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A SURVEY
OF THE GUIDANCE SITUATION IN THE HIGH SCHOOL
OF POTEAU, OKLAHOMA

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A SURVEY OF THE GUIDANCE SITUATION IN
THE HIGH SCHOOL OF POTEAU, OKLAHOMA

By

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To My Mother

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CHAPTER I

DISCUSSION OF THE PROBLEM AND THE PLAN FOR PROCEDURE

The main purpose of this study is to discover the relative adequacy of the guidance procedures practiced in the high school of Poteau, Oklahoma, and to analyze the findings to discover ways and means of improving guidance practices as a step toward improving the total educational program of the school. It is proposed here to survey the guidance procedures used, to discover the general attitude of the teaching staff toward guidance, and to locate student problems that the program of the school might help to solve.

As Americans we profess a pride in being members of a democratic nation, but in practice we have a narrow sense of democracy. We wear a democratic veneer over an autocratic base that makes us appear ridiculously inconsistent to our international neighbors. We may be professing democracy because it is an American tradition, rather than because it is a fundamental philosophy deliberately accepted by us. We tend to be passively democratic instead of dynamically and functionally so.

Democracy should mean more than the right to vote. The word implies a way of life, a guide in all aspects of living. It assumes that each individual has value and that each has equal rights to develop these values to the fullest extent through the schools and other social agencies. McSwain says of democracy:

At best, democracy is a social ideal which governs group living and is based on the dignity, worth and uniqueness of each person. As a philosophy of life and group endeavor, democracy recognizes, respects, and safeguards the uniqueness and emerging individuality of each individual--child or adult. It expresses faith in the educatability of man, irrespective of age, race or creed. The democratic ideal affirms the individual's right to equal--but not identical--opportunities for the development of his potentialities. The integrity and welfare of each member of society and the intelligent reconstruction of the societal pattern are the ends sought ...

Educators can best serve democracy by incorporating into the educational program the ideals and principles of the democratic way of life. Only as children live in a democratic environment will the meaning and value of democracy be built into their emergent patterns of thinking and acting.¹

If we as teachers accept the above point of view and believe that democracy is a way of life we must give our students opportunity to practice democratic living in a democratic environment.

Since society is ever-changing, new demands are placed continuously upon its citizens. Our democratic industrial society is characterized by complexity of interests and rapidity of change. It, therefore, forces many choices that were unheard of a few years ago. Formerly there were few vocations to choose from, but today's boys and girls have the task of choosing from hundreds of different vocations. To make a wise choice, each must give careful considerations to his own personality and to all aspects of the many vocations. It is generally admitted that many people are serving in positions for which they are not adapted by nature or qualified by education or experience. Many are preparing themselves for positions already over-crowded and few are preparing themselves to work where more workers are needed. It is apparent that our modern educational programs are not meeting the industrial needs of our democratic society in this respect and that guidance programs in the secondary schools can help to correct this situation.

The social order is changing just as rapidly as our industrial life and if the high school of today makes its contribution to the solution of vital problems of living it must prepare each student to live happily in the present day complex social order. This preparation for living must develop in the

¹ E. T. McSwain, "Concepts of Learning and Teaching," Teachers for Democracy, Fourth Yearbook of the John Dewey Society, pp. 114, 129.

student those qualities which will enable him to face and solve unpredictable problems as they present themselves. Inevitably, he acquires in school attitudes toward manners, customs, and ethics which will go a long way in determining his social behavior. Also, he acquires some attitudes and beliefs concerning sex, marriage, religion, morality, and property rights. However, many educators believe that our high schools are more successful in teaching factual material than in influencing the attitudes and the beliefs of their students. Of this, Brewer says:

It is a serious reflection on present day education that crimes and other forms of protests are so often expressed by young people who have only recently left school; when crime costs so much and education so little.²

Never has there been a better opportunity for the school to guide social change than at the present time. According to Chisholm,³ approximately 75% of all children of high school age are now enrolled in high school while in 1890 only 3.7% were enrolled.

With such an increase in numbers the high school student body represents a complete cross-section of society. These boys and girls live in farm homesteads, trailers, cabins, hotels, mansions, and just plain houses and face a variety of adjustment problems. Birth and environment have made some of them more shrewd than others, and some physically and mentally healthier than others. Yet, in a democracy, the public school must provide opportunity for individual development in harmony with individual needs. Individual and group guidance in the school program can help these young people make more satisfactory adjustment to the adult life for which they struggle.

² John M. Brewer, Education as Guidance, p. 62.

³ Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 16.

The expansion of the curriculum in the secondary school has provided for educational experience which covers a wide range of human interest. Yet the following statement suggests that continuous reorganization of the curriculum is but one step in the right direction.

The principle of individual guidance is fundamental to any successful program of youth education. It cuts across and fortifies all the other principles of curriculum construction. A well organized curriculum serves usefully as a general guide toward the life career to which each youth aspires. But it is not enough to depend upon well-organized courses of study, however fruitful they may be in the attainment of their immediate objectives. Certainly these are necessary for the recognition and development of whatever abilities may be possessed by the different youth under a course of instruction, but there still remains the difficult problem of connecting youth, happily and effectively with an active life in the world of affairs outside of the school. Successfully to accomplish this end necessitates the setting up of a program of guidance, which for each pupil, is concerned specifically with his future educational, vocational, recreational, and social career. The entire curriculum should be organized around and contribute to this program of individual guidance. Failure to provide guidance of this type is probably the weakest link in present-day youth education.⁴

Possibly a study should be made in each high school to discover how strong this weak link may be. One has only to be observant to realize that maladjustment exists extensively among our citizens. The newspapers and radios are constantly bringing to us news of murder, suicide, broken homes, homeless people and disease. Evidence of maladjustment may be found in any local community and in practically every home at some time or other. The schools can help some of this maladjustment by training students to think more reliably and by providing consciously directed group and individual guidance.

Survey of the educational literature dealing with guidance shows that little guidance occurs in the secondary schools unless there is some type of organized guidance program and that too few high schools offer such service.

⁴ American Association of School Administrators, Youth Education Today, Sixteenth Yearbook, pp. 70-71.

As has been said, this study represents an attempt to discover the relative adequacy of the guidance services offered in the high school of Poteau, Oklahoma, for the school term 1947 and 1948.

Poteau, the county seat of LeFlore County, is a typical Oklahoma town, founded in 1898 and named for the nearby Poteau River. Poteau is French, meaning post, stake, pillar. This town of approximately 5000 people is located in a valley which lies between the Cavanal and Sugar Loaf Mountains. Because of the mountainous terrain, the streets of Poteau wind and dip unpredictably and reflect little if any attention to definite direction. There is only one house in Poteau that has the distinction of being in line with a cardinal point of the compass and it faces due west.

The primary industries of Poteau are lumbering, cotton raising, dairying, cattle raising for beef, truck gardening, and coal mining. So, on the two railways (the Kansas City Southern and the Frisco), the principal outgoing shipments are cotton, cattle, coal, potatoes, and spinach. The city is also serviced by the Oklahoma Transportation Company and a local flying service. At the present time a \$30,000 airport improvement project is under way. Bonds have been voted to erect a county hospital in Poteau in the near future.

There are ten churches in the town, a city library, two weekly newspapers and two hospitals. There are fifteen civic organizations; such as Rotary and Kiwanis Clubs, Chamber of Commerce, Business and Professional Womens' Club, Parent-Teacher Association, and the like.

There is an area of 85 acres in the city park. This recreational park affords swimming, tennis, badminton, and picnic grounds. Space for other active sports is also available. The youth center which is opened nightly to teen agers is sponsored by the Business and Professional Womens' Club.

Dancing, card games, dominoes, and other less active types of recreation are available. The baseball park and rodeo grounds also offer recreational opportunities and flood lights make evening entertainment possible. Poteau also has two moving picture theaters.

The Poteau school system consists of a nursery school, three grade schools, a junior high school, a senior high school, and a junior college. At the present time fifty-four (54) teachers are employed, and 1347 students are enrolled in the entire school system.

The curriculum would seem to be above average for the high schools in our state. The courses offered include the customary academic subjects and the following electives: Latin, Spanish, French, German, art, band, theory of music, and choral club. Programs are offered, also, in the vocational fields of distributive education, trades and industry, diversified occupations, agriculture, and home economics. The nursery school is a part of the Vocational Homemaking Program and is used as a laboratory for the study of child development by all girls enrolled in homemaking and other students interested in child development.

With such a broad curriculum, there can be little doubt that many of the students' educational needs are being met; yet, a study of guidance procedures and attitudes toward guidance on the part of the teachers and a study of student problems seem feasible as a basis for improving the educative offering of the school system.

In order to understand the terms used in these studies, the following definitions should be noted. "Curriculum" as used in this study refers to all of the offerings of the school, including core curricula and extra-curricula offerings. "Guidance" as used here refers to the help given the student in making adjustments to any situation or so controlling the

situation that adjustment is easier or more satisfying. Such procedure may be organized or may occur incidentally. "Organized guidance" refers to a program of guidance wherein all faculty members and the administration are conscious of the needs of individuals in all aspects of living and are continuously striving to help students solve their problems. There may or may not be a highly organized, cut and dried program in the school, but every teacher knows and understands his responsibility in the guidance program. "Incidental guidance" is used to refer to the situation in which a student discusses voluntarily some personal problems with some member of the faculty. Appointments may be made and conferences held with students to further discuss problems. The term "high school student" refers to the students enrolled in the tenth, eleventh, and twelfth grades of the secondary school.

✓ According to Arthur J. Jones,⁵ guidance had its beginning as strictly vocational guidance. The first vocational guidance textbook "The Instructions of Tuuf" was written 45 centuries ago by an Egyptian for his son. In this country, it is recognized that Frank Parsons and Meyer Bloomfield of Boston, Massachusetts, made the first attempt toward the organized guidance movement by establishing in 1908 the Boston Vocation Bureau. The purpose of this organization was to give assistance in selecting a vocation and securing a job. Interest in this organization and its activities spread, and, in 1913, the National Vocational Guidance Association was founded in Grand Rapids, Michigan. In 1939, guidance gained a definite status in the Federal Government with the insuguration of the Occupational Information and Guidance Service in the Vocational Division of the United States Office of

⁵ Arthur J. Jones, Principles of Guidance, pp. 553-60.

Education. Its first chief was Harry A. Jager who served under John W. Studebaker, then Commissioner of Education. Through federal funds under the George-Deen Acts, states may set up guidance programs and many states have taken advantage of this opportunity. Oklahoma has not done so, to date.

At the present time, guidance functions in all kinds of problems and situations and diagnostic procedures are aimed at studying the individual as a whole rather than focusing exclusively upon the specific situation which prompts him to seek help. It seeks to help each individual prepare himself to find or make a place for himself in the world--a place in the vocational world, in the educational world, in the recreational world, and in community civic life.

In short, then, this study attempts to discover to what extent the Poteau school is helping the individual student with his immediate problems and his future plans, whether of an educational, vocational, recreational, or social nature. It is the intention here to appraise the situation in terms of a check of the present guidance program against selected criteria, and the study of information received from replies to two inquiries circulated respectively among the faculty and the students of Poteau High School.

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CHAPTER II

AN OVERVIEW OF THE GUIDANCE PROGRAM IN POTEAU HIGH SCHOOL

Educational literature in the field of guidance suggests that very little guidance is done in the secondary school unless it is done through an organized guidance program. This does not infer that good guidance is never given informally for most writers agree that some of the best is given in this manner. There is a great variance in programs now operating as suggested and recommended by different guidance leaders. Just how effective these programs are may be fairly well determined through study and evaluation. The adequacy of procedures and the interest in guidance in the Poteau High School are generally recognized as good although this school cannot be considered as having an organized guidance program. To determine the effectiveness of the program Endicott's criteria for setting up and evaluating a guidance program (Exhibit A, p. 10) seems most useable and practical.

The nine years of active participation enjoyed by the author as a faculty member in the Poteau High School have provided first hand information which tends to make the answers to many of these questions quite obvious.

It is commonly recognized that the principal of the given school is ultimately responsible for guidance as well as for all other aspects of the work of the school. So, the only person who may be called responsible for guidance in the Poteau High School is the principal who, because of the pressure of other responsibilities, can give little time or thought to the problem. Some of the duties related to the general workings of the school are often delegated to members of the staff or to committees made up of teachers who have an interest in or have had special training in these

EXHIBIT A

CRITERIA FOR APPRAISING A SCHOOL GUIDANCE PROGRAM¹

- (1) Is someone responsible for guidance?
- (2) Is there provision for individual guidance?
- (3) Is there provision for helping groups?
- (4) Are specialists available for extreme cases?
- (5) Is there someone in your school responsible for guidance literature in your library?
- (6) Is there a "scholarship specialist,"--a teacher who knows the schools of higher education in your section of the country?
- (7) Is someone responsible for assisting students in getting jobs if they do not plan to go on to school?
- (8) Are cumulative records kept from the time a child enters school until he has finished?
- (9) Is the curriculum planned to meet not only the mental, but the physical, social, and emotional needs of the student?
- (10) Is there close cooperation between the home and the school? (There should be at least one home contact with each parent)
- (11) Is there a program for following-up graduates?
- (12) Is the general library well stocked?
- (13) Are the youngsters helped to bridge the gap from one school to another?
- (14) Are faculty meetings so conducted that each member may participate in determining guidance procedures?

¹ From an unpublished lecture in a Guidance Workshop at Oklahoma A. & M. College, Stillwater, Oklahoma, by Frank Endicott, School of Education, Northwestern University, July, 1946.

duties. However, no members of this faculty have been assigned responsibility for guidance beyond that which occurs incidentally in their classes.

While individual guidance is not available in the Poteau High School in the sense that each student has been assigned to a teacher adviser, every teacher in high school has one free period a day which he may use for individual guidance and counseling and students are permitted to leave the study hall for conferences with their teachers at this time. There is no special provision either for group guidance outside of classroom teaching and class organizations with teacher-sponsors elected by the classes. Few contacts are made by the classes with their respective sponsors because class meetings are held only to elect student body representatives, to discuss class problems, and to give out grade cards. There is, however, an activity program which offers opportunity for free activity. Each student may enroll in two activities or he may choose only one. These groups meet daily with 30-minute periods. Activities include such groups as dramatics, social courtesies, handicrafts, journalism, choral, Latin and Spanish clubs.

The Poteau High School does not have any of the specialists frequently found in guidance programs, such as: director of guidance, counselor, dean of boys, dean of girls, placement officer, visiting teacher, physician, and nurse. However, specialists from the community are available in health and physical problems in some departments of the school. The County Health Nurse, sponsored by the Homemaking Department, lectures to the girls of the high school at least once a year on sex and feminine hygiene and once each six weeks she gives routine examination (including weighing and measuring) to the children in the nursery school. Medical care, also, is provided for the members of the football squad and other athletic teams.

The librarian-study hall teacher is responsible for all books in the library. Books and other materials are bought upon the requests of individual

teachers with the approval of the superintendent. The responsibility for guidance literature has not been delegated to any certain person or groups of persons but some fine materials are available.

The VotEAU school does not have a "scholarship specialist." However, the superintendent of the schools assists sometimes with problems of this type. Nor is anyone responsible for assisting students in obtaining jobs although it is a practice of the people of the community to contact different teachers for students who wish permanent or part-time work. The homemaking, distributive education, and commerce departments are most active in this capacity.

Cumulative records are kept only by a few teachers in subject-matter classes and these are not often used by other teachers. The regular school records which contain a small amount of information about the individual's educational background, parents' name and occupation, and date and place of birth are the only records kept by the school.

The curriculum offerings of the school seem somewhat above the average for the state. Courses other than the required academic ones are offered in the following fields: art, music, foreign languages, homemaking, distributive education, agriculture, trades and industry and diversified occupations. The physical needs of the students are met only for those who participate in football, basketball, and baseball. There is no all-school physical education program in the senior high school, but there is such a program for the boys of the junior high school.

Class and club parties and dances in the school are the means sponsored to meet the social needs of the students. The annual Future Homemakers Tea and the Senior Tea offer some slight additional opportunity for social development to most of the girls. The Junior-Senior Banquet and Prom is

another experience which challenges social development.

The formal opening used in the weekly assembly programs is quite impressive, and is a source of emotional and spiritual development. This includes the call to colors followed by the National Anthem, scripture reading, the student prayer, recital of the school creed in unison, and the school song. These are led by members of the student council with the student body participating.

The faculty inquiry circulated in connection with this study and discussed subsequently (pp. 17-21) reveals that it is not the general practice of the members of the Poteau faculty to visit in the homes of their students each year. Endicott² suggests that there should be at least one home contact with each parent. The school does not have a visiting teacher but there are three homemaking teachers who visit regularly in the homes of the girls enrolled in their classes. Since a majority of the girls schedule one or more homemaking classes sometime during their high school years, most of the girls' homes are visited frequently. The agriculture teacher also contacts the parents of the boys enrolled in his classes, but these home visits do not include the homes of a majority of the boys.

No program for following-up graduates is sponsored by the school proper although many of the teachers do keep friendly contacts with many former students.

The general library of the Poteau school is well stocked. The books are arranged in open shelves making them easily accessible to the students. The library is also the study hall and is kept by the same teacher. This arrangement has proven quite satisfactory. A number of teachers assist the

² Ibid.

students in selecting books appropriate to their reading levels, interests and needs.

There is no planned program for helping the student bridge the gap from one school to another within the district, but each spring graduates from the elementary schools of the outlying districts are invited in for "Eighth Grade Day." These students visit in the classes, meet the teachers, and become acquainted with the school plant in general.

Though faculty meetings are not held regularly, they are conducted in a democratic manner. It is a policy of the administration to conduct at least one workshop each year. Teachers form committees and work on common problems before meeting in a body for reports and group discussion. Guidance practices and procedures have been studied extensively in these workshops and the administration and the majority of the teachers sense a need for an improved guidance program in the school. In general, however, this casual check of the present guidance program of the Poteau High School seems negative on 11 of 14 counts.

CHAPTER III

DATA ON FACULTY ATTITUDES AND INTERESTS

Education no longer deals in facts alone. It proposes to help every individual meet his needs in all aspects of living. Education is primarily intended to enrich life and to help the individual effectively participate in our democratic society. Just how closely guidance and education are related depends upon one's concept of guidance. Jones believes that guidance and education cannot be separated. In short, he says:

Some authorities apparently attempt to make a distinction between education and guidance as though in some way they were separate and distinct. Such separation is impossible and violates the essential nature of guidance and education. Guidance is a part of education and an essential part.¹

Agreeing essentially with this philosophy, Munroe, a teacher in Sarah Lawrence College, makes this observation:

There is no logical or psychological justification for the treatment of personal problems in isolation. The student is a human being. She does not doff her humanity when she enters the classroom. If her studies have meaning to her at all they have meaning in relation to the kind of person she is and to questions of moment to her. She does not have one mentality and set of emotions for the college and another for general use; or at least she should not. Education divorced from the deep concerns of the student is mere verbal patter.²

Educators who accept this point of view recognize wide-spread need for more effective guidance of the individual student and more careful study of his abilities, interests, and purposes.

Since the criteria used in checking the general guidance program gives such a negative picture, the above check has been supplemented with whatever

¹ Arthur J. Jones, Principles of Guidance, p. 68.

² Ruth L. Munroe, Teaching the Individual, p. 132.

light is thrown on the situation from the faculty questionnaire (offered as Exhibit 3, pp. 17-21) was distributed to the twenty members of the faculty of the Potomac High School during the month of March, 1948, and all twenty forms were returned. The inquiry was intended to discover what preparation for guidance work the staff has had, their attitude toward guidance, guidance activities carried on regularly by them, and the problems most often brought to them by the students.

The replies of the Potomac teachers to Part I of the inquiry which focused upon preparation for guidance of the teachers and their concern for better guidance procedures indicate that the teaching staff of this high school has a wholesome attitude toward helping individual students and has good preparation for guidance work. Although only 60% of the teachers have had guidance courses and 45% have attended any guidance conferences in the last two years, 75% have read current articles and books on guidance and 95% express keen interest in adolescents and their problems. All of these teachers feel that they have guidance responsibilities toward every student in their classes, but only 20% express satisfaction with their own guidance activities. Exactly 90% of the faculty recognize need for greater provision for guidance work in the school and 70% of them have plans for further preparing themselves to participate more effectively in guidance work.

Genuine concern for understanding of students appears in the replies from that part of the inquiry concerned with their guidance activities. All of the teachers claim to have learned of the vocational and educational plans of their students. Moreover, 50% or more of the faculty indicate that they have collected information of a personal nature about their students. Yet only 25% of these teachers recognize the need for multiple records on the

EXHIBIT B³CHECK LIST OF GUIDANCE PROCEDURES OF TEACHERS IN POTEAU HIGH SCHOOL
AND TABULATION OF DATA SECURED

I. PREPARATION FOR AND ATTITUDE TOWARD GUIDANCE

A. Preparation

1. Have you had any guidance courses?	Yes <u>12</u>	No <u>8</u>
2. Have you attended any guidance conferences in the last two years?	Yes <u>9</u>	No <u>11</u>
3. Have you had any discussions with guidance specialists in the last two years?	Yes <u>10</u>	No <u>10</u>
4. Have you read articles or books on guidance this year?	Yes <u>15</u>	No <u>5</u>
5. Are you keenly interested in the physical growth of adolescents?	Yes <u>19</u>	No <u>1</u>
6. Are you keenly interested in the emotions of adolescents?	Yes <u>18</u>	No <u>2</u>
7. Are you keenly interested in the seriousness of worry and fears in pupils?	Yes <u>19</u>	No <u>1</u>
8. Do you feel that you have guidance responsibilities toward every pupil in your classes?	Yes <u>20</u>	No <u>0</u>
9. Do you know enough about occupations and the vocational training required to counsel pupils?	Yes <u>14</u>	No <u>6</u>

II. ACTIVITIES IN GUIDANCE

A. Understanding pupils

1. Do you look over all the records available about your pupils?	Yes <u>12</u>	No <u>8</u>
2. Do you observe your pupils for health needs and physical defects?	Yes <u>19</u>	No <u>1</u>
3. Do you make an effort to learn of the home and family background of your pupils?	Yes <u>18</u>	No <u>2</u>
4. Do you meet as many of the parents of your pupils as is feasible?	Yes <u>11</u>	No <u>9</u>

³ Modified from Clifford E. Erickson and Marion Crosley Hupp, Guidance Practices at Work, pp. 258-62.

5.	Do you try to learn of the special interests of your pupils?	Yes	<u>19</u>	No	<u>1</u>
6.	Do you visit in a number of the homes of your pupils each year?	Yes	<u>11</u>	No	<u>9</u>
-7.	Do you attempt to discover special talents of your pupils?	Yes	<u>20</u>	No	<u>0</u>
8.	Do you attempt to discover the hobby patterns of your pupils?	Yes	<u>17</u>	No	<u>3</u>
-9.	Do you learn of the education plans of your pupils?	Yes	<u>20</u>	No	<u>0</u>
-10.	Do you learn of the vocational plans of your pupils?	Yes	<u>20</u>	No	<u>0</u>
11.	Do you make a practice of adding information to the pupils cumulative record?	Yes	<u>5</u>	No	<u>15</u>
12.	Have you given any standardized tests in the last two years?	Yes	<u>3</u>	No	<u>17</u>
13.	Do you use the results of tests and inventories?	Yes	<u>7</u>	No	<u>13</u>
14.	Do you see means to determine problems and needs of your pupils?	Yes	<u>13</u>	No	<u>7</u>
15.	Have check lists of any kind been used by you to determine problems and needs?	Yes	<u>7</u>	No	<u>13</u>

B. Occupational information

1.	Have you had experience in occupations other than teaching?	Yes	<u>17</u>	No	<u>3</u>
2.	Are you well acquainted with the occupations related to your field of teaching?	Yes	<u>18</u>	No	<u>2</u>
3.	Is occupational information discussed in your classes?	Yes	<u>16</u>	No	<u>4</u>
4.	Do you discuss occupational information with individual pupils?	Yes	<u>19</u>	No	<u>1</u>
5.	Do you have occupational materials in your room?	Yes	<u>10</u>	No	<u>10</u>
6.	Do you cooperate with the librarian in securing occupational information and assisting in its use?	Yes	<u>6</u>	No	<u>14</u>
7.	Do you point out the relationships between the subjects you teach and various occupations?	Yes	<u>18</u>	No	<u>2</u>

C. Counseling

1.	Have you had any special training for counseling?	Yes	<u>12</u>	No	<u>8</u>
2.	Did you have conferences of one-half hour or more with at least 25 percent of your pupils?	Yes	<u>12</u>	No	<u>8</u>

3. Do your pupils discuss with you problems that are not directly related to their work? Yes 20 No 0
4. Do you spend much time in counseling outside of school hours? Yes 12 No 8

C. Presentation of training opportunities

1. Do you have materials describing training opportunities related to your field? Yes 12 No 8
2. Have you specialized on training opportunities in college, trades, and other occupations related to your field? Yes 8 No 12
3. Do you discuss in class training opportunities related to your field? Yes 16 No 4
4. Do you present information regarding vocational courses and industrial arts in so far as possible? Yes 15 No 5

D. Placement and follow-up

1. Do you contribute to the placement services in your school? Yes 10 No 10
2. Do you aid your former pupils in adjusting to new types of courses such as vocational courses and industrial arts? Yes 11 No 9
3. Are any graduates followed up regularly by you? Yes 8 No 12
4. Are dropouts followed up regularly by you? Yes 7 No 13
5. Has follow-up information caused any change in your teaching? Yes 8 No 14
6. Have you assisted in or promoted follow-up studies in your school? Yes 5 No 15

III. OTHER GUIDANCE ACTIVITIES

- P 1. Do you do what you can to bring about better adjustment of those who are mal-adjusted? Yes 16 No 2
2. Do you refer serious cases of maladjustment to a specialist or to your principal? Yes 11 No 9
- H 3. Do you do what you can to aid your pupils in health adjustments? Yes 10 No 1
4. Do you refer serious cases to your principal, the doctor, or nurse? Yes 15 No 5

5.	Do you provide activities that will develop self-direction?	Yes	<u>18</u>	No	<u>2</u>
6.	Do you try to interest pupils in participating in extracurricular activities?	Yes	<u>19</u>	No	<u>1</u>
7.	Do you refer with other teachers pupils whose interests are related to the subjects they teach?	Yes	<u>17</u>	No	<u>3</u>
8.	Do you confer with other teachers regarding problem pupils?	Yes	<u>20</u>	No	<u>0</u>
9.	Do you encourage your pupils to develop socially?	Yes	<u>19</u>	No	<u>1</u>
—10.	Do you give special attention to pupils who are new to the school?	Yes	<u>20</u>	No	<u>0</u>
11.	Do you discuss examinations and marks so that your pupils do not fear them?	Yes	<u>18</u>	No	<u>2</u>
12.	Do you rate your own guidance activities as satisfactory?	Yes	<u>4</u>	No	<u>16</u>
13.	Do you feel sure that your pupils are interested in their work?	Yes	<u>10</u>	No	<u>10</u>
14.	Do you feel that the pupils regard you as a friend?	Yes	<u>20</u>	No	<u>0</u>
15.	Do you feel that the pupils are happy in your class?	Yes	<u>19</u>	No	<u>1</u>
16.	Are your discipline problems few?	Yes	<u>20</u>	No	<u>0</u>
17.	Do you let your pupils have an active part in planning their work?	Yes	<u>17</u>	No	<u>3</u>
18.	Do you feel that your pupils are satisfied with what they are getting from your classes?	Yes	<u>16</u>	No	<u>4</u>
19.	Do you give the pupils many opportunities to make choices?	Yes	<u>17</u>	No	<u>3</u>
20.	Do you individualize your work and attempt to meet the needs of pupils?	Yes	<u>19</u>	No	<u>1</u>
21.	Do slow pupils seldom get discouraged in your classes?	Yes	<u>14</u>	No	<u>6</u>
22.	Do slow pupils have work in which they can succeed?	Yes	<u>16</u>	No	<u>4</u>
23.	Do superior pupils have a greater amount of and more difficult work than slow pupils?	Yes	<u>17</u>	No	<u>3</u>
24.	Do you encourage those with special interests in your classes to do extra work in the field of their interests?	Yes	<u>19</u>	No	<u>1</u>
25.	Do you have pupils who come to you with problems regarding work in your classes?	Yes	<u>20</u>	No	<u>0</u>
26.	Do both poor students and good students come to you for counsel?	Yes	<u>20</u>	No	<u>0</u>
—27.	Do you have many pupils come to you with out-of-school problems?	Yes	<u>15</u>	No	<u>5</u>
—28.	Do you integrate guidance with your class work continuously?	Yes	<u>17</u>	No	<u>3</u>

29. Check below the types of problems brought to you by students?⁴

	OFTEN	SELDOM	NEVER
1. Health and physical development.	5	9	6
2. Finances, living conditions and environment	7	11	2
3. Social and recreational activities.	16	4	0
4. Courtship, sex and marriage.	6	8	6
5. Social-Psychological Relations.	4	11	5
6. Personal-Psychological Relations.	5	12	3
7. Morals and Religion.	6	12	2
8. Home and family.	9	9	2
9. The Future: Vocational and Educational.	10	2	0
10. Adjustment to School Work.	12	5	3
11. Curriculum and Teaching Procedures.	8	6	4

⁴ Ross L. Mooney, Manual to Accompany the Problem Check List, Introduction.

growth and progress of each student or make a practice of recording information on their pupils. Standardized tests of any or every variety have been given in the last two years by but 15% of the faculty, and only 35% have used any type of check lists to determine the problems and needs of their students.

In reply to the group of questions concerning guidance procedures which pertain to occupational information 80% of the teachers stated they have had experience in occupations other than teaching and 90% appear to be well acquainted with occupations related to their field of teaching. Only 50% of the teachers, however, have reference materials on occupations in their classrooms, and only 30% of them indicated that they have cooperated with the librarian in securing occupational information and assisting in its use.

Only twelve out of the twenty teachers have had any training whatever in counseling, and training in this area for the other eight has been somewhat limited. Furthermore, only twelve of them have had conferences during this school year with their students and these conferences have involved only about one student in every four.

The inquiry carries a possible total of 80 positive replies to questions concerning the extent to which training opportunities are presented in the classroom, yet only 51 positive replies appear on the returned forms. Likewise, out of a possible 120 inquiries concerning procedures to help in placement and follow-up services only 47 positive replies appear.

In general this check on the teachers' attitude and procedures indicates wholesome teacher-pupil relations. All of the teachers believe that their pupils are happy in their classes, recognize only a few discipline problems, and regard the pupils as their friends. Pupil participation in planning

school work is said to be practiced by 88% of the teachers and 85% of them claim to attempt to individualize their work to meet the needs of their pupils.

Teachers indicated that problems have been brought to them in all aspects of living mentioned in the inquiry; however, planning the future, vocational and educational, and social and recreational problems appear to be the ones most often brought to them by students.

In brief, the teachers of the Potomac High School show liberal preparation for guidance and a genuine interest in helping their students. Except on two of the questions pertaining to preparation for and attitude toward guidance the replies were predominately positive. Only half of the teachers have participated recently in discussing guidance problems with specialists and only nine of the twenty have made recent study of guidance procedures. The members of the faculty are rather generally active in the attempt to understand their students. Except for using standardized tests, check lists and inquiries, and the keeping of cumulative records, all the activities suggested by the inquiry are being carried out by a majority of the staff members. Except in the matter of participating in building up the occupational information found in the library and having specialized in occupations the faculty members have been trained for and are concerned about more functional procedures in counseling and guidance. The record is less positive concerning placement and follow-up practices. Part III of the faculty inquiry listed as "Other Guidance Activities" was designed to uncover practices used in class procedures and in helping students with personal problems. Here, again, the faculty record is positive except in the matter of attempting to self appraise the results of guidance efforts. The majority of problems brought most frequently to the faculty fall into the social-recreational, future

plans, and adjustment to school work classifications.

The detailed results of the inquiry given to the members of the Potesu High School Faculty are tabulated upon the previously exhibited questionnaire (pp. 17-21)

CHAPTER IV

DATA ON STUDENTS' ATTITUDES, PROBLEMS, AND INTERESTS

The problem of understanding human nature, more especially adolescent human nature, is one that baffles mankind persistently. Nevertheless, an inquiry was distributed to the students in the Poteau High School to discover the relative adequacy of the present counseling and guidance procedures as indicated in student opinions, interests, and problems, and the implied need for a more extensive guidance program. This questionnaire (offered as Exhibit C, page 26) was given on April 7, 1948, to 170 students enrolled as sophomores, juniors, and seniors in the Poteau High School. Care was taken to see that the oral directions and preliminary discussion followed a specific pattern. This questionnaire brought revealing and fascinating data.

In order to interpret this data some scheme had to be accepted for classifying the various replies. This classification obviously should help to so group the information that the needs for guidance would become apparent in a general way. In the study of student problems made recently by Hooney¹ and already cited some 300 problems common among adolescents have been grouped into 11 areas or aspects of living: i.e., health and physical development; finance, living conditions and environment; social and recreational activities; courtship, sex and marriage; social-psychological relations; personal-psychological relations; morals and religion; home and family; the future--vocational and educational; adjustment to school work; curriculum and teaching procedures. This classification not only serves to locate the type of problem but indicates the type of personnel worker to whom the student should have access when he seeks help in solving each

¹ Ibid., Introduction.

EXHIBIT C²

PUPILS' PROBLEMS, INTERESTS, AND NEEDS

Pupil Questionnaire

The faculty is interested in finding better ways to help you. You can also help by answering the following questions. Please do not place your name on this paper because we want you to feel free to write just what you think.

1. What is now giving you the greatest satisfaction?
2. What do you like most about your school?
3. What do you like least about your school?
4. What is your greatest problem at the present time?
5. What are you most afraid of?
6. What do you like to do in your spare time? What is your strongest interest?
7. What are your vocational plans for the future?
 - a. What kind of work would you most like to do when you have finished school?
 - b. What kind of work will you probably have to do when you have finished school?
8. What was your greatest problem when you first came to this school? What will probably be your greatest problem when you leave this school?
9. What person do you usually go to for help with your problems?
10. What is the most important one thing the school should do for you?

² Clifford E. Erickson and Marion Crosley Hupp, Guidance Practices at Work, pp. 253-254.

problem. The ease with which the answers to the 170 questionnaires given to the students fall into Mooney's classifications suggest both the reliability of his study and the validity of using the classification for this study.

The replies to the first question, "What is now giving you the greatest satisfaction?" revealed that the students contacted were finding satisfaction in interests growing out of each of these 11 areas. However, social and recreational activities proved to be the area providing the most satisfaction for 44 students whose answers are typified by such comments as: "The Youth Center," "being with the rest of the boys," "having a good time with my friends," "being a member of certain clubs," and "dancing." On the other hand, 39 of these 170 young people indicated that planning for the future (both vocational and educational) was the activity from which they were receiving their greatest satisfaction. Such statements as "Getting ready to attend college which will better prepare me for the work I have chosen," "Planning my career in nursing," and "Getting to go to college," illustrate the point. The greatest satisfactions of 14 students appeared to be found in the curriculum itself. The relative number of students claiming to find satisfactions in each of the eleven areas included in the Mooney classification is shown in the frequency chart Exhibit D, p. 28.

Charting of the replies to the two questions, "What do you like most about your school?" and "What do you like least about your school?" revealed almost an equal number of students finding their strongest likes as well as dislikes in the curriculum and teaching procedures. This chart appears as Exhibit E, p. 29. Some of the students said, "I like the band hour," "I like the opportunities it gives in choosing courses," "the good faculty," "cooperation of the teachers," "the homemaking classes," and "I like the majority of the teachers because they seem to try to understand your problems

EXHIBIT D

FREQUENCY CHART SHOWING THE RELATIVE AREAS OF
SATISFACTION RECOGNIZED BY STUDENTS
IN THE POTEAU HIGH SCHOOL

Areas of Satisfaction	Times Mentioned
Social and Recreational Activities	44
The Future: Vocational and Educational (Planning for)	39
Curriculum and Teaching Procedure	14
Social-Psychological Relations	12
Home and Family	12
Morals and Religion	10
Adjustment to School Work	8
Personal-Psychological Relations	8
Courtship, Sex and Marriage	8
Health and Physical Development	3
Finance, Living Conditions and Environment	7

EXHIBIT E

CHART SHOWING THE CLASSIFIED COMPARATIVE LIKES AND DISLIKES
OF STUDENTS TOWARD SITUATIONS NOW EXISTING
IN THE POTEAU HIGH SCHOOL

Areas of Experience	Times Mentioned	
	<u>Like</u>	<u>Dislike</u>
Health and Physical Development	10	4
Finance, Living Conditions and Environment	6	17
Social and Recreational Activities	18	12
Courtship, Sex and Marriage	1	0
Social-psychological Relations	16	22
Personal-psychological Relations	1	11
Morals and Religion	0	2
Home and Family	0	0
The Future: Vocational and Educational	0	1
Adjustment to School Work	14	38
Curriculum and Teaching Procedure	95	80

and to help you." On the other hand students disliking the curriculum and teaching procedures expressed their adverse feelings freely; for example, "too many teachers trying to run the school their way," "I think they should have Religious Education like they did several years ago," "The student doesn't have enough say-so in the activities," and "history," and "English."

The inquiry concerning the currently "greatest problem" faced by the student revealed that the largest number of "great" problems cited by this group of young people originate in the area of finances, living conditions and environment. Out of the 170 questionnaires 45 of the students expressed concern over undesirable living conditions, and for lack of money to carry out future plans or to pay bills in order to stay in school. Concern over plans for the future either of a vocational or an educational nature was mentioned 35 times and expressed in such statements as "Deciding what school to attend next year," "vocational guidance," "know exactly what to turn to 'a job' that I wish to do all my life," and "Career to choose." For 24 of the students the greatest current problems seem to relate to curriculum and teaching procedures and 13 have problems in the moral and religious aspects of living. Some of their statements were "my greatest problem is living a Christian life," "my greatest problem is getting my mother to let me go to church," and "having time to do all the church work I would like to do." There were 20 others who stated their greatest current problems so that they were classified as originating into the area of home and family relations. Their statements were similar to those quoted below, "my family doesn't understand me," "health of family members," and "trouble at home." Another area in which these students recognize many immediate problems is that of courtship, sex, and marriage. Many of them listed the opposite sex as being their greatest problem. Others said, "Whether or not I should

got married," "Getting the person I want most to go with," "Trying to decide if I like a certain boy or not," and "Keeping away from girls." The chart appearing as Exhibit F, p. 32, shows the frequency with which the major problems of these 170 students fall into each of the eleven different areas.

In answering the question "What are you most afraid of?" 46 of the 170 students gave answers which seem to belong in the personal-psychological class. Examples of their statements follow: "Losing my temper and talking back to teachers," "I'm most afraid of failure in certain undertakings," "Myself," and "the necessity of making decisions." Also 31 of these young people expressed fears in the social-psychological area. Some of their answers were, "Meeting people I feel inferior to," "I'm afraid of my backwardness toward people," "Can't mix with people as I would like to," and "Hurting other people by indifference." Insecurity in plans for either the vocational or educational future was indicated as causing fear by 25 of these students and eleven claimed to suffer fear over certain curriculum and teaching procedures. The frequency with which the fears of the students fall into the various areas represented by Mooney's classification appears as Exhibit G, p. 33.

The students of Poteau High School proved to be normal adolescents in that the majority of them (85) claim to participate in social and recreational activities in their spare time. It is interesting to note, however, that 47 of these young people spend a portion of their leisure in contemplating the future. The relative emphasis found in the answers to this question appears in the chart on page 34 offered as Exhibit H.

It became necessary to classify on another basis the vocations and occupations in order to chart the replies to the questions concerning vocational plans for the future, i.e., "What kind of work would you most

EXHIBIT F

CHART SHOWING THE FREQUENCY IN WHICH THE OUTSTANDING PROBLEMS
 OF THE STUDENTS IN THE POTEAU HIGH SCHOOL
 FALL INTO MOONEY'S ELEVEN AREAS
 OF CLASSIFICATION

Problem Areas	Times Mentioned
Finance, Living Conditions and Environment	45
The Future: Vocational and Educational	35
Curriculum and Teaching Procedures	24
Home and Family	20
Morals and Religion	19
Courtship, Sex and Marriage	18
Personal-psychological Relations	16
Adjustment to School Work	14
Social-psychological Relations	6
Social and Recreational Activities	4
Health and Physical Development	4

EXHIBIT G

FREQUENCY CHART SHOWING THE RELATIVE AREAS OF DOMINANT FEARS
OF THE STUDENTS OF POTEAU HIGH SCHOOL

Areas of Fear	Times Mentioned
Personal-psychological Relations	46
Social-psychological Relations	31
The Future: Vocational and Educational	25
Curriculum and Teaching Procedures	11
Courtship, Sex and Marriage	9
Finance, Living Conditions and Environment	9
Home and Family	6
Adjustment to School Work	6
Health and Physical Development	5
Morals and Religion	3
Social and Recreational Activities	1

EXHIBIT H

CHART SHOWING THE FREQUENCY PREFERENCE FOR USE OF LEISURE TIME
OF THE STUDENTS IN THE POTEAU HIGH SCHOOL

Aspects of Living	Times Mentioned
Social and Recreational Activities	85
The Future: Vocational and Recreational	47
Courtship, sex and marriage	14
Personal-psychological Relations	8
Morals and Religion	8
Health and Physical Development	8
Social-psychological Relations	5
Home and Family	4
Finance, Living Conditions and Environment	2
Curriculum and Teaching Procedures	1
Adjustment to School Work	1

like to do when you have finished school?" and "What kind of work will you probably have to do when you have finished school?" The classification used in this study was taken from the Dictionary of Occupational Titles⁴ and appears below.

Professional and Managerial Occupations
 Professional Occupations
 Semiprofessional Occupations
 Managerial and Official Occupations
 Clerical and Sales Occupations
 Clerical and Kindred Occupations
 Sales and Kindred Occupations
 Service Occupations
 Domestic Service Occupations
 Personal Service Occupations
 Building Service Workers and Porters
 Agricultural, Fishery, and Kindred Occupations
 Agricultural, Horticultural, and Kindred
 Occupations
 Fishery Occupations
 Forestry (except Logging), Hunting, and
 Trapping Occupations
 Skilled Occupations
 Semiskilled Occupations
 Unskilled Occupations

The majority of this group of young people appears to be professionally minded in that 106 out of 170 listed professional, semiprofessional, or managerial occupations as the work they would like to do when they have finished school. Some of the occupations most often mentioned were nursing, teaching, engineering, law, the ministry, journalism, designing, aviation, interior decoration, retail management, buying. However, only 36 of these young people indicate that they will be able to carry out their vocational hopes.

Only 13 students showed an interest in the field of clerical and sales occupations such as bookkeeping, stenographic work, clerking, and physician's

⁴ Dictionary of Occupational Titles, Introduction.

and dentist's assistants. However, 36 stated that probably they would have to do that type of work when they had finished school. Only four girls wanted to become housewives, yet 12 girls indicated that they probably would marry upon graduation from high school. Seven of these young people chose personal service occupations such as barbers, beauticians, waitresses, and apprentices in service occupations. Yet only 4 of them thought that the occupation mentioned was the thing they would likely do. There were 12 of these young people who said they would probably have to go into the protective service-area of occupations which includes the armed forces, detectives, fireman, and policemen, yet only nine chose this area as a career.

Although Koteau is mainly an agricultural community, only five people showed an interest in any phase of agriculture as a future vocation--yet twice that many indicated agriculture as the vocation they would probably follow upon finishing high school.

The preference for becoming either skilled or unskilled laborers as a future means of livelihood was selected by eight of these students and 15 said they might probably resort to that as a means of living. The chart appearing as Exhibit I, p. 37, shows the comparison of the classified replies to these two questions.

"Relationships" of both a personal and a social-psychological nature are emphasized by the students in the recalling of the problems which caused greatest concern when coming into this school and in anticipating the problem apt to cause grave concern when leaving this school. Fifty-one students seem to have had problems in social-psychological relations when they first came, but only seven stated that they expected to have problems in this area when they were ready to leave school. However, 30 students mention social-psychological problems as plaguing them upon entrance and almost exactly

EXHIBIT I

CHART SHOWING COMPARISON BETWEEN THE CHOSEN AND THE PROBABLE
FUTURE OCCUPATION OF THE STUDENTS IN POTEAU HIGH SCHOOL

Occupation	Chosen	Probable
Professional	30	36
Semiprofessional	17	0
Managerial and Official	8	2
Clerical and Sales	17	19
Sales and Kindred Occupations	1	17
Domestic Service	0	0
Personal Service	7	4
Protective Service	9	12
Building Service	0	0
Agricultural, Fishery, Forestry and Kindred Occupations	5	10
Skilled Labor	7	8
Semiskilled Labor	1	7
Unskilled Labor	0	4
Marriage	4	12

the same number fear they may be plagued by similar problems upon graduation. The problem most frequently thought of as apt to worry them upon leaving school was that of plans for the future. Problems related to the adjustment to school work were recalled as dominant when entering school by 31, but listed by only 13 as apt to be their problem when leaving. Comparison of the classified replies to these two questions has been charted and is offered as Exhibit J, page 39.

In answering the question "What person do you usually go to for help with your problems?" there were 109 students out of 170 who claim to get their best advice from their parents or other family members and 30 who solve their problems without any help from anyone. More students indicated that friends helped them in solving their problems than teachers, and only five listed their ministers as the person to whom they carried their problems. A chart appearing as Exhibit K, page 40, shows the frequency with which students call on different personnel for help in solving problems.

The student questionnaires revealed that the students of Poteau High School have varied ideas as to "what is the most important one thing the school should do for you?" This is shown by the chart offered as Exhibit L, page 41. As would be expected the larger portion of them expressed belief that the school should prepare them for the future, vocationally and educationally, yet 37 of them said it should give them more satisfying social-psychological relationships. Many of their answers were as follows: "To prepare us for a vocation and teach us to get along with people," "Prepare us to be a success in life, not only in scholastic matters, but in leadership as well and help us to develop our common sense," "Help me to be able to be a good citizen and a more able person to make my way in this world," "Give me all the education I can get and teach me to understand

EXHIBIT J

CHART SHOWING COMPARISON OF THE PROBLEMS
OF POPEAU HIGH SCHOOL STUDENTS WHEN THEY FIRST CAME TO THIS SCHOOL
AND THE PROBLEMS THEY EXPECT TO HAVE UPON LEAVING THIS SCHOOL

Aspects of Living	Times Mentioned	
	Coming	Leaving
Health and Physical Development	4	0
Finance, Living Conditions and Environment	10	33
Social and Recreational Activities	21	5
Courtship, Sex and Marriage	3	5
Social-psychological Relations	51	7
Personal-psychological Relations	20	21
Home and Family	1	8
The Future: Vocational and Educational	8	63
Adjustment to the School	31	18
Curriculum and Teaching Procedures	13	3
Morals and Religion	2	2

EXHIBIT K

CHART SHOWING THE RELATIVE FREQUENCY AT SPECIFIC GRADE LEVELS
WITH WHICH THE POTEAU HIGH SCHOOL STUDENTS
TAKE THEIR PROBLEMS TO SPECIFIC PERSONNEL

Personnel	Sophomores	Juniors	Seniors
Parents	65%	52%	49%
Friends	10%	9½%	24%
Teachers	7½%	7½%	16%
Ministers	0%	4½%	4%
Solved own problems	15%	27%	6%

EXHIBIT L

CHART SHOWING THE FREQUENCY WHICH THE IDEAS OF THE STUDENTS
OF THE POTEAU HIGH SCHOOL CONCERNING HOW THE SCHOOL CAN HELP THEM MOST
FELL INTO THE VARIOUS ASPECTS OF LIVING

Aspects of living	Times Mentioned
The Future: Vocational and Educational	52
Social-psychological Relations	37
Curriculum and Teaching Procedures	30
Personal-psychological Relations	19
Finance, Living Conditions and Environment	14
Social and Recreational Activities	14
Adjustment to School Work	9
Morals and Religion	7
Health and Physical Development	4
Home and Family	1
Courtship, Sex and Marriage	0

people for I want to learn," and "help adjust me to the oncoming problems after graduation." There were 19 students who felt that the school should help them in personal-psychological relations and 14 who expressed desire for more social and recreational activities in the school. There were also 14 students who expressed desire for financial help from the school. Some examples appear below: "furnish free textbooks," "I think the school should do more for boys who play football and have no source for money," "Let me work my way through the rest of my schooling I can get here," and "The school should furnish caps and gowns and diplomas for graduating seniors."

A profile chart of each grade offered as Exhibit M, page 43, shows the difference in the recognized problems, interests, and needs of the sophomore, junior, and senior groups. One striking difference was shown in the replies to the question "What is now giving you the greatest satisfaction?" While 32% of the sophomores and 26% of the juniors stated that their greatest satisfaction came from social and recreational activities, only 13% of the seniors made similar decisions. In this class 39% are finding their greatest satisfaction from planning their future vocation and education. Yet, in contrast, 21% of this same class listed the planning for their future as the problem of which they were most afraid. Fears rooted in social-psychological relations are listed by 27% of the seniors. These are evidenced in such replies as, "feeling that nobody understands me," "being criticized by others," "don't make friends easily," and "no one to tell my troubles to." Fears springing from personal-psychological relationships are listed by 25% of the seniors and typified by such statements as "lacking self-confidence," "too self-centered," "not having any fun," "Worrying," and "losing my temper."

A majority of the senior class lists situations which may be classified as curriculum and teaching procedures as the thing they like most about their

school but only about 50% of the sophomores and juniors feel the same about it. The other 50% of the two younger classes listed curriculum and teaching procedures as what they disliked most. In the senior group 51% of the replies to the question "What do you like least about your school?" fell in the area of adjustments to school work. Some of their answers were "getting low grades," "afraid of failing," and "can't see that school is doing me any good."

Financial insecurity was implied by 31% of the seniors as being their greatest problem at the present time and 30% listed their future vocational and educational plans. The sophomores proved to have almost twice as many problems in the financial aspect of living as did the juniors. While moral and religious problems were indicated by 25% of the junior class, and by only 4% of the sophomore class, no seniors indicated problems at all in this aspect of living.

In charting the replies to the question "What do you like to do in your spare time?" all three groups placed approximately equal importance on both activities of social and recreational nature and plans for the future.

Student problems indicated as dominant upon entering the Foteau school appeared in the area of social-psychological relations by 42% of the sophomores and 37% of the seniors, while only 10% of the junior class expressed problems in this aspect of living. Their problems appeared more often in the area of social and recreational activities.

The sophomores and seniors indicated that 39 $\frac{1}{2}$ % of each class expected problems of their future vocation and education to appear when they had finished school, as did 45 $\frac{1}{2}$ % of the junior class. Financial problems are expected by 28 $\frac{1}{2}$ % of the sophomore class and by 21% of the junior class while only 9 $\frac{1}{2}$ % of the seniors indicate expectancy of problems in this aspect of living.

In charting the replies to the question "What is the most important one thing the school should do for you?" the seniors were equally divided with 26 $\frac{1}{2}$ % saying the school should prepare them for the future vocationally and educationally and another 26 $\frac{1}{2}$ % stating the school should furnish more satisfying social-psychological relationships. The two younger classes indicated by a large percent that the school should prepare them for social-psychological relationships; however, the largest percent expressed vocational and educational preparation for the future as the most important one thing the school should do for them.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The present guidance procedures and practices used in the Poteau High School proved negative on eleven of the fourteen counts of the criteria for setting up and evaluating guidance programs in the secondary schools suggested by Endicott. The school does not have anyone specifically responsible for guidance and the success of any guidance program depends upon the personnel. The leadership of the person in charge of the program determines largely the kind of cooperation and the effectiveness of the services of the entire staff. It is not expected that every teacher must be thoroughly trained as a guidance worker, but he should have a clear concept of the scope of guidance, or appreciation of the functions and practices of guidance in his given school, and a sincere interest in the problems of adolescents. The person designated to assume the responsibility for directing the program should be qualified by training and have personal qualities for effective leadership.

Individual guidance should be provided in every school because at one time or another every boy and girl in the school needs certain services of the guidance program. Often guidance service is thought of as a means of solving discipline problems or assisting delinquent pupils in making adjustments. But it should serve to prevent conflict as well as help "cure" those conflicts which have already developed. Therefore, every student in the school has a right to counseling services. It is evident that the students in Poteau have not had opportunity for individual counseling since the teachers indicated that only 60% of them had had conferences with at least 25% of their pupils. To any educator interested in the welfare of youth, such

conditions are indeed alarming. In our complex society today's student has many problems which he is unable to solve for himself. He must have guidance in all phases of life, and since in many cases he cannot receive this help at home, he should be privileged to discuss his difficulties with his teachers.

The classroom teacher holds the key position for effective group guidance. Activities and learning experiences in the classrooms provide the student with opportunities to discover both assets and limitations, and to recognize the significance of these limitations in terms of educational and vocational planning. In sponsoring extracurricular activities the teacher may plan experiences that offer training and exploratory opportunities for students. The number of problems indicated by the students in Potomac High School gives evidence that the students need help in making satisfactory vocational and educational plans.

The data from the faculty inquiry indicated that the faculty have a rich background for effective vocational guiding. However, the data from the student inquiry shows that a majority of the students' problems fall into the area of vocational plans or are stated so as to suggest careful consideration is not given to all aspects of the vocational choices indicated. A large percent of the students expressed a vocational or occupational preference which they at the same time recognize as unrealistic or as a goal they may not be able to attain. Students should not be encouraged by teachers, parents, or anyone to strive for positions which it is impossible for them to reach, but should be guided into making choices within the range of their vocational aptitudes and financial resources. In this day of rapid industrial change and critical economic problems, students need to give more careful consideration to all factors influencing their

choice of an occupation or profession. They need also to collect and appraise all possible information concerning the various factors which determine success in the chosen field.

The question of how many kinds of clinical service should be available to the student body of a small school is an open question. Especially is this so if the community offers specialized services which the school may call upon in determining the physical, mental, economic, social, and also educational needs of the students. However, in the Poteau Schools specialists are available only in the area of health and physical development and serve only a small number of students.

Provision needs to be made for accumulating a better stock of guidance material in the library, and for assisting students in finding full-time jobs or part-time opportunity to earn as they learn in the schools of higher education. Responsibility should also be delegated to some committee for making available to worthy students information on scholarships in colleges and universities.

It is generally accepted that the more personal information available to the counselor the more effective becomes his counseling. The collecting of data on students should be an activity of every classroom teacher. This information should be passed on to the principal or the director of guidance to be made available to the entire staff. Such information should include among other things records on health and physical development, vocational and educational background, interests and future plans. Too much stress cannot be placed upon the collecting and use of cumulative records in promoting an effective guidance program. The teachers' questionnaire revealed that only 25% of the Poteau High School faculty recognize the need for multiple records on the growth and progress of each student or make a practice of

recording any specific information on their pupils. Furthermore, standardized tests have not been used extensively to estimate growth and development of the individual student. Nor have check lists been used to determine the interests and problems which the students recognize. The very limited information found on the student's regular school record suggests that students are "graded" rather than given individual consideration.

The curriculum offerings of the Poteau High School seem to be above average and meeting the students' interests fairly adequately, although the fact that many students recognize problems in adjustment to school work suggests that the curriculum needs to be fortified with some type of guidance program. This should be concerned specifically with each individual's future and should also maintain and strengthen the resourcefulness and initiative of the individual if he is to become a worthy citizen in a democratic society.

The development of close cooperation between the home and the school may be accomplished in many ways. Home contact is probably the most effective; however, a committee made up of faculty members and representatives from Parent-Teachers' Association, Girl or Boy Scouts Organizations, may function as a means of improving home and school relationships. Activities carried on by this group may vary in different communities.

The follow-up program not only is a means of providing the school-leavers with guidance services but it also serves as an excellent means of evaluating the school's total educational program. The school needs continuously to appraise the procedures in the light of the effectiveness with which the current needs of the students are being met and ways in which the curriculum should be revised.

Students coming in from other schools frequently are in need of help in making proper adjustments to a new physical and social environment. The physical plant of the school, the marking system, and rules and regulations are some of the hazards which confront pupils upon entering a new school. It is suggested that orientation should be the task of every classroom teacher in the school.

Faculty meetings in the Poteau High School are not scheduled at regular intervals but when held are conducted in a most democratic manner. Guidance procedures have been studied and discussed at length; however, an in-service training program for teachers seems advisable in this school.

In general the teachers seem to feel that a wholesome pupil-teacher relation exists in Poteau High School and that the students bring their problems freely to faculty members. However, the student questionnaire did not support this belief. It is evident that the students are not generally aware of the willingness upon the part of the teachers to help them in solving their problems. Since a child spends most of his waking hours in the school, it is amazing to find only a small percent seeking guidance from persons connected with this organization.

The guidance program requires the services and cooperation of the entire staff with leadership qualified through training and personal qualities. Effective programs provide for both group and individual guidance; however, specialists in all areas of service are not necessary if community resources are available. The entire faculty should participate in the activity of securing and using data on individual students. Close cooperation between the home and the school should be encouraged and developed. A program for following-up students should be organized to assist students after they leave school and to also serve as a basis for curriculum revision. The

curriculum should offer greater opportunities for not only mental, but physical, social, and spiritual development.

Through participation in such a program, high school students will acquire attitudes toward manners, customs, and ethics which will go a long way in determining their social behavior. They will recognize their assets and limitations and relate them to future plans and opportunities which arise. Under guidance the student will practice reliable thinking in making wise choices, plans, and decisions. In such a program the principles of democratic living are practiced and if today's student is to take his place as an effective future citizen he must practice living in a democratic environment.

In short, it seems the educational procedures and practices of the Potesu High School staff are not meeting adequately the needs of the students. It appears also that many of the members of the teaching staff have unwarranted confidence in the effectiveness of the present guidance procedures. Regardless of how effectively the school disseminates knowledge and trains for skills, it fails society wherever desirable attitudes and values are left to chance. The development of desirable attitudes and skills appropriate to the maturity and the needs of each individual should be a constant challenge to the educational profession.

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