

A STUDY OF THE RESULTS OF THE SRA YOUTH INVENTORY
ADMINISTERED TO THE SENIORS OF DICKINSON
COUNTY COMMUNITY HIGH SCHOOL

by

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INTRODUCTION

Nothing is static. Change is the mode. Any organization of necessity must be ready to meet the changing demands of society and must be ever cognizant of its strengths and weaknesses.

The purposes of the present day school have become much broader than the purposes of the schools of a few decades ago. In 1918 the Seven Cardinal Principles were first published.¹ Numerous studies have been made since that time. An important milestone in the extension of the objectives of schools was published in 1938 by the Educational Policies Commission.² The commission grouped the objectives of education into four large areas, namely, the objectives of self-realization, human relationship, economic efficiency, and civic responsibility. Each of these groups was subdivided into a number of specific objectives which were stated as characteristics of an educated person. This statement of the Educational Policies Commission was valuable for its detailed list of the specific goals that the school should seek to attain.

The Educational Policies Commission in 1944 further extended the concept of purpose with the publication of the "Ten Imperative

¹Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, United States Office of Education Bulletin, 1918, No. 35, pp. 10-11.

²Educational Policies Commission, The Purpose of Education in American Democracy, 1938.

Needs of Youth".¹ These needs were:

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

¹Educational Policies Commission, Education for All American Youth, 1944, pp. 225-226.

In the attempt of schools to carry out these extended purposes of education, the schools of today have become or are becoming much different from the schools of a few years ago. There has been a shift from the autocratic type of school toward a democratic one.¹ There has been a shift from subjects being taught as entities toward more correlated types of activities.² Today there is little disagreement with the general thesis that the secondary schools should be based on the democratic way of life.³ Our schools have begun to exist for the boys and girls in them, and in general are now attempting to meet the educational needs of all youth of secondary school age.⁴

The shift to democratic type schools in which adolescent needs are considered began several years ago. Reasons for this shift in outlook might be contributed to the advancement of teaching into a profession and a professional attitude being acquired by more and more teachers. The teaching profession will advance only as long as teachers continue to advance.⁵ A truly professional attitude must include belief in the democratic process. Those schools which are considered progressive and which meet most of the standards of today's educators are still undergoing change. The reason for this change is the knowledge of the necessity for continual study and growth. "Schools should adapt

¹Harold Alberty, Reorganizing the High School Curriculum, pp. 39-40.

²Ibid., pp. 95-220.

³Ibid., p. 38.

⁴Cooperative Study of Secondary School Standards, Evaluative Criteria, 1950, Section C, p. 36.

⁵Chester T. McNerney, Educational Supervision, p. 297.

their general philosophy and specific purposes to their own community and to the larger communities of which they are a part."¹ If the school exists primarily for the benefit of the boys and girls of a community, then it must continuously evaluate itself and determine the needs of its student population.

The purpose of this paper was to show some of the results of such a study. To determine some of the expressed needs of the students of the Dickinson County Community High School the SRA Youth Inventory was administered to the eighty-five twelfth grade students. In view of the responses to the problems expressed on the Inventory, a study of the educational and guidance program was made. From the results of the survey several improvements in the curriculum and an extension of the guidance services have been suggested.

DESCRIPTION OF THE SCHOOL

Dickinson County is located in north central Kansas. It has been a progressive farming community with comparatively few other industries.

The Dickinson County Community High School, organized in 1889, was the first county high school in the world. It is located in the eastern part of Dickinson County and served families from nearly every section of the county. The enrollment of the school has been approximately 325. Of this total,

¹Cooperative Study of Secondary School Standards, op. cit., Section B, p. 20.

in the school year 1953-54, 260 or 80 percent of the students were transported by buses to the high school. These students were either from the farms or from small rural villages of the county.

Transportation

The school had a complicated bus system which included eight large buses and twenty-four suburbans. Some of the suburbans were used as feeder buses. The school owned its buses and did its own maintenance in the bus shop. Drivers of the suburbans were mostly students, while drivers of the large buses also served either as janitors or bus maintenance men.

One hour and ten minutes was the longest that any one student rode on a bus. Most students, however, rode only a fractional part of an hour. Special suburbans were operated for the benefit of the athletic teams.

The School Plant

The school plant was quite extensive. It consisted of five separate buildings including the bus repair shop. The main building was actually divided into two parts with the east wing being the older. The ground floor of this east wing included the principal's offices, six classrooms, two cloakrooms, and a small faculty lounge. On the second floor was located the library, study hall, and one classroom. The basement contained two class-

rooms, the art studio, a music studio, girls' lounge, and a film room which would seat about 150 students. The west wing was relatively new. The ground floor contained two science classrooms, a ticket office, and a hall leading into the gymnasium. The second floor consisted of the typing and office machines room and the homemaking suite of rooms. The gymnasium extended to the north from this wing. North of the main building was the very old band building. In it the band and various ensembles practiced.

Immediately east of the main building and in the same block was located the auditorium which would seat about 850 people; most of the school productions and assemblies were presented here. Private studios for three of the music instructors were also located in the auditorium. In the basement of this building was the cafeteria which served approximately 250 students the noon day meal. The kitchen was exceptionally well equipped.

Located in the block directly east of the auditorium was the Industrial Arts building. In it were situated the well equipped vocational agriculture, auto mechanics, and woodwork departments. In this same block were the bus repair shop and the bus parking lot.

Classification

Dickinson County Community High School is a Class A high school and was approved by the North Central Association of Colleges and Secondary Schools in 1923.

Faculty

There were twenty-two teachers including the principal on the faculty. The educational background of this staff was excellent. Seven of them had completed requirements for the Master's degree, and two more will have qualified for this degree by the fall of 1955. There has been an exceedingly small turnover in the teaching personnel of the school. Three teachers have been in the system over thirty years and several more have had twenty years service. The pupil-teacher ratio was about sixteen to one.

School Day

The school day at the Dickinson County Community High School was divided into six periods. The periods were fifty-six minutes in length and four minutes were allowed for passing between classes. Classes began at 8:25. From 11:25 to 12:00 there was an activity period. Students not involved in an activity that period remained in the third hour classrooms for supervised study. The Hi-Y and Y-Teens alternated with the Future Farmers of America and Future Homemakers of America for Wednesday meetings. The freshmen boys' and girls' choruses also practiced twice each week during this period, and special ensembles rehearsed.

The noon break extended from 12:00 to 12:45. There were no planned activities for noon hour.

The sixth period ended at 3:40, and the buses left the school grounds immediately.

Boys out for the athletic teams were dismissed for practice at the end of the fifth hour providing they did not have classes. They were to be dressed and ready for practice by 3:00. Practice sessions were dismissed between 4:30 and 5:00. It was the policy of the coaches to have the athletes aboard the suburbans and home-ward bound by 5:30.

Curriculum

The curricular offering of the school included the following courses: Agriculture, Industrial Arts (Auto Mechanics), Industrial Arts (Woodwork), Homemaking, Commerce, College Preparatory, Piano, College Preparatory Music, General, and Art.

The music department received much attention in the school program. There were four music teachers who had full schedules of music activities. The music department reached a large majority of the students through the glee clubs, mixed choruses, band, and ensembles.

Other strong departments included physical education, auto mechanics, art, woodwork, homemaking, agriculture, and dramatics.

A list of the subjects arranged by groups taught at Dickinson County Community High School were:

- I. English
 - A. Literature
 - B. Composition
 - C. Journalism
 - D. Expression

- II. Mathematics
 - A. Algebra
 - B. General Mathematics
 - C. Geometry
 - D. Advanced Algebra
 - E. Solid Geometry
 - F. Trigonometry
- III. Social Science
 - A. World History
 - B. American History
 - C. Social Civics
 - D. Constitution of U. S.
 - E. Economics
 - F. World Geography
- IV. Science
 - A. Chemistry
 - B. Physics
 - C. Biology
- V. Foreign Languages
 - A. Latin I
 - B. Latin II
- VI. Commercial
 - A. General Business
 - B. Bookkeeping
 - C. Typewriting
 - D. Shorthand
 - E. Commercial Law
 - F. Business Principles
- VII. Industrial and Vocational
 - A. Woodwork
 - B. Drafting
 - C. Homemaking I and II
 - D. Advanced Homemaking
 - E. Vocational Agriculture
 - F. Driving
- VIII. Music and Arts
 - A. Art I, II, III and IV
 - B. Vocal & Instrumental Music
 - C. Chorus
 - D. Glee Clubs
 - E. Band and Orchestra
 - F. Theory and Harmony
- IX. Physical Education

Extra-class Activities

The extra-class activities program of the school was quite broad in scope.

One of the very popular subjects of the school was expression. In conjunction with the course one three-act play, several one-act plays, readings, and speech were studied. The better readings and speeches were given in school assemblies. Several one-act plays were also presented as assembly programs. One three-act play was given as an evening performance. The expression teacher coached both the junior and senior plays.

Dickinson County Community High School sponsored interscholastic teams in football, basketball, and track. Approximately seventy-five boys made up the football squad. The varsity basketball squad was restricted to twenty-five boys because of limited facilities. Extensive tryouts were held before the squad was finally selected, and boys could be added to the squad at any time during the season. Approximately twenty boys were retained on the freshman basketball squad which played no more than ten games per year. The track team was composed of about sixty boys.

During the football season a Dad's Night was sponsored with appropriate ceremonies during the game. During the basketball season a Parents' Night was held. The reason for these special nights was to provide the opportunity for the coaches to become better acquainted with the parents and for the parents to become better acquainted with each other.

An athletic banquet was held each spring for the varsity and freshmen athletes of the school. Approximately 300 parents and friends of the school attended this function.

The community served by the Dickinson County Community High School was largely a rural community, and the youth from these rural sections had little access to music instruction before coming to high school. To help fill this need the school had two instructors assigned to piano instruction only. Approximately 110 students received at least one piano lesson per week.

During the summer three of the music instructors went to the rural schools of the county where they gave music lessons. Private

lessons were twenty-five cents each during the school year and fifty cents during the summer months. Money collected was deposited in the general fund.

All freshmen boys were organized as a chorus and practiced twice weekly during the activity period. The freshmen girls had the same organizational setup. Freshmen were not permitted to participate in the regular boys' or girls' glee clubs and mixed chorus. The regular boys' and girls' glee clubs and the mixed chorus were composed of approximately 100 students each. They assisted in numerous programs during the year.

There were several voice ensembles. One was the senior mixed ensemble composed of sixteen voices. Others included the junior mixed ensemble, boy's quartet, girl's trio, and numerous others.

Approximately forty students received private voice lessons.

The Dickinson County Community High School concert and marching bands included the same people and were composed of eighty-six pieces. The marching band played at the football games, attended the Kansas Free Fair at Topeka, and participated in Band Day at a Kansas State College football game in the fall. The concert band presented a spring concert, performed at various school functions, and gave a weekly series of concerts during the summer.

The popular band was composed of twenty-two members and practiced during the noon hour. They presented one school assembly and played before at least two school productions. They were also invited to play at one or two junior-senior proms of small high schools in the area.

Numerous instrumental ensembles were organized during the year.

The Senior Class Night was a musical extravaganza. It has been presented two evenings every year to over-flowing crowds. All seniors participated. Those not wishing to take part on the stage assisted with properties, lights, or stage settings. Much time and effort went into this production, and it has been one of the outstanding school productions of every year.

Assemblies were presented each Wednesday morning of the school year. Three special assembly programs each year were booked through the Kansas University Department of Lectures and Concert Artists. The cost of the programs was met by the school. The general public were invited to attend at no cost. All other assemblies were presented by the students. Each organization was encouraged to present programs, and the music and dramatics departments used the assemblies as means of expression of the talents of their students. An attempt was made to have every student appear before the assembly at least once each year.

The boys gym class was organized and presented a demonstration in gymnastics and tumbling as one assembly. They also gave demonstrations at home basketball games.

The Future Farmers of America was an active organization with fifty-three members. This organization sponsored a banquet each spring for its members. A judging team which competed in area judging schools and contests and the state contest was also sponsored.

The Future Homemakers of America met every other Wednesday

during activity period. Delegates attended the fall district conference, the state meeting in the spring, and camp in the early summer. They carried out numerous projects during the year.

The Hi-Y and Y-Teen Clubs of the school had large memberships. Nearly every Protestant boy and girl of the school belonged to these organizations. The national Hi-Y organization was originated at the Dickinson County Community High School in the early 1890's.

The journalism class edited the "Dickinsonian", a four page school paper, every two weeks. The cost to the students was one dollar per year. Advertising was sold but did not completely meet the cost of the publication. The deficit was made up by the board of education.

Four times every year the school published a school bulletin. The first one was published in July and was an eighty-eight page publication. It carried a complete description of the school, its educational program, schedules of classes for the coming year, a school calendar, and pictures of the activities and organizations of the past year. About 1200 copies were sent to the families of all students enrolled, to all rural elementary school graduates, and to any other family who had a definite interest in the school. The other three bulletins, which were four pages in length, were spaced throughout the school year and contained achievements of the school. The material in the bulletin was clipped from the "Dickinsonian". Announcements of future alumni activities were also included.

The alumni association was very active. Each year in connection

with commencement day the fifty year graduates and the twenty-five year graduates of the school were honored. Special luncheons were held at noon, and a banquet for alumni was served to approximately five hundred people in the evening.

Senior week activities included class night, baccalaureate, and commencement. Commencement exercises were held in the morning. An outside speaker was obtained. Reunion luncheons were held at noon, and in the afternoon a softball game was played between the graduating class and the alumni. The alumni banquet was held in the evening followed by dancing in the auditorium.

Guidance

The guidance program of the high school was not well organized; but a great deal of incidental guidance work was being done. Mr. Lindahl, principal of the school, was very favorable toward a guidance program and started a cumulative record system when he was assistant principal of the school. The 1953-54 school year was his first in the capacity as principal. He was sensitive to the needs of youth, and desired that a functional guidance program would evolve. Definite steps have taken place in that direction.

Mr. Don Miller, the assistant principal, was not responsible for discipline. He was the possessor of a counselor's certificate. Mr. Miller did not have time assigned him for individual counseling, but he did do considerable group guidance and orientation work with freshmen and administered the Terman-McNemar Test of Mental Ability to them and new students.

Mrs. Cassat, the instructor of English I, did a considerable amount of remedial work in reading with freshmen.

Miss Fike, Librarian and Dean of Girls, advised the girls on matters of a personal nature and encouraged them in their plans for the future.

The author, basketball coach and American History instructor, was qualified for a counselor's certificate but had not applied for one. He administered the SRA Youth Inventory to the seniors and the Kuder Preference Record to both freshmen and seniors. These instruments were administered during the regular class periods of English I and American History. He also did considerable group counseling during the study of a unit on vocations developed in the American History classes. He met with each senior at least once during the year in the role of counselor. This counseling was helpful but not entirely satisfactory since the interview was conducted in a classroom in which other students were studying.

The 1953-54 school year was the first time that the above mentioned inventories were administered and also the first time that a systematic attempt had been made to counsel all students of a class.

Other teachers of the school did contribute to the provisions for guidance but in a more or less incidental way.

The school kept a cumulative folder on each student enrolled. In general about the only material in the folder was a picture, attendance record, grade record, intelligence quotient result from the Terman-McNemar Test of Mental Ability, and an occasional

white card which the student may have had to fill out for disciplinary reasons. In the school year 1953-54 the profile charts of the Kuder Preference Records for the ninth and twelfth grades were also included. Very little actual use was made of the material in the cumulative record folders by the classroom teachers. Few teachers made personal contributions to the records, and they were nearly void of anecdotal accounts.

Very little material was sent to the high school from the elementary schools. That which was sent was not included in the individual folders but could be found in the back of the drawer in which the class records were filed.

THE SRA YOUTH INVENTORY

After reviewing the educational and guidance program of the school, it was then necessary to determine what the expressed problems of the students of the Dickinson County Community High School actually were.

The instrument selected to determine these needs was the SRA Youth Inventory. The authors of the Inventory were H. H. Remmers, Benjamin Shimberg, and Arthur J. Druckers.

H. H. Remmers is Professor of Psychology and Education at Purdue University and Director of the Division of Educational Reference which sponsors the Purdue Opinion Panel for Young People. One of the country's outstanding specialists in attitude measurement, he has authored numerous books and for fifteen years has conducted the annual Purdue University Guidance Conference.¹

¹Science Research Associates, Examiner Manual for the SRA Youth Inventory, p. 2.

Benjamin Shimberg is now Research Psychologist with the Division of Public Health Nursing, U. S. Public Health Service. He was formerly Assistant Chief, Experimental and Evaluation Services Branch, Division of Public Health Education. He has been associated with attitude research at Purdue University, aircrew selection research in the U. S. Air Force, and with the test development program of the College Entrance Examination Board, Princeton University.¹

Arthur J. Drucker had major responsibility for the adaptation of the Youth Inventory for junior high school students. He is Research Psychologist with the Personnel Research Section, AGO Department of Defense. He served with the Veterans Guidance Center as a counselor at Purdue University, and worked with Dr. Remmers on the Purdue Opinion Panel.²

Dwight L. Arnold, Professor of Education and Director of Guidance Testing, Kent State University, Kent, Ohio, has stated that the development of problem check lists for use in the high school and elementary school was a promising step in developing guidance programs and educational programs more nearly geared to the actual living problems of boys and girls.³

In general, the SRA Youth Inventory apparently has met with the approval of the experts in the field. Kenneth E. Clark, Professor of Psychology of the University of Minnesota, wrote:

The Inventory shows promise of becoming useful as a screening or diagnostic instrument in school counseling situations, but it is not currently ready for such use, except in the hands of a carefully trained person. It may be used as an aid to interviewing, but again, only if the person doing the interviewing is well qualified. For experimental or survey purposes it is probably as good as any available device of its kind.⁴

¹Loc. cit.

²Loc. cit.

³Dwight L. Arnold, "SRA Junior Inventory", The Fourth Mental Measurements Yearbook, pp. 152-153.

⁴Kenneth E. Clark, "SRA Youth Inventory", The Fourth Mental Measurements Yearbook, pp. 153-154.

Frank S. Freeman, Professor of Psychology and Education, Cornell University, supported very closely the opinion of Clark.¹ Both of the above critics maintained that use of the Inventory for counseling and therapy should be made only by well trained counselors or psychologists. The authors of the Inventory have also admonished that caution must be exercised in interpreting the area scores for an individual. "Despite the statistical 'purification', the area score is still nothing more than an indicator of the relative frequency of problems. It is not a measure of intensity."²

The SRA Youth Inventory is a check list of 298 questions designed to help teachers, counselors, and school administrators identify quickly the problems young people say worry them most. It can be used with students in grades 7 through 12. Its results should also prove useful to students and their parents.

The Inventory was constructed under the auspices of the Purdue Opinion Panel with the cooperation of more than 100 high schools and over 15,000 teen-agers throughout the country. The questions were developed by asking hundreds of students to state anonymously in their own words what things bothered them most. The hundreds of essays received by the Purdue Panel were carefully analyzed by trained psychologists and checked against the results of previous youth surveys.

All these ideas were sifted, and the questions were prepared, using the terminology of the young people themselves, to cover as wide a range of problems as possible. These questions were then administered to thousands of high school students in every section of the country. The statistical data upon which this Inventory is based were obtained from a stratified sample of this group. The results of this study constitute the first systematic, country-wide analysis of what young people consider to be their most important problems.³

¹Frank S. Freeman, "SRA Youth Inventory", The Fourth Mental Measurements Yearbook, pp. 154-156.

²Science Research Associates, op. cit., p. 13.

³Ibid., p. 1.

The authors divided the current needs and problems of young people into eight major areas. In the Inventory, these areas have been called (1) My School, (2) After High School, (3) About Myself, (4) Getting Along with Others, (5) My Home and Family, (6) Boy Meets Girl, (7) Health, and (8) Things in General.

Either machine-scored or hand-scored answer sheets were available for use. In this study the hand-scored answer sheets were used. If a statement was a problem to the student taking the test, a check was made in the appropriate space on the answer sheet. If the statement was not a problem to the individual student, the space was left blank.

In the administration of the Inventory the directions for its administration were followed closely. The students were also advised that the results would be used for a study of the educational program of the school. Apparently most students made sincere responses since seventeen of them made one or more responses in the space on the answer sheet where additional comments about their problems could be made.

RESULTS OF THE INVENTORY

In the discussion of this study there has been no attempt to present case studies of individuals. Soon after the Inventory was administered several counseling situations resulted from requests by students. They were handled in special interviews.

After the Inventory had been scored, the students filled out the individual profile charts. The inventory booklets and personal

answer sheets were returned to the seniors so that each could see how they had checked the problems. Some indicated that they would like to make more responses and delete some of the responses that they had made. They were not allowed to make any changes in the answer booklets. Attention was directed to the portion of the profile chart which discussed the solving of problems by use of the scientific method.

As part of a personal check-up questionnaire, which the seniors filled out at the end of the year, the question was asked if they felt that they had received any personal benefit from having filled out the Inventory and would they please comment. Of the eighty-five seniors, forty-seven of them answered "Yes", seventeen thought that it had helped some, fifteen said "No", two commented that it remained to be seen, and four made no response to the question.

Some of the typical responses were: "Yes, I saw where I had problems and found that I could work on them", "Yes, it brought out some things I hadn't even thought about", "Yes, it was interesting and told me I didn't have any more problems than other kids", "No, it was silly", "Some, not an awfully lot, but it was interesting", and "Yes, it helped me and everyone needs help even if they don't think so."

Even though the author did very little work on an individual basis, it seemed that the students in general received much personal benefit from having taken the Inventory.

Before interpreting the results obtained from the Inventory with curriculum and guidance revision or improvement in mind,

it must be understood that the percentage of responses has varied considerably from one part of the country to another, from rural areas to city areas, and from one school to another. The results were an indication of the frequency of the problems of seniors at the Dickinson County Community High School and were not a measure of intensity. It is also to be remembered that the responses were made by a specific group, the 1954 graduating class of the Dickinson County Community High School.

Table 1 indicates the items checked by twenty percent or more of the Dickinson County Community High School seniors in rank order. No attempt has been made to compare these percentages of specific problems with the national norms. The indicated large problem areas and problems should be of concern to the school, and attempts should be made to satisfy these student needs, irrespective of the differences with the national picture.

The eight areas ranked in order of the number of responses were: After High School with twenty-four items checked by twenty percent or more of the seniors, Getting Along with Others with fifteen items in that category, My School and About Myself with thirteen each, Boy Meets Girl with eleven, Things in General with ten, Health with five, and My Home and Family with no item having been checked by twenty percent or more of the seniors.

Some of the principal problems and possible solutions have been discussed below. The proposed solutions should be considered as a part of the suggestions for improvement of the guidance and educational program which will be discussed later.

Table 1. Items checked by 20 percent or more of the 38 boys and 47 girls of the senior class of Dickinson County Community High School in rank order.

Rank :	Item :	Percent checking			
Order :	No. :	Item	Boys :	Girls :	Total
My School					
1	(1)	I have difficulty keeping my mind on my studies.	71	57	64
2	(2)	I wish I knew how to study better.	66	57	61
3	(6)	I wish I could be more calm when I recite in class.	53	57	55
4	(33)	I have difficulty expressing myself in words.	53	47	49
5	(16)	I have difficulty keeping my mind on what goes on in class.	40	55	48
6	(19)	I would like to get some practical work experience.	50	32	40
7	(20)	I have difficulty expressing myself in writing.	47	26	35
8	(4)	I have difficulty taking notes.	42	23	32
9	(5)	I don't know how to prepare for tests.	18	34	26
10	(3)	I wish I knew more about using the library.	13	34	25
11	(12)	I feel sleepy in class even when I've had enough sleep at night.	18	26	22
12	(18)	I must select a vocation that doesn't require college.	21	21	21
13	(8)	I would like to take courses that are not offered in my school.	18	21	20
After High School					
1	(37)	How much ability do I actually have?	63	55	59
2	(36)	For what work am I best suited?	60	49	54
3.5	(35)	What shall I do after high school?	55	47	51
3.5	(60)	What jobs are open to high school graduates?	47	53	51
5	(70)	Am I likely to succeed in the work I do when I finish school?	42	47	45
6	(56)	What career shall I pursue?	42	40	41
7	(34)	What are my real interests?	53	28	39
8	(58)	How will the draft affect me?	82	2	38
9	(40)	I want to know more about what people do in college.	34	36	35

Table i. (cont.)

Rank :	Item :	Item	Percent checking		
			Boys :	Girls :	Total
Order :	No. :				
10.5	(49)	Do I have the ability to do college work?	29	38	34
10.5	(54)	What courses will be most valuable for me later on?	40	30	34
12	(42)	What are the requirements for college?	40	26	32
13	(61)	How do I go about finding a job?	21	38	31
14.3	(41)	Should I go to college?	34	26	29
14.3	(55)	What fields are overcrowded?	27	32	29
14.3	(57)	What training do different vocations require?	24	34	29
17	(65)	For what kind of job should I apply?	29	21	25
18	(64)	How can I prepare for a job interview?	11	34	24
19.5	(43)	How shall I select a college?	18	26	22
19.5	(68)	What's expected of me on a job?	16	28	22
21.5	(47)	What are some ways of financing a college education?	24	19	21
21.5	(59)	What are the opportunities in different fields?	26	17	21
23.5	(38)	I would like to know more definitely how I am doing in my school work.	13	26	20
23.5	(52)	What are some careers for girls?	0	36	20
About Myself					
1.5	(85)	I often do things I later regret.	40	36	38
1.5	(99)	I worry about tests.	32	43	38
3.5	(73)	I worry about little things.	26	40	34
3.5	(111)	I'm afraid of making mistakes.	42	28	34
5.5	(72)	I have trouble keeping my temper.	37	28	32
5.5	(74)	I'm nervous.	40	26	32
7	(96)	I must learn to "keep my head" when things go wrong.	40	23	31
8.5	(76)	I can't help daydreaming.	24	34	29
8.5	(93)	I feel that I'm not as smart as other people.	24	34	29
10	(112)	I'm afraid to speak up in class.	16	36	26
11	(100)	I'm unsure of myself.	26	17	21
12.5	(79)	I'm not popular with (boys) (girls).	26	15	20
12.5	(92)	I hesitate to take responsibility.	24	17	20

Table 1. (cont.)

Rank :	Item :		Percent checking		
Order :	No. :	Item	Boys :	Girls :	Total
Getting Along with Others					
1	(115)	I want people to like me better.	53	57	55
2	(137)	I get stage fright when I speak before a group.	53	49	51
3	(120)	I want to make new friends.	45	51	48
4	(121)	I need to develop self-confidence.	34	43	39
5	(126)	I want to learn to dance.	42	28	34
6	(135)	There aren't enough places for wholesome recreation where I live.	26	34	31
7.3	(117)	I wish I could carry on a pleasant conversation.	29	23	26
7.3	(122)	I need to be more tactful.	29	23	26
7.3	(144)	I don't know how much of my inner feelings to reveal to my friends.	24	30	26
10.25	(118)	I don't know how to treat people whom I don't like.	29	19	24
10.25	(119)	I wish I were more popular.	21	26	24
10.25	(132)	I need to learn to be a good listener.	24	23	24
10.25	(133)	I need to learn to be more tolerant of other people's opinions.	21	26	24
14	(127)	I want to feel important to society or to my own group.	18	26	22
15	(152)	I don't have a (girl) (boy) friend.	29	13	20

My Home and Family

No item was checked by 20% or more of the seniors.

Boy Meets Girl

1	(239)	What things cause trouble in marriage?	24	38	32
2.3	(208)	I seldom have dates.	34	21	26
2.3	(215)	How do I refuse a date politely?	11	40	26
2.3	(236)	What things should one consider in selecting a mate?	24	30	26
5	(237)	How long should people know each other before getting married?	13	34	25
6.5	(219)	Is there anything wrong with going places "stag"?	29	19	24

Table 1. (concl.)

Rank : Order :	Item : No. :	Item	Percent checking		
			Boys	Girls	Total
6.5	(238)	How can I prepare myself for marriage and family life?	18	28	24
8.3	(216)	I'm bothered by dirty stories or vulgar talk.	13	28	21
8.3	(218)	I don't know how to break up with a person I have been dating without causing bad feelings.	21	21	21
8.3	(231)	How far should high school students go in love relations?	16	26	21
11	(210)	There is no place to dance in the town where I live.	13	26	20
Health					
1	(262)	I want to get rid of pimples.	45	36	40
2	(240)	I want to gain (or lose) weight.	34	34	34
3	(246)	I want to improve my posture and body build.	32	32	32
4	(241)	I want to learn how to select foods that will do me the most good.	21	26	24
5	(254)	I don't get enough sleep.	13	26	20
Things in General					
1	(277)	How can I help to make the world a better place in which to live?	40	36	38
2	(280)	I'm worried about the next war.	40	26	32
3	(284)	How can I learn to use my leisure time wisely?	29	32	31
4	(281)	Is there something I can do about race prejudice?	26	30	28
5.5	(282)	Is there any way of eliminating slums?	24	28	26
5.5	(298)	What makes people selfish or unkind?	21	32	26
7.5	(285)	I have difficulty budgeting my time.	24	21	22
7.5	(286)	How can I learn to get the most for my money?	24	21	22
9	(269)	I feel that I'm not living up to my religion.	16	26	21
10	(273)	I'm having difficulty deciding what's important in life.	16	23	20

My School

This area was composed of problems which may have prevented the student from obtaining what he desired out of school. These problems fell into three groups: (1) study methods, (2) classroom procedure, and (3) extended curricular needs.

Sixty-four percent of the students had difficulty keeping their minds on their studies. This indicated a lack of ability to concentrate. It may have been an indication of a lack of interest; however it was probably a part of the broader problem of "How to Study", which was checked by sixty-one percent of the seniors. Classroom teachers should attack this problem. Students should be assisted in learning to organize their work and to budget their time. Much should be done in teaching them to recognize the important parts of the reading material. Several low cost publications on the problem of "How to Study" have been published. These booklets should be reported upon in class and then placed in strategic places in the library for student use. An effective film on study habits has been ordered for showing early in the fall.

Other implications can be drawn from the above numerous checked items. The nature of the learning experiences may not have been conducive to effective learning. If the students' objectives and goals in the courses were not considered, it is doubtful if they participated to any great extent or maintained a great deal of interest in class discussions. Another possible implication could be that the level of work expected from students

was not commensurate with their abilities. If materials were being presented either above or below their ability level, or the quality of work expected was above or below their capacities, students would have had difficulty in maintaining attention in classes and would have tended to lose interest.

The faculty of the school should study the school situation, evaluate their methods and procedures, and consider the goals and abilities of their students.

Thirty-four percent of the girls and thirteen percent of the boys indicated a desire to have more knowledge of the library. Either those responsible for library instruction did not do a thorough job of teaching the students to use the library or the students had not received as many assignments from other teachers which necessitated library usage for them to remember what they had learned. Every teacher should have a responsibility in overcoming this problem. The assigning of more material which must be looked up in the library would be helpful both from the standpoint of fulfilling a student need and from doing more effective teaching. English teachers should spend more time on the library unit and give additional practice in usage.

The "preparation for tests" and "note taking" problems are closely related to the problem of needing to know how to study. Attention should be given this need by all teachers, particularly in the early part of the year. The ability to take notes should be of particular importance to those who later plan to go to college.

The problems relating to activities within the classes have several possible implications. One suggests a curricular need.

When fifty-five percent of the students indicated a desire to be more calm when they recited, forty-nine percent declared difficulty in expressing themselves in words, and thirty-five percent had difficulty expressing themselves in writing, it suggests that more attention should be given in the curriculum to oral and written expression. It would be beneficial if all students could take the expression course. This still might not be sufficient for without opportunity for practice an ability will soon be lost. All teachers should require many oral and written experiences as a portion of the classroom activities. The quality of this written work should receive more attention than it has in the past. There should also be more cooperation between classes. Teachers in English could well consider the written report in history as part of the English grade, and the teacher of science could use the English theme as part of his science grade.

Being sleepy in class and being unable to keep their minds on what goes on in class, which were checked by twenty-two percent and forty-eight percent of the students, may be a further reflection on such teaching methods as the lecture and question and answer type of class organization. An in-service training program should be conducted by the administrator for this type of teacher. These attitudes may also be reflected, however, by students taking subjects which are required for graduation and in which they have no particular interest. In-service training is needed to develop the attitude in teachers that the subjects are taught for the benefit of the students and not for the benefit of the teacher or subject. If the students who find it difficult to stay awake

could be approached from their interests, the course might become more beneficial for everyone.

Forty percent indicated a desire for practical work experience. This poses as a difficult problem to solve at the Dickinson County Community High School. Most of the students come from the farm and even though their future plans do not include farming, they are needed at home evenings, Saturdays, and particularly during the summer. Chapman business men can be of little assistance. The best solution in this case may be making the courses with vocational possibilities as practical as possible. Films and field trips can provide valuable vicarious experiences for students and should be used whenever possible.

After High School

The Dickinson County Community High School students made more responses to the problems in this area than any other. Solutions to these expressed needs should be met through the extension of the guidance services of the school. Most of the students are concerned about the amount of ability they possess, what their interests are, and how these traits will affect their future. Fifty-nine percent wanted to know the amount of ability they actually had, forty-four percent desired to know what work they were best suited for and were concerned about what to do after high school. In general boys were more concerned than girls with most of the problems of this type. This was particularly true with those problems which the military draft might have a

future bearing upon, since eighty-one percent of the boys were concerned with how the draft would affect them. Achievement, aptitude, and interest tests should be given as early in their school lives as possible so that the desired curricular choices can be made. The individual student must understand himself if he is to choose wisely. A broader testing program will be necessary and this will necessitate more individual counseling. More time should be assigned to qualified counselors.

The second area of expressed needs in this section was related to occupational and vocational choices. This was of particular interest to students not going to college. They wanted to know employment opportunities in the fields of their interests, qualifications for employment in jobs, how to get the job of their choice, and the type and quality of work expected of them after they were employed.

To meet these needs will not be easy, but many things should be done. A survey of job opportunities in the surrounding area should be made. Cooperation with employment agencies in the area and state should be undertaken and a placement service in the school established. The many free and low cost publications available in the field of occupations and vocations should be obtained and studied. These should be filed carefully in an accessible place in the library. Numerous films are available in the field and should be shown. Assembly speakers should be obtained to speak upon such topics as "Quality of Work Expected of My Employees" or "What I Look For in An Employee".

In 1954-55 employment agencies will be contacted and consulted

in order to determine the local and state employment picture. Students can be assisted in locating jobs, even though the school does not establish a placement service. Special attention will be given to the building of an occupational and vocational library. A career day will be planned and at least two assembly speakers will be obtained.

The other portion of this area which has been expressed as a need concerns the future educational plans of the students. Thirty-five percent of the 1953 graduates attended college last year, and thirty-eight percent of the 1954 class have made definite plans for attending college this fall. These students and those who would like to attend college but cannot afford it have indicated problems concerning college which need attention. It appeared to the author that the school was doing an adequate amount of guidance in this area. The school library had obtained catalogs from nearly every college in the state and from the more prominent ones in near by states. At least eight college recruiting teams were given time to talk to seniors in general meetings and in specific groups so that the questions in this area could be answered. This practice will be continued. Extension of service to those interested in college might include an excursion to a college campus in the area to enable students to see first hand some of the things which have been discussed. Another plan which would be excellent would be to invite a group of college freshmen, whom all seniors know, to lead a panel discussion and answer the questions of the prospective college students. A list

of available scholarships of Kansas colleges will be compiled and discussed with the seniors.

About Myself

This area concerned the individual and his personal adjustment. Most of the items checked in this area expressed a lack of confidence on the part of those responding. Thirty-eight percent said they worried about things that they later regretted, and the same percent worried about tests. Thirty-four percent worried about little mistakes. Other anxieties included such things as keeping my head, daydreaming, not as smart as other people, and fear of speaking up in class. All teachers should be aware of this type of student problem and should assist the individuals possessing them whenever possible. Specific remedial measures for personality difficulties are not easy to suggest. Serious maladjustment problems should be detected and referrals made to appropriate specialists. Less serious maladjustment cases should be aided by counseling. Personal attention by teachers and student leaders will assist these individuals to feel that they "belong". Opportunity for these students to develop confidence in their actions should be provided. One method, which would be beneficial, would be to first assign individual projects and reports to the student with appropriate praise for work well done. The next step would include having him work as a member of a committee (either in class or club activities). Later, when they are ready, they should be presented with leadership

opportunities in similar situations.

Getting Along with Others

This area is closely related to the area of personal adjustment. The social adjustment of young people is very important to them and should be of major concern to the school. Fifty-five percent of the students wanted people to like them better. Forty-eight percent wanted to make new friends. Thirty-nine percent desired the ability to develop more confidence in social situations.

Opportunity for participation in clubs and groups was provided by the school, but an extension of this service should be made. New organizations in the school that would help fill this need would include a student council, special interest clubs (sportsman club, science club, hobby club, etc.), and an intramural program. The programs presented by some of the existing clubs or in all-school assemblies should include round table or panel discussions on such topics as "Making New Friends", "Desirable Personalities", "The People I Like", and "Am I Different From Other People?". Again fifty-one percent of the students pointed out the fact that they got stage fright when speaking before a group.

My Home and Family

No item in this area was checked by twenty percent or more of the Dickinson County Community High School seniors. This is

fine but the responses did not indicate an intensity of feeling. For example, the two boys and six girls who thought that they were a burden on their parents, and the eight girls and no boys who wanted to get married soon may have reflected serious maladjustment problems even though the total percentage checking the items was small. The number of responses may have been affected by the attitude that family troubles were of no concern of the school. Such was intimated by one boy, who after the booklets were handed in asked if it was really expected that they would answer those questions about their families. Nineteen percent of the seniors indicated they could not discuss personal things with their parents, and seventeen percent desired to be accepted as responsible persons by their parents. Some problems were indicated, but the percentage of responses to most of the problems in this area was very low. The results of the Inventory indicated rather clearly that the battles between the older and younger generations are usually the complaints of a vocal minority. A large majority of the seniors did not indicate that they felt that parents held them down, dominated them, or lacked understanding of them. Even though confidence in the home environment was expressed, an attempt should be made to improve the understanding of one another's problems by parents and teen-agers. Films are available on this subject and two have been ordered for showing next year. Appropriate units dealing with home and family problems should be introduced in social science or English classes. A course in family living would be beneficial.

Boy Meets Girl

This area presented the problems of dating, courtship and love, marriage, and family life. Getting dates and dating etiquette seemed to be the most immediate problems of boys while the girls showed more concern with the problems of love, marriage, and family life. Thirty-two percent wanted to know what things cause trouble in marriage. Twenty-six percent were concerned with the things one should consider in selecting a mate, and twenty-five percent wanted information as to how to prepare for marriage and family life. These reactions were by seniors, persons who were or soon might be considering marriage. The school has definite responsibilities in this area since the other community agencies are apparently not filling this need of youth. A course in family living would be of great help. Units of study on these problems in English, health, or social studies would be a partial solution. Films and low cost publications are available on this subject. Two films, one on dating and one on the selection of a marriage partner, have been ordered for next year. The librarian will be encouraged to purchase books of the high school level on these subjects.

Health

Health is of primary concern to most people. Physical well-being is important for individual adjustment. The students did

not check many items as being of great concern, but the degree of feeling about items checked may have been very great. Forty percent of the seniors wanted to know how to get rid of pimples, thirty-four percent wanted to gain or lose weight, and thirty-two percent wanted to improve posture and body build. Of slightly less concern was the selection of foods which would do the most good and the not getting enough sleep.

It is thought by the author that a required medical examination by the family physician prior to entry in the school would be beneficial to both the students and the school. All freshmen are required to take the physical education course, and physical education instructors should know the amount of strenuous exercises their students can endure. The school should require a physical examination of all students before enrolling in the course. The county health officer and county health nurse would be of assistance in hardship cases.

A suggestion as to the manner in which many of the health problems could be handled would be the formulation of a syllabus in health education, which would be centered around the problems of the students in the classes and the results of this study. The health and physical education department should also sponsor good posture contests in the school.

Things in General

Social ethics was the major problem checked in this section.

"How can I help to make the world a better place in which to live?" was checked by thirty-eight percent of the seniors. Twenty-eight percent were concerned with race prejudice while twenty-six percent were interested in slum elimination and in discovering why people were selfish or unkind.

Thirty-two percent (forty percent of the boys) were worried about the next war. Thirty-one percent desired to learn how to use leisure time more wisely.

Other problems of major concern included the budgeting of time (22%), consumer education (22%), religious standards (21%), and developing a philosophy of life (20%).

These problems should be dealt with in social science classes. Whether or not they had previously been discussed may not have affected the number of responses, for the courses may actually have made the seniors aware of such problems. If they had not been discussed the instructors should become aware of these interests of students. To overcome these problems the use of more student-teacher planning in organizing the course should be made. A problems course would also be effective in handling these problems.

The problem of the wise use of leisure time pointed out the need of development of hobbies and activities which could be followed outside of the school situation. A hobby club, art club, and photo club would be desired types of activities. The athletic program of the school should also include such individual sports as tennis, golf, badminton, and horseshoe.

COMPARISON OF LOCAL RESULTS WITH NATIONAL NORMS

The author was desirous of making a comparison between the means of each area of the Dickinson County Community High School seniors and a national sample. Table 2 was taken from the Technical Supplement for the SRA Youth Inventory.

Table 2 presents the number of items in each area of the Inventory, the means, and the standard deviations of the national sample in each area. The national sample of 2500 cases was drawn from all sections of the country; from all strata of the population; and from the ninth, tenth, eleventh, and twelfth grades.

Table 3 presents the number of items in each area of the Inventory, the means, and the standard deviations of the eighty-five Dickinson County Community High School seniors.

Table 4 compares Table 2 and Table 3. The Dickinson County Community High School seniors' means were subtracted from the means of the national sample. In every case the means of the Dickinson County Community High School seniors were smaller than those of the national sample. The standard error of the difference between the means of the two groups were determined and the t-function computed. There was a difference between the sample of the national population and the Dickinson County Community High School seniors. The question as to whether the hypothesis, that there was no difference between the population of Dickinson County Community High School seniors and the national population, could be retained and if not at what level of confidence it could be

Table 2. Number of items in each area, mean, and standard deviation for the national sample of 2500 cases.

Area	No. of Items	Mean	Standard Deviation
My School	33	7.38	4.49
Looking Ahead	37	12.05	7.09
About Myself	44	9.42	6.10
Getting Along with Others	40	10.40	6.32
My Home and Family	53	5.76	6.59
Boy Meets Girl	32	6.64	4.98
Health	25	3.94	2.77
Things in General	34	6.36	5.06

Table 3. Number of items in each area, mean, and standard deviation of the eighty-five Dickinson County Community High School seniors.

Area	No. of Items	Mean	Standard Deviation
My School	33	5.64	2.41
Looking Ahead	37	9.70	6.22
About Myself	44	6.82	4.65
Getting Along with Others	40	7.69	5.17
My Home and Family	53	2.72	4.32
Boy Meets Girl	32	5.22	4.33
Health	25	3.12	2.32
Things in General	34	5.18	5.51

Table 4. The standard error of the difference between the means of the national sample and the Dickinson County Community High School seniors.

Area	Nat. Mean Minus DCCHS Mean	σ_D^*	t Function
My School	1.74	.629	2.77
Looking Ahead	2.35	1.079	2.18
About Myself	2.60	.7633	3.41
Getting Along with Others	2.71	.8596	3.15
My Home and Family	3.04	.3167	9.6
Boy Meets Girl	1.42	.5816	2.44
Health	0.82	.3475	2.36
Things in General	1.18	.5760	2.05

*Standard error of the difference of the means

rejected, was to be determined.

The hypothesis was rejected at the .05 level of confidence in the areas of "Looking Ahead" and "Things in General". The hypothesis was rejected at the .02 level of confidence in the areas of "Health" and "Boy Meets Girl", and was rejected at the .01 level of confidence in the areas of "About Myself", "My School", "Getting Along with Others", and "My Home and Family."¹

The hypothesis was rejected in each area of the Inventory and so it could be maintained that a difference between the two populations did probably exist.

Significant differences between the two groups probably existed for several reasons. The Dickinson County Community High School seniors were a more homogeneous group. All were from a rural area, and each had a similar religious, economic, and social background. The national sample was drawn from every section of the country, every economic level of the population, and from students from all classes of the senior high schools. Students in the ninth, tenth, and eleventh grades which were included in the national sample may have checked more items in the Inventory than did the seniors of the Dickinson County Community High School.

RECOMMENDATIONS FOR IMPROVEMENT

It was thought by the author that the extra-class activities

¹Henry E. Garrett, Statistics in Psychology and Education, pp. 190-191.

program and guidance service were definitely a part of the educational program of the school. In the following discussion the above mentioned programs will be listed and considered separately in order that recommendations and those responsible for carrying them out can be more easily established.

Guidance Program

It was apparent from the results of the Inventory that the guidance program was not functioning in certain areas and was making a very meager attempt in others to overcome the specific needs of Dickinson County Community High School seniors. In the discussion of the results of the Inventory several suggestions were made as to how the guidance program should assist the students in making choices and adjustments in significant situations in their lives in which they needed help. Instead of attacking each separate item or area of the Inventory the whole guidance program should be reorganized.

Last year the guidance program of the school received but a small beginning. The administrator had a favorable attitude toward the program. He provided some materials for use in the guidance field and had set up a system of records. Some incidental counseling was done. This was a beginning, but a long range program should be begun.

In order for the program to be effective the school should have a basic philosophy that has been formulated or accepted by all of those affecting the guidance program. The foundation of

the program must be well laid.

The stages that the school might follow in organizing a more effective guidance program are:¹

1. Recognition of need for a better program
2. Series of preliminary, exploratory meetings
3. Pre-organization committee
4. Encourage faculty participation
5. Starting the Guidance Council

The initiation or the major improvement of the guidance program of the school should be preceded by a careful analysis and study of the following questions:²

1. Does the school system have a favorable chance to develop an effective guidance program?
2. Is the development of an adequate guidance program recognized to be of sufficient importance so that we should concentrate our interests and our time?

The answer to these questions should be formulated by all members of the school staff. The Dickinson County Community High School faculty and administrators should appraise its facilities for the development of a guidance program at the series of organizational meetings prior to the beginning of the school year.

At these meetings the philosophy of a guidance program should be formulated for the school. Many definitions of guidance and its guiding principles have been published. An excellent one was that presented in the Evaluative Criteria.³ It is suggested by the author that this "statement of guiding principles" be studied for its possible adoption at Dickinson County Community High School.

¹Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, p. 29.

²Ibid., p. 24.

³Cooperative Study of Secondary School Standards, op. cit., Section G, p. 221.

Out of these pre-organizational meetings a temporary guidance committee should be appointed. Its membership should consist of teachers from every department of the school. The principal should serve as chairman. Its function should be to explore and recommend the ways and means of getting the program under way. This committee should enlist the interest and support of all faculty members and keep them informed of the committee's progress. Both immediate needs and long range policy should be suggested by the committee.

One of the primary duties of the temporary committee with the aid of the faculty should be to determine the approach or combination of approaches to be used in developing or improving the guidance program. Erickson and Smith have suggested eleven possible approaches. They are:¹

1. A survey of the pupil problems and needs
2. A study of the guidance possibilities of the regular classes
3. A program of visitation and observation in other places
4. The use of the case study
5. A survey of the factors that may be handicapping proper development of the guidance program
6. An over-all school study to determine strengths, weaknesses, needs, and possibilities
7. A study of guidance tools and techniques
8. The establishment of a program of guidance services for one group or grade of pupils
9. A beginning with an obvious need or a service that must be rendered to pupils
10. A study of the literature and the materials in the field of guidance or, preferably, an in-service training program
11. A research approach

All of these approaches have possibilities and most must, of necessity, be used in a long range program of guidance.

¹Erickson and Smith, op. cit., p. 45.

At Dickinson County Community High School it is recommended that the survey of pupil problems and needs approach be used since an attempt has already been made by the author in that direction. Since it is imperative that every teacher have a part in making studies and in arriving at decisions, another type of approach would also be helpful. With the needs and problems of students in mind, a study of the guidance possibilities of regular classes should be made. A written report as to how each staff member could specifically assist in filling the needs would be in order. These reports should then be coordinated by a special committee headed by the administrator or counselor. Sponsors of extra-class activities should be of assistance to the program and should investigate their guidance possibilities.

In order for the classroom teachers to have a more favorable point of view of the guidance program and to insure that they understand the workings of the program, an in-service program should be started as soon as it is possible. The organizational meetings would be a beginning, but staff growth should be a continuous process. The administration should supply a professional library and encourage the growth of teachers.

The temporary pre-organizational committee should evolve into a permanent Guidance Council after the foundation is laid. Erickson and Smith have proposed a plan for the workings of such a council.¹ The council should consist of key staff members. The

¹Ibid., pp. 135-151.

two major functions of the council are: (1) to coordinate the activities of all study committees through careful examination of progress reports and (2) to establish organizational and administrative practices and procedures for the long-term guidance program.

Special committees should be organized to work under the council. Chairmen of the committees should be members of the Guidance Council. The suggested special committees should include committees on Individual Inventory; Occupational Information and Training Opportunities; Cocurricular and Classroom Activities; Home, School, and Community Relationships; Placement and Follow-up; and In-service Training for Guidance. Every faculty member should serve on at least one committee.

At the Dickinson County Community High School the ultimate or desired organizational set up will not be achieved in one year. The Guidance Council should be organized and its duties specified. The maximum benefits would not be obtained by dividing the staff into the six recommended committees. Another approach would be more effective. The first Monday night of each month next year has been designated for faculty meetings. Special attention should be devoted at each meeting to the subject of one of the recommended committees. For example, at the first meeting the topic for discussion should center around the need and use of the individual inventory. During the meeting special sub-committees could be appointed to determine the type and amount of information needed on students and to develop or select inventory blanks of various

kinds for those purposes. Chairmen of these sub-committees should report their progress at the next monthly meeting. The second meeting could be devoted to occupational information and training opportunities. If the faculty does not have enough time to investigate and think through each area next year, the following year should also be used for this type of study. After the faculty has thought through each of the areas, then permanent committees should be set up with the members of the Guidance Council as chairmen of the permanent committees. It is more important to bring the whole staff along together so that there is complete understanding of what is being done than to attempt to cover too much territory the first year.

The administrator of the school should provide the leadership for the program. He should initiate an in-service training program for the teachers so that better interpretation of the program can be made. Use of the planning periods which each teacher has should be used for this. He should designate funds for the testing program and a professional library for the staff, and he should sell the program to the board of education and the community.

The head counselor of the school next year will be the author. He will be assigned one period each day for guidance activities. He will head the orientation program; supervise the administration, interpretation, and recording of tests; help plan and make provision for class guidance services; plan a senior career day; have charge of selection and showing of films and film strips in the guidance field; extend the record system; make a study of the

scholarship offerings and entrance requirements of Kansas colleges and universities; encourage and assist other staff members in guidance activities; and schedule at least two interviews with each senior.

Each teacher in the system will be designated as a teacher-counselor. At present most of the faculty do not have the point of view and necessary technique for extensive individual counseling, but they can still be of invaluable service. Each staff member will be responsible for approximately twenty students. They will be responsible for seeing that the individual records are up to date, check up on the quality of the work being done, and assist the students in achieving their potential. They can be of assistance in supplying and interpreting occupational and educational information which will be filed in the library. They can supply and encourage other teachers who have their assigned students in class to supply anecdotal records for the cumulative record. At least one interview each semester should be scheduled to discuss student progress and academic difficulties. They can suggest occupational and training opportunities. The cumulative records of the school are incomplete and the special attention of the staff should be directed in this area.

The Individual Inventory. The faculty meeting which will consider the individual inventory should come out with specific recommendations to fill the present need. The faculty should decide upon the areas of information and the means of gathering this information. All records will be kept in the cumulative

record folders which will be kept in the outer office. Confidential information will be filed in the vault or in the counselor's room for safe keeping. Some of the types of information compiled on each student will include personal and family, achievement, aptitude and abilities, interest, social adjustment and development, health, and future plans. A record blank will be provided for personal and family data which will include such items as name, age, parents' names and addresses, family occupation, education of parents, make-up of family, marked talents of student and family, and future plans. This record should be filled out at the beginning of the freshman year and revised at the beginning of each year.

Another means of obtaining personal and family history would be from an autobiography written in English class. Information concerning disabling injuries or disease can be obtained from the health record. Anecdotal records from teachers and friends would be desirable.

A record of the personal achievements of each individual should be included in the cumulative record. Incoming freshmen should write an account of their achievements to date. Included could be such items as 4-H accomplishments, scholastic honors, music honors, and elective offices in any organization to which they have belonged.

An attempt should be made at the beginning of the year to determine the standing of incoming freshmen in relation to others in the subjects of English, mathematics, and reading. The Iowa Algebra Test should be given the first school day possible. (If

this could be given to the eighth graders in the spring, it might prove to advantage). From the results of this test and in conjunction with the records of their eighth grade mathematics grades, students could be assigned to algebra or general mathematics.

The Iowa Silent Reading Test should also be administered to incoming freshmen to check up on reading levels. A unit early in the freshman year on remedial reading in English I would be of benefit to all freshmen. Follow-up studies on the sophomore and junior levels would be advisable. Much emphasis should be placed upon remedial reading since this is probably the greatest single weakness of Dickinson County Community High School students.

A record of the work experience should be included. This can give an indication of interests and will reflect important attitudes.

At the end of each year all of the activities of students for the previous year should be obtained on a blank and filed in the cumulative folder. This can be checked against the number and kinds of activities which he previously indicated that he wanted to participate in.

The Emporia Senior Comprehensives will be given in the spring.

The Terman-McNemar Test of Mental Ability will be administered to all freshmen and new students during the last week in September and in October the Differential Aptitude Test Battery will be administered to all freshmen and seniors. This practice will be continued until all students of the school have been tested; then it will be administered only to freshmen.

In administering the above tests if the test booklets are reusable, the tests will be taken in classrooms and classes in which all members of the group are enrolled; thus only the number of booklets required by the largest class section need to be ordered. If the test booklets are not reusable, then the test will be administered to all members of a class at the same time in the study hall.

There are numerous methods by which a record of a student's interests can be obtained. Last year's freshmen and senior classes were administered the Kuder Preference Record in English and history classes. It has been planned next year to give this test to the freshmen, sophomores, and seniors. The following years the only ones who will take the test will be freshmen and new students. These tests give a picture of the general pattern of interest. Much more specific information can and should be obtained in the interview following the administration of the test. This information should be correlated with the material in the personal data sheets. Information should also be obtained from visits to the home, visits with the family physician and minister, and visits with other people with whom the student associates. Very little of this anecdotal material has been collected in the past, but an attempt will be made to get teachers and other interested parties to contribute to this phase of information gathering. It would also be desirable to give the Strong Interest Test to all seniors as a follow-up to the Kuder Preference Record. This will not be done next year.

The instrument used to determine social adjustment and development of students will be the SRA Youth Inventory. It will be given to all freshmen and seniors next year. This practice will be followed for the following two years. Dickinson County Community High School norms will be established for both freshman and senior groups. Later testing in this area may include the California Personality Test in the junior year. Much information of this nature should also be obtained from classroom teachers and club sponsors. Anecdotal records are excellent means of obtaining this type of record.

The testing program will be expanded from what it has been in previous years. The following scheduled tests will be proposed for next year (1954-55):

<u>Name</u>		<u>Type</u>	<u>Week of School</u>
	<u>Freshmen</u>		
Iowa Algebra Test		Achievement	1
Iowa Silent Reading Test		Achievement	1
Terman-McNemar Test of Mental Ability		Aptitude	3
Differential Aptitude Test		Aptitude	7
SRA Youth Inventory		Adjustment	10
Kuder Preference Record		Interest	16
	<u>Sophomores</u>		
Iowa Silent Reading Test		Achievement	2
SRA Youth Inventory		Adjustment	12
	<u>Juniors</u>		
Kuder Preference Record		Interest	4
SRA Youth Inventory		Adjustment	9
	<u>Seniors</u>		
Differential Aptitude Test		Aptitude	3
Kuder Preference Record		Interest	5
SRA Youth Inventory		Adjustment	11
Emporia Comprehensive		Achievement	26

This schedule will be modified from year to year. The present goal of having all students in the school take the above tests

will be reached in two or three years. After that they will be administered to freshmen only with possible follow-up tests in the junior or senior years of different forms of the tests or tests from a different service such as the California Testing Service.

Very few records have been kept in the past on the health status of individual students. All athletes were given physical examinations by the town physician. Dental cards were given to each student to be returned later, indicating a dental check-up and remedial work needed and done. These practices will be continued. They should be extended. Every student should have a complete physical examination before he is permitted to enroll at the school. Forms for the physician to sign and comment upon should be provided by the school. Arrangements with the local physician or county health doctor could be made for examination of those students who could not afford an examination by the family physician.

If the above plan for all students is not feasible, another plan is suggested. Since all freshmen are required to take physical education and the instructors need to know the amount of strenuous exercises their students can endure, a physical examination is necessary. This might be performed by the local physician in conjunction with the county health nurse at school expense. Those objecting to this could supply certificates by their family doctor. The board of education would not pay the family doctor. The first mentioned plan would be the more desirable one.

The personal interview, home visitations, and personal data

blanks should be used to complete the information concerning the physical status of each individual. Home visitations in many cases would not be practical at Dickinson County Community High School. Letters to the home asking for specific types of information could be used to advantage. The past health history should be obtained as soon as possible after the students have first enrolled. Any change of health status such as records of operations and serious accidents or illnesses should immediately be entered on the health inventory blank. Follow-up cases needing attention should be turned over to the county health nurse.

Plans of students for future activities both in school and after high school graduation should be included in the cumulative folders. In English classes an essay on "What I Am Going To Do" would be appropriate. A schedule of the extra-class activities desired (and at the end of the year those achieved) should be outlined at the beginning of the year. This should be done in the spring for the upper-classmen. Plans for further vocational and educational endeavors should be obtained from the personal data sheet, home visitations, and through counseling interviews. Next year the teacher-counselors will be of great use in obtaining such information.

Occupational Information. The need for adequate information about occupations has not been properly met in this school. A survey of the job opportunities in the area and a follow-up of recent graduates of the school needs to be made to ascertain just what graduates of the school do. The survey and follow-up should then be coordinated. Such a survey should be a cooperative affair

growing out of a unit of the social civics class. The students of the secretarial training department could type and send the letters and forms. Such a procedure would divulge the occupational information students need in general. Information for those who have specific occupational interests should be provided.

A Career Day in which all students of the school will take part will be planned for the last week in March. Merchants and professional people from Chapman, Abilene, and Junction City will be invited to participate. Prior to the day of the event students will be asked to designate the two or three occupations in which they are most interested. This will facilitate the picking of those occupations which should have representatives present. It will also be helpful in the scheduling of the program for that day.

Since all students will participate, it is believed by the author that a Career Day should be held every other year.

There are many occupational materials available which are either free or cost very little. There are numerous moving pictures and film strips on such topics as "Selling" and "Teaching." Some of these have been shown at the school in the past, but more of them should be secured. Numerous free and low cost pamphlets and booklets are available and many will be secured. Guidance services are available to which schools can subscribe. One of these is the Career Index of the Chronicle Guidance Service, and another is the Occupational Index published by the Personnel Services, Inc. These booklets and pamphlets should be obtained and filed in the library

in a readily available place where students can easily locate them.

Pupils should be encouraged to investigate occupations in which they are interested. Methods they could use are (1) interviews with workers on jobs in which they are interested or (2) completing an occupation outline which would include such factors as work done in the occupation, working conditions, requirements for entrance into the occupation, and how to get started in the occupation.

Dickinson County Community High School students are able to receive very little occupational information through work experience unless they are planning on following some phase of agriculture. Most students come from the farm and must assist in farm work whenever possible. Some of the secretarial training classes should be and are used as high school office assistants, but there are few if any opportunities in the city of Chapman for extended training.

A unit on vocations was included in senior American History classes. The seniors spent approximately three weeks studying this unit. The starting point of the discussion and study was on what occupations a person should enter. An oral report covering the SRA pamphlet, "Choosing A Career," was given and a film by the same name was shown. Each senior then had to investigate and make a report upon his first and second occupational choices. This unit in the senior year should be continued and such a study should also be made during the freshman year. Since world history has been the only social science class available to freshmen, this

unit should be completed in English I.

All teachers should stress the vocational significance of the courses they teach. Much occupational information can be disseminated to students by the people who know, or should know, most about these occupations.

Other facilities which should be used for disseminating occupational information would be assembly speakers, speakers for individual classes or organizations, and visits to places of employment.

Training Opportunities. Information about training opportunities should be divided into two types: (1) the training for occupations which can be received at the Dickinson County Community High School and (2) the training for occupations beyond high school.

The opportunity for in-school training should be a definite part of the orientation program. The vocational implications and possibilities of each subject area should be stressed by teachers during the year.

The knowledge of training opportunities beyond the high school are of vital importance to students. It is just as vital to those not going to college as to those who are. Ruth Strang lists some of the educational opportunities available for those not going to college.¹ Some of them are:

1. Unit trade and training in specific jobs in the high school
2. Business schools and colleges
3. Evening high school and college extension courses
4. State trade schools

¹Ruth Strang, Educational Guidance: Its Principles and Practices, pp. 67-68.

5. Work camps
6. Camps providing for other types of experiences
7. Travel
8. Government service where training on the job for the job is provided
9. Work experience on the job obtained at employer's expense
10. Department stores offering apprenticeships for learning merchandising

As much information on this type of training as possible should be compiled and disseminated to the students. A list of the trade and vocational schools in Kansas and the surrounding area should be obtained. The type of training, background needed to enroll, and types of jobs secured after completion should be secured from these institutions. More emphasis must be given in the guidance department to the students wanting and needing this type of training.

The Dickinson County Community High School does a good job of informing students about college opportunities. It welcomes representatives of colleges of this area to the school to answer the questions of students. Students are encouraged to compare costs, living conditions, and curriculums of the various colleges. Next year it will continue to follow the practices of the past and in addition a bulletin should be prepared by the counselor for distribution to all seniors with information as to the requirements of the schools of the colleges and a list of the available scholarships of each college.

An additional plan which will be proposed at the end of the first semester will be to invite a group of last year's seniors who are attending college to participate in a panel discussion before the students of the school on college and college life.

Counseling. Counseling is the most important single aspect of the guidance program. Through counseling, activities of a guidance nature are used to assist the individual student in understanding his peculiar interests, needs, and abilities. Through this process he will be more able to make choices in his environment.

The author will be the counselor at the Dickinson County Community High School next year. It will be impossible for him to counsel individually with all students. Next year he should serve as a consultant for the teacher-counselors and assist in the in-service training program for the faculty. Special attention should be given to obtaining personal inventory data and to building of occupational and educational training libraries. It is hoped that in the one hour per day provided he will be able to counsel each senior at least once during the year.

This is not the desired program for the counselor. It is hoped that more time will be provided for counseling and that other faculty members will become qualified counselors.

Placement. The placement program for the school will not be developed to a great extent next year. Students will be informed as to the job opportunities which might be available as a result of the proposed survey of job opportunities.

Representatives from employment agencies will be contacted and will be invited to the Dickinson County Community High School to discuss job opportunities and needs. After the organization of the guidance program has been achieved and the guidance point

of view has been accepted by the faculty and community, then the school should extend the guidance service in the field of placement.

Follow-up. A follow-up of recent graduates should be made to determine what students are doing. Another survey which would be useful would be one conducted on the adequacy of the training received in school in helping them meet their needs as citizens. No survey will be attempted at least until the latter part of the year. Studies of this type are valuable and at least one should be done every year.

The initial efforts of the school in the establishment of a guidance program should be focused upon one or two classes. A very thorough job should be done with incoming freshmen. The outgoing seniors should not be neglected. As much attention as possible should be given them especially in the vocational and educational area. The sophomore and junior classes will not receive as much attention as the two other classes but will have the attention of specific teachers. Their records will be brought up to date so that when the program is fully under way in one, two, or three years from the present an adequate job can be done with them. By then it is assumed that counselors will have at least one hour's time per day for each 100 students. By then it is hoped that more staff members will have had additional training in guidance activities and will have acquired a guidance point of view.

Activities Program

The extra-class activities program of the school has been functioning well. There were several specific problems which do need attention. There was a specific need in the area of special interest clubs, there was no intra-mural program in the school, and there was no student council.

The author thought that there were special groups which needed expression. Hobbies and special interests of students should be given a chance to develop to help fill the need of leisure time activities. Some suggested clubs which might be included are Art Club, Science Club, Photo Club, Hobby Club, Sportsman Club, and Gun Club. More study needs to be made in this area to determine the desires of students. The noon hour or possibly some activity period would be the possible meeting times.

There should be opportunity for students to participate in an intra-mural program for both boys and girls. The noon hour would be the best time to conduct this program. It would be very simple for teams to be organized in basketball, volleyball, and softball. Besides these group games the students are interested in table tennis, horseshoe, badminton, and possibly tennis. There are several possibilities for sponsors and the program could be a fine one. Varsity athletes could serve as coaches and officials. Particular emphasis should be placed upon individual type sports in order that they will provide leisure time activity

in out-of-school situations.

Dickinson County Community High School does not have a student council. A student council would help develop leadership qualities of students and would provide opportunity to develop self-confidence. Students should have a voice in formation of the policies of the school. It is thought by the author that a student council should be organized.

Educational Program

The Dickinson County Community High School system has a broad curriculum. It has been designed to meet the need for common learnings and also to provide for the special interests of those who plan upon entering college and for those who do not. The school is strong academically.

Extended Course Offering. There are a few general curricular needs which should be provided for.

There were numerous checked statements, particularly in the "Boy Meets Girl" area of the Inventory, which indicated an interest on the part of students in the area of family living. At present the only attempts made by the school to meet this need has been a unit in the home living course which did not reach all the girls and an occasional panel discussion in either Hi-Y or Y-Teens. Such a course should be offered.

In the areas of "After High School" and "Things in General" problems were checked that could be included in social science

courses but usually are not. A course of problems should be included in the curriculum for seniors which would utilize these items and those things which were of particular concern of the students of the class as the basis for the organization of the class.

It is thought by the author that a course in general science is needed for those students not enrolled in such courses as physics, chemistry, or biology. This need was not revealed by the Inventory, but in studying the educational program the need was apparent.

The above three courses would require the services of another instructor. This would be desired. The added instructor could be utilized in counseling activities if qualified or release qualified counselors from some course work.

Other Curricular Suggestions. Other suggestions for curricular improvement would include the following: (1) teaching from a guidance standpoint, (2) provision for more teacher-pupil planning of courses, (3) use of a wider variety of teaching methods, and (4) closer cooperation of those in the same subject matter field. It might be difficult to achieve the above with all faculty members, but an attempt should be made. If possible, curricular changes should result from discussions in general faculty meetings or faculty committee meetings.

SUMMARY

This paper has been a discussion of the results of the SRA Youth Inventory administered to the eighty-five seniors of the Dickinson County Community High School. The more numerous checked items were indicated and proposals were made to meet these specific needs. The author thought that it was necessary to organize and develop the guidance program and made recommendations to accomplish this end. Recommendations were also made for improvement of the educational program including the extra-class activities.

The Dickinson County Community High School has been a fine educational institution; but it will better meet the needs of its students if the suggested improvements are made, and thus become a better place in which to educate American youth.

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