

COUNSELING PRACTICES
AS RECALLED BY ONE HUNDRED AND
THIRTEEN UNDERCLASSWOMEN AT OKLAHOMA AGRICULTURAL AND
MECHANICAL COLLEGE REPRESENTING SIXTY OKLAHOMA HIGH SCHOOLS

By

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Bachelor of Science

Oklahoma College for Women

Chickasha, Oklahoma

1940

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE

1950

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PREFACE

My experiences as a student, teacher and counselor of freshmen college girls have stimulated the writing of this thesis. Counseling and observation of high school and college girls suggested to me that some girls might well have received more guidance through counseling while in high school.

As a counselor in Willard Hall, Oklahoma Agricultural and Mechanical College, I made a general study of counseling by extensive reading, college courses, studying and working with the underclasswomen.

To survey the counseling programs in Oklahoma high schools, I prepared a questionnaire and presented it to a total of one hundred and fifty underclasswomen at Oklahoma Agricultural and Mechanical College, in the springs of 1948 and 1950.

I wish to express my appreciation to Miss Joanna Chapman, Associate Professor of Home Economics; Dr. Millie V. Pearson, Professor and Head of Home Economics Education; and Mrs. Ruth Taylor, Associate Professor of Home Economics Education, for their constant guidance, criticism, and encouragement throughout this study. Appreciation is also extended to Mrs. Anna Stringfield, Counselor and an Assistant to the Dean of Women, and to the girls that helped to make this study possible. Sincere thanks are likewise extended to Dr. Cecil B. Williams, Professor of English and Special Consultant in Home Economics Education, for editorial assistance.

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CHAPTER I

NEED AND PURPOSE OF COUNSELING IN OKLAHOMA HIGH SCHOOLS

An outstanding feature in the development of secondary education in the United States is the great change in curricula, personnel, physical facilities, and teaching methods which has taken place since 1900. The high school in 1900 was made up of a select group of students; for at that time relatively few youth continued their education through the secondary level. Most of those who did so were looking forward to college and further preparation for very specialized professions. The high school twenty-five or thirty years ago offered little that would help the skilled laborer and was even regarded by many educators as essentially a college preparatory institution. From an economic and an intellectual point of view, the high school pupils then enrolled represented the upper brackets of the community. Those who found study difficult, or whose families had little money to spend, frequently left school before completing the grades. The curriculum was rigidly prescribed with little allowance for electives. Fifteen to sixteen high school units were the offerings of most high schools. These were largely mathematics, English, Latin, science and history.

Guidance in such schools was largely incidental, coming from pupil-teacher relationships rather than as the result

of a planned program. Since the curricula of high schools were largely prescribed by college entrance requirements, there were few educational choices for pupils to make. Most of the pupils enrolled were mentally qualified to do the work, and those who seemingly were less capable were discouraged by the teachers, who seldom tried to analyze or to help them overcome their difficulties. Grades were all-important and students who failed to make good grades were made to feel most uncomfortable. Continued failure frequently resulted in a student's being asked to drop school.

Today the situation is different. High school enrollments have increased tremendously. In 1890, there were 202,963 students enrolled in secondary schools in the United States. In 1900, the number had risen to 519,251. In 1940, the number was 7,000,000.¹ Perhaps a clearer picture is given by the percentage of pupils of secondary school age who were enrolled. In 1890 this was about 4 per cent; in 1900, 75 per cent.² When the enrollment was made up of only 4 per cent of the available youth, it naturally was a highly select group; but when 75 per cent were enrolled, this high degree of selectivity no longer existed. Today, because of compulsory school attendance law, the pupils enrolled represent a cross-section of the population.

¹ National Resources Planning Board, Release 170979 (January, 1942), p. 40.

² T. L. Kelley, Educational Guidance, p. 71.

The changes effected by this tremendous increase in the amount and kind of student personnel necessarily brought changes in methods and procedures resulting in a high school having different purposes and problems than that of 1900.

The high school curriculum has undergone great modification; the offerings have been increased and services extended to both youth and adults in all social and economic levels of society. Instead of presenting the very limited offerings of Latin, English, history, mathematics, and science, the high school now may have such courses as printing, homemaking, and automobile mechanics; courses for farmers, truck driver, filling station attendants, beauticians, stenographers, clerks, salesmen, and paper hangers. The high school of today attempts to meet the needs of persons preparing for the various occupations as well as those of persons expecting to enter the professions. Students may spend their full time studying or they may divide their time between school work and on-the-job training, thus making it possible for them to earn as they learn.

The extension of curricula offerings to a vastly broadened student body has been in response to social changes of the most fundamental kind. Of a total of 23,318,000 workers in 1890, farmers numbered 10,121,000, while as early as 1930, the number of farmers was 10,722,000 of a total of 48,830,000.³

3 W. Nelson Peach and Walter Krause, Basic Data of the American Economy, p. 41.

Essentially the same number of farmers were able to feed a nation which had more than doubled its former number of workers. These additional workers found their place in the cities. This is shown by the fact that towns of over 2,500 people increased from a combined population of 22,100,000 or 35 per cent of the nation's total in 1890, to 84,400,000 or 59 per cent of the total population in 1947.⁴ This movement of the population toward the cities created a demand for the training of youth to meet a whole new group of complex problems centering in the specialization demanded of city workers. No longer could the majority of youth look forward to learning at their parents' side. Now, in a highly complicated industrial society, one must learn to meet the competition involved in getting and holding increasingly technical and specialized jobs.

Training for the professions alone no longer suffices. The high schools find it necessary to meet this situation with courses of value to the vocations, thereby enlarging the physical facilities of their plants and extending and enriching their educational offerings. Machine, mechanic and wood work shops; business administration departments; art and craft classes; music, band and athletics departments; cafeterias; home economics training and agricultural programs, all call for expensively equipped buildings capable of providing an education acceptable to the demands of the environment of the student

⁴ Peach and Krause, op. cit., p. 37

Teaching methods altered also in response to the varied subjects and equipment. Classroom procedures successful before 1900 were subjected to the needs of a student body much more representative of the people as a whole. It was necessary for the instructor to catch and hold students' interest with an assortment of new teaching devices. The present situation, where relaxed home discipline seems to be the national pattern and where the range of intellectual differences among students is great, places new responsibilities on the teacher for inculcating the basic morality of American democracy and living. The importance of the teacher in the American scene grows, necessitating ever more training and maturity. Effective teaching will incorporate counseling and guidance. Specialists in the field of guidance are also becoming more influential in today's teaching processes than they have been in the past.

The conversion from a nation of farmers to one of city culture has abruptly severed us from the leisurately and more secure lives led by our grandparents and has emphasized the importance of counseling programs in high schools. Many of these programs still do little other than give vocational guidance; this in spite of the fact that recent social changes prove that more guidance is needed than can be done through helping students select a vocation.

The secondary school system must do more than provide a place for technical and professional training. Life is more than work. High school youth must be educated to live as well as to make a living, necessary as the latter is. Education is

in reality a process of life adjusting and no portion of social living can safely be neglected. Important among the various areas involved in a life adjusting program are health, social and civic competence, worthy use of time, worthy home membership and training for life in a democracy.

The high school program for life adjusting should be aimed at developing all the potentials for good citizenship among the student body. Since the healthy citizen is usually considered a more effective citizen, it seems that health building activities should be provided for all students rather than competitive athletics for the few. Civic competence is also an aspect of good citizenship and can be effectively approached through co-operative community activities. High school youth should learn not only to appreciate community privileges, but also to participate in community projects, particularly by rendering non-paid services. In addition, the individual should develop a variety of skills and interests so that he will be able to entertain himself and find wholesome recreation in his leisure hours. A person without such skills and interests is apt to find leisure time dull and drab and may be entirely dependent upon commercialized sources of entertainment. Leisure time activities may lead either to the enrichment of life or to amusements which are to a greater or lesser degree unwholesome and detrimental to society.

Worthy use of time is as important for the individual as is worthy home membership. Worthy home membership involves training in such areas as family economics, house planning, home

management, family relations, child development, foods and clothing. This instruction should be available for boys and girls alike.⁵ The high schools will need to train for life in a democratic social order. Aristotle believed that the purpose of the state was to provide the good life for its citizens. A democratic social order more than any other way of life aims at the fullest development of each individual. Democratic citizenship thus involves a broad social altruism, which the high school should endeavor to develop. Life in a democracy involves responsibility. The individual in an autocracy needs only to do what he is told, while the citizen in a democracy may help to decide what the group does. Teachers have a tremendous task in helping youth understand the ideals and practices involved in democratic action, and the future of our nation depends in part upon the success of the school in this undertaking.⁶

The present conception of the role of the high school, involving as it does a number of offerings, often presents to the pupil serious problems. Should he prepare for college or a job? Should he study foreign languages or should he learn to type? Since three-fourths of the youth now attend high school, it is not likely that all of them can be above average in mental ability. It is therefore possible that

⁵ Galen Jones, "A Life Adjustment Program," School Life, XXIX (March, 1947), 18-21.

⁶ National Resources Planning Board, Release 170979, p. 40.

some pupils may attempt curricula which are beyond their intellectual abilities. Some psychologists are now emphasizing that continued failure in school work hinders the developing personality of children and they are pointing out the necessity of helping them understand themselves before they make important choices. Certainly, if we accept this theory, the school is challenged to help youth understand in what subjects they are most likely to achieve success, and which will give the most help in preparation for life as an adult as well as those which give them the most immediate satisfaction.

In many schools the possibility of confidential relationships between teacher and pupil has decreased in recent years. Teachers and students hardly know each other. This is due, not only to the size of the high school, but also to the manner in which it is organized and operated. The increased number of areas offered in many instances are accompanied by increased departmentalization. All too frequently, in the larger high school, a teacher meets his pupils fifty-five minutes a day, and knows little of their lives outside of this period. Departmentalization is at best impersonal. In these schools each teacher is interested in the pupil primarily from one highly specialized angle, English I, Algebra I, music, or art. So far as the teacher and each class are concerned, the records are usually closed at the end of the semester and the teacher starts all over again with another group, while the students pass on to other teachers interested in them from other specialized angles. Departmentalization

forces the pupil to live each day in four, five or six worlds, each different from the other. This in itself would not be detrimental, provided the student is given a feeling of security through some integrating force. Administrative officials seldom come in contact with students other than the leaders in the school, those who fail or those who have discipline problems. This situation indicates the necessity for counseling opportunities in the modern high school. All high schools need to have someone who is free to study youth, determine their needs and abilities and counsel with them in regard to vocational, educational, social and personal problems.

Counseling, in its broadest aspect, involves assisting an individual to make the most adequate adjustment to life possible for him. It requires more than sympathy and good intentions. According to Erickson and Smith, the successful counselor in a school system has four general characteristics. He is sympathetically and objectively interested in the success of boys and girls beyond the point of academic achievement; he is a successful, popular, but not a glamorous teacher - one who commands personal and professional respect; he has a keen insight into human nature; he is mature, experienced, alert, patient, and possesses sound judgment.⁷

The counselor has three major functions: to secure information, to share information, and to help the counselee

⁷ Clifford E. Erickson and Glen E. Smith, Organization and Administration of Guidance Service, p. 198

organize his thinking in order that he may make intelligent decisions.⁸ To accomplish this, the counselor must understand the ideals basic to democratic action and must be skilled in the techniques such action demands. In securing and sharing counseling information, many tools are available. Some of these are counselee autobiographies, the information filed on personal data and self-analysis blanks, and the results of personality and interest inventories. Records of students' grades are often important in locating the source of problems. Information from teachers and records concerning social participation in school activities, as well as cumulative records, may indicate trends and progress of the student over the period of his school attendance. Records of health reports and personal interviews with teachers, and the results of various tests for special aptitudes and school achievement are also good sources of information. Occupational information which the counselee will need to know can be obtained from a wide variety of bulletins and abstracts published by government offices, universities and private companies. The counselor should have an extensive and up-to-date library of this material and an occupational information file. Literature concerned with the nature, scope and opportunities of the various schools and occupations is voluminous.

⁸ Walter V. Bingham and Brace V. Moore, How to Interview, p. 30.

It is also continuously revised and necessitates constant research on the part of the counselor, if he is to be effective. There are also many important and useful tests available for use in closer appraisals of students' characteristics and needs.

To be effective in the use of the tools of counseling and in the interpretation of factual items, the counselor must be well informed in psychology, evaluation, and the social and economic conditions of the region. Without this background data, counseling is unsound and may be dangerous to the welfare of the student. Although much data is necessary, the counselor must make sure that he does not become lost in a maze of facts and figures. All the facts gathered in the case study of an individual student should pertain to a more intelligent understanding of the complete personality. The kinds of information gathered are merely guides or aids in understanding the person. Fowler effectively points the place of personal data when he states:

Any item of the individual inventory, whether it be a test score, a teacher's mark, a fact about the pupil's health, can be interpreted in the counseling situation only in the light of all the other inventory data having some bearing upon the problem at hand.

Guidance in regard to further scholastic preparation necessarily leads into the field of vocational guidance, since

9 Fred N. Fowler. "To Inquirers about Tests," Education for Victory, U. S. Office of Education, III, December 4, 1944, p. 12.

many curricula are definitely vocational in purpose. For this work the counselor needs much specific information. He should be informed of vocational opportunities so that he can discuss with students the nature of vocations in which they are interested, the preparation required, the earnings to be expected and the special advantages and disadvantages of each. There are more than 30,000 possible jobs from which an individual may choose. No teacher or counselor can hope to know all about each of these, but he can be informed regarding the general group of vocations which each represents. The hundreds of sources of training available through colleges, trade schools, business schools, apprenticeships, and in-service programs present a challenge for the vocational counselor. He may not know the detailed offerings and practices of all these schools, but he should be able to locate such information quickly in order to answer students' questions. He should also be familiar with all local opportunities for training and employment, and should have a detailed knowledge of the occupational implications of the various curricula in his school.

Unless schools recognize the necessity of skilled counseling, the majority of the pupils will merely drift into their vocations, and may often find themselves in occupations which have little or no real appeal. Some may find themselves in vocations that are repulsive to them. Some will enter fields that are overcrowded, and will suffer the consequences in low income and a feeling of failure, while society will lose their

services in fields where they might have found greater success and satisfaction. The choice of one's life work is a serious consideration in present day society, since the increasing degree of specific or technical knowledge required on the job prevents rapid transference from job to job. Even where a change of job is possible, it often must be accomplished by sacrifice of skill, training, and income. Vocational counseling is an important function for the high school counselor. One well-known educator says:

Seventy per cent of the students are planning to enter three of the most over-crowded occupations in the United States, and ninety-five per cent are planning to enter four of the most over-crowded occupations in the metropolitan areas.¹¹

Counseling, as generally understood, is based on the assumption that there is a place for everybody, a place in the social world, a place in education, a place in the civic life, and a place in the vocational world. Therefore a counselor will need to help the individual discover his own talent in comparison with the opportunities the world has to offer, accept his known strengths and weaknesses, and assist him to prepare himself so that he can live a well-balanced life and contribute his part to the welfare of his fellow-man.¹²

In addition to educational and vocational counseling there is also a need for guidance in the solving of social and personal

¹¹ E. J. Sparling, "Do College Students Choose Vocations Wisely?" Teachers College Contributions to Education, No. 561, p. 96.

¹² Sparling, op. cit., p. 97.

problems. This need is increased by the radical social changes which have taken place in community life. In former years, the social mores of each community were relatively fixed; the authority of the home was strong and this was supported by the equally strong authority of the church. Children grew up in an environment which was relatively stable; some things were right and others were wrong, and no great amount of study was required to ascertain which was which. At present the situation is much more fluid and uncertain. Many of the old taboos have more or less broken down, particularly those with regard to social dancing, playing card games, the propriety of women smoking, the practices of adolescents running around until late hours without chaperones, and the use of alcohol. The authority of the church seems to be lessened and the practices advocated are different from those of half a century ago. In the average home there is a continual struggle between the standards of the parents and those set up by adolescent groups. This situation means that high school youth will frequently encounter serious problems to which answers are not obvious. There is great need for a sympathetic and impersonal school counselor who can give them help.

All the specific social and personal problems that may come to a high school counselor's attention are too numerous to list, but among them may be found the following examples:

- Maladjustment in the family
- Physical handicaps
- Emotional maladjustment
- Recreational problems
- Inferiority feelings

Unfortunate personality traits
Inadequate social skills
Financial problems
Health problems
Dating problems

The establishment of personal contacts with students constitutes one of the most valuable services that a school can perform in assisting young people in life adjusting. Without such a friendly personal relationship, the student will often continue throughout his high school career doing poor academic work and perhaps be maladjusted in his social relations simply because he has some personal problems which consume all his energy and thought, or some inhibition which prevents him from taking full advantage of the opportunities that are before him. There should be someone whom the student may feel free to consult when he is troubled with any problem, whether that problem pertains to the school, to his home life, to the moral code, to his health, or some other area which is of serious concern to him. The counselor should have the opportunity to learn to know the student as a person, to obtain some idea as to his outside activities, his manner of thinking, and his conduct in general; in short, the counselor should become acquainted with the whole person (the counselee) as he lives in his environment.

Although there are almost as many administrative plans for guidance as there are programs, three general types of guidance plans may be distinguished. The simplest one is found in a situation where the budget does not permit the hiring of a trained counselor, nor even the relieving of teachers from their

classroom load. A great number of American high schools have an enrollment of less than one hundred students. In most of these schools, all the counseling must be done by the teachers, who usually have heavy schedules which prevent effective guidance work. In some cases, however, study hall, library, and extra-curricular assignments are rearranged to afford some time for counseling activities. Another type of counseling situation exists in schools where it is possible to delegate this responsibility to certain individual teachers, relieving them of part of their teaching duties. Only those teachers who are especially qualified or desirous of learning good counseling techniques are selected. Not every teacher is personally qualified for counseling, since many teachers are essentially only subject matter specialists. However, the realization is growing that teachers must become something more than mere dispensers of information, that they should learn to be student counselors as well. In other school situations, counseling is done by a specialist trained in counseling techniques. An objection to this type of plan that is frequently made is that this person who himself does no teaching is too far removed from the life of the student to do effective work. The non-teaching counselor does lose touch with the pupil in many school and classroom situations, and may be less acutely aware of the teacher's unique position as an observer of pupil behavior. Behavior in the classroom is often of great assistance in understanding the nature of the pupil's problems. Perhaps the most satisfactory arrangement for carrying on a counseling program in the high school

would be a combination of the second and the third situations, in which the trained counselor organizes the program and supervises the work of specially selected teachers who have counseling as a part of their assignments. Advisement for youth is a vital concern of the school. If nothing better than a program like the first described is possible, it should by all means be carried out. Beginning counseling service on a small scale often focuses attention upon the benefits which are secured and eventually causes the community to provide funds in the school budget for this purpose.

In the counseling program of any school, the home economics teacher finds herself in a strategic position with regard to the high school girls, and in some schools to boys also. In the less formal classes dealing with personal, home and family life problems, a friendly personal relationship may be established if the home economics teacher has those personal characteristics which will aid her in counseling. Not only should she be able to give advice on educational and vocational problems, but also, because of her training in child development and family relations, she probably is better prepared to counsel youth than many teachers in other subject matter areas. She has the prestige which is attached to the position of teacher and can speak as one having authority. If she is also able to establish a confidential relationship with the youth in her classes, her opportunities for service in aiding in their life adjusting are great.

An interest in guidance as an integral part of education and a desire to learn what types of counseling were provided by Oklahoma high schools prompted this study. While the study embraces the subject of counseling in general, the role of the home economics teacher in the various programs assumes a place of special interest.

CHAPTER II

A DESCRIPTION OF THE PROBLEM

The purpose of this study is to survey the guidance opportunities in Oklahoma high schools as reflected by the opinions of college students regarding the counseling provided, and the kinds of help received as high school students; and to emphasize the strategic role of the home economics teacher in counseling programs.

During the school year of 1947-48, while a counselor in Willard Hall, a girls' dormitory at Oklahoma Agricultural and Mechanical College, the writer gathered information from college students with regard to the guidance services which they had in their respective high schools. In the dormitory at this time were more than 400 girls who came from many widely separated Oklahoma towns. In this way a sampling could be made of counseling practices in some high schools. A questionnaire presented to 150 college students included such questions as: (1) Was advice sought while in high school? (2) Who was consulted? (3) What areas were studied which dealt with personal problems? (4) What help was given in locating personal abilities and aptitudes? (5) What kinds of counseling help were available?¹³

13 For a copy of the questionnaire, See Appendix, page 38.

One hundred questionnaires were distributed to college girls in the spring of 1948, with 50 others added in 1950. Seventy-one of the 100 and 42 of the 50 students who received questionnaires filled them out and returned them. These 113 students represented 56 Oklahoma communities and 60 different high schools.

Since these girls were college students, they represented a group which was probably above average for their high schools; nevertheless it was felt that they could give sufficiently representative testimony in regard to the counseling and guidance received during their four years in high school.

The high schools represented by these 113 college students were scattered throughout Oklahoma, with the exception of the three extreme northwestern counties. The communities represented varied in size from small, isolated towns with single consolidated high schools to large cities where there were several schools.

The questionnaire used consisted of 21 questions, each referring to the counseling done in Oklahoma high schools. Since each question deals with a different phase of a possible counseling program, the returns as shown by the answers of these 113 students will be presented in the order asked. Wherever possible, tables will be used in order to clarify the data presented.

Many Oklahoma high schools have no organized guidance program; however it is assumed that students in all schools do have problems on which they desire help. It was believed

that information regarding the number of students seeking advice and the persons to whom they went for help would show where improvements might be made in present day high school situations.

When all the returned questionnaires were read and tabulations were made of the answers of these 113 college students, it was found that eighty-three students had sought advice from persons connected with their respective high schools, while thirty had not. Twenty-six indicated that they could have gone to a high school dean of girls. Seventy reported that they could have gone to their home room teacher for special counseling; while 81 said they could have gone to their classroom teacher and 20 to an assigned faculty adviser. Since these answers total 201, there must have been in a number of high schools more than one person to whom students could go for help. Evidently the four persons named on the questionnaire were not all who counseled high school students, for one reported that she could have gone to a full-time counselor, and three said that they could have gone to their principal or superintendent.

On starting this study it was hoped that information regarding the frequency with which high school students sought advice could be secured. Question 3 was an attempt to secure that information, but evidently it was poorly worded, for the answers given were in many cases not clear, making it impossible to understand to whom the students

had gone for advice. However, sixteen (13 per cent) of the students underscored the word never, which was interpreted as meaning that they never went for advice to any of the four persons named on the questionnaire, nor the persons added by students when checking Question 2. Further examination of the answers made to question 3 showed that twenty-five (22 per cent) frequently sought advice of persons in their school and sixty (52 per cent) seldom did, while thirteen (12 per cent) did not indicate how often they asked for help.

Many of the problems with which high school students are concerned lend themselves to group discussion and can be solved through group conferences. When the answers to the question, "Did you ever sit in on group conferences dealing with personal problems?" were tabulated, it was found that 48 students checked "Yes" and 63 "No". These were 42 and 57 per cent respectively. Two of the 113 students did not answer this question. No effort was made to find out whether these conferences were student planned or teacher planned, nor does the questionnaire provide for any information regarding who actually served as counselor. The opinions of groups are so important in the lives of individuals that further information regarding the type of conferences attended, how they happened to take place, who was present, how decisions were reached, and what conclusions were accepted would be necessary before one could arrive at any decisions regarding their value. However, the fact that group conferences dealing with personal problems were reported by 48 students, in 33 out of 60 schools,

shows that there is some opportunity provided for solving problems common to the group.

The problems on which these 113 college girls had sought advice while in high school were of three general types: personal, educational, and vocational. The first group, personal problems, included those things listed as individual and those dealing with dating, marriage, family difficulties, religion, morals, recreation, and health. The educational problems, the second group on which these students sought help, included school work and school difficulties. A third group of problems was listed as vocational. Plans after graduation, employment, and financial problems, were grouped under the general heading of vocation problems. Sometimes it is easier to compare the returns from a questionnaire when the totals are shown in tabular form. For this reason the kinds of problems on which these 113 students sought advice were grouped as shown in Table 1, page 24. Some students reported that they had sought advice on several of the problems listed.

Table 1. Problems Upon Which Eighty-three
Students Sought Advice

Kinds of Problems	Number of Times Reported	Per Cent of Total Problems Reported
<u>Personal</u>		
Recreation	26	7.9
Dating	23	7.0
Individual	22	6.7
Religion	14	4.2
Marriage	12	3.6
Morals	11	3.3
Health	11	3.3
Family Difficulties	7	2.1
<u>Educational</u>		
School Work	73	22.1
School Difficulties	31	9.4
<u>Vocational</u>		
Plans after Graduation	69	20.9
Employment	29	9.2
Financial	2	0.6
GRAND TOTAL		330

Family life education is recognized by the majority of educators as one of the necessary areas in general education. Many think that all high schools should require some family life education of all students, both boys and girls. However, this study showed that 75 (66 per cent) of 113 students had not had any instruction in this important area of living.

In answering Question 9, "Did you have any sex education in high school?" 53 marked "Yes" and 58 marked "No", while two did not answer the question. Table 2 shows that instruction in sex education was given in many of the classes.

Table 2. Classes In Which Sex Education Was Taught

Classes	No. Students
Home Economics	21
Physical Education	11
Biology	4
Biology	2
Sophomore	2
Family Life	2
Home Craft	2
Physical Education	1
Senior	1
Health	1
Marriage	1
Child Guidance	1
Home Living	1
Home Life	1
Psychology	1
Red Cross First Aid	1

Of the 53 answering "Yes," 34 indicated they had special lectures. The 34 stating they had heard special lectures listed the persons presenting these lectures as: biology teacher, 1;

other teachers, 1; physical education teacher, 1; family counselor, 1; special speaker, 1; home economics teacher, 1; county health officer, 1; nurse, 1; teacher, 4; doctor, 9; and 13 did not say who gave the lectures.

In answering Part C of question 9, the questionnaire indicated that 16 students had individual conferences on sex education with the classroom teacher, 13 with special lecturers, and 7 with classmates.

Question 10 attempted to distinguish the different kinds of recreational facilities, both in school and outside, that were afforded the students. In Table 3, page 27, are grouped the opportunities for activities under the headings of athletic events, religion, parties, dances, club meetings, tennis court, and recreation centers. The table indicates frequency of attendance. All 113 girls answered, and only two checked "Frequently" in answer to the ten areas of the outside activities listed. If desirable facilities are available, it is assumed youth tends to use its leisure time for constructive purposes, and, in addition, community interest in the welfare of its youth is implied. Since these answers indicate only the existence of facilities, there is no evidence of participation. The students' answers do not indicate the degree of use given recreational facilities.

Table 3. Outside Activities Frequented by One Hundred and Thirteen Students in Sixty Oklahoma High Schools

	Never	Seldom	Freq.	Not Answering
Church	0	6	105	1
Basketball Games	1	9	102	0
Sunday Schools	2	15	92	3
Football Games	7	12	91	2
Club Meetings	7	13	91	1
Private Parties	1	20	90	1
Class Parties	1	33	77	2
Baseball Games	10	43	57	2
Outside Dances	27	30	55	0
School Dances	31	28	49	4
Recreation Centers	22	40	43	7
Tennis Courts	36	40	25	11

The questionnaire was formulated to determine how many girls worked while in high school, who helped them find their work, and who checked on their success. Approximately one-half (56 girls) worked some time during this period, according to the answers received to the question, "Did you earn money outside of your home while in high school?" Twenty-three students of this 56 recalled that their jobs were checked by various persons, as listed in Table 4.

Table 4. Persons Who Checked Students' Outside Work

Persons Checking	Number of Students Reporting
Parents	5
Employer	3
Father	2
Miscellaneous	2
Personnel Manager	2
Self	2
Distributive Education Teacher	1
Everyone	1
Manager	1
Mother	1
Office Secretary	1
Superintendent of Schools	1

Tests have a recognized place in guidance.

Any accurate measure by which we can compare the achievement of one person with that of others and with averages of groups and even with his own previous achievement will help in diagnosing his points of strength and weakness as well as in judging his abilities. School progress can be gauged, remedial measures applied, and the entire situation improved.¹⁴

The teacher or counselor can use the grade placement and intelligence results to help them understand the individual student better. Sixty-five, more than half of the students, reported in Question 12 that they had taken intelligence and placement tests. Forty-seven students had not taken tests, and one did not answer.

It is generally assumed that an official record other than transcripts of all high school work completed by students is kept in each high school. Question 13 was an effort to determine if any high school records other than transcripts were kept of progress and achievements. The records listed were: scrapbook, project book, personal folder in superintendent's file, principal's file, classroom teacher's file, home-room teacher's file, and counselor's file. An effort was made to find out what students knew about the kinds of student records kept by teachers and administrators. It was hoped that this would give some clue to the attention and understanding given to records in schools. Fifty-four girls said they knew of the existence of such records, forty-nine said that there were no other records kept, ten failed to answer. All girls answering underlined at least one of the records listed; only one

14 Arthur J. Jones, Principles of Guidance, p. 144.

student answering "Yes" failed to underline any record. If one-half of the students were aware of records existing, this would seem to indicate that the students had knowledge of types of records and who administered them.

A total of 72 students reported they received aid in overcoming study difficulties. They also reported that this help originated almost entirely with the classroom teacher. This may have been due to the fact that the classroom teacher usually knows the problems students have.

Tabulation of the answers to Question 15 revealed that summer classes were offered to 44 of the 113 students. The nature of these summer classes was not known.

Teaching of study techniques is important, yet few students reported having had this aid. Seventy-three students in answering Question 5 considered school work a problem, yet only 27 students reported having received help in learning to study; 83 said they had not received help; three did not answer. Twenty-one of the 27 girls who reported they had been taught to study were the same who said that they had help in preparing for examinations.

When a student has decided upon a definite college program, it might be considered indicative of counseling in high school. Question 17 was asked to determine how many had planned their life's work. Eighty-two said "Yes," they had decided on their life's work, twenty-six answered they had not decided, and five did not answer. The different kinds of occupations

which represent their decisions are shown in Table 5, in the order of frequency of choice.

Table 5. Ninety-five Choices of Life Work as Indicated by Eighty-two Students

Choice of Work	No. of times reported	Choice of Work	No. of times reported
Teacher	25	Technical Librarian	1
Wife or Marriage	19	Physical Education Director	1
Secretary	13	Bookkeeper	1
Journalism	4	Research Chemist	1
Dietitian	4	Bacteriologist	1
Laboratory Technician	3	Home Life Area	1
Airline Hostess	2	Dancer	1
Interior Decorating	2	Writer	1
Mother	2	Home Economics	1
Operate Shop	2	Youth Worker	1
Buyer	2	Pilot	1
Artist	2	Pianist	1
Commerce	2	Mapwork	1

Eighty-two students gave 95 choices. Most of these decisions determining their life work must have been made without the help of tests results, because only 40 students said they had taken tests, while 72 stated they had not; one did not answer. In most cases where tests were given, counseling was also provided. The tests given, as remembered and recorded by the students, were: Kuder Preference Test, Business School Test, and Vocational Aptitude Test.

A purpose of this survey was to determine how many students received counseling in high school and with whom they counseled. Forty-seven students reported in Question 19

having received counseling in high school; 65 had not received counseling; one did not answer. On the basis of this survey it would seem that this group received a limited amount of counseling. These advisors were teachers, principals, and superintendents--in a few instances there was an assigned counselor or dean.

The choice of a major is vitally important to college students, and this choice is sometimes made before entering college. Thirty-two girls indicated that they had chosen their major study because of the influence of families; 27, of teachers; nine, of friends; and seven, of their own choice. From the findings of Question 20 these 32 students seemed to have sought advice in choosing a major. Approximately 26.5 per cent indicated dissatisfaction with their present program. This dissatisfaction was shown by the reasons given for a desired change of majors and/or schools. The reasons were: funds, 1; personal reasons, 1; not learning, 1; marriage, 2; dislike, 5; considered another area more valuable, 12. Eight had not yet chosen a major. According to the questionnaire, 26 were changing majors while 69 were not; 18 did not answer; 21 were changing schools; 61 were not, and 31 did not answer.

Question 21, comments and suggestions of the student on the improvement of counseling service in high schools, gives the opinions of 113 pupils on the high school advisory programs. Underlying all their constructive criticism seem to

be the negative ideas that the personnel for counseling is too limited in time, number, training, and understanding. These students suggested that the advisory system should be (1) more individual and personal, dealing in specific and up-to-the-minute information, (2) started early in high school and continued throughout the school career, (3) organized so that the students will want to use it, and (4) adequately staffed by understanding and mature counselors. These suggestions are summarized in Table 6, on the following page.

Table 6. A Summary of the Suggestions for Improving High School Counseling Services Made by 113 College Students

Type of Comments Made	Number of Times Reported
A. General	
Counseling system needed	21
No answer	16
No correction	11
B. Qualifications	
Better qualified counselors	8
Interested teachers	6
Dean of Women that is understanding	4
Alert young Christian leaders	1
C. Kind of Program	
Individual conferences	9
Family Education Course	5
Sex Education Course	5
Four year high school counseling	4
Required conferences	4
Lectures on Vocation	2
Increased emphasis upon counseling	1
Group conferences	1
D. Other Suggestions	
Student-teacher relationship improvement	9
Encourage students to use counseling	8
Aptitude tests	4
More specific aid	4
Aid in preparing for college courses	3
New teachers, principal, or dean	3
Adult treatment	2
Home economics courses compulsory for boys	1
I. Q. Tests	1

The foregoing discussion and tables are the findings of this survey as reported by 113 students from 60 Oklahoma high schools. The conclusions that might be drawn from this survey of counseling in Oklahoma high schools are presented in another chapter.

Chapter III

A Summary of Conclusions Reached

Conclusions reached through a study of the tabulated data on counseling opportunities while in high school secured through the use of a questionnaire are briefly summarized:

1. The majority of students in these Oklahoma high schools had an opportunity to counsel with some person or persons on the administrative or teaching staff. Counseling that was done in the majority of the high schools was done by class and home-room teachers.

2. The group conference technique was used largely in the discussion of personal problems.

3. The problems on which these high school girls sought advice were of three general types: personal, educational, and vocational. Personal problems included dating, marriage, family difficulties, religion, morals, recreation, health and similar individual areas. Educational problems included school work and school difficulties. The students were influenced in their choice of a college major by families and friends. It might be assumed that they had need of further counseling because oftentimes after attending college they had changed majors and schools for various reasons. Vocational problems included student plans for after graduation, employment, and finances. A majority of the girls had some idea of the work or course they wanted to pursue; the occupations of wife,

teacher, and secretary were chosen most often.

4. According to the tabulated returns of the questionnaire, approximately one-half of the girls earned money outside the home, doing various jobs while attending high school. During this time their work was checked by parents, employers, and other persons interested, for a probable degree of success.

5. These high school students were interested in activities outside the school. Church, Sunday school, basketball games, football games, and private parties were attended most frequently by these students. The amounts and kind of participation of the students in these outside activities was not determined by this study.

6. Different standardized tests were given in the high schools, but it was not possible to determine exactly what use was made of the tests scores. In addition to student transcripts, scrapbooks, project books, and personal folders were kept by about one-half of the schools.

7. This study did not reveal to what extent the home economics teacher aided in the counseling program of the high schools as was originally planned in the construction of the questionnaire.

From this study one may assume that there should be some trained adult whom the student may feel free to consult when he is troubled with any problem; whether the problem or concern be one pertaining to the school, to his home life, to

the moral code, to his health, or any others which may be of serious concern to him.

The importance of the teacher in democratic practices is growing. Counseling and guidance will be a part of effective teaching. A democratic social order aims at the fullest development of each individual. To accomplish this aim, each student must be given an opportunity for self-direction under capable and understanding help from the teaching staff.

Name _____

Major _____

High School _____

Classification _____

QUESTIONNAIRE

This inquiry is planned to show to what extent Oklahoma high school students receive counseling.

1. In high school did you seek advice from anyone connected with the school Yes _____ No _____
2. Could you have gone to: (Underline) (a) dean of girls, (b) homeroom teacher (c) classroom teacher, (d) an assigned faculty advisor.
3. To which of the above named people did you go? _____
Never, frequently, seldom
4. Did you ever sit in on group conferences dealing with personal problems? Yes _____ No _____
5. Upon what kind of problems did you seek advice: (check opposite statement) (a) Personal _____ (b) Family difficulties _____ (c) dating _____ (d) Marriage _____ (e) employment _____ (f) Finances _____ (g) Health _____ (h) School work _____ (i) Religion _____ (j) School difficulties _____ (k) Plans after graduation _____ (l) Recreation _____ (m) Morals _____ (n) Others _____
6. Did you take home economics in high school: Yes _____ No _____
How many semesters _____
7. What problems did you discuss with the home economics teacher during conference hour?
8. Did you study family education in high school? Yes _____ No _____
9. Did you have any sex education in high school? Yes _____ No _____
(a) if so in what class (give title) _____ (b) Special lectures: Yes _____ No _____ How many _____ by whom (c) Individual consultation with: (Underline which one) Superintendent; Principal; Classroom teacher; Special lecturer; Classmates
10. During your high school years did you go the places listed below: (please check)

Place	Never	Seldom	Frequently
Tennis Court			
Basketball Games			
Football Games			
Recreation Centers			
Club Meetings			
Private Parties			

(Questionnaire continued on page 39)

Questionnaire--Continued

Place Never Seldom Frequently

School Dances _____

Class Parties _____

Outside Dances _____

Church _____

Sunday School _____

Baseball Games _____

11. Did you earn money outside of your home while in high school? Yes ___ No ___ If so, how _____ (a) Who helped you secure the jobs _____ (b) Who checked on your success _____
12. Did you take any standard tests to determine grade placement or I.Q. while in high school? Yes ___ No ___
13. Were any high school records other than your transcript kept of your progress and achievements? Yes ___ No ___ (Underline) (a) Scrapbook, (b) Project book, (c) Personal folder in: Superintendent's file, Principal's file, Class teacher's file, Homeroom teacher's file, Counselor's file
14. Were students that found studies difficult given special help: Yes ___ No ___ (a) If so, by whom _____
15. Did your school offer summer classes? Yes ___ No ___
16. Were you taught how (a) To study Yes ___ No ___ (b) To prepare for examinations Yes ___ No ___
17. Do you know what you plan to do for your life's work? Yes ___ No ___ (a) If so, what _____ (b) How did you decide this matter? _____
18. Did you take tests to help you determine for what vocation or job you seemed best suited? Yes ___ No ___ If so, what tests?
19. Did you receive special counseling in high school concerning a choice of vocation? Yes ___ No ___ (a) If so, from whom _____
20. Did you choose your present major because of a Friend _____ Family ___, or Teacher ___ (a) Are you considering changing: Majors: Yes ___ No ___ School: Yes ___ No ___ If so, why? _____
21. What plans would you suggest to improve the counseling service in your high school? (Write in space below)

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