY  
TWO OR MORE OF THEIR NINTH GRADE TEACHERS.

| Adjustment to<br>use of socially<br>approved<br>practices             | Boys   |    |       |    | Girls  |     |       |    | Total  |    |
|---|--------|----|-------|----|--------|-----|-------|----|--------|----|
|   | With   |    |       |    | With   |     |       |    | Diffi- |    |
|   | Diffi- |    |       |    | Diffi- |     |       |    | culty  |    |
|   | Easily |    | culty |    | Easily |     | culty |    | culty  |    |
|   | No.    | %  | No.   | %  | No.    | %   | No.   | %  | No.    | %  |
| Does he use the<br>social customs<br>of Salida High<br>School during: |        |    |       |    |        |     |       |    |        |    |
| Appearance on<br>club or assembly<br>program                          | 9      | 36 | 16    | 64 | 18     | 72  | 7     | 28 | 23     | 46 |
| School dances   | 10     | 40 | 15    | 60 | 22     | 88  | 3     | 12 | 18     | 36 |
| Conversation<br>with girls  | 11     | 44 | 14    | 56 | 25     | 100 | 0     | 0  | 14     | 28 |
| Introductions   | 12     | 48 | 13    | 52 | 20     | 80  | 5     | 20 | 18     | 36 |
| Class or club<br>meetings   | 15     | 60 | 10    | 40 | 24     | 96  | 1     | 4  | 11     | 22 |
| Club meetings   | 18     | 72 | 7     | 28 | 21     | 84  | 4     | 16 | 11     | 22 |
| Conversation<br>with boys   | 24     | 96 | 1     | 4  | 20     | 80  | 5     | 20 | 6      | 12 |

Responses of eighth-grade teachers.---The four eighth-grade teachers estimated that 60 per cent of the pupils would have difficulty in using acceptable social customs at club meetings, appearing on club or assembly programs, in making or receiving introductions, in appearing at school dances and class or club parties

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(Table 9). They indicated that 10 per cent more girls than boys would have difficulty at school dances and class or club parties. In all other phases, they indicated greater difficulty for boys than for girls. They estimated that no girl would have difficulty conversing with girls but that 29 per cent would experience difficulty in conversing with boys. They thought that 17 per cent of the boys would have difficulty in conversing with boys and that 33 per cent would have difficulty in conversing with girls.

Responses of mothers.--Sixty-four per cent of the boys, according to their mothers had difficulty in using socially approved practices at class or club parties and in appearing on club or assembly programs (Table 10). The mothers indicated that 46 per cent of the pupils experienced difficulty in attending school dances. Thirty per cent of the pupils experienced difficulty in making or receiving introductions. No mother thought her son or daughter had difficulty in conversing with members of his own sex.

Table 9.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SOCIAL CUSTOMS OF 18 NINTH-GRADE BOYS  
AND 17 NINTH-GRADE GIRLS IN SALIDA HIGH SCHOOL AS  
REPORTED BY THEIR EIGHTH-GRADE TEACHERS.

| Adjustment to<br>socially ap-<br>proved practices                                       | Boys   |    |                         |    | Girls  |     |                         |    | Total<br>Diffi-<br>culty |    |
|---|--------|----|-------------------------|----|--------|-----|-------------------------|----|--------------------------|----|
|   | Easily |    | With<br>Diffi-<br>culty |    | Easily |     | With<br>Diffi-<br>culty |    |                          |    |
|   | No.    | %  | No.                     | %  | No.    | %   | No.                     | %  | No.                      | %  |
| Do you believe he<br>will use the<br>social customs of<br>Salida High<br>School during: |        |    |                         |    |        |     |                         |    |                          |    |
| Club meetings   | 7      | 39 | 11                      | 61 | 7      | 42  | 10                      | 58 | 21                       | 60 |
| Appearance on<br>club or as-<br>sembly programs   | 7      | 39 | 11                      | 61 | 7      | 42  | 10                      | 58 | 21                       | 60 |
| Introductions   | 7      | 39 | 11                      | 61 | 7      | 42  | 10                      | 58 | 21                       | 60 |
| School dances   | 8      | 45 | 10                      | 55 | 6      | 35  | 11                      | 65 | 21                       | 60 |
| Class or club<br>parties  | 48     | 45 | 10                      | 55 | 6      | 35  | 11                      | 65 | 21                       | 60 |
| Conversation<br>with girls  | 12     | 67 | 6                       | 33 | 17     | 100 | 0                       | 0  | 6                        | 17 |
| Conversation<br>with boys   | 15     | 83 | 3                       | 17 | 12     | 71  | 5                       | 29 | 8                        | 23 |

Table 10.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SOCIAL CUSTOMS OF 25 BOYS AND 25 GIRLS  
IN THE NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED  
BY THEIR MOTHERS.

| Adjustment to<br>socially ap-<br>proved practices                          | Boys   |     |                         |    | Girls  |     |                         |    | Total           |    |
|--|--------|-----|-------------------------|----|--------|-----|-------------------------|----|-----------------|----|
|  | Easily |     | With<br>Diffi-<br>culty |    | Easily |     | With<br>Diffi-<br>culty |    | Diffi-<br>culty |    |
|  | No.    | %   | No.                     | %  | No.    | %   | No.                     | %  | No.             | %  |
| Does your son<br>use the social<br>customs of<br>Salida High<br>School at: |        |     |                         |    |        |     |                         |    |                 |    |
| Class or club<br>parties   | 11     | 44  | 14                      | 64 | 22     | 88  | 3                       | 12 | 17              | 28 |
| Appearance on<br>club or as-<br>sembly pro-<br>grams                       | 11     | 44  | 14                      | 64 | 15     | 60  | 10                      | 40 | 24              | 48 |
| School dances  | 10     | 40  | 15                      | 60 | 17     | 68  | 8                       | 32 | 23              | 46 |
| Introductions  | 12     | 48  | 13                      | 52 | 23     | 92  | 2                       | 8  | 15              | 30 |
| Club meetings  | 16     | 64  | 9                       | 36 | 20     | 80  | 5                       | 20 | 14              | 28 |
| Conversation<br>with girls   | 18     | 72  | 7                       | 28 | 25     | 100 | 0                       | 0  | 7               | 14 |
| Conversation<br>with boys  | 25     | 100 | 0                       | 0  | 22     | 88  | 3                       | 12 | 3               | 6  |

#### Forming of friendships

Responses of pupils.--Forty-four per cent or more of the boys reported that they had difficulty in making friends with girls in their own class, with girls in upper classes, and with girls of a race different from

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their own (Table 11). From 28 to 48 per cent of the girls reported difficulty in making friends with boys in their own class, with those of a race different from their own, and with those in upper classes. Only a small percentage of the boys and girls reported difficulty in making friends with members of their own sex in their class.

Responses of ninth-grade teachers.---Sixty per cent of the boys, according to their ninth-grade teachers, had difficulty in making friends among girls in upper classes (Table 12). They reported that the greatest difficulty for the girls was in making friends with boys in upper classes, 24 per cent. They reported that no girl had experienced difficulty in making friends with other girls in her class but that eight per cent of the boys had difficulty making friends with other boys in their class.

Responses of eighth-grade teachers.---More girls than boys, according to their eighth-grade teachers, should have greater difficulty in making friends (Table 13). They estimated that over 70 per cent should have difficulty in making friends with boys in upper classes, or of a race different from their own, but no difficulty in making friends with boys in their own class. They thought that none of the boys should have difficulty in making friends with boys of his own race,

and that none of the girls would have difficulty in making friends with boys in her class or of her own race.

Table 11.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS IN FORMING FRIENDSHIPS AS REPORTED BY 25 BOYS AND 25 GIRLS IN THE NINTH GRADE OF SALIDA HIGH SCHOOL.

| Forming of<br>friendships                     | Boys   |    |                         |    | Girls  |    |                         |    | Total<br>Diffi-<br>culty |    |
|---|--------|----|-------------------------|----|--------|----|-------------------------|----|--------------------------|----|
|   | Easily |    | With<br>Diffi-<br>culty |    | Easily |    | With<br>Diffi-<br>culty |    |                          |    |
|   | No.    | %  | No.                     | %  | No.    | %  | No.                     | %  |                          |    |
|   | No.    | %  | No.                     | %  | No.    | %  | No.                     | %  |                          |    |
| Do you make<br>friends among:                 |        |    |                         |    |        |    |                         |    |                          |    |
| Girls of a race<br>different from<br>your own | 11     | 44 | 14                      | 56 | 22     | 88 | 3                       | 12 | 17                       | 34 |
| Girls in upper<br>classes                     | 12     | 48 | 13                      | 52 | 21     | 84 | 4                       | 16 | 17                       | 34 |
| Girls in your<br>own class                    | 14     | 64 | 11                      | 44 | 24     | 96 | 1                       | 4  | 12                       | 24 |
| Girls of your<br>own race                     | 18     | 72 | 7                       | 28 | 23     | 92 | 2                       | 8  | 9                        | 18 |
| Boys of a race<br>different from<br>your own  | 23     | 92 | 2                       | 8  | 14     | 56 | 11                      | 44 | 13                       | 26 |
| Boys in your<br>class                         | 24     | 96 | 1                       | 4  | 18     | 72 | 7                       | 28 | 8                        | 16 |
| Boys in upper<br>classes                      | 24     | 96 | 1                       | 4  | 13     | 52 | 12                      | 48 | 13                       | 26 |

Table 12.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
IN FORMING FRIENDSHIPS OF 25 BOYS AND 25 GIRLS IN THE  
NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY TWO  
OR MORE OF THEIR NINTH-GRADE TEACHERS.

| Forming of<br>friendships                    | Boys   |    |                         |    | Girls  |     |                         |    | Total<br>Diffi-<br>culty |    |
|--|--------|----|-------------------------|----|--------|-----|-------------------------|----|--------------------------|----|
|  | Easily |    | With<br>Diffi-<br>culty |    | Easily |     | With<br>Diffi-<br>culty |    |                          |    |
|  | No.    | %  | No.                     | %  | No.    | %   | No.                     | %  |                          |    |
|  | No.    | %  | No.                     | %  | No.    | %   | No.                     | %  |                          |    |
| Does he make<br>friends among:               |        |    |                         |    |        |     |                         |    |                          |    |
| Girls in upper<br>classes                    | 10     | 40 | 15                      | 60 | 22     | 88  | 3                       | 12 | 18                       | 36 |
| Girls in his<br>class                        | 11     | 44 | 14                      | 56 | 25     | 100 | 0                       | 0  | 14                       | 28 |
| Boys in upper<br>classes                     | 15     | 60 | 10                      | 40 | 19     | 76  | 6                       | 24 | 16                       | 32 |
| Girls of a race<br>different from<br>his own | 16     | 64 | 9                       | 36 | 24     | 96  | 1                       | 4  | 10                       | 20 |
| Girls of his<br>own race                     | 17     | 68 | 8                       | 32 | 25     | 96  | 1                       | 4  | 9                        | 18 |
| Boys of a race<br>different from<br>his own  | 19     | 76 | 6                       | 24 | 22     | 88  | 3                       | 12 | 9                        | 18 |
| Boys in his<br>class                         | 23     | 92 | 2                       | 8  | 21     | 84  | 4                       | 12 | 6                        | 12 |
| Boys of his own<br>race                      | 23     | 92 | 2                       | 8  | 23     | 92  | 2                       | 8  | 4                        | 8  |

Table 13.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
IN FORMING FRIENDSHIPS OF 18 BOYS AND 17 GIRLS IN  
NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY THEIR  
EIGHTH-GRADE TEACHER.

| Forming of<br>friendships                    | Boys   |     |                         |    | Girls  |     |                         |    | Total           |      |
|--|--------|-----|-------------------------|----|--------|-----|-------------------------|----|-----------------|------|
|  | Easily |     | With<br>Diffi-<br>culty |    | Easily |     | With<br>Diffi-<br>culty |    | Diffi-<br>culty |      |
|  | No.    | %   | No.                     | %  | No.    | %   | No.                     | %  | No.             | %    |
|  | No.    | %   | No.                     | %  | No.    | %   | No.                     | %  | No.             | %    |
| Does he make<br>friends among:               |        |     |                         |    |        |     |                         |    |                 |      |
| Girls of a race<br>different from<br>his own | 9      | 50  | 9                       | 50 | 6      | 35  | 11                      | 65 | 20              | 58   |
| Girls in upper<br>classes                    | 11     | 61  | 7                       | 39 | 4      | 23  | 13                      | 77 | 20              | 58   |
| Girls in his<br>own class                    | 13     | 72  | 5                       | 28 | 17     | 100 | 0                       | 0  | 5               | 14.3 |
| Boys of a race<br>different from<br>his own  | 14     | 78  | 4                       | 22 | 5      | 29  | 12                      | 71 | 16              | 45.7 |
| Girls of his<br>own race                     | 15     | 84  | 3                       | 16 | 17     | 100 | 0                       | 0  | 3               | 8    |
| Boys in upper<br>classes                     | 16     | 89  | 2                       | 11 | 4      | 23  | 13                      | 77 | 15              | 44   |
| Boys in his<br>own class                     | 17     | 95  | 1                       | 5  | 17     | 100 | 0                       | 0  | 1               | 2.9  |
| Boys of his<br>own race                      | 18     | 100 | 0                       | 0  | 17     | 100 | 0                       | 0  | 0               | 0    |

Responses of mothers.--Sixty-four per cent  
of the boys had difficulty, according to their mothers,  
in making friends among girls of a race different from  
their own (Table 14). The mothers believed that 32 per

cent of the girls had difficulty in forming friendships with boys in upper classes. No mother recognized that her son or daughter had any difficulty in making friends with his own sex.

Table 14.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS IN FORMING FRIENDSHIPS OF 25 BOYS AND 25 GIRLS IN THE NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY THEIR MOTHERS.

| Forming of<br>friendships                    | Boys   |       |        |       | Girls  |       |        |       | Total<br>Diffi-<br>culty |    |
|--|--------|-------|--------|-------|--------|-------|--------|-------|--------------------------|----|
|  | With   |       | Diffi- |       | With   |       | Diffi- |       |                          |    |
|  | Easily | culty | Easily | culty | Easily | culty | Easily | culty |                          |    |
|  | No.    | %     | No.    | %     | No.    | %     | No.    | %     | No.                      | %  |
| Does your son<br>make friends<br>among:      |        |       |        |       |        |       |        |       |                          |    |
| Girls of a race<br>different from<br>his own | 11     | 44    | 14     | 64    | 24     | 96    | 1      | 4     | 15                       | 30 |
| Girls in upper<br>classes                    | 13     | 52    | 12     | 48    | 20     | 80    | 5      | 20    | 17                       | 24 |
| Girls in his<br>own class                    | 17     | 68    | 8      | 32    | 25     | 100   | 0      | 0     | 8                        | 16 |
| Girls of his<br>own race                     | 19     | 76    | 6      | 24    | 25     | 100   | 0      | 0     | 6                        | 12 |
| Boys of a race<br>different from<br>his own  | 21     | 84    | 4      | 16    | 22     | 88    | 3      | 12    | 7                        | 14 |
| Boys in upper<br>classes                     | 22     | 88    | 3      | 12    | 17     | 68    | 8      | 32    | 11                       | 22 |
| Boys in his own<br>class                     | 23     | 92    | 2      | 8     | 23     | 92    | 2      | 8     | 4                        | 8  |
| Boys of his own<br>race                      | 25     | 100   | 0      | 0     | 24     | 96    | 1      | 4     | 1                        | 2  |

Clothes and money

Responses of pupils.--Sixteen per cent of both the boys and the girls reported that they did not have enough clothes to attend school dances, and 22 per cent of them did not feel they had enough money in order to take part in school dances (Table 15). Almost all the boys and girls thought that they had enough clothes for classes and parties, but 14 per cent of them did not consider that they had enough money to attend parties.

Responses of ninth-grade teachers.--Ten per cent of the pupils, according to their teachers, did not have clothes suitable for dances and parties, but they thought that all the girls and nearly all the boys had clothes suitable for classes and school sports (Table 16). In no case did they feel that the pupil lacked the money necessary to attend school functions.

Responses of eighth-grade teachers.--The eighth-grade teachers estimated that only a very small percentage of the group would not have enough clothes or money to attend school functions (Table 17).

Responses of the mothers.--The mothers reported that from 16 to 20 per cent of their daughters did not have enough clothes suitable for attending dances, school sports, and parties, but they thought both their sons and daughters had enough clothes suitable for classes (Table 18). Only a very small percentage of

the mothers thought their sons and daughters did not have enough spending money to take part in school functions (Table 18).

Table 15.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS DEALING WITH SUITABLE CLOTHES AND ENOUGH SPENDING MONEY AS REPORTED BY 25 BOYS AND 25 GIRLS IN NINTH GRADE OF SALIDA HIGH SCHOOL.

| Clothes and Money  | Boys |     |     |    | Girls |     |     |    | Total |    |
|--|------|-----|-----|----|-------|-----|-----|----|-------|----|
|  | Yes  |     | No  |    | Yes   |     | No  |    | No    |    |
|  | No.  | %   | No. | %  | No.   | %   | No. | %  | No.   | %  |
| Do you have enough clothes suitable for:                                       |      |     |     |    |       |     |     |    |       |    |
| Dances   | 21   | 84  | 4   | 16 | 21    | 84  | 4   | 16 | 8     | 16 |
| School sports  | 23   | 92  | 2   | 8  | 23    | 92  | 2   | 8  | 4     | 8  |
| Classes  | 25   | 100 | 0   | 0  | 25    | 100 | 0   | 0  | 0     | 0  |
| Parties  | 25   | 100 | 0   | 0  | 23    | 92  | 2   | 8  | 2     | 4  |
| Do you have as much spending money as you would like in order to take part in: |      |     |     |    |       |     |     |    |       |    |
| Dances   | 19   | 76  | 6   | 24 | 20    | 80  | 5   | 20 | 11    | 22 |
| Club membership  | 20   | 80  | 5   | 20 | 23    | 92  | 2   | 8  | 7     | 14 |
| Parties  | 22   | 88  | 3   | 12 | 21    | 84  | 4   | 16 | 7     | 14 |
| School sports  | 23   | 92  | 2   | 8  | 23    | 92  | 2   | 8  | 4     | 8  |

Table 16.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SUITABLE CLOTHES AND ENOUGH SPENDING  
MONEY OF 25 BOYS AND 25 GIRLS IN NINTH GRADE OF  
SALIDA HIGH SCHOOL AS REPORTED BY TWO OR MORE OF  
THEIR NINTH-GRADE TEACHERS.

| Clothes and<br>Money   | Boys |    |     |    | Girls |     |     |   | Total |    |
|--|------|----|-----|----|-------|-----|-----|---|-------|----|
|  | Yes  |    | No  |    | Yes   |     | No  |   | No    |    |
|  | No.  | %  | No. | %  | No.   | %   | No. | % | No.   | %  |
| Does he have<br>enough clothes<br>suitable for his<br>activities:  |      |    |     |    |       |     |     |   |       |    |
| Dances   | 21   | 84 | 4   | 16 | 24    | 96  | 1   | 4 | 5     | 10 |
| Parties  | 21   | 84 | 4   | 16 | 24    | 96  | 1   | 4 | 5     | 10 |
| Classes  | 22   | 88 | 3   | 12 | 25    | 100 | 0   | 0 | 3     | 6  |
| School sports  | 23   | 92 | 2   | 8  | 25    | 100 | 0   | 0 | 2     | 4  |
| Do you feel that<br>he has enough<br>spending money to<br>take part in the<br>school activities<br>as he would like: |      |    |     |    |       |     |     |   |       |    |
| School sports  | 22   | 88 | 3   | 12 | 24    | 96  | 1   | 4 | 4     | 8  |
| Dances   | 23   | 92 | 2   | 8  | 24    | 96  | 1   | 4 | 3     | 6  |
| Parties  | 23   | 92 | 2   | 8  | 24    | 96  | 1   | 4 | 3     | 6  |
| Club membership  | 23   | 92 | 2   | 8  | 25    | 100 | 0   | 0 | 2     | 4  |

Table 17.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH CLOTHES AND ENOUGH SPENDING MONEY OF 18  
BOYS AND 17 GIRLS OF NINTH GRADE OF SALIDA HIGH SCHOOL  
AS REPORTED BY THEIR EIGHTH-GRADE TEACHER.

| Clothes and<br>Money   | Boys |     |     |   | Girls |     |     |   | Total |     |
|--|------|-----|-----|---|-------|-----|-----|---|-------|-----|
|  | Yes  |     | No  |   | Yes   |     | No  |   | No    |     |
|  | No.  | %   | No. | % | No.   | %   | No. | % | No.   | %   |
| Does he have<br>enough clothes<br>for his acti-<br>vities:   |      |     |     |   |       |     |     |   |       |     |
| Dances   | 17   | 95  | 1   | 5 | 16    | 95  | 1   | 6 | 2     | 5.7 |
| Parties  | 17   | 95  | 1   | 5 | 16    | 94  | 1   | 6 | 2     | 5.7 |
| Classes  | 18   | 100 | 0   | 0 | 17    | 100 | 0   | 0 | 0     | 0   |
| School sports  | 18   | 100 | 0   | 0 | 16    | 94  | 1   | 6 | 1     | 2.9 |
| Do you feel that<br>he has enough<br>spending money<br>to take part in<br>the school acti-<br>vities he would<br>like: |      |     |     |   |       |     |     |   |       |     |
| Dances   | 17   | 95  | 1   | 5 | 17    | 100 | 0   | 0 | 1     | 2.5 |
| Parties  | 17   | 95  | 1   | 5 | 17    | 100 | 0   | 0 | 1     | 2.5 |
| Club membership  | 17   | 100 | 1   | 5 | 17    | 100 | 0   | 0 | 1     | 2.5 |
| School sports  | 18   | 100 | 0   | 0 | 17    | 100 | 0   | 0 | 0     | 0   |

Table 18.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
DEALING WITH SUITABLE CLOTHES AND ENOUGH SPENDING  
MONEY OF 25 BOYS AND 25 GIRLS IN NINTH GRADE OF  
SALIDA HIGH SCHOOL AS REPORTED BY THEIR MOTHERS.

| Clothes and<br>Money   | Boys |     |     |   | Girls |     |     |    | Total |    |
|--|------|-----|-----|---|-------|-----|-----|----|-------|----|
|  | Yes  |     | No  |   | Yes   |     | No  |    | No    |    |
|  | No.  | %   | No. | % | No.   | %   | No. | %  | No.   | %  |
| Do you feel that<br>your son has<br>enough clothes<br>suitable for:              |      |     |     |   |       |     |     |    |       |    |
| Dances   | 23   | 92  | 2   | 8 | 20    | 80  | 5   | 20 | 7     | 14 |
| Parties  | 23   | 92  | 2   | 8 | 21    | 84  | 4   | 16 | 6     | 12 |
| School sports  | 24   | 96  | 1   | 4 | 20    | 80  | 5   | 20 | 6     | 12 |
| Classes  | 25   | 100 | 0   | 0 | 25    | 100 | 0   | 0  | 0     | 0  |
| Do you feel that<br>your son has<br>enough spending<br>money to take<br>part in: |      |     |     |   |       |     |     |    |       |    |
| School dances  | 23   | 92  | 2   | 8 | 24    | 96  | 1   | 4  | 3     | 6  |
| School sports  | 24   | 96  | 1   | 4 | 24    | 96  | 1   | 4  | 2     | 4  |
| School parties   | 24   | 96  | 1   | 4 | 25    | 100 | 0   | 0  | 1     | 2  |
| Club membership  | 24   | 96  | 1   | 4 | 24    | 96  | 1   | 4  | 2     | 4  |

Attitudes and interests of  
parents and teachers

Responses of pupils.--Forty per cent of the boys and 28 per cent of the girls reported that their parents did not generally approve of their dating (Table 19). Twenty-four per cent of the boys and 12 per cent of the girls found their parents uninterested in their social activities, but none of the girls reported their parents uninterested in their grades, school subjects, or friends. About one third of the pupils reported their teachers uninterested in them, the boys reporting this condition in a larger number of cases than the girls.

Responses of ninth-grade teachers.--The ninth-grade teachers thought that the parents of all the boys and nearly all the girls approved of their friends, dates, social activities, membership in clubs, and attendance at school sports (Table 20). The teachers thought that the parents of 24 per cent of the boys and 20 per cent of the girls were not interested in the school subjects of their children. Nearly one fourth of the boys, the teachers believed, did not think that the teachers were kind and considerate in their treatment of them. The teachers thought that 16 per cent of the boys found their teachers uninterested in them and not human and likeable, while they thought that 16 per cent of the girls also found their teachers uninterested in them.

Table 19.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
OF PARENTAL APPROVAL AND TEACHER INTEREST AS REPORTED  
BY 25 BOYS AND 25 GIRLS OF NINTH GRADE OF SALIDA HIGH  
SCHOOL.

| Attitudes and<br>interests of<br>parents and<br>teachers | Boys |    |     |    | Girls |     |     |    | Total |    |
|--|------|----|-----|----|-------|-----|-----|----|-------|----|
|  | Yes  |    | No  |    | Yes   |     | No  |    | No    |    |
|  | No.  | %  | No. | %  | No.   | %   | No. | %  | No.   | %  |
| Do your parents<br>generally approve<br>of your:         |      |    |     |    |       |     |     |    |       |    |
| Dates  | 15   | 60 | 10  | 40 | 18    | 72  | 7   | 28 | 17    | 34 |
| Social activi-<br>ties                                   | 21   | 84 | 4   | 16 | 24    | 96  | 1   | 4  | 5     | 10 |
| Friends  | 23   | 92 | 2   | 8  | 24    | 96  | 1   | 4  | 3     | 6  |
| Membership in<br>clubs                                   | 23   | 92 | 2   | 8  | 24    | 96  | 1   | 4  | 3     | 6  |
| Attendance at<br>school sports                           | 24   | 96 | 1   | 4  | 24    | 96  | 1   | 4  | 2     | 4  |
| Do you find your<br>parents inter-<br>ested in your:     |      |    |     |    |       |     |     |    |       |    |
| Social activi-<br>ties                                   | 19   | 76 | 6   | 24 | 22    | 88  | 3   | 12 | 9     | 18 |
| Grades   | 22   | 88 | 3   | 12 | 25    | 100 | 0   | 0  | 3     | 6  |
| School subjects  | 24   | 96 | 1   | 4  | 25    | 100 | 0   | 0  | 1     | 2  |
| Friends  | 24   | 96 | 1   | 4  | 25    | 100 | 0   | 0  | 1     | 2  |
| Do you feel that<br>all of your<br>teachers are:         |      |    |     |    |       |     |     |    |       |    |
| Interested in<br>you                                     | 15   | 60 | 10  | 40 | 18    | 72  | 7   | 28 | 17    | 34 |

Table 19.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
OF PARENTAL APPROVAL AND TEACHER INTEREST AS REPORTED  
BY 25 BOYS AND 25 GIRLS OF NINTH GRADE OF SALIDA HIGH  
SCHOOL.--Continued

| Attitudes and<br>interests of<br>parents and<br>teachers   | Boys |    |     |    | Girls |    |     |    | Total |    |
|--|------|----|-----|----|-------|----|-----|----|-------|----|
|  | Yes  |    | No  |    | Yes   |    | No  |    | No    |    |
|  | No.  | %  | No. | %  | No.   | %  | No. | %  | No.   | %  |
| Human and like-<br>able                                    | 19   | 76 | 6   | 24 | 20    | 80 | 5   | 20 | 11    | 22 |
| Kind and consi-<br>derate in their<br>treatment of<br>you. | 22   | 88 | 3   | 12 | 21    | 84 | 4   | 16 | 7     | 14 |

Table 20.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF  
25 BOYS AND 25 GIRLS IN NINTH GRADE OF SALIDA HIGH  
SCHOOL AS REPORTED BY TWO OR MORE OF THEIR NINTH-  
GRADE TEACHERS.

| Attitudes and<br>interests of<br>parents and<br>teachers          | Boys |     |     |   | Girls |     |     |   | Total |   |
|---|------|-----|-----|---|-------|-----|-----|---|-------|---|
|   | Yes  |     | No  |   | Yes   |     | No  |   | No    |   |
|   | No.  | %   | No. | % | No.   | %   | No. | % | No.   | % |
| Do you feel that<br>his parents gen-<br>erally approve<br>of his: |      |     |     |   |       |     |     |   |       |   |
| Friends   | 25   | 100 | 0   | 0 | 25    | 100 | 0   | 0 | 0     | 0 |
| Dates   | 25   | 100 | 0   | 0 | 23    | 92  | 2   | 8 | 2     | 4 |
| Social activi-<br>ties  | 25   | 100 | 0   | 0 | 23    | 92  | 2   | 8 | 2     | 4 |
| Membership in<br>clubs  | 25   | 100 | 0   | 0 | 23    | 92  | 2   | 8 | 2     | 4 |

Table 20.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF 25 BOYS AND 25 GIRLS IN NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY TWO OR MORE OF THEIR NINTH-GRADE TEACHERS.--Continued.

| Attitudes and<br>interests of<br>parents and<br>teachers    | Boys |     |     |    | Girls |    |     |    | Total |    |
|---|------|-----|-----|----|-------|----|-----|----|-------|----|
|   | Yes  |     | No  |    | Yes   |    | No  |    | No    |    |
|   | No.  | %   | No. | %  | No.   | %  | No. | %  | No.   | %  |
| Attendance at<br>school sports                              | 25   | 100 | 0   | 0  | 24    | 96 | 1   | 4  | 1     | 2  |
| Do you think he<br>finds his par-<br>ents interested<br>in: |      |     |     |    |       |    |     |    |       |    |
| His school sub-<br>jects                                    | 19   | 76  | 6   | 24 | 20    | 80 | 5   | 20 | 11    | 22 |
| His grades  | 20   | 80  | 5   | 20 | 20    | 80 | 5   | 20 | 10    | 20 |
| His social<br>activities                                    | 24   | 96  | 1   | 4  | 23    | 92 | 2   | 8  | 3     | 6  |
| His friends   | 24   | 96  | 1   | 4  | 24    | 96 | 1   | 4  | 2     | 4  |
| Do you feel that<br>he finds that<br>his teachers are:      |      |     |     |    |       |    |     |    |       |    |
| Kind and consider-<br>ate in their<br>treatment of him      | 19   | 96  | 6   | 24 | 24    | 96 | 1   | 4  | 7     | 14 |
| Interested in<br>him  | 21   | 84  | 4   | 16 | 21    | 84 | 4   | 16 | 8     | 16 |
| Human and like-<br>able                                     | 21   | 84  | 4   | 16 | 24    | 96 | 1   | 4  | 5     | 10 |

Responses of eighth-grade teachers. The teachers indicated that they believed that in nearly all cases the parents would approve of the participation of the pupil in social activities, membership in clubs, attendance at school sports, and his choice of friends (Table 21). Forty-one per cent of the mother, however, would not approve of the dating of their daughters, according to the eighth-grade teachers. All the parents of the girls and most of the parents of the boys would be interested in the school subjects, grades, social activities, and friends of the pupil. They thought that 18 per cent of the girls would not find their teachers interested in them.

Responses of mothers.--Nearly one third (30 per cent) of the mothers did not approve of the dates of their sons and daughters (Table 22). Nearly all of them reported that they were interested in the school subjects, grades, social activities, and friends of the pupils. The mothers of 20 per cent of the boys and 16 per cent of the girls reported that the teachers were uninterested in the pupils.

Table 21.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF 18 BOYS AND 17 GIRLS IN NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY THEIR EIGHTH-GRADE TEACHER.

[illegible]

Table 21.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF 18 BOYS AND 17 GIRLS IN NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY THEIR EIGHTH-GRADE TEACHER.  
--Continued.

| Attitudes and<br>interests of<br>parents and<br>teachers  | Boys |    |     |    | Girls |    |     |    | Total |    |
|---|------|----|-----|----|-------|----|-----|----|-------|----|
|   | Yes  |    | No  |    | Yes   |    | No  |    | No    |    |
|   | No.  | %  | No. | %  | No.   | %  | No. | %  | No.   | %  |
| Kind and con-<br>siderate in<br>their treatment<br>of him | 15   | 84 | 3   | 16 | 15    | 88 | 2   | 12 | 5     | 14 |
| Human and like-<br>able                                   | 15   | 84 | 3   | 16 | 15    | 88 | 2   | 12 | 5     | 14 |
| Interested in<br>him                                      | 16   | 89 | 2   | 11 | 14    | 82 | 3   | 18 | 5     | 14 |

Table 22.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF 25 BOYS AND 25 GIRLS OF NINTH GRADE OF SALIDA HIGH SCHOOL AS REPORTED BY THEIR MOTHERS.

| Attitudes and<br>interests of<br>parents and<br>teachers                 | Boys |    |     |    | Girls |    |     |    | Total |    |
|--|------|----|-----|----|-------|----|-----|----|-------|----|
|  | Yes  |    | No  |    | Yes   |    | No  |    | No    |    |
|  | No.  | %  | No. | %  | No.   | %  | No. | %  | No.   | %  |
| Do you feel that<br>your son's par-<br>ents generally<br>approve of his: |      |    |     |    |       |    |     |    |       |    |
| Dates  | 16   | 64 | 9   | 36 | 19    | 76 | 6   | 24 | 15    | 30 |
| Membership in<br>clubs   | 22   | 88 | 3   | 12 | 24    | 96 | 1   | 4  | 4     | 8  |
| Social activi-<br>ties   | 24   | 96 | 1   | 4  | 24    | 96 | 1   | 4  | 2     | 4  |

Table 22.--FREQUENCY OF DIFFICULTY ON CERTAIN PROBLEMS  
OF ATTITUDES AND INTERESTS OF PARENTS AND TEACHERS OF  
25 BOYS AND 25 GIRLS OF NINTH GRADE OF SALIDA HIGH  
SCHOOL AS REPORTED BY THEIR MOTHERS.--Continued.

| Attitudes and<br>interests of pa-<br>rents and<br>teachers              | Boys |     |     |    | Girls |    |     |    | Total |    |
|---|------|-----|-----|----|-------|----|-----|----|-------|----|
|   | Yes  |     | No  |    | Yes   |    | No  |    | No    |    |
|   | No.  | %   | No. | %  | No.   | %  | No. | %  | No.   | %  |
| Friends   | 25   | 100 | 0   | 0  | 23    | 92 | 2   | 8  | 2     | 4  |
| Attendance at<br>school sports  | 25   | 100 | 0   | 0  | 24    | 96 | 1   | 4  | 1     | 2  |
| Do you feel that<br>your son's par-<br>ents are inter-<br>ested in his: |      |     |     |    |       |    |     |    |       |    |
| School subjects   | 24   | 96  | 1   | 4  | 23    | 92 | 2   | 8  | 3     | 6  |
| Grades  | 25   | 100 | 0   | 0  | 23    | 92 | 2   | 8  | 2     | 4  |
| Social activi-<br>ties  | 25   | 100 | 0   | 0  | 24    | 96 | 1   | 4  | 1     | 2  |
| Friends   | 25   | 100 | 0   | 0  | 24    | 96 | 1   | 4  | 1     | 2  |
| Do you feel that<br>he finds all of<br>his teachers:                    |      |     |     |    |       |    |     |    |       |    |
| Interested in<br>him  | 20   | 80  | 5   | 20 | 21    | 84 | 4   | 16 | 9     | 18 |
| Human and like-<br>able   | 22   | 88  | 3   | 12 | 24    | 96 | 1   | 4  | 4     | 8  |
| Kind and consi-<br>derate in their<br>treatment of him                  | 24   | 96  | 1   | 4  | 24    | 96 | 1   | 4  | 2     | 4  |

Table 23.--RELATION OF NUMBER OF DIFFICULTIES EXPERIENCED BY PUPILS TO AGE OF PUPIL,  
NATIONALITY OF PARENTS, AND SCHOOL WHERE PUPIL ATTENDED EIGHTH GRADE.

| Number<br>of<br>Diffi-<br>culties | Age   |    |    |    |    |    |    | Nationality of parents |    |    |    |   |    | School in<br>eighth grade |   |    |
|-----------------------------------|-------|----|----|----|----|----|----|------------------------|----|----|----|---|----|---------------------------|---|----|
|                                   | Boys  |    |    |    |    |    |    | Boys                   |    |    |    |   |    | Boys                      |   |    |
|                                   | Girls |    |    |    |    |    |    | Girls                  |    |    |    |   |    | Girls                     |   |    |
|                                   | 13    | 14 | 15 | 16 | 17 | 13 | 14 | 15                     | 16 | 17 | A  | I | SA | A                         | I | SA |
| 22-23                             | 1     |    |    |    |    |    |    |                        |    |    | 1  |   |    | 1                         |   |    |
| 20-21                             |       |    |    |    |    |    |    |                        |    |    |    |   |    |                           |   |    |
| 18-19                             |       |    |    |    |    |    |    |                        |    |    |    |   |    |                           |   |    |
| 16-17                             | 1     |    |    |    |    |    | 1  |                        |    |    | 1  |   |    | 1                         |   |    |
| 14-15                             |       | 2  | 1  |    |    |    |    |                        |    |    |    |   |    | 1                         |   |    |
| 12-13                             |       |    |    |    |    |    |    |                        |    |    | 1  |   |    |                           |   |    |
| 10-11                             |       | 1  |    |    |    |    |    |                        |    |    |    |   |    |                           |   |    |
| 8-9                               |       |    | 1  |    |    |    | 1  |                        |    |    | 2  |   |    | 1                         |   |    |
| 6-7                               |       | 1  | 1  |    |    |    |    |                        | 2  |    | 2  |   |    | 1                         |   |    |
| 4-5                               |       |    |    |    |    | 1  | 2  | 3                      | 1  |    | 3  |   |    | 2                         |   | 3  |
| 2-3                               |       | 2  | 1  |    | 1  |    | 4  | 1                      |    |    | 3  |   |    | 4                         | 1 | 1  |
| 0-1                               |       |    | 5  |    |    |    | 9  |                        |    |    | 3  | 1 |    | 8                         | 1 |    |
| Totals                            | 3     | 11 | 6  | 4  | 1  | 1  | 17 | 4                      | 3  | 0  | 18 | 1 | 3  | 18                        | 5 | 0  |
|                                   |       |    |    |    |    |    |    |                        |    |    |    |   |    | 20                        | 2 | 17 |
|                                   |       |    |    |    |    |    |    |                        |    |    |    |   |    | 6                         |   |    |

Key: A - American  
I - Italian  
SA - Spanish-American  
Jr.H.- Junior High School  
P.- Parochial School

Relationship of adjustment of pupil  
to age, nationality, and eighth-grade  
experience

The number of cases was so small that only an indication of any possible relationship can be made of adjustment of the pupil to his age, the nationality of his parents, and the school where he attended the eighth grade.

As far as the boys are concerned, it seems that those 15 and 16 years of age experienced difficulty on more items of adjustment than did the younger boys. There is no evidence that one age group of girls experienced difficulty on more items of adjustment than did those of other ages. Three Spanish-American boys showed a considerable number of difficulties when compared with Anglo-American boys. The one Italian boy was well-adjusted. On the whole, the Italian girls were also well-adjusted.

In terms of the school where the pupil attended the eighth grade, the eight pupils from parochial schools seemed to adjust readily to the change of schools.

## Chapter V

### DISCUSSION AND RECOMMENDATIONS

The original question of this study was:  
How may home economics work contribute to a general guidance program organized to help alleviate the needs of the ninth-grade pupils of Salida High School? Answering this question is dependent upon the following:

1. What are the social needs of the ninth-grade pupils according to the pupils themselves, as observed by their teachers, and as expressed by their mothers?
2. How do the social needs relate to the age of the pupils, to the nationality of their parents, and to the school where they attended the eighth grade?
3. What may be recommended for a social guidance program in Salida High School that would alleviate the needs of these ninth-grade pupils?
4. What contributions may the homemaking department make toward this program?

Before going into the discussion of the findings, it may be well to remind the reader that the group

of 25 boys and 25 girls, although small, is representative of the entire ninth grade at Salida High School, since the critical ratios between the answers of this group of pupils and those of the remainder of the ninth-grade class were not significantly different.

Social needs of ninth-grade pupils  
at Salida High School

An appreciable number of boys and girls had difficulty in adjusting to high school classroom work -- both in regard to subject matter and recitations, as shown by the fact that 30 per cent of the pupils themselves reported difficulty in adjusting to high school subjects and 18 per cent to class recitations. Also the ninth-grade teachers reported 54 per cent had difficulty with high school subjects and 48 per cent, difficulty with class recitations, while mothers reported 22 per cent and 28 per cent respectively. The eighth-grade teachers also predicted that an appreciable number would experience difficulty in these two phases of adjusting to high school life. Difficulty was expressed more often by boys than by girls.

Many of the ninth-grade pupils experienced difficulty in using some form of socially approved custome -- 20 to 44 per cent for boys and four to 28 per cent for girls -- according to the pupils themselves. The ninth-grade teachers and the mothers agreed

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with the opinions of the pupils. The eighth-grade teachers anticipated that 60 per cent of the pupils would have difficulty in using various phases of social practices, such as conduct at club meetings, appearance on club or assembly programs, making introduction, and participation in school dances and class or club parties. They also thought that about one third (33 per cent) of the boys would have difficulty in conversing with girls and 29 per cent of the girls would have difficulty in conversing with boys.

These findings seem to indicate that there is need for some guidance or help to be given ninth-grade pupils in using socially approved practices at school, such as behavior at dances, making introductions, conversing with the other sex, appearing on club or assembly programs, and in participating in club or class parties.

The boys, teachers, and mothers agreed that more boys than girls had difficulty in social situations which would indicate a greater need for social guidance for boys than for girls. This may be explained by the fact that girls mature at an earlier age than do boys, or that they have had more attention given to them at home, or that they are more interested in social customs than are boys. Nearly half the boys experienced difficulty in making friends with girls, and nearly one half (48

per cent) of the girls had difficulty in making friends with boys, according to the opinions of ninth-grade teachers, eighth-grade teachers, mothers, and pupils themselves. This seems to indicate that the pupils need help in learning to form friendships with the opposite sex. Both the school and the parents can help in this phase of social adjustment.

Lack of clothes and money was not a serious problem to more than a few of the pupils. Therefore, it may be assumed that the pupils could dress well enough to attend the social functions, should they desire and know how to do so.

Dating among pupils was a problem according to one third (34 per cent) of the pupils and was disapproved of by approximately one third of the parents. However, the ninth-grade teachers did not recognize that there was parental disapproval in this phase of the social life of the pupils. This may mean that the parents consider the pupils too young to date, and the school will necessarily need to keep this fact in mind when sponsoring social activities for the ninth-grade pupils.

In some cases (one in six) the parents, according to the pupils, were not interested in their social activities but this was not verified by the teachers nor by the mothers themselves. Many parents

need to let the pupils know that they are interested in the social activities of the pupil. Perhaps the school has a problem here of educating the parent in improving his parent-child relationships.

It seems very significant that many pupils, of whom there were more boys than girls, thought that some of their teachers were not interested in them. Nearly one in four of the pupils thought that some teachers were not human and likeable. These findings would indicate that there is need for the school to establish better teacher-pupil relationships.

Relation of adjustment of pupil to age, nationality of parents, and eighth-grade experience.

Arrangement of frequency distribution on the pupils' reports showed that the boys 15 and 16 years of age thought they had difficulty on a slightly greater number of items of adjustment to high school life than did the younger boys (Table 23). However, the sample is so small that the evidence is inconclusive. There is no significant relationship between the age of the girls and the number of difficulties experienced.

Such a small number of pupils were of foreign parentage and so few pupils entered high school from an eighth grade other than the city junior high school that no evidence could be found concerning any relation-

ship between adjustment of pupils and nationality of parents or the school where the pupils attended the eighth grade.

#### Recommendations

From the study of the problem, "What program for social guidance might be planned for the Salida High School which would alleviate the social needs of ninth-grade pupils?", the writer recommends that:

1. A guidance program be organized which would emphasize the adjustment of the incoming ninth-grade pupil to the high school.
2. A student organization be developed which would assume as one of its functions aiding in the orientation of the incoming ninth-grade pupil.
3. More opportunities be provided in the eighth grade to acquaint the pupils with the high school.
4. More opportunities for social experience, formal and informal, be provided for all high school pupils.
5. In-service training of teachers for adequate guidance of pupils be developed.
6. An adequate library in guidance be provided for the teachers.

7. Opportunities for classes in social problems be provided and pupils be made acquainted with those opportunities by teacher advisers.

Concerning the question, "What contributions may the homemaking department make toward alleviating the social needs of ninth-grade pupils?", the writer recommends that:

1. The homemaking teacher cooperate in any social guidance program which may be developed.
2. A course in problems of daily living be offered, to which both boys and girls would be admitted.
3. The homemaking teacher provide many opportunities for teaching social customs to all pupils, in an informal way, through such activities as assembly programs, activities of the Future Homemakers Club, personal conferences, posters, exhibits, and articles in the school paper.
4. The homemaking teacher promote a study group for parents of "teen-age" pupils.
5. The homemaking teacher improve every opportunity to become acquainted with parents of incoming pupils and help the pupils through informal counseling with the parent.

6. The homemaking classes be used as an agency for interesting pupils in social activities, standards, and customs.

## Chapter VI

### SUMMARY

The purpose of this study was to investigate the social needs of the ninth-grade pupils at Salida High School, Salida, Colorado, and to make recommendations as to the possible contribution of the homemaking department to a school guidance program.

The data were collected by the use of an inventory of problems of social adjustment which was checked by the pupil, his ninth-grade teachers, and his eighth-grade teacher. The opinions of the mothers were collected by the writer in personal interviews.

It was found that:

An appreciable number of boys and girls in the ninth grade of Salida High School had difficulty in adjusting to high school work -- both subject matter and recitations.

An appreciable number also experienced difficulty in using some form of socially approved customs.

More boys than girls indicated difficulty in adjusting to the school and to social situations.

Lack of clothes and money was not a serious problem to more than a few of the pupils.

Dating among pupils was a problem according to pupils and was disapproved of by mothers. However, the ninth-grade teachers were not aware of this parental disapproval.

In some cases, the pupils did not consider their parents interested in their social activities.

About one third of the pupils thought that some of their teachers were not interested in them and that some of them were not human and likeable.

The sample was so small that the evidence is inconclusive as to any relationship of adjustment of the pupil to his age, his nationality, or his eighth-grade experience.

The boys 15 and 16 years of age indicated the greatest number of difficulties, but this was also inconclusive.

#### Recommendations.

From the study of the problem, "What program for social guidance might be planned for the Salida High School which would alleviate the social needs of ninth-grade pupils?", the writer recommends that:

1. A guidance program be organized which would emphasize the adjustment of the incoming ninth-grade pupil to the high school.
2. A student organization be developed which would assume as one of its functions aiding

in the orientation of the incoming ninth-grade pupil.

3. More opportunities be provided in the eighth grade to acquaint the pupils with the high school.
4. More opportunities for social experience, formal and informal, be provided for all high school pupils.
5. In-service training of teachers for adequate guidance of pupils be developed.
6. An adequate library in guidance be provided for the teachers.
7. Opportunities for classes in social problems be provided and pupils be made acquainted with those opportunities by teacher advisers.

Concerning the question, "What contributions may the homemaking department make toward alleviating the social needs of ninth-grade pupils?", the writer recommends that:

1. The homemaking teacher cooperate in any social guidance program which may be developed.
2. A course in problems of daily living be offered, to which both boys and girls would be admitted.
3. The homemaking teacher provide many oppor-

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tunities for teaching social customs to all pupils, in an informal way, through such activities as assembly programs, activities of the Future Homemakers Club, personal conferences, posters, exhibits, and articles in the school paper.

4. The homemaking teacher promote a study group for parents of "teen-age" pupils.
5. The homemaking teacher improve every opportunity to become acquainted with parents of incoming pupils and help the pupils through informal counseling with the parent.
6. The homemaking classes be used as an agency for interesting pupils in social activities, standards, and customs.

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## A P P E N D I X

## APPENDIX CONTENTS

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Appendix A.

Attitude Inventory  
on  
"Fitting Into" High School Life

Please fill in the blanks below:

Age \_\_\_\_\_

Boy \_\_\_\_\_ Girl \_\_\_\_\_

Name of school in which you attended the  
" eighth grade \_\_\_\_\_

Location of school (Town) \_\_\_\_\_ (State) \_\_\_\_\_

There is no correct answer to the questions that follow--except the one that you feel answers the problem in your case. The girls will have white sheets and the boys yellow ones. Be sure that yours in the correct color.

Directions: Put an X in the column "Easily" or "With Difficulty" as you feel is the answer in your case. For example: If you feel that you "fit into" Salida High School easily as to subjects, then you place an "X" as shown below:

|                              | Easily<br>X | With<br>Difficulty |
|------------------------------|-------------|--------------------|
| 1. High School subjects..... |             |                    |

If you feel that you are having difficulty with your subjects you put an "X" in the "With Difficulty" column, as:

|                              | Easily | With<br>Difficulty<br>X |
|------------------------------|--------|-------------------------|
| 1. High School subjects..... |        |                         |

Please be sure to answer each question.

|  | Easily | With<br>Difficulty |
|--|--------|--------------------|
| 1. Do you "fit into" Salida High School as to: |        |                    |
| 1. High School subjects.....                   |        |                    |
| 2. Class recitations.....                      |        |                    |
| 3. Teachers.....                               |        |                    |
| 4. Extra-Curricular activities.....            |        |                    |
| 5. General organization of school.....         |        |                    |
| 6. Social life.....                            |        |                    |
| 7. Sports.....                                 |        |                    |

II. Do you use the social approved practices of Salida High School during:

Easily

With  
Difficulty

- |   |  |  |
|---|--|--|
| 1. School dances.....                             |  |  |
| 2. Class or club parties.....                     |  |  |
| 3. Club meeting.....                              |  |  |
| 4. Appearance on club or<br>assembly program..... |  |  |
| 5. Introductions.....                             |  |  |
| 6. Conversation with girls.....                   |  |  |
| 7. Conversation with boys.....                    |  |  |

III. Do you make friends among:

- |  |  |  |
|--|--|--|
| 1. Girls in your class.....                        |  |  |
| 2. Boys in your class.....                         |  |  |
| 3. Girls in upper classes.....                     |  |  |
| 4. Boys in upper classes.....                      |  |  |
| 5. Girls of your own race.....                     |  |  |
| 6. Boys of your own race.....                      |  |  |
| 7. Girls of a race different<br>from your own..... |  |  |
| 8. Boys of a race different<br>from your own.....  |  |  |

Directions: Put an X in the column "Yes or  
"No" as you feel is the answer in your  
case.

For example: If you feel that you have  
enough clothes suitable for classes,  
place an X thusly:

|   | Yes | No |
|---|-----|----|
| 1. Do you have enough clothes suitable for: |     |    |
| a. Classes?.....                            | X   |    |

If you feel that you do not have  
enough clothes suitable for classes,  
place an X thusly:

|   |  |   |
|---|--|---|
| 1. Do you have enough clothes suitable for: |  |   |
| a. Classes?.....                            |  | X |

Please be sure to answer each question.

IV. Personal Feelings

1. Do you have enough clothes  
suitable for:

|                        | Yes | No |
|------------------------|-----|----|
| a. Classes?.....       |     |    |
| b. School sports?..... |     |    |
| c. Dances?.....        |     |    |
| d. Parties?.....       |     |    |

|   | Yes | No |
|---|-----|----|
| 2. Do you have as much spending money as you would like in order to take part in: |     |    |
| a. School sports?.....  |     |    |
| b. Dances?.....   |     |    |
| c. Parties?.....  |     |    |
| d. Club membership?.....  |     |    |
| 3. Do your parents generally approve of your:                                     |     |    |
| a. Friends?.....  |     |    |
| b. Dates?.....  |     |    |
| c. Social activities?.....  |     |    |
| d. Membership in clubs?.....  |     |    |
| e. Attendance at school sports?.....  |     |    |
| 4. Do you find your parents interested in your:                                   |     |    |
| a. Grades?.....   |     |    |
| b. School subjects?.....  |     |    |
| c. Social activities?.....  |     |    |
| d. Your Friends?.....   |     |    |
| 5. Do you feel that all of your teachers are:                                     |     |    |
| a. Interested in you?.....  |     |    |
| b. Kind and considerate in their treatment of you?.....                           |     |    |
| c. Human and likeable?.....   |     |    |

Appendix B.

Teachers' Check Sheet

Pupil \_\_\_\_\_ Teacher \_\_\_\_\_

Directions: Please put an X in the column "Easily" or "With Difficulty" and the "Yes or "No" column as you feel this pupil "fits into" Salida High School. If any blanks are not filled in, it is to be assumed that you do not know about the reaction of the pupil in this matter.

|  | Easily | With<br>Difficulty |
|--|--------|--------------------|
| I. Does he (or she) "fit into" Salida High School as to: |        |                    |
| 1. High School subjects?.....                            |        |                    |
| 2. Class recitations?.....                               |        |                    |
| 3. Teachers?.....  |        |                    |
| 4. Extra-curricular activities?.....                     |        |                    |
| 5. General organization at school?.....                  |        |                    |
| 6. Social life?.....                                     |        |                    |
| 7. Sports?.....  |        |                    |

|  | Easily | With<br>Difficulty |
|--|--------|--------------------|
| II. Does he (or she) use the social customs of Salida High School: |        |                    |
| 1. School dances?.....   |        |                    |
| 2. Class or club parties?.....                                     |        |                    |
| 3. Club meetings?.....   |        |                    |
| 4. Appearance on club or assembly program?.....                    |        |                    |
| 5. Introductions?.....   |        |                    |
| 6. Conversation with girls?.....                                   |        |                    |
| 7. Conversation with boys?.....                                    |        |                    |
| III. Does he (or she) make friends among?                          |        |                    |
| 1. Girls in his (or her) class?.....                               |        |                    |
| 2. Boys in his (or her) class?.....                                |        |                    |
| 3. Girls in upper classes?.....                                    |        |                    |
| 4. Boys in upper classes?.....                                     |        |                    |
| 5. Girls of his (or her) own race?.....                            |        |                    |
| 6. Boys of his (or her) own race?.....                             |        |                    |
| 7. Girls of a race different from his (or her) own?.....           |        |                    |
| 8. Boys of a race different from his (or her) own?.....            |        |                    |

|  | Yes | No |
|--|-----|----|
| IV. Personal Feelings  |     |    |
| 1. Does he (or she) have enough clothes suitable for his (or her activities:   |     |    |
| a. Classes?.....   |     |    |
| b. School sports?.....   |     |    |
| c. Dances?.....  |     |    |
| d. Parties?.....   |     |    |
| 2. Do you feel that he (or she) has enough spending money to take part in the school activities as he (or she) would like: |     |    |
| a. School sports?.....   |     |    |
| b. Dances?.....  |     |    |
| c. Parties?.....   |     |    |
| d. Club membership?.....   |     |    |

|   | Yes | No |
|---|-----|----|
| 3. Do you feel that the parents generally approve of his(or her):     |     |    |
| a. Friends?.....  |     |    |
| b. Dates?.....  |     |    |
| c. Social activities?.....  |     |    |
| d. Membership in clubs?.....  |     |    |
| e. Attendance at school sports?.....                                  |     |    |
| 4. Do you think he (or she) finds his (or her) parents interested in: |     |    |
| a. His (or her) grades?.....  |     |    |
| b. His (or her) school subjects?.....                                 |     |    |
| c. His (or her) social activities?.....                               |     |    |
| d. His (or her) friends?.....   |     |    |
| 5. Do you feel that he (or she) finds that his (or her) teachers are: |     |    |
| a. Interested in him (or her)?.....                                   |     |    |
| b. Kind and considerate in their treatment of him (or her)?.....      |     |    |
| c. Human and likeable?.....   |     |    |

Appendix C.

Mother's Check Sheet

Pupil's Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Please put an X in the column "Easily" or "With Difficulty" and the "Yes" or "No" column as you feel this pupil "fits into" Salida High School. If any blanks are not filled in, it is to be assumed that you do not know about the reaction of the pupil in this matter.

|  | Easily | With<br>Difficulty |
|--|--------|--------------------|
| I. Does your son "fit into"                |        |                    |
| Salida High School as to:                  |        |                    |
| 1. High School subjects?.....              | .....  | .....              |
| 2. Class recitations?.....                 | .....  | .....              |
| 3. Teachers?.....                          | .....  | .....              |
| 4. Extra-curricular acti-<br>vities?.....  | .....  | .....              |
| 5. General organization of<br>school?..... | .....  | .....              |
| 6. Social life?.....                       | .....  | .....              |
| 7. Sports?.....                            | .....  | .....              |

|  | Easily | With<br>Difficulty |
|--|--------|--------------------|
| II. Does your son use the social customs at Salida High School at: |        |                    |
| 1. School dances?.....   |        |                    |
| 2. Class or club parties?.....                                     |        |                    |
| 3. Club meetings?.....   |        |                    |
| 4. Appearance on club or assembly programs?.....                   |        |                    |
| 5. Introductions?.....   |        |                    |
| 6. Conversation with girls?.....                                   |        |                    |
| 7. Conversation with boys?.....                                    |        |                    |
| III. Does your son make friends among?                             |        |                    |
| 1. Girls in his own class?.....                                    |        |                    |
| 2. Boys in his own class?.....                                     |        |                    |
| 3. Girls in upper classes?.....                                    |        |                    |
| 4. Boys in upper classes?.....                                     |        |                    |
| 5. Girls of his own race?.....                                     |        |                    |
| 6. Boys of his own race?.....                                      |        |                    |
| 7. Girls of a race different from his own?.....                    |        |                    |
| 8. Boys of a race different from his own?.....                     |        |                    |

|   | Yes | No |
|---|-----|----|
| IV. Personal Feelings   |     |    |
| 1. Do you feel that your son has enough clothes suitable for:           |     |    |
| a. Classes?.....  |     |    |
| b. School sports?.....  |     |    |
| c. Dances?.....   |     |    |
| d. Parties?.....  |     |    |
| 2. Do you feel that your son has enough spending money to take part in: |     |    |
| a. School sports?.....  |     |    |
| b. School Dances?.....  |     |    |
| c. School parties?.....   |     |    |
| d. Club memberships?.....   |     |    |
| 3. Do you feel that your son's parents generally approve of his:        |     |    |
| a. Friends?.....  |     |    |
| b. Dates?.....  |     |    |
| c. Social activities?.....  |     |    |
| d. Membership in clubs?.....  |     |    |
| e. Attendance at school sports?....                                     |     |    |

|   | Yes | No |
|---|-----|----|
| 4. Do you feel that your son's parents are interested in: |     |    |
| a. His grades?.....                                       |     |    |
| b. His school subjects?.....                              |     |    |
| c. His social activities?.....                            |     |    |
| d. His friends?.....                                      |     |    |
| 5. Do you feel that he finds all of his teachers are:     |     |    |
| a. Interested in him?.....                                |     |    |
| b. Kind and considerate in their treatment of him?.....   |     |    |
| c. Human and likeable?.....                               |     |    |

Percentage of 25 boys of the Ninth Grade at Salida High School to the items on the questionnaire, "Fitting into Salida High School".

| Personality | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self Rating | Self 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Key:

+ = Answered "Easily"

- = Answered "With Difficulty"

o = not answered; in Response of

with-grade teacher all responded

"With Difficulty"

|   |   |
|---|---|
| 1 | 2 |
| 3 | 4 |

Response of Pupil

Response of Mother

Response of Eighth-grade Teacher

Number of responses of "Easily"

Responses of 4 ninth-grade teachers

[illegible]

7 = Answered "Easily" or "Yes" ;  
- = Answered "With Difficulty" or "No"  
o = Not answered ; In Parentheses of Ninth-

My 6e Teachers all recommended  
"My 6e Difficultly"

Response of Pupils  
Response of Mother  
Response of Fifth-grade Teacher  
Number of agreements of "Easily"  
Number of a fifth-grade Teachers

on the items of the questionnaire "Fitting into Salida High School".

[illegible]

**Key:**

\* Answered "Easily"

- = Answered "With Difficulty"

0 = Not answered

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