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1950

Mid-cent. White House Conf. on Children and Youth
Iowa Commission

Youth. Participation

1950

Iowa
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Youth Participation

IOWA COMMISSION
ON CHILDREN AND YOUTH - 1950



Where to go?
What's fun to do?



How Fast?
Age for Dating?

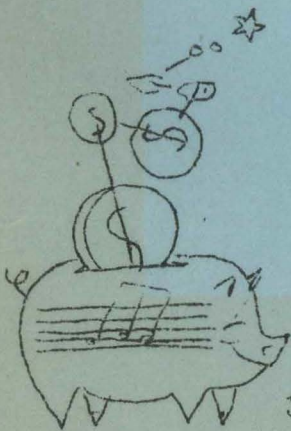


Younger Citizens
Take Opinion Poll.

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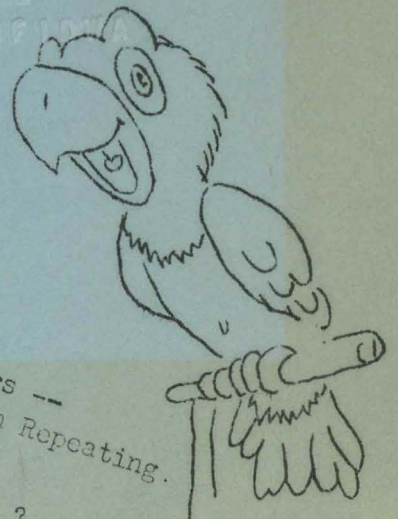
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?



Jobs - Money
Training

?



Rumors --
Worth Repeating.

?

YOUTH PARTICIPATION

Dick Wagner, Chairman
State College
Ames

Miss Thelma Ross, Secretary
State College
Ames

Phillip Bigelow
Council Bluffs
Student at University of Iowa
Iowa City, Iowa

Miss Dorothea Diers
Monticello
Student at Wartburg College
Waverly, Iowa

Marvin Greenberg
Des Moines
Student at University of Iowa
Iowa City, Iowa

Miss Shirley Herndon
Des Moines
Student at Drake University
Des Moines, Iowa

Miss Peggy Leu
Pella
Student at Central College
Pella, Iowa

Merle Miller
Nora Springs
Student at State College
Ames, Iowa

INTRODUCTION

For the first time in the history of White House Conferences, young people are participating in the fact-finding and planning of the National Committee for the White House Conference, and are also actively engaged in helping the state committees. Some young people are serving on most of the committees of the Iowa Commission, besides the eight who are members of the Commission. The county committees which have been organized also have youth groups.

Some youth representatives have been present at every meeting of the Commission. They are assisting with plans for and the work of the Iowa Midcentury Conference. They have also talked to groups in their communities on the purposes and goals of the conference, have obtained illustrations of youth needs and of ways the needs are being met. They held a conference in April, 1950, at which the general plan of making a survey of youth opinion during the summer months was developed. Out of this grew the Youth Opinionnaire.

YOUTH OPINIONNAIRE

General Summary

The Opinionnaire was answered by young men and women from 16 to 21, and by a few young adults, from all counties of the state. They represented all races, faiths, cultural advantages, educational opportunities, including youth selected as outstanding leaders in their groups and also youth who have been in serious trouble. Schedules from 816 youth were tabulated in detail; of these, nearly 47 percent were boys and 53 percent girls. Eleven percent of the girls and 24 percent of the boys were in the delinquent group.

Groups of young people gathering during the summer at camps or recreation facilities, or in institutions, answered the Opinionnaire. There were more schedules from small town and rural youth than from the large cities. Twelve percent were from cities of over 50,000 population, ten percent from cities of from 15,000 to 50,000, 24 percent from communities of 2,500 to 15,000, 28.6 percent from towns of 500 to 2,500, and the balance from villages and the open country, except eight percent who failed to state the size of their community.

Eighty percent of the youths were 16 and 17 years old; 13 percent were 18 and 19 years old, and the balance 20 and older. Eighty-six percent were still attending school and slightly over ten percent were out-of-school youth. Over three percent failed to report if they were students or not. Slightly less than four percent had completed the eighth grade or less; 13.6 percent had completed the first half of high school; 61.6 percent the 11th or 12th grades; two percent had finished half of their college course, nearly one percent had more education. Seventeen percent did not state their educational attainment.

Leisure Time and Recreation

The most popular five choices of places to spend leisure time were the home and theater, then the drug store or cafe, the church, and outdoor recreation centers and activities. The theater and the drug store-cafe were somewhat more popular with boys and the church activities with the girls. Team sports were the most popular activity with boys, followed by movies, skating and dancing, and outdoor activities; girls chose in order, skating and dancing, movies, home recreation

and hobbies, social visiting, and team sports. Movies and church activities were mentioned more often in small communities than in the larger ones.

Where youths spend their leisure time supports their indication that in smaller communities they do not have access to a planned program of interest to them. One hundred twenty-five boys and 15 girls (65 of the boys and 9 of the girls being in the delinquent group) said they spend a major portion of their free time in taverns and pool halls, both illegal places for the age group which was the subject of this survey. Only 34 boys and one girl lived in cities over 15,000 population. Eighty-three boys and 95 girls reported spending a major portion of their time on the street or riding around with pals; of these, only 38 boys and 7 girls lived in cities of the first class. The lack of constructive recreational outlets for out-of-school youth is also apparent. Of 84 youth, 45 boys and 39 girls, who were no longer attending school, 21 boys and three girls stated they frequented taverns and poolhalls, and 22 boys and 10 girls spent their time in the undefined activity of street corner visiting and car riding, most of them from smaller communities.

The average young person who answered this questionnaire was a member of two or three organizations other than those sponsored by the school. The boys and girls who were getting along well had a wider range of interests and community participation than did those who were in trouble. Only ten percent of the boys who were well adjusted said they did not belong to any organizations, whereas 44 percent of the delinquent boys denied any connections. Delinquent girls identified themselves slightly more with groups than did the boys, only 31 percent saying they did not belong to any. Girls in general were more apt to join a group than were the boys.

Recreation Needs.

Six hundred nineteen of the 816 returns on the Opinionnaire which were tabulated made some statement about recreation lacks in the home community in answer to the question: "What recreation facilities have you found lacking in your community?" Nearly three-fourths of the boys and over three-fourths of the girls mentioned definite needs, and about 13 percent of the boys and nine percent of the girls stated that nothing was needed. The others did not answer the question. Significantly, the schedules from farm youth and those in recreation association clubs indicated a smaller percent of needs than did other groups in all but the largest cities.

Less than one-fifth of the youth from cities over 15,000 population indicated any recreational lacks, and most of those were concerned mainly with accessibility of the existing facilities to their immediate neighborhood, and wanting a larger number of resources. A few had individual interests which they could not satisfy, as for wrestling and boxing, golf, horseback riding.

About 37 percent of all the recreational needs mentioned appeared on about one-fourth of the schedules, those from towns of 500 to 2,500 population. The rural schedules, about 18 percent of the total, accounted for one-fifth of the mentions of needs. The 375 schedules from communities under 2,500 included only 13 statements that nothing was needed.

The most commonly mentioned need was for a place where young people can gather to have some fun, where they can have a varied program of activity, hobbies, and

can learn something useful. Twenty-eight percent asked for such facilities. Many said they wanted to play pool where liquor was not sold. The second choice was for swimming pools or swimming instruction; next, playgrounds, parks and organized outdoor activities; then bowling and tennis; and dances and dance halls designed to meet the needs of minors.

The opinion of youth that recreation of a constructive sort, with leadership to organize it is needed, is forcefully indicated by the fact that recreation rated near the top as a major training lack in small communities, particularly those from 500 to 2,500 population. The question was "What kinds of training that you would like to have are lacking in your community?" Many small town youth said it was club experience with leadership, such as the 4H, Scouts, "Y" groups, Future Farmers, etc., get. Others said they would like to learn how to work with groups of young children on the playgrounds. Personality training, social grace and poise, advice on problems of dating and boy-girl relationships, debating, dramatic experience, public speaking, appeared a number of times. Some out-of-school youth said that the only recreation facilities in their small towns were at the public school, in which they could not take part. Others still in school pointed out the limitation of facilities in small schools.

An example of the need for training in social experience was reported from a small college which draws students who have to earn their way. On the request of a group of young students, a mature woman student gave them some guidance on problems of dating, giving parties, personal grooming, manners in general; and they entertained under her supervision.

Some significant statements appeared in the answers. Some youth said the churches of their community do not understand their desire for "good clean fun"; also that lack of adult concern about recreation limited the resources, and caused young people to go to other towns for recreation. Some said this created a "fast driving problem". One girl said, "Recreation does not rank too high in a lot of citizens minds"; another, "There is no place to meet for recreation and the older people of the town do not back recreation".

A large city boy commented: "We have excellent facilities in our city; they have facilities for swimming, golfing, tennis, baseball, football, and they have a recreation center where you can learn useful hobbies." And a girl from a smaller town said: "They have roller skating, but some of us would rather swim."

Deciding Time to be Home at Night and Age for Single-Dating.

More than one-third of the boys, but only one-tenth of the girls thought that they should decide the hour to be at home at night before they were 16 years old. Some added that the decision should be made jointly with their parents, and that it often depended on the individual and the circumstances. Far more of the well-adjusted boys and girls thought they should control their hours than did those who had been in trouble. Almost one boy of every five but only one girl in twenty approved of single-dating under 14 years of age. An additional three-fifths of the boys and half of the girls approved of it for those 14 to 16 years old. Again the better-adjusted gave more general approval to single-dating under 16 years of age than did those less fortunate.

Personal Conduct

A list of standards of conduct was given, and youths were asked to check the three

most important. Chosen most often was "being morally straight", followed by "living up to one's principles in spite of what others do and say", and by "being considerate of others". There was no appreciable difference between boys and girls, except for those who had been in trouble. The latter chose first, "being helpful at home without being paid for it"; second - "being careful of their own safety and that of others"; third - "living up to one's standards".

Both boys and girls chose parental instruction as the strongest influence on their beliefs as to right and wrong, with religious instruction next. All boys selected fear of getting into trouble as the third strongest influence, but school instruction was third among girls. Parental instruction, fear, and what the crowd believed was right were credited by the delinquent group quite generally as their chief controls. Nearly 33 percent of the delinquents said their parents were too easy, compared with only 11 percent of the others. Twice as many delinquents thought the police were too strict as did the other boys.

A list of practices of questionable value was supplied and the youths were asked to state if they looked upon each with favor or not. On the replies from boys, the practices listed most often as favorable were driving a car over sixty miles an hour (42 percent), petting, smoking before 18 years of age and betting and gambling. Most girls disapproved of all the practices, 280 of the 433 finding nothing favorable on the list. Those who approved of any, made the same selections as the boys. The most unpopular practice with all groups was "repeating rumors about others."

Religion

Religion was reported as very vital to them by only 20 percent of all the boys and by 31 percent of all the girls. About two-thirds chose religion as their guide and help in setting standards. About 14 percent of the boys and less than three percent of the girls said that religion helped them very little, and two percent thought it did not help at all. In contrast with this general picture, thirty-eight percent of the delinquent group said religion helped them very little or not at all. The chief way in which religion helped was reported by all groups to be fellowship and learning to like people and to get along with them. Spiritual values came second, except among the delinquent group, with whom it rated third.

The strength of family ties is evident in the fact that more than half of the youths reported attending church with their families, although the young people attended more regularly than did their parents. More than two-thirds of the delinquent boys and more than half of the girls reported they did not go to church with their families. Youth participated less in through-the-week programs than in religious services, and their families even less than they, according to their statements.

Counseling

Reports as to the persons the youths would consult about their personal problems were overwhelmingly in favor of parents. Youth of the age groups surveyed are evidently not accustomed to seeking advice outside the family circle, although friends rated a considerable vote. As a counsellor on moral and religious questions, the pastor rated second. There was no significant first choice other than

parents in any of the areas of counseling included in the question except that teachers came first on problems of getting along with others at school.

Slightly less than half of the boys and slightly more than half of the girls answered in useable form the question as to the area of counseling in which they received the most or the least help in their communities. About one third of those answering thought they received the most help with moral and religious questions, although more than twenty percent thought they received the least help in this area. The area in which the least help was reported available was in marriage and home-making problems, so voted by boys and girls, with a larger percent by boys. There was no material difference in the opinions expressed by delinquent youth.

Learning About Citizenship

Church youth groups, and other youth clubs, self-government and student councils rate highest as aids in preparing youth for citizenship. Reported as the most frequently used methods of learning about citizenship were: 1. Community activities sponsored by the school; 2. practice elections and government; 3. contests on pertinent subjects; 4. discussion groups.

The home, the school, and the church were in general considered the most important influences on learning about law and order, except that the police were selected by 60 percent of the delinquent boys as most important.

Education

A question was asked as to the organizations other than the school, through which young people received valuable education. Nearly three-fourths of the boys and 88 percent of the girls stated they received valuable training from the church. Summer camps, conducted tours, conferences, recreation clubs, and individual instruction in music also rated high.

Another question was "Did your high school give you training which helps you understand home-making and family life?" Most of the youths said it did, only 37 percent of the boys and 11 percent of the girls saying they had not received such training.

Nearly sixty percent of the boys and two-thirds of the girls said they belonged to three or more extra-class activities sponsored by the school, and the majority said they got about as much benefit from such activities as from their school work. Less than one-tenth of the boys and girls did not participate in any extra-class activities; the main reasons given were lack of time and lack of interest.

Types of training which they wanted and could not receive in their community were listed by only about one-fifth of the youths, mainly from small communities. Leading the list were constructive recreation and club experiences, vocational training, driving and safety instruction and sex education. Also mentioned a number of times were social training, training in family living (including "home-making for boys"), music and art, science, social studies, church and religion.

Less than half of the reports showed that any regular vocational training courses were available, which is to be expected in a group weighted heavily with youth from small communities. However, most of them received some information. Only nine percent of the boys and five percent of the girls reported they had not

received any information about vocations, not even bulletins or circulars. Nearly half of all the boys and girls thought that employment available to them provided chiefly some income rather than valuable training experience.

Employment

Boys reported that counseling about careers and employment opportunities is most frequently available to them through: (1) the school (50% of the boys); (2) youth organizations (28%); (3) the church (28%); (4) interested individuals (27%). The girls also named the school most often as helping them with career problems (reported by 80%); then interested individuals (54.7%); the church (48.5%); and youth organizations (28%). Boys indicated throughout the questionnaire that their vocational counseling needs were not being as adequately met as the girls thought theirs were. It is probable that girls of the age group surveyed, predominantly from small communities, were not seeking as much service in this area as did the boys.

Almost 87 percent of the boys and 61 percent of the girls reported having some employment during the summer months. Two-thirds of the boys and almost half of the girls had jobs during the school year. Boys generally worked longer hours than the girls. Two-thirds of the employed boys worked 40 hours or more a week during the summer, while only two-fifths of the employed girls did. During the school year, hours for boys dropped to 20 or less a week (thirty percent worked 10 hours or less), and for girls, to 10 hours or less for more than half, with another twenty percent on a 10 to 20 hours-a-week schedule. Two-fifths of all the employed boys were engaged in farm work; other occupations in order of frequency were work in stores, construction (Summer only), office work, and newspaper delivery (school year only). For girls, housework and baby sitting led the list for slightly more than one third of the employed girls during both the summer and the school year. Next came agricultural work, the store, and the office. While the majority were in relatively unskilled jobs, a large miscellaneous list included professions and skilled work.

The Opinionnaire asked the youth for his opinion about the equality of employment opportunities for youth of minority groups. It was apparent that the young people had little experience with this subject. Of the 180 answers from cities of 15,000 or more population, 30 did not reply to this question. Fifty-seven said that they did not think non-whites had an equal chance. Forty thought the non-whites had the same chance, 44 were uncertain about it, and 9 reported there were no non-whites in their cities.

Health

The Opinionnaire made inquiries about health information, activities in behalf of the health of the community, and what young people thought were the most important health topics for them. Contrary to reports received in school health surveys made by the Health Committee of the Commission, which showed that health information was generally included throughout the elementary course, the young people credit the high schools with giving them the most health information, their homes second and the grade school third. The next important sources of health information were lay organizations, such as the Red Cross and the church. Although all the youths who answered the Opinionnaire had more than a sixth grade education, fourteen percent of the boys and six percent of the girls thought they had not received health instruction from any source.

The health activity in which the most youths - more than half - reported having participated was tuberculosis control work. A larger percent of those who lived in large cities did so than the youth from small communities. Only slightly more than a third reported participation in vaccination programs, perhaps because these are usually taken care of while children are small. About half of the youths in all sizes of communities said they helped with fund raising campaigns for health purposes.

The most important health topic to boys was water supply; the next four in order were sex education, milk supply, sewage and waste disposal, and personal hygiene. To the girls, personal hygiene came first, followed in order by water supply, sex education, good food habits, and first aid. Only young people who had been in correctional institutions selected dental care as one of the five leading health topics. Some answered that all the topics were important and they could not make a definite choice of a few of outstanding significance to them.

The Youth Committee hopes to use the results of its survey of youth opinion in discussions and general publicity during the next year.

YOUTH OPINIONNAIRE

Your age: _____ Sex: M _____ F _____ Race: White () Other ()

Single _____ Married _____ Divorced _____ Separated _____

I live in _____ County. Classification:

| | |
|--------------------------------------|----------------------------|
| Size of Community in which you live: | Student () |
| City over 50,000 () | Not a student () |
| City of 15,000 to 50,000 () | Last grade completed _____ |
| City of 2,500 to 15,000 () | Employed |
| Town of 500 to 2,500 () | Part time () |
| Rural (Under 500) () | Full time () |
| | Not employed () |

A. EDUCATION

1. From what organizations or services, other than school, are you receiving (or did you receive) education which you consider helpful? Check only those that apply in your case.

- a. Church or Synagogue ()
- b. Recreation clubs (as Troop groups, 4H) ()
- c. Vocational groups, as labor union, FFA, FHA ()
- d. Summer camps, conferences, conducted tours, etc. ()
- e. Night school ()
- f. Correspondence school ()
- g. Individual instruction (as vocal or instrumental music, art) ()
- h. Other: specify _____

2. What kinds of training that you would like to have are lacking in your community?

- a. Specify _____
- b. None ()
- c. No Opinion ()

3. Does (or did) your high school give you training which helps you understand home-making and family life? Yes () No ()

4. Did you participate in extra-curricular activities in high school? Count only activities sponsored through the school. Check one

- a. Three or more ()
- b. One or two ()
- c. None ()

5. Do you think you have had enough opportunity to take part in extra-curricular activities? Yes () No ()

6. If not, was it because of:

- a. Lack of activities of interest to you ()
- b. Lack of time ()

7. To what extent do you think you benefited from your extra-curricular activities? Check one

- a. More than from my regular school work ()
- b. About as much as from my regular school work ()
- c. Less than from my regular school work ()
- d. None at all ()

B. LEISURE TIME

1. At which five of the following places do you spend the largest portion of your free time? Do not check any place to which you go chiefly to work.

- a. Home (your own or friends') ()
- b. Drug Store or Cafe ()
- c. Pool Hall ()
- d. Library ()
- e. Tavern ()
- f. Theater ()
- g. Municipal Recreation Center, Community House or "Y" ()
- h. Church ()
- i. Indoor Center (Bowling Alley, Skating Rink, etc.) ()
- j. Public Dance Hall ()
- k. Outdoor Center (Swimming Pool, Ball Diamond, Park) ()
- l. On street or in car with pals ()
- m. Other: specify _____ ()

2. Which five of the following activities do you most enjoy?

- a. Team sports (baseball, volleyball, etc.) ()
- b. Small group sports (tennis, ping pong, etc.) ()
- c. Roller & ice skating ()
- d. Attending movies ()
- e. Home recreation (Radio, reading, parties, etc.) ()
- f. Dancing ()
- g. Card-playing ()
- h. Visiting friends ("gab fest") ()
- i. Recreation groups (troops, farm, business clubs, lodge) ()
- j. Church youth groups ()
- k. Hobbies ()
- l. Boating, fishing, hunting, trapping ()
- m. Camping and hiking ()
- n. Other: specify _____ ()

3. Do you think any of the above listed youth activities are disapproved for Sunday recreation?

- a. By your family Yes () No ()
- b. By your community () ()
- c. If yes, which ones? _____
- d. I have no opinion ()

4. To how many organized groups, other than at school, (as church youth groups, recreation groups, business clubs) do you belong? Check one

- a. One ()
- b. Two or three ()
- c. Four or five ()
- d. More than five ()
- e. None ()

5. What recreation facilities have you found lacking in your community?

C. RELIGION

1. What part does your religion play in your life? Check one

- a. Vital to all my actions. ()
- b. It helps me set my standards. ()
- c. It helps me very little. ()
- d. It does not help me at all. ()

2. In what way has your church or synagogue helped you? Check the five you think are most important to you.

- a. Making a place for God in my daily life. ()
- b. Liking people and getting along with them. ()
- c. Sharing my money in service to others. ()
- d. Getting experience in leading groups. ()
- e. Working for justice for all people (as those of other races or faiths). ()
- f. Sharing my time in service to others. ()
- g. Keeping a clean mind and body. ()
- h. Fellowship ()
- i. Getting musical or artistic experience ()
- j. None ()
- k. Other: specify _____ ()

3. What activities and services does your church or synagogue offer for youth? Check only as many as apply.

| | Part of regular program | Occasional program |
|--|----------------------------|-----------------------|
| a. Social groups (dinners, parties) | () | () |
| b. Recreation groups (ball clubs, camping) | () | () |
| c. Educational programs | () | () |
| d. Discussion groups | () | () |
| e. Giving community groups a place to meet | () | () |
| f. Welfare campaigns | () | () |
| g. Study about and working for good laws and good government | () | () |
| h. Do not know | () | () |
| i. None | () | () |
| j. Other: specify _____ | () | () |

4. Do you and your family go together to the services? Yes () No ()

5. How active are you and your family in church or synagogue life?

| | Myself | My family |
|--|--------|-----------|
| a. Religious Services: <u>Check one</u> in each column | | |
| Attend religious services <u>almost every week</u> | () | () |
| Attend <u>about half</u> of the time | () | () |
| Attend <u>less than half</u> time | () | () |
| Do not attend | () | () |
| b. Through-the-week program: <u>Check one</u> in each column | | |
| We take part in <u>most</u> of the activities | () | () |
| We take part in <u>about half</u> of the activities | () | () |
| We take part in <u>less than half</u> of the activities | () | () |
| Do not take part | () | () |

D. PERSONAL CONDUCT

1. Check three of the following which you consider most important in your standards of personal conduct?
- a. Being morally straight ()
 - b. Living up to my principles in spite of what others do and say. ()
 - c. Being careful of my own safety and that of others. ()
 - d. Being considerate of others. ()
 - e. Being helpful at home without expecting pay. ()
 - f. Being helpful outside my home without expecting pay. ()
 - g. Other: specify _____

2. What is your opinion about the following practices?
- | | <u>Favorable</u> | <u>Unfavorable</u> |
|---|------------------|--------------------|
| a. Smoking before 18 years old | () | () |
| b. Playing games for money, betting, matching pennies | () | () |
| c. Borrowing other student's school work | () | () |
| d. Spending more than one's income | () | () |
| e. Driving a car over 60 miles an hour | () | () |
| f. Drinking liquor | () | () |
| g. Petting | () | () |
| h. Repeating rumors about others | () | () |

3. a. Do you think young people should decide for themselves what is the proper hour to be home at night when they are:
- | | | |
|-----------------------|---------|--------|
| Under 16 years of age | Yes () | No () |
| Over 16 years of age | () | () |
- b. Do you think single-dating is all right for young people
- | | | |
|-----------------------|---------|--------|
| Under 14 years of age | Yes () | No () |
| From 14 to 16 years | () | () |
| Over 16 years | () | () |

4. Check three of the following which you think most strongly influence your beliefs about right or wrong conduct.
- a. What "my crowd" believes ()
 - b. My school's instruction ()
 - c. Fear of getting into trouble ()
 - d. My parents' instruction ()
 - e. My religious training ()
 - f. Other influences: specify _____

5. Do you think the following adults in your community who guide young people
- | | <u>Are too Strict</u> | <u>Are too Easy</u> | <u>About Right</u> |
|--------------------|-----------------------|---------------------|--------------------|
| a. Parents | () | () | () |
| b. Police | () | () | () |
| c. School Teachers | () | () | () |
| d. Church Leaders | () | () | () |
| e. Club Leaders | () | () | () |
| f. Neighbors | () | () | () |

E. YOUTH COUNSELING (or Help With Personal Problems)

Check in each column the three of the following members of your community to whom you would be most likely to go for advice or help with your personal problems.

| | 1 | 2 | 3 | 4 | 5 |
|-------------------------|------------------------------|--------------------------------|---------------|-------------------------------------|---|
| | Moral or Religious Questions | Life Plans- Marriage or Career | Getting a Job | Getting Along With People At School | Getting Along With People Outside School or At Home |
| a. Parents | () | () | () | () | () |
| b. Teachers | () | () | () | () | () |
| c. Pastor | () | () | () | () | () |
| d. Older friend | () | () | () | () | () |
| e. Family doctor | () | () | () | () | () |
| f. Brother or sister | () | () | () | () | () |
| g. Club leader | () | () | () | () | () |
| h. No one | () | () | () | () | () |
| i. No opinion | () | () | () | () | () |
| j. Other: specify _____ | | | | | |

6. In which one of the following areas of personal problems do you think your community offers you the most and the least guidance and help? Check only one in each column.

| | the most | the least |
|--|----------|-----------|
| a. On moral or religious questions | () | () |
| b. On marriage and home-making questions | () | () |
| c. On choosing a career or getting a job | () | () |
| d. On getting along with teachers & students | () | () |
| e. On getting along with family or friends | () | () |
| f. I have no opinion | () | () |

F. PREPARATION FOR CITIZENSHIP

Being a good citizen is one of the most important privileges and duties in our democratic form of government. It means one's attitude toward and participation in community affairs, in helping other people, and in good government for our town, our state and the nation. One does this through voluntary effort and the vote.

1. What organizations, in addition to your school, have helped you learn about citizenship? Check only those that apply in your case.

- a. Welfare agencies, such as Red Cross ()
- b. Adult clubs which may sponsor citizenship programs ()
(farm groups, American Legion, men's clubs, etc.) ()
- c. Police ()
- d. City or county departments ()
- e. Self government - student council ()
- f. Church or synagogue youth groups ()
- g. Youth clubs (as farm groups, Troops, Youth Safety organizations) ()
- h. Other: specify _____

PREPARATION FOR CITIZENSHIP (continued)

2. What methods have been used in your community to help you learn about citizenship?
 - a. Trips to city hall, courthouse, etc. ()
 - b. Community activities sponsored by school ()
 - c. Service you have given on community committees other than at school (as on fund raising drives) ()
 - d. Discussion groups ()
 - e. Holding practice elections ()
 - f. Holding practice government (as Model Government, Boys' State, Girls' State) ()
 - g. Clean-up drives, etc. ()
 - h. Contests on Citizenship Subjects (writing articles) ()
 - i. Other: specify _____ ()

3. Through what three channels do you think you have received the most help in developing a respect for the law and in obeying it?
 - a. Friends ()
 - b. Home ()
 - c. Recreation groups (as Farm or Troop groups) ()
 - d. Police ()
 - e. Church or Synagogue ()
 - f. School ()
 - g. Other: specify _____ ()

G. WORK EXPERIENCE

1. Are there persons in your community to whom you can go for counsel about getting a job or choosing a career? (Check only those sources you know are available)
 - a. In the School ()
 - b. In the Church or Synagogue ()
 - c. State Employment Service ()
 - d. Private Employment Agency ()
 - e. In Youth organizations (as YMCA, YWCA, Farm Groups) ()
 - f. In Adult clubs sponsoring vocational programs ()
 - g. Interested individuals ()
 - h. Other: specify _____ ()
 - i. None ()

2. Which of the following does your school provide:
 - a. A regular course on vocations ()
 - b. Occasional speakers on vocations (as Career Day) ()
 - c. Bulletins & Circulars ()
 - d. No information ()

3. Can you get work experience in your community which: (Check only one)
 - a. gives you valuable vocational training ()
 - b. chiefly provides some income ()

4. Do you think the opportunities in your community are as good for non-white as for white youth? Check one
 - a. Yes ()
 - b. No ()
 - c. Uncertain ()
 - d. There are only white youths in my community ()

G. WORK EXPERIENCE (continued)

5. If you have a job, how many hours a week do you usually work? Check both columns.

| | <u>Summer</u> | <u>School year</u> |
|------------------------------------|---------------|--------------------|
| a. Less than 10 hours | () | () |
| b. 10 hours but less than 20 hours | () | () |
| c. 20 hours but less than 30 hours | () | () |
| d. 30 hours but less than 40 hours | () | () |
| e. 40 hours or more | () | () |
| f. None | () | () |

6. If you have a job, check in both columns what kind of work you do:

| | <u>Summer</u> | <u>School year</u> |
|--|---------------|--------------------|
| a. Hotel or restaurant | () | () |
| b. Commercial recreation | () | () |
| c. Swimming pools and public playgrounds | () | () |
| d. House work or child care, or baby sitting | () | () |
| e. Farm work | () | () |
| f. Office work (clerical, library, receptionist) | () | () |
| g. Newspaper, messenger or delivery service | () | () |
| h. Store | () | () |
| i. Factory | () | () |
| j. Construction | () | () |
| k. Other: specify _____ | () | () |
| l. None | () | () |

H. HEALTH

1. Do you receive or have you received health information - how to keep well and develop good health habits. (Do not count advice for treatment of an illness as general health information.)

- a. Yes () b. No ()

2. Check the groups through which you have received health information.

- | | | | |
|-----------------|-----|-------------------------|-----|
| a. Home | () | e. Red Cross | () |
| b. Grade School | () | f. Church or Synagogue | () |
| c. High School | () | g. Recreation Clubs | () |
| d. College | () | h. Other: specify _____ | |

3. Have you helped with any program to improve the general health in your community? Check those that apply.

- | | | | |
|------------------------------|-----|---------------------------|-----|
| a. Tuberculosis examinations | () | d. Well-Baby Clinics | () |
| b. Fly or rat control | () | e. Fund-raising campaigns | () |
| c. Vaccination program | () | f. Other: specify _____ | |

4. Check five of the following which you consider the most important health topics.

- | | | | |
|----------------------------|-----|---------------------------------|-----|
| a. Water supply | () | i. Personal Hygiene | () |
| b. Milk supply | () | (as skin care, grooming) | |
| c. Vaccination | () | j. Tuberculosis education | () |
| d. Good food habits | () | k. Understanding one's emotions | () |
| e. Sex education | () | l. Sewage & Waste Disposal | () |
| f. Alcoholism | () | m. First Aid knowledge | () |
| g. Smoking or use of drugs | () | n. Safety Education | () |
| h. Dental care | () | o. Housing | () |
| | | p. Other: specify _____ | |

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