

ABSTRACT OF A THESIS

A HOME ROOM GUIDANCE PROGRAM
FOR THE SENIOR HIGH SCHOOL,
ROCK ISLAND, ILLINOIS

Submitted by
David J. Borth

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COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS, COLORADO

In partial fulfillment of the requirements
for the Degree of Master of Arts
Colorado State College
of
Agriculture and Mechanic Arts
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ABSTRACT

During the last ten years considerable attention has been given by educators to the objectives of education. This matter has received attention almost continuously, during this period, by Industrial Arts teachers. In 1934 a committee of the American Vocational Association, Industrial-Arts section, issued the well known Standards of Attainment in Industrial Arts Teaching. As a member of the Industrial Arts department of the Rock Island (Illinois) Senior High School, the writer is particularly concerned about the three following objectives formulated by the A.V.A.:

1. To develop in each pupil an active interest in industrial life and in the methods of production and distribution.
2. To develop in each pupil elementary skills in the use of the more common tools and machines in modifying and handling materials, and an understanding of some of the more common construction problems.
3. To develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings (cooperation).

The writer was concerned with the problem of formulating and administering a program that would function more effectively in accomplishing these objectives. To provide the necessary basis upon which to erect such a program, he made a survey in 1939 of the occupational

distribution of the class of 1936. This survey indicated that there is a need not only among pupils of the Industrial Arts department but among pupils in all departments of the modern high school for some integrated program of guidance which will meet their various educational, occupational, and social needs.

Believing that a vital guidance program could prove most effective if carried on through the home room, the writer concluded that such a program should be devised through careful study of the local situation.

Statement of the Problem

The major problem of this study is: What should be the content and procedure of a home room guidance program for the senior high school of Rock Island, Illinois?

Problem analysis.---To place the proposed home room guidance program on a solid basis, the following points have been considered:

1. What do the pupils of the tenth, eleventh, and twelfth grades give as their guidance problems?
2. What do teachers find the guidance problems of the tenth, eleventh, and twelfth grade pupils to be?
3. What do parents of the tenth, eleventh, and twelfth grade pupils find their children's guidance problems are?

4. What are the guidance problems of each grade upon which there is rather uniform agreement by all three groups?
5. Do any of the guidance problems that are considered important by only one group merit attention by the school?
6. How do the guidance problems of each grade classify under the three major phases of guidance, namely, educational, occupational, and social?
7. Which of the educational, occupational, and social adjustment problems of the tenth, eleventh, and twelfth grade pupils lend themselves to study and treatment through the home room guidance program?
8. What should be the content, procedure, and number of home room meetings given over to the study of each guidance problem of the tenth, eleventh, and twelfth grade pupils?
9. How many home room meetings are needed by each grade during each semester and how should they be scheduled?

Procedure of Collecting Data

To furnish the necessary data for this study, lists of guidance problems were compiled by tenth, eleventh, and twelfth grade pupils and teachers. Problems were chosen which were consistently mentioned by the largest number. Personal calls were made upon 238 parents, representing approximately 20 per cent of the high school enrollment, to gather suggestions as to their children's particular guidance problems and suggestions for a program which would meet the educational, occupational, and social guidance needs of the children.

Construction of check list.--A check list called a guidance problem check sheet was given out at the beginning of each term of the 1939-40 school year to sophomore pupils and teachers, junior pupils and teachers, and senior pupils and teachers, in their respective home rooms. On this sheet, the pupils entered a list of their guidance problems; the teachers likewise entered a list of the pupils' guidance needs.

Use of check list to get importance ratings (pupils and teachers).--From the guidance problem check sheet, items were chosen which were consistently mentioned by the largest number. These items were then grouped by grades in a content index chart and re-checked by pupils and teachers to find the importance rating of each item. Five ratings were used: extremely important, very important, of average importance, somewhat important, of little or no importance.

Data collected from the content index charts were classified and tabulated as to educational, occupational, and social value on final analysis charts. On these charts, a record was made of the number and per cent of times each importance rating was checked by pupils and teachers.

Synthesizing items.--When the guidance content index charts of pupils and teachers had been compiled and tabulated for six terms, all items pertaining to similar subjects were consolidated and synthesized into new items.

Validation of editorial judgment.--These consolidated check lists were sent to 85 per cent of the pupils and teachers from whom the original statements were procured with the request to agree or disagree with the interpretations that were made. Editorial judgment was deemed valid if 50 per cent of the items were answered affirmatively.

Use of synthesized items to develop content for a guidance program.--When the importance ratings of the synthesized items were obtained, a common average was established on items rated by teachers and pupils alike. The number of items to be contained in each guidance classification and the importance of each were thus determined.

Time allotment and program content.--Three 15-minute periods a week are available for the home room guidance program, making a total of 84 meetings per semester. The number of days per semester available to each guidance classification was established by prorating time proportional to the sum of the importance ratings in each classification. By like methods, each item under the three classifications was given a definite time value.

Statements from parents.--Letters were sent to parents at the beginning of the 1939-40 school year in an effort to get suggestions from them regarding the pupils' guidance needs. During the course of the school year, personal calls were made upon 20 per cent of the parents.

Vocational interests of pupils were noted, and parents were given an opportunity to make educational suggestions. Twenty-five per cent of these parents then received a list of synthesized statements for a final checking to validate editorial judgment. Editorial judgment was deemed valid if 50 per cent of the items were answered affirmatively. These statements were integrated with the items derived from pupil and teacher judgment that constitute the basic guidance program.

Findings

PUPIL-TEACHER-PARENT DIFFERENCES AND SIMILARITIES

Problems listed by pupils and teachers

The itemized lists of educational, occupational, and social guidance problems as presented by pupils and teachers are given herewith.

Educational guidance problems

Safety
Current events
Grades
Progress in school work
Scholarships
Information about graduation
Political situation
Political problems
Assemblies
Pupil respect for senate rules
Discussing movies
An appreciation of our civic responsibilities
Striving to develop personality of pupils
Book reviews
Good citizenship
Library attitude and usage
Creating spirit of cooperation in pupils
Planned program for senate period
Current topics of interest

Discussing school problems
Radio
Speech

Occupational guidance problems

Part-time job
How to apply for a position
Jobs
Guidance
Finding jobs for graduates
Fields of opportunity after graduating
Skilled vocations

Social guidance problems

Etiquette--manners
Clubs and organizations
Discussing personal problems
Sports
Hobbies
School traditions
Coming events
Personal problems
Social problems
Fostering a wholesome school spirit

Problems listed by pupils,
teachers, and parents

Those items in which parents, as well as pupils
and teachers, were interested are listed here.

Educational guidance problems

Colleges
Handbook
Electing subjects
How to study
Health education

Occupational guidance problems

Vocational guidance
Training necessary for various professions
and trades
Information on trades and professions

Social guidance problems

School activities

PROBLEMS BY YEAR AND BY FIELD

Each class has certain definite guidance problems peculiar to the group. There are other problems which hold the continued attention of the pupil as he progresses.

Problems peculiar to each year

Problems of concern to only the sophomore group were:

Educational:

- Progress in school work
- Pupil respect for senate rules
- Discussing movies
- An appreciation of our civic responsibilities
- Striving to develop personality of pupils

Occupational:

None

Social:

- Coming events
- Personal problems
- Social problems
- Fostering a wholesome school spirit

Problems of concern to only the junior group were:

Educational:

- Political situation
- Assemblies
- Book reviews
- Good citizenship
- Library attitude and usage
- Creating spirit of cooperation in pupils
- Speech

Occupational:

- Jobs
- Guidance

Social:

None

Problems of concern to only the senior pupils
and teachers were:

Educational:

Information about graduation
Political problems
Planned program for senate period
Current topics of interest
Radio
Discussing school problems

Occupational:

Finding jobs for graduates
Fields of opportunity after graduating
Skilled vocations

Social:

Discussing personal problems
Sports

Continuing problems

Problems of concern to pupils and teachers of
two groups were:

Educational:

Grades	Junior and Senior
Scholarships	Junior and Senior

Occupational:

Part-time job	Sophomore and Senior
How to apply for a position	Junior and Senior

Social:

Hobbies	Sophomore and Junior
School traditions	Sophomore and Junior

Problems of concern to pupils and teachers of
all three groups were:

Educational:

Safety
Current events

Occupational:

None

Social:

Etiquette
Clubs and organizations

MAJOR FIELD OF PROBLEMS

Much greater stress was placed upon problems in the field of educational guidance by those checking this material than upon problems in the fields of occupational guidance and social guidance. Educational guidance rated 27 items, or 53.5 per cent of the whole, occupational guidance rated third, with nine items, or 19.5 per cent of the whole, and social guidance placed second with ten items, or 22 per cent of the whole.

TIME ALLOTMENT IN DAYS

Sophomore guidance program.---On the basis of importance ratings given to sophomore guidance problems, the following time allotment was made: educational guidance, including ten topics, was allotted 27 home room periods; occupational guidance, including two topics, was allotted five home room periods; and social guidance, covering eight topics, was allotted 23 home room periods. The total number of topics listed was 20.

Junior guidance program.---On the basis of importance ratings given to junior guidance problems, the time allotment was made as follows: for educational guidance, including 16 topics, 36 home room periods; for occupational guidance, including four topics, nine home room periods; and for social guidance, including four topics, nine home room periods. The total number of topics listed was 24.

Senior guidance program.--Time allotment, on the basis of importance ratings, was made as follows for senior guidance problems; educational guidance, including 14 topics, was allotted 29 home room periods; occupational guidance, including eight topics, was allotted 17 home room periods; and social guidance, including four topics, was allotted eight home room periods. The total number of topics listed was 26.

CONTENT BY SEMESTER

On the basis of the importance rating given each topic under educational, occupational, and social guidance, and the time allotment of each based upon its importance rating, a program of home room guidance has been outlined for sophomore, junior, and senior pupils, presenting agenda for a semester.

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OF
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193.....

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY..... DAVID J. BORTH.....
ENTITLED..... A HOME ROOM GUIDANCE PROGRAM FOR THE.....
..... SENIOR HIGH SCHOOL, ROCK ISLAND, ILLINOIS.....
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF..... ARTS.....
MAJORING IN..... INDUSTRIAL ARTS EDUCATION.....
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This thesis, or any part of it, may not be published without
the consent of the Committee on Graduate Work of the
Colorado State College
of
Agriculture and Mechanic Arts

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION AND REVIEW OF LITERATURE . . .	8
Review of Literature	13
II. METHODS	31
III. FINDINGS	35
Pupil-Teacher-Parent Differences and Similarities	35
Problems by Year and by Field	45
Major Field of Problems	54
Time Allotment in Days	56
IV. RECOMMENDED PROGRAM	67
Local Situation	67
Content by Semester	72
V. SUMMARY	83
APPENDIX	89
BIBLIOGRAPHY	237

LIST OF TABLES

Table	Page
1. Frequency with Which Educational Problems were Listed by Pupils and Teachers . . .	37
2. Frequency with Which Occupational Problems were Listed by Pupils and Teachers . . .	40
3. Frequency with Which Social Problems were Listed by Pupils and Teachers	41
4. Frequency with Which Educational Problems were Listed by Pupils, Teachers, and Parents	43
5. Frequency with Which Occupational Problems were Listed by Pupils, Teachers, and Parents	44
6. Educational Problems Listed by Sophomore Pupils and Teachers	46
7. Social Problems Listed by Sophomore Pupils and Teachers	47
8. Educational Problems Listed by Junior Pupils and Teachers	48
9. Educational Problems Listed by Senior Pupils and Teachers	49
10. Occupational Problems Listed by Senior Pupils and Teachers	50
11. Educational Problems Listed by Junior and Senior Pupils and Teachers	51
12. Educational Problems Listed by Sophomore, Junior, and Senior Pupils and Teachers . . .	52

LIST OF TABLES (cont.)

Table	Page
13. Comparative Ratings of Educational, Occupational, and Social Guidance	55
14. Items in Sophomore Program and Time Allotted to Each	57
15. Time Allotment for Guidance Problems as Listed by Sophomore Pupils and Teachers	59
16. Items in Junior Program and Time Allotted to Each	60
17. Time Allotment for Guidance Problems as Listed by Junior Pupils and Teachers	62
18. Items in Senior Program and Time Allotted to Each	63
19. Time Allotment for Guidance Problems as Listed by Senior Pupils and Teachers	65
20. Time Allotment in Days--Educational Problems	69
21. Time Allotment in Days--Occupational Problems	71
22. Time Allotment in Days--Social Problems	72

Chapter I

INTRODUCTION AND REVIEW OF LITERATURE

During the last ten years considerable attention has been given by educators to the objectives of education. This matter has received attention almost continuously, during this period, by Industrial Arts teachers. In 1934 a committee of the American Vocational Association, Industrial-Arts section, issued the well-known Standards of Attainment in Industrial Arts Teaching. Although these objectives are rather commonly accepted, they are not completely satisfactory and many proposed revisions have been suggested. Industrial Arts teachers in Missouri have been especially active in studying the matter of objectives.

A clear conception of objectives or purposes of education is necessary if the program of education is to function effectively. The writer, as a member of the Industrial Arts department of the Rock Island (Illinois) Senior High School, has been closely associated with the group of teachers actively interested in objectives. He is particularly concerned about the three following objectives formulated by the A.V.A.:

1. To develop in each pupil an active interest in industrial life and in the methods of production and distribution.
12. To develop in each pupil elementary skills in the use of the more common tools and machines in modifying and handling materials, and an understanding of some of the more common construction problems.
9. To develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings (cooperation).

The writer was concerned with the problem of formulating and administering a program that would function more effectively in accomplishing these objectives. His first step, therefore, was to make a survey of the occupational distribution of former pupils. This was thought to be necessary as a basis upon which to erect an educational program having the objectives mentioned above.

The survey was conducted in 1939 and pertained to the class of 1938. Data were collected to answer these questions:

1. How many are employed?
2. What kinds of jobs do they have?
3. How long have they been thus employed?
4. How many are in college?
5. How many are unemployed?
6. How many are married?
7. How many are dead?

It was found that 173 of the 320 class members were employed. Fields of employment for the boys, and the number thus employed, were as follows: factory, 18; apprentice, 6; office work, 4; grocery, 6; printing, 4; newspaper, 3; clerk, 5; service station, 3; radio, 2; drafting, 2; common labor, 9; C.C.C., 3; theatre usher, 3; pawn shop, 1; bell boy, 1; milk delivery, 1; magazine salesman, 1; post office employe, 1; orchestra member, 1; golf club employe, 1; wholesale drug company, 1; railroad section hand, 1; bakery, 1; waiter, 1; wholesale liquor, 1; auto sales, 1; welding and repair, 1; machine shop, 1; truck farming, 1; furnace and air-conditioning, 1; cleaners, 1; florist, 1; paperhanger, 1; farm hand, 1; contractor, 1.

Girls were employed in the following types of work: factory, 7; domestic, 4; theatre ticket seller, 2; ice cream bars, 6; telephone company, 8; waitress, 3; store clerk, 8; bakery, 3; stenographer, 24; photograph studio, 1; travelling representative Eastman Kodak Company, 1; laundry employee, 1; newspaper, 1; assistant Y.W.C.A. secretary, 1; bookkeeper, 1.

Fifteen members of the class had been employed part-time before graduation; 21 had no employment the first year; nine were employed part-time; six were employed part-time the first year; while five were employed the first year, then entered college. One girl attended

college the first year, then was employed, and another girl attended college one year and was unemployed the following year.

Seventy-two members of the class entered college, 11 of these having part-time employment. Seven girls had entered business college and seven were enrolled in nurses' training.

Twenty-seven class members were unemployed. Four boys and 31 girls were married. Twelve members had moved away and one boy was dead.

This survey indicates that there is a need not only among pupils of the Industrial Arts department but among pupils in all departments of the modern high school for some integrated program of guidance which will meet their various educational, occupational, and social needs.

The writer's interest in a home room guidance program was aroused in 1934, when the home room was first introduced into the Rock Island (Illinois) Senior High School. From that time until the present, the home room has had no definite program; each teacher has conducted the period with little or no planning.

Three 15-minute periods a week are available for the home room guidance program. The other two periods in each week are devoted to the presentation of school-wide programs, one being a broadcast of school activities transmitted by the local radio station and re-

broadcast to the students over the public address system, and the other being the regular weekly assembly program.

Since the home room period offers the only time available for the presentation of guidance in the local school program, the writer concluded that the content for such a program should be devised through careful study of the local situation.

The problem under consideration is: What should be the content and procedure of a home room guidance program for the senior high school of Rock Island, Illinois?

To gain a complete understanding of the problem, answers were sought to the following subordinate questions:

1. What do the pupils of the tenth, eleventh, and twelfth grades give as their guidance problems?
2. What do teachers find the guidance problems of the tenth, eleventh, and twelfth grade pupils to be?
3. What do parents of the tenth, eleventh, and twelfth grade pupils find their children's guidance problems to be?
4. What are the guidance problems of each grade upon which there is rather uniform agreement by all three groups?
5. Do any of the guidance problems that are considered important by only one group merit attention by the school?
6. How do the guidance problems of each grade classify under the three major phases of guidance, namely: educational, occupational, and social?

7. Which of the educational, occupational, and social adjustment problems of the tenth, eleventh, and twelfth grade pupils lend themselves to study and treatment through the home room guidance program?
8. What should be the content, procedure, and number of home room meetings given over to the study of each guidance problem of the tenth, eleventh, and twelfth grade pupils?
9. How many home room meetings are needed by each grade during each semester and how should they be scheduled?

In attempting to find the answers to these questions, the writer first reviewed the literature. This follows.

The importance of guidance

Smith (18:12,109) found, in 1936, in carrying on a study of home room practices in larger Michigan high schools, that many home rooms in the state of Michigan are organized largely for the purpose of guidance. He found, also, that the larger schools must depend upon the home room as the guidance unit, and that the home room serves as the medium for the complete functioning of the guidance program, even though these larger schools may have guidance counsellors.

In making a study of home rooms in senior high schools in 1932, Garrison (12:26) stressed the fact that youth needs guidance. Though it was not possible to determine what types of guidance should be given, it appeared to him that the emphasis should be largely upon

vocational and educational problems.

Burns and Van Wagner (4:371-2), who made a study of home room guidance in Grantwood, New Jersey, junior high school in 1931, stated that

"the home room is perhaps the only place where the whole personality of the student is displayed, and it is in this environment that a wise guidance program should be able to render its greatest service to the student."

In 1938, Dunsmoor (9) made a study of the home room guidance standards in 33 carefully selected schools. He indicates that the home room has demonstrated its ability to make major contributions in guidance. The findings of this author show that the home room should be considered an integral part of the guidance program for the senior high school.

Hinderman (14) found in his experiment in 1938 that the growing complexity of industrial society has increased the worker's need for guidance. Youth enters employment at a higher age than formerly, and the period of schooling has been correspondingly lengthened. This situation has increased the problem of meeting the needs of the pupils of high school age. His experiment indicates that a definite program of guidance should be conducted in the high school, preferably in the home room.

Aims of guidance

The need for definite aims in a home room guidance program has been established by persons making a

study in this field.

Fenske (11:32,5-6) concluded in 1935 that a program of home room guidance should aim to make the student independent and capable of self-guidance; it enables him to know his own capacities and interests; it gives him a knowledge of opportunities and requirements in different fields and an ability to gather information and to interpret this information. From this background, the student can build an individual course of action and learns to evaluate relationships. She considered the following principles vital in setting up a guidance program:

1. The centre of the school is the child.
2. The objective of guidance is the fullest possible education of each child. This objective has two lines of approach:
 - a. Development of the individual personality to the greatest extent
 - b. Development of that personality socially through his knowing how to lead or to submit to the greatest good of the community
3. The objective is to be gained through educational, social, and vocational guidance.

Germane and Germane (13:191) outlined the following aims for home room groups in 1929:

The enriching of the child's personality is the primary objective of the home room organization. But there are several minor component objectives to be realized in the home room before the poised personality is achieved. Some of these minor objectives might be:

1. To provide the pupil with a school home which approximates the sympathy, understanding, and wholesome stimulation of the best homes in the community.
2. To enrich the cultural life of the pupil so that he is at ease everywhere. That is, to give him an opportunity to learn of interesting persons, places, and things not stressed in the class recitations.
3. To furnish the pupil the environment and guidance which will help him learn to adjust himself easily and effectively to all trying social situations.
4. To help the pupil form habits of personal efficiency in both work and leisure hours by helping him discover why he is failing in some situations.
5. To provide a school atmosphere which will stimulate the pupil to participate zealously and constructively in the democratic life of the group.
6. To provide a school period daily wherein the most desirable attitudes toward human relationships would be considered and practiced.
7. To provide an atmosphere which daily will start him off enthusiastically and manfully to meet his several, trying life situations.
8. To provide an atmosphere of solace and comradeship which will strengthen and guide the pupil when he fails.

17

Dr. John M. Brewer (3:216), studying cases in the administration of guidance in 1929, stated the aims of guidance very specifically:

To enable the teacher to obtain a better knowledge of (1) the home and neighborhood life of the members of her group, (2) their educational and vocational plans, and (3) their working experiences outside school.

To furnish the pupils with an understanding of the purposes and value of school.

To assist them in their choice of studies, curriculums, and schools in accordance with their educational and vocational plans.

To help them in acquiring correct habits of study.

To follow up failures, attempting to discover causes and to effect readjustments.

To help the pupils to discover their aptitudes and their weaknesses.

To assist them with their personal problems.

To furnish them with an appreciation of the value of moral character in all daily relationships.

To foster a spirit of cooperation among teachers, pupils, and parents that will result in pupils facing the obligations of school with more enthusiasm and that will help them to make the best use of their abilities.

Cline (6) determined in 1936 that a well-planned and organized program of guidance was vital in the face of such definite, well-formulated aims. She stated that it is the difference in individual personalities which should be stressed in order that we may develop a well-balanced society. It is adjustment to

natural aptitudes, leading to a happy, well-rounded life, which is the basic aim of the guidance program.

Planning for guidance

Other students of the home room indicate that there has been a definite lack of planning for the home room and that a well-formulated program is both desirable and essential.

Smith (18:127) ascertained that this was the case in the larger Michigan high schools in 1936. He stated that such a program should consist of vital problems pertinent to the groups year after year. The underlying plan must be the same, with each succeeding group making necessary adaptations for its needs. Smith perceived that students thus oriented will become worthy citizens of the school community, solving their problems in a democratic manner through their home room units.

Garrison (12:34,85) discovered in 1932 a definite lack of preparation of the home room program. Only about one-fourth of the schools which he studied provided a definite outline for those in charge of the program. He found a decided gap between theory and practice, with an urgent need for some authoritative and practical outline of organization and procedure for principals and teachers to follow in setting up their home room program. There appeared little evidence of a type usable in many situations.

13

Cromwell (8) found in 1940 that the type and extent of guidance activities in Maryland will vary according to the programs undertaken and their stages of development. However, in the different schools, there are a number of basic guidance activities which should become a part of every program. Cromwell believes that a definite home room guidance program should be worked out to meet the basic guidance needs of the individual school.

Home room guidance activities

A number of general suggestions for activities in the home room guidance program have been made.

Garrison (12:23) in 1932 summarized the opinions of authorities in the field as follows:

The home room is the primary social, political, and integrating agency of the school. It should have as its chief aims the development of character, training in citizenship, guidance, development of leadership, pupil participation, and orientation. The home room should elect officers, read and discuss bulletins, discuss such matters and problems as personal conduct, school spirit, school activities, and discipline.

In 1934, McKown (17:100-101) made the following statement:

Material for home room guidance should include adequate orientation, vocational guidance, moral and ethical guidance, guidance in citizenship, guidance in personal relations, health guidance, guidance in manners and courtesy, guidance in thrift, and recreational guidance.

20

Smith (18:21) suggested the following activities in 1936:

- a. History of the school
- b. Ways to improve the school
- c. Developing school spirit
- d. Manners and conduct
- e. Sportsmanship
- f. Use of leisure
- g. Safety
- h. Thrift
- i. Parliamentary procedure
- j. Study habits

In his study of home room programs in larger Michigan high schools, Smith (18:82) found such topics as the following being used:

Conduct, manners, and behavior
How to study
Vocations
Courtesy
Citizenship
Character education
Course of study
School activities
Safety
Health and cleanliness
Sportsmanship
School spirit

Content of guidance program

There have been numerous suggestions as to a general content for programs in the fields of educational, occupational, and social guidance.

In 1936, Smith (18:27) listed the following items as essential ones for a well-balanced program of educational guidance:

1. Selection of subjects
2. Selection of curricula

- 3. Consulting in regard to work--success or failure
- 4. College entrance requirements
- 5. Requirements for high school graduation
- 6. Study of the school, its traditions, organization, and activities

In a large per cent of the schools which Smith studied, educational practices included the planning and election of subjects, consultation with respect to progress in studies, and familiarizing the students with the school.

Fenske (11:26,28) ascertained, in 1935, in her study of a workable program of home room guidance, that correct attitudes toward work must be built in the vocational guidance program; that the student should be informed of occupations and occupational opportunities; that individual interests and abilities should be analyzed; and that wise choice of vocation on the basis of the pupil's individual background and individual potentialities should be encouraged. Fenske declared that occupational guidance should aim to contribute to the following on the part of the pupil:

- 1. To direct his attention in a definitely organized way to his later life
- 2. To see that there is a decided connection between his work in school and his work after leaving school
- 3. To realize that he is not limited to a dozen occupations

4. To open the scope, as well as the requirements, the disadvantages and advantages of many new lines of endeavor
5. To develop in him a respect for "good hard work" of manual labor
6. To learn the courtesies of the interview and to make contacts with occupations
7. To encourage him to look at himself objectively
8. To encourage the desire to know the community

In 1936, Smith (18:137), presenting a similar program for occupational guidance in the home room, added that occasionally an outside speaker might be used and that the study of vocations should be a systematic one. He found that the home room teacher was well equipped to assist the pupil in this field because of the knowledge and understanding of the pupil which he possesses. He also found a definite need for training in guidance for the home room teacher. He reported that few schools had scheduled a regular course in vocations.

Fenske (11:28) asserted in 1935 that the home room teacher should always be on the alert to give pupils an opportunity to participate in social problems and situations which will require them to form right judgments and to perform successfully the activities which the school as a social community requires. She observed that the home room is an ideal social laboratory for developing an appreciation of the value of helpful cooperative living. (11:63) To be at ease

23

socially is, she maintained, the social guidance aim.

Caswell (5:320-23) reported in January, 1938, that a study of current problems should be basic for all students, that it should give pupils experience in co-operative living and group action, and that it should permit each individual to be a respected member of the group. He declared that the work should be broad in scope and varied in possibilities. Materials covering a wide range of difficulties must be available. He stressed the fact that an adequate program of social education should be so planned that students will be guided in experiences in all the major areas of living, such as unemployment, maintaining world peace, problems of home and community, industry and morals, for these touch every individual in the group. He states that problems should be given consideration only as they may be meaningful and significant to students at particular stages of their development.

Anderson (2:53) declared in 1937 that the guidance requirements of schools will never be identical, that every school must formulate a guidance program of its own. This program will differ in various localities --one may place emphasis on vocations, whereas another may find the educational emphasis to be the most pertinent.

21

Lincoln (16:7) suggested in 1937 that a broad general survey of occupations should be given in order to broaden pupils' outlooks on vocational life and that occupations of importance in the local community should be studied. The author further asserted that a study of school organization, curricula offered, values of school subjects, and right methods of study will assist students in orienting themselves to the school.

Lincoln (16:141) also ascertained in 1937 in the same study, made in one of our large city schools, that a survey of eleventh and twelfth grade pupils showed that choices were made by the pupils as follows: 64% of the boys' choices fell in five occupations: medicine, law, business, civil engineering, and pharmacy; 76% of the girls' choices fell in three general fields: teaching, music, and secretarial work; 83% of all pupils chose ten occupations: teaching, medicine, engineering, business, law, stenography, music, pharmacy, secretarial work, and dentistry; 74% of the choices were in professional vocations; 42% of the girls selected teaching.

Kinsey (15, 20:23), in compiling replies to questionnaires sent to city senior and four-year high schools in 39 states, concluded, in 1934, that the home room should include educational, vocational, social, civic, cultural or avocational, ethical, health, and personal guidance studies.

25

Erickson (10:84) stated in 1937 that principals reported that new types of educational activities (those concerned with thrift, safety, recreation, and radio) were being cared for through the home rooms.

In view of all these statements, it is apparent that there has not been an established pattern upon which to base the home room guidance program. Although there is much similarity between many outlines, authorities still hold different opinions in regard to the relative importance of items to be placed in these outlines.

The Department of Education, Olympia, Washington (21:1) issued the following statement in 1935:

A guidance program in each school must be unique particularly for these reasons:

Each school must build its own program, utilizing its own offerings to meet its own particular needs.

It must be a gradual outgrowth rather than a sudden development.

It must represent the conscious, organized efforts of the entire faculty.

The various members will make contributions in their own specialized fields.

There must then be integration of all these guidance services.

The students themselves must have some part in the actual building and administration of this work.

It must be, from first to last, a moving, dynamic influence.

26

Fenske (11:8) expressed a similar belief in 1935, when she said:

The home room is not another class. It should be more representative of a democracy in which the pupils assume, with varying degrees of success, the responsibilities of the activities of the home room. The plan will differ widely from school to school, and some programs will be of value to only the particular school.

In 1936, Smith (18:147) recognized the difficulty of establishing a home room system that would apply to every school, since each school has individual needs to be met. He found that the suggestions which had been offered were very general and could be used only as guides for any specific program. After any plan has been adopted, it must be put to the test of practicability. The specific plan of any particular school program must be flexible enough to meet the changing needs of youth it is designed to serve.

The management of guidance

A number of writers have given suggestions for the mechanical set-up of the home room guidance program.

Allen (1:195) suggested in 1934 that the procedure for programs of individual and group guidance should be based on the following plan: (1) define the problem, arouse interest in it, exchange opinions; (2) assemble facts, information, and materials for solving the problem; (3) suggest various solutions, weigh and discuss them, and select the most promising one; (4) try

27

out the solution and test it to see if it works, and make necessary revisions; (5) formulate any general rules, principles, or policies; (6) apply these in similar situations with necessary adaptations. Allen asserted that this procedure produces a social laboratory for creative group thinking.

Caswell (5:321) arrived at the conclusion in January, 1938, that some methods of problem-solving which prove highly effective in some areas of living may prove exceedingly ineffectual in others.

Lincoln (16:23-5) asserted in 1937 that the group method of instruction carried on in the home room permits an exchange of ideas and points of view. Individual counseling develops as a natural outgrowth of group presentation.

Erickson (10:83) discovered in 1937 in studying 13 selected high schools that the average enrollment in the home room was 36 pupils, but sponsors recommended 28 pupils for maximum effectiveness. He found that the majority of principals and sponsors favored the permanent home room. He declared, further, (1) that the home room should be a regularly scheduled part of the school program; (2) that the amount of home room time should be gradually increased as home room responsibilities increase; (3) that the number of pupils in the home room should be decreased and the enrollment equalized; (4)

that more effective methods of grouping pupils should be attempted; (5) that students should be given the opportunity and much of the responsibility for the development of the home room.

Time allotments

The time allotment for the home room program varies considerably in different schools.

Garrison (12:18) in 1932 commented upon the many opinions expressed concerning the organization of the home room, especially regarding the number of times per week and the length of the periods. He reported that the most common number of times per week advocated was five; the most common preference was for 15-minute periods. Those reporting to him stressed the fact that it is difficult to maintain interest in periods greater than 30 minutes in length.

In 1935, Fenske (11:10) noted that regularity was as essential to the home room meeting as to the class meeting. She reported a daily activity period in many schools; these periods are presented simultaneously in all sections of the same grade.

Erickson (10:83-4) ascertained in a survey made in 1937 of 13 secondary schools that 15 minutes to 120 minutes a week was the amount of time given to home room periods, the average being 64 minutes. He ascertained, further, that about one third of the home room

time (according to principals) was devoted to guidance and the principals recommended that one half of the time should be devoted to it.

Lincoln (16:23-5), in a survey of schools in Rochester, New York, in 1937, stated that the time given to educational and vocational information in classes varied from once a week to five times a week during one or several terms.

Spaulding (19:184) told of one teacher who taught six classes a day and had papers to correct besides other duties to perform so that there was no time left for guidance. He further declared that teachers have neither time nor opportunity to consider the needs of individual pupils for they are required to deal with so many different classes.

Smith (18:67) asserted in 1936 that the time allotted to the home room period is a rather accurate criterion for judging the functions of the home room in a given school system.

In this review of literature, partial answers are found to a number of questions vital to this study. The nature of these answers reveals the many different procedures being used for home room guidance programs in school systems throughout the country, and especial stress has been placed upon the importance of a vitalized home room guidance program adapted to the peculiar basic

needs of the pupil personnel in a given local situation. The study here reported is an effort to formulate a program to meet these needs.

The procedure used in making the study is described in the next chapter.

Chapter II

METHODS

To furnish the necessary data for this study, lists of guidance problems were compiled by tenth, eleventh, and twelfth grade pupils and teachers. Problems were chosen which were consistently mentioned by the largest number. Personal calls were made upon 228 parents, representing approximately 20 per cent of the high school enrollment, to discover guidance needs and to gather suggestions for a program which would meet the educational, occupational, and social guidance needs of the child.

Construction of check list.--A check list called a guidance problem check sheet was given out at the beginning of each term of the 1939-40 school year to sophomore pupils and teachers, junior pupils and teachers, and senior pupils and teachers in their respective home rooms. On this sheet, the pupils entered a list of their guidance problems; the teachers likewise entered a list of the pupils' guidance needs.

Use of check list to get importance ratings (pupils and teachers).--From the guidance problem check

sheet for pupils, items were transferred to a content index chart if they had appeared at least ten times on the original check lists. These items were then checked by pupils for importance, five ratings being used: extremely important, very important, of average importance, somewhat important, of little or no importance.

In compiling the teachers' content index charts, the problems listed by the teachers were compiled for sophomore, junior, and senior home room teachers. These lists were also checked for importance, using the same ratings that pupils used.

When the content index charts were returned, the data received from the lists were classified and tabulated as to educational, occupational, and social value on final analysis charts. On these charts, a record was made of the number and per cent of times each importance rating was checked by the pupils.

Synthesizing items.--When the guidance content index charts of pupils and teachers had been compiled and tabulated for six terms, all items pertaining to similar subjects were consolidated and synthesized into new items.

Validation of editorial judgment.--These consolidated check lists were sent to 25 per cent of the pupils and teachers from whom the original statements were procured with the request to agree or disagree

with the interpretations which were made. Editorial judgment was deemed valid if 50 per cent of the items were answered affirmatively.

Use of synthesized items to develop content for guidance program.--The synthesized items were evaluated for importance. First, the per cent of times that each of the original items was checked "extremely important" and "very important" was found. The average percentage calculated from all the items entering into the synthesis was then obtained and constituted the importance rating of the synthesized item. This method of establishing averages was used on educational, occupational, and social guidance check lists of pupils and teachers under their classification of sophomore, junior, or senior ranking.

When these data were obtained, a common average was established on items rated by teachers and pupils alike. The number of items to be contained in each guidance classification and the importance of each was thus determined.

Time allotment and program content.--Three 15-minute periods a week are available for the home room guidance program, making a total of 54 meetings per semester. The number of days per semester available to each guidance classification was established by prorating time proportional to the sum of the importance ratings

34

in each classification. By like methods, each item under the three classifications was given a definite time value. Based on these values, a definite home room guidance program has been devised.

Statements from parents.--Letters were sent to parents at the beginning of the school year in an effort to get suggestions from them regarding the pupils' guidance needs, but results were disappointing. During the course of the year, personal calls were made upon 20 per cent of the parents. Vocational interests of pupils were noted, and parents were given an opportunity to make educational suggestions. Twenty-five per cent of these parents then received a list of synthesized statements for a final checking to validate editorial judgment. Editorial judgment was deemed valid if 50 per cent of the items were answered affirmatively.

These statements have been integrated with the items derived from pupil and teacher judgment that constitute the basic guidance program.

Chapter III

FINDINGS

The findings of this study are presented in four separate parts. The first section deals with pupil-teacher-parent differences and similarities in the three fields of guidance, namely, educational, occupational, and social. The second section deals with problems by year and by field but is further broken down into problems peculiar to each year and to continuing problems. The third section deals with the major fields of problems. The final section consists of tables which indicate a definite time allotment for each topic to be discussed in educational, occupational, and social guidance.

Some questions were not discussed by parents. However, there were items common to all three groups, and these are indicated in the tables included herewith.

PUPIL-TEACHER-PARENT DIFFERENCES AND SIMILARITIES

A series of tables is presented to show the items which were considered important by only one group, by two groups, or by all three groups. Separate tables are used for educational, occupational, and social problems. Figures represent the cumulative ratings for the

year; in table 1, for example, safety, or some matter pertaining to safety, was checked by sophomore pupils a total of 2,547 times (in six checkings) as an "extremely important" or "very important" home room guidance need.

Problems listed by pupils and teachers

Educational guidance.--Table 1 shows the items synthesized from problems listed by pupils and teachers in the field of educational guidance.

Table 1.--FREQUENCY WITH WHICH EDUCATIONAL PROBLEMS WERE LISTED BY PUPILS AND TEACHERS

Item	Sophomore		Junior		Senior	
	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher
Average number	415	16	385	12	385	10
Safety	2547	60	1750	72	212	71
Current events	721	30	829	11	770	
Grades			616			9
Progress in school work	1231					
Scholarships			832		119	
Information about graduation					223	
Political situation			243			
Political problems					117	
Assemblies			149			
Pupil respect for senate rules	168					
Discussing movies	119					
An appreciation of our civic responsibilities		84				
Striving to develop personality of pupils		252				
Book reviews			113	10		

Table 1.--FREQUENCY WITH WHICH EDUCATIONAL PROBLEMS WERE LISTED BY PUPILS AND TEACHERS--Continued

Item	Sophomore		Junior		Senior	
	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher
Average number	415	16	385	12	385	10
Good citizen-ship			148			
Library attitude and usage				59		
Creating spirit of cooperation in pupils				38		
Planned program for senate period					95	
Current topics of interest					123	
Discussing school problems					373	
Radio					83	
Speech			195			

Sophomore pupils were concerned with progress in school work, pupil respect for senate rules, and movies, and sophomore teachers listed an appreciation of civic responsibilities and the development of pupil personality. Safety was included by pupils and teachers in all three groups. Current events were likewise listed by pupils and teachers, although senior teachers omitted

them. Junior pupils and senior teachers listed grades as important. Scholarships were stressed by junior and senior pupils, and senior pupils asked in addition for information about graduation. Junior pupils were interested in the political situation, and senior pupils checked political problems as important. Junior pupils were the only group to check assemblies and speech. Junior pupils and teachers expressed interest in book reviews, and junior pupils also were concerned with good citizenship. Junior teachers were interested in library attitude and usage and in creating a spirit of cooperation in pupils. Planned programs for senate period, radio, current topics of interest, and discussion of school problems were checked by senior pupils.

Occupational guidance.--Table 2 indicates the items synthesized from problems which were listed by pupils and teachers in the field of occupational guidance.

Table 2.--FREQUENCY WITH WHICH OCCUPATIONAL PROBLEMS WERE LISTED BY PUPILS AND TEACHERS

Item	Sophomore		Junior		Senior	
	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher
Average number	415	16	385	12	385	10
Part-time job	956				758	
How to apply for a position				20	254	
Jobs			1160			
Guidance			148			
Finding jobs for graduates						32
Fields of opportunity after graduating					1153	
Skilled vocations					130	

Sophomore pupils and senior pupils were the only groups to show an interest in part-time jobs. Sophomore teachers expressed no concern about occupational problems. Junior teachers and senior pupils considered that it would be advisable to include information regarding the technique of applying for a position. Junior pupils were the only group to inquire about jobs and guidance, and senior teachers were interested in finding jobs for graduates. Senior pupils were concerned with fields of opportunity after graduation and skilled vocations.

Social guidance.--Table 3 lists the items which were synthesized from problems checked by pupils and teachers in the field of social guidance.

Table 3.--FREQUENCY WITH WHICH SOCIAL PROBLEMS WERE LISTED BY PUPILS AND TEACHERS

Item	Sophomore		Junior		Senior	
	Pupil	Teacher	Pupil	Teacher	Pupil	Teacher
Average number	415	16	385	12	385	10
Etiquette--manners	1588	82	1596	115	1242	128
Clubs and organizations	959	22	267		780	
Discussing personal problems					253	
Sports					236	
Hobbies	230			30		
School traditions				186		
Coming events	429					
Personal problems	348					
Social problems	286					
Fostering a wholesome school spirit		15				

42

Sophomore pupils were more vitally concerned with the social problems than were the other groups. All groups checked etiquette and manners. All pupils were concerned with clubs and organizations, this item being checked also by sophomore teachers. Senior pupils were the only group to check personal problems and sports. An interest was expressed in hobbies by sophomore pupils and junior teachers. Sophomore pupils were the only group to check coming events, personal problems, and social problems. Sophomore teachers expressed the desire to foster a wholesome school spirit. Junior teachers rated school traditions as important.

Problems listed by pupils,
teachers, and parents

Educational guidance.--Table 4 lists the items synthesized from educational guidance problems in which pupils, teachers, and parents expressed mutual concern. These items, therefore, differ from the items contained in table 1, which represent problems stressed only by pupil and teacher groups.

Table 4.--FREQUENCY WITH WHICH EDUCATIONAL PROBLEMS WERE LISTED BY PUPILS, TEACHERS, AND PARENTS

Persons listing problems	Problems and frequency of mention					
	Average number	Colleges	Handbook	Electing subjects	How to study	Health educa-
Sophomore	:	:	:	:	:	:
Pupil	415	529	2697	2504	:	:
Teacher	16	55	107	153	:	39
Parent	77	:	:	:	:	6
Junior	:	:	:	:	:	:
Pupil	385	1002	3496	1520	302	372
Teacher	12	:	:	75	96	:
Parent	73	:	7	11	10	:
Senior	:	:	:	:	:	:
Pupil	385	1477	2704	2907	593	:
Teacher	10	51	92	117	:	:
Parent	78	19	:	:	:	:

Sophomore pupils and teachers, junior pupils, senior pupils and teachers, and senior parents were all interested in colleges. The handbook was listed by all groups, with the exception of the junior teachers, sophomore parents, and senior parents; junior parents were concerned with this item. Junior parents likewise were interested in the election of subjects, as were all the

pupil and teacher groups. Junior parents, pupils, and teachers, and senior pupils requested information on methods of study. Health education was stressed by sophomore parents, sophomore teachers, and junior pupils.

Occupational guidance.--Table 5 shows the items synthesized from occupational guidance problems which were of mutual concern to pupils, teachers, and parents. These items, therefore, differ from the items contained in table 2, which represent problems stressed by only the pupil and teacher groups.

Table 5.--FREQUENCY WITH WHICH OCCUPATIONAL PROBLEMS WERE LISTED BY PUPILS, TEACHERS, AND PARENTS

Persons listing problems	Problems and frequency of mention			
	Average number	Vocational guidance	Training necessary for various professions and trades	Information on trades and professions
Sophomore				
Pupil	415	2014		
Teacher	16			
Parent	77	11	4	6
Junior				
Pupil	385	2511		
Teacher	12	97		
Parent	73	55		35
Senior				
Pupil	385	130	629	1414
Teacher	10	44		
Parent	78	57		44

All parents stressed vocational guidance, as did sophomore pupils, junior pupils and teachers, and senior pupils and teachers. Sophomore parents and senior pupils asked for information about training necessary for various professions and trades. Information on trades and professions was sought by senior pupils and parents of all groups.

Social guidance.--Junior pupils and senior parents were the only groups to stress school activities.

PROBLEMS BY YEAR AND BY FIELD

Each class has certain definite guidance problems peculiar to the group. There are other problems which hold the continued attention of the pupil as he progresses. Such problems are presented in the tables of this section.

Problems peculiar to each year

Sophomore educational problems.--Table 6 shows the items synthesized from educational problems listed by sophomore pupils and teachers.

Table 6.--EDUCATIONAL PROBLEMS LISTED BY SOPHOMORE PUPILS AND TEACHERS

Item	Per Cent	
	Pupil	Teacher
Progress in school work	70	
Pupil respect for senate rules	53	
Discuss movies	52	
An appreciation of our civic responsibilities		63
Striving to develop personality of pupils		79

Seventy per cent of the sophomore pupils were concerned with progress in school work, 53 per cent were interested in pupil respect for senate rules, and 52 per cent suggested that movies be discussed. The development of a consciousness of civic responsibilities was deemed important by 63 per cent of the sophomore teachers, and 79 per cent expressed a belief that development of pupil personality was important.

Sophomore occupational problems.--Fifty-two per cent of the sophomore pupils asked for vocational discussions. Part-time jobs were rated as very important by 67 per cent of the sophomore pupils.

Sophomore social problems.--Table 7 shows the items synthesized from social problems listed by sophomore pupils and teachers.

Table 7.--SOCIAL PROBLEMS LISTED BY SOPHOMORE PUPILS AND TEACHERS

Item	Per Cent	
	Pupil	Teacher
Coming events	43	
Personal problems	46	
Social problems	50	
Fostering a wholesome school spirit		42
School traditions	55	

Coming events were rated by 43 per cent of the sophomore pupils, personal problems by 46 per cent, social problems by 50 per cent, and school traditions by 55 per cent. Forty-two per cent of the sophomore teachers advocated the fostering of a wholesome school spirit.

Junior educational problems.--Table 8 shows the items synthesized from educational problems listed by junior pupils and teachers.

Table 8.--EDUCATIONAL PROBLEMS LISTED BY JUNIOR PUPILS AND TEACHERS

Item	Per Cent	
	Pupil	Teacher
Speech	58	
Political situation	63	
Assemblies	54	
Book reviews	45	30
Good citizenship	48	
Library attitude and usage		55
Creating spirit of cooperation in pupils		55

Fifty-eight per cent of the pupils felt that the study of speech was important. Sixty-three per cent were interested in the political situation. Fifty-four per cent listed assemblies. Forty-five per cent asked for book reviews. Forty-eight per cent stressed good citizenship. Fifty-five per cent of the teachers thought library attitude and usage important, and another 55 per cent stressed the creation of a spirit of cooperation in pupils.

Junior occupational problems.--Jobs were rated as important by 61 per cent of the junior pupils, and 46 per cent stressed guidance.

Junior social problems.--Stress was placed upon school activities by 43 per cent of the junior pupils.

Senior educational problems.--Table 9 shows the items synthesized from educational problems listed by senior pupils and teachers.

Table 9.--EDUCATIONAL PROBLEMS LISTED BY SENIOR PUPILS AND TEACHERS

Item	Per Cent	
	Pupil	Teacher
Information about graduation	78	
Political problems	42	
Planned program for senate period	36	
Current topics of interest	53	
Discussing school problems	61	
Radio		39

Information about graduation was deemed important by 78 per cent of the senior pupils. Political problems interested 42 per cent. Thirty-six per cent rated highly a planned program for senate period. Current topics of interest attracted 53 per cent. Sixty-one per cent wished to discuss school problems. Radio was considered worthwhile by 39 per cent of the senior teachers.

Senior occupational problems.--Table 10 shows the items synthesized from occupational problems listed by senior pupils and teachers.

Table 10.--OCCUPATIONAL PROBLEMS LISTED BY SENIOR PUPILS AND TEACHERS

Item	Per Cent	
	Pupil	Teacher
Fields of opportunity after graduating	59	
Skilled vocations	73	
Finding jobs for graduates		39
Training necessary for various professions and trades		73
Information on trades and professions	75	

Fifty-nine per cent of the senior pupils wanted information in regard to fields of opportunity after graduation, and 73 per cent asked for information about skilled vocations. Thirty-nine per cent of the senior teachers emphasized the need to find jobs for graduates, and stress upon the training necessary for various trades and professions was considered vital by 73 per cent of the senior teachers. Seventy-five per cent of the senior pupils asked for information on trades and professions.

Senior social problems.--Fifty-nine per cent of

the senior pupils asked to discuss personal problems. Sixty per cent were interested in sports.

Continuing problems

Continuing educational guidance problems.--Educational guidance problems common to two or more class groups are included in this discussion.

Health education was rated as important by 74 per cent of the sophomore pupils and 70 per cent of the junior pupils.

Table 11 deals with educational guidance problems of junior and senior groups.

Table 11.--EDUCATIONAL PROBLEMS LISTED BY JUNIOR AND SENIOR PUPILS AND TEACHERS

Item	Junior		Senior	
	P	T	P	T
Grades	74			50
How to study	58	56	60	
Scholarships	59		45	

Seventy-four per cent of the junior pupils and 50 per cent of the senior teachers rated grades as important. The formation of good study habits was considered essential by 58 per cent of the junior pupils, 56 per cent of the junior teachers, and 60 per cent of the senior

pupils. Scholarships ranked high with 59 per cent of the junior pupils and 45 per cent of the senior pupils.

Table 12 lists educational guidance problems common to all three class groups.

Table 12.--EDUCATIONAL PROBLEMS LISTED BY SOPHOMORE, JUNIOR, AND SENIOR PUPILS AND TEACHERS

Item	: Sophomore :		: Junior :		: Senior :	
	: P :	: T :	: P :	: T :	: P :	: T :
Colleges	: 60 :	: 46 :	: 69 :	:	: 66 :	: 69 :
Safety	: 68 :	: 64 :	: 66 :	: 59 :	: 61 :	: 80 :
Handbook	: 55 :	: 65 :	: 54 :	:	: 56 :	: 42 :
Electing subjects	: 70 :	: 55 :	: 67 :	: 58 :	: 70 :	: 75 :
Current events	: 40 :	: 42 :	: 50 :	: 45 :	: 49 :	:
	: :	: :	: :	:	: :	: :

Sixty per cent of the sophomore pupils, 46 per cent of the sophomore teachers, 69 per cent of the junior pupils, 66 per cent of the senior pupils, and 69 per cent of the senior teachers thought that a study of colleges ranked high. Safety was held to be vital by every group: 68 per cent of the sophomore pupils, 64 per cent of the sophomore teachers, 66 per cent of the junior pupils, 59 per cent of the junior teachers, 61 per cent of the senior pupils, and 80 per cent of the senior teachers. The handbook rated votes from 55 per cent of the sopho-

more pupils, 65 per cent of the sophomore teachers, 54 per cent of the junior pupils, 56 per cent of the senior pupils, and 42 per cent of the senior teachers. Election of subjects received a vote from each group: 70 per cent of the sophomore pupils, 55 per cent of the sophomore teachers, 67 per cent of the junior pupils, 58 per cent of the junior teachers, 70 per cent of the senior pupils, and 75 per cent of the senior teachers. Current events likewise ranked high, receiving a rating from 40 per cent of the sophomore pupils, 42 per cent of the sophomore teachers, 50 per cent of the junior pupils, 45 per cent of the junior teachers, and 49 per cent of the senior pupils.

Continuing occupational guidance problems.--

Occupational guidance problems common to two or more class groups are included in this part of the discussion.

Part-time jobs were rated as very important by 67 per cent of the sophomore pupils and by 64 per cent of the senior pupils. Thirty-five per cent of the junior pupils and 77 per cent of the senior pupils asked for guidance in methods which should be employed in applying for a position. Vocational guidance was felt to be vital by 52 per cent of the sophomore pupils, 77 per cent of the junior pupils, 61 per cent of the junior teachers, 60 per cent of the senior pupils, and 68 per cent of the senior teachers.

53

Continuing social guidance problems.--Social guidance problems common to two or more class groups are discussed here.

Hobbies interested 39 per cent of the sophomore pupils and 41 per cent of the junior teachers. Etiquette and manners were checked by nearly every group, including 57 per cent of the sophomore pupils, 61 per cent of the sophomore teachers, 61 per cent of the junior teachers, 62 per cent of the senior pupils, and 78 per cent of the senior teachers. Clubs and organizations rated with 38 per cent of the sophomore pupils, 39 per cent of the sophomore teachers, 34 per cent of the junior pupils, and 43 per cent of the senior pupils.

MAJOR FIELD OF PROBLEMS

Much greater stress has been placed upon problems in the field of educational guidance by those checking this material than upon problems in the fields of occupational guidance or social guidance. Table 13 gives the comparative ratings of these three fields.

Table 13.--COMPARATIVE RATINGS OF EDUCATIONAL,
OCCUPATIONAL, AND SOCIAL GUIDANCE

Field	Number of items	Per Cent
Educational	27	58.5
Occupational	9	19.5
Social	10	22.0

Educational guidance consisted of 27 items, or 58.5 per cent of the whole; occupational guidance rated third, with nine items, or 19.5 per cent of the whole; and social guidance placed second with ten items, or 22 per cent of the whole.

Remarks.--It has been apparent to the writer that the viewpoint of the parent is somewhat different from that of pupil and teacher. The parent is thinking definitely of the future needs of his child, especially along the lines of professional and occupational employment. The pupil and the teacher, living in the "school community", are more intimately concerned with the details of life within this set-up. The parent has the broad outlook; the pupil and the teacher coordinate the specific units in the "school community".

Those parents interviewed have expressed almost unanimously their appreciation of and confidence in the

efficient service which our modern high school renders to the pupils and to the community.

TIME ALLOTMENT IN DAYS

On the basis of time available in the local home room program for the presentation of educational, occupational, and social guidance problems, a definite time value has been placed upon each item listed by pupils, teachers, and parents that was given an importance rating which would entitle it to consideration by the group. The time allotment for these problems is given in the tables which follow. The importance rating, upon which the time allotment is based, was described earlier in the chapter.

This allotment of time is subject to the criticism that some topics receive insufficient attention. This is recognized as a limitation of the home room program in this particular situation. The further development of this program should attempt to meet this criticism.

Time allotment for sophomore guidance problems

Table 14 lists items in the sophomore guidance program, and the recommended time allotment for each item.

Table 14.--ITEMS IN SOPHOMORE PROGRAM AND TIME ALLOTTED TO EACH

Item	Importance rating			Time allotment in days
	Pupils	Teachers	Average	
Educational				
Current events	40.4	41.95	41	2
Safety	67.76	64.45	66	3
Information on colleges	59.9	46.1	53	2
Electing subjects	69.7	54.97	62	2
Handbook	54.65	64.79	59	2
Progress in school work	70.4		70	3
Pupils' respect for senate rules	52.55		53	2
Discussing movies	52.25		52	2
Health education		74.3	74	3
An appreciation of our civic responsibilities		63.15	63	3
Striving to develop personality of pupils		79.39	79	3
Total			672	27
Occupational				
Vocational discussions	51.7		52	2
Part-time job	67.46		67	3
Total			119	5

Table 14.--ITEMS IN SOPHOMORE PROGRAM AND TIME ALLOTTED TO EACH--Continued

Item	Importance rating			Time allotted in days
	Pupils	Teachers	Average	
Social	:	:	:	:
Clubs and organizations	38.1	39.27	39	2
Hobbies	39.1	:	39	2
Coming events	44.97	:	45	3
School traditions	54.55	:	55	3
Manners	57.5	61.05	59	3
Personal problems	46.05	:	46	3
Social problems	50.05	:	50	3
Fostering a wholesome school spirit	:	41.65	42	3
Total	:	:	375	22

Table 15 denotes the time allotted by sophomore pupils and teachers to problems in each guidance field.

Table 15.--TIME ALLOTMENT FOR GUIDANCE PROBLEMS AS LISTED
BY SOPHOMORE PUPILS AND TEACHERS

Item	Number of topics	Per cent of topics	Days
Educational	10	50	27
Occupational	2	10	5
Social	8	40	22
TOTAL	20	100%	54

In the time allotment for guidance problems as listed by sophomore pupils and teachers, the number of topics in the three fields of guidance was tabulated to find the importance rating of each classification and its time allotment in days. Educational guidance includes ten topics, to be treated in 27 home room periods; occupational guidance includes two topics, to be treated in five home room periods; and social guidance includes eight topics, to be treated in 22 home room periods. The total number of topics listed is 20; these are to be carried on for 54 days.

Time allotment for junior guidance problems

Table 16 lists items in the junior guidance program, and the recommended time allotment for each item.

Table 16.--ITEMS IN JUNIOR PROGRAM AND TIME ALLOTTED TO EACH

Item	Importance rating			Time allotment in days
	Pupils	Teachers	Average	
Educational				
Health	70.0		70	3
Speech	58.0		58	2
How to study	57.6	56.51	57	2
Scholarships	59.46		59	2
Grades	74.4		74	3
Assemblies	54.1		54	2
Book reviews	44.8	30.1	37	2
Political situation	63.1		63	2
Information on college entrance	69.36		69	3
Electing subjects	67.07	58.27	63	3
Safety	66.46	59.5	63	2
Handbook	53.67		54	2
Current events	50.26	44.85	53	2
Good citizenship	48.0		48	2
Library attitude and usage		54.95	55	2
Creating spirit of cooperation in pupils		54.9	55	2
Total			932	36

Table 16.--ITEMS IN JUNIOR PROGRAM AND TIME ALLOTTED TO EACH--Continued

Item	Importance rating			Time allotment in days
	Pupils	Teachers	Average	
Occupational				
How to apply for a job		35.4	35	1
Vocational guidance	76.9	60.89	69	3
Jobs	60.76		61	3
Guidance	46.06		46	2
Total			211	9
Teacher need for training in guidance		55.79	56	
Social				
Explain various club activities	33.6		34	2
Etiquette	61.21	61.08	61	3
School activities	43.5		43	2
Hobbies		40.82	41	2
Total			225	9

In the above table, it will be noted that an average of 63 per cent was recorded for three educational items. Of these three items, the election of subjects is given a time allotment of three days on the basis of the stress placed upon it by parents, and safety and political

situations are both given a time allotment of two days.

Table 17 denotes the time allotted by junior pupils and teachers to problems in each guidance field.

Table 17.--TIME ALLOTMENT FOR GUIDANCE PROBLEMS AS LISTED BY JUNIOR PUPILS AND TEACHERS

Item	Number of topics	Per cent of topics	Days
Educational	16	67	36
Occupational	4	16.5	9
Social	4	16.5	9
TOTAL	24	100%	54

To ascertain the time allotment for the guidance problems checked by junior pupils and teachers, the number of topics in the three fields of guidance was tabulated to find the importance rating of each classification and its time allotment in days. Educational guidance includes 16 topics, to be treated in 36 home room periods; occupational guidance includes four topics, to be treated in nine home room periods; and social guidance likewise includes four topics, to be treated in nine home room periods. The total number of topics listed is 24; these are to be carried on for 54 days.

Time allotment for senior guidance problems

Table 18 lists items in the senior guidance program, and the recommended time allotment for each item.

Table 18.--ITEMS IN SENIOR PROGRAM AND TIME ALLOTTED TO EACH

Item	Importance rating			Time allotment in days
	Pupils	Teachers	Average	
Educational	:	:	:	:
Choosing a college	65.9	68.9	67	2
Planned program for senate period	36.1	:	36	1
Discussing safety	61.02	79.82	70	3
Information about graduation	78.2	:	78	3
Handbook	55.9	41.59	47	2
Current events	48.98	:	49	2
How to study	59.56	:	60	2
Scholarships	45.3	:	45	2
Political problems	41.7	:	42	2
Subjects	70.29	75.47	73	3
Current topics of interest	52.7	:	53	2
Discussing school problems	60.8	:	61	2
Radio	39.2	:	39	1
Grades	:	49.9	50	2
Total	:	:	776	29

Table 18.--ITEMS IN SENIOR PROGRAM AND TIME ALLOTTED TO EACH--Continued

Item	Importance rating			Time allotment in days
	Pupils	Teachers	Average	
Occupational				
Finding jobs for graduates		38.53	39	1
Vocational guidance	59.86	67.8	64	2
Part-time job	64.44		64	2
Fields of opportunity after graduating	59.1		59	2
Skilled vocations	73.36		73	2
Training necessary for various professions and trades	73.2		73	2
Applying for a position	77.17		77	3
Information on trades and professions	74.56		75	3
Total			524	17
Social				
Etiquette	61.6	77.94	70	3
Discussing personal problems	59.3		59	2
Sports	60.4		60	2
Club activities	42.75		43	1
Total			232	8

Table 19 denotes the time allotted by senior pupils and teachers to problems in each guidance field.

Table 19.--TIME ALLOTMENT FOR GUIDANCE PROBLEMS AS LISTED BY SENIOR PUPILS AND TEACHERS

Item	Number of topics	Per cent of topics	Days
Educational	14	54.0	29
Occupational	8	30.6	17
Social	4	15.4	8
Total	26	100%	54

The number of topics listed by senior pupils and teachers in the three fields of guidance was tabulated to find the importance rating of each classification and its time allotment in days. Educational guidance includes 14 topics, to be treated in 29 home room periods; occupational guidance includes eight topics, to be included in 17 home room periods; and social guidance includes four topics, to be treated in eight home room periods. The total number of topics listed is 26; these are to be carried on for 54 days.

On the basis of data furnished by pupils, teachers, and parents, it has been possible to give each specific guidance problem a definite importance rating and time allotment.

These findings furnish the structure for the recommended program which is presented in the following chapter.

Chapter IV

RECOMMENDED PROGRAM

LOCAL SITUATION

Every high school has need of a guidance program to meet its particular problems and interests; it can best meet this need by an individual approach, utilizing its own resources in so far as possible. Much of the responsibility for this program rests with the home room teacher, who must have the means at his disposal to chart the pupil's course along lines of individual interests. Teachers having the responsibility of such home room guidance programs tend to fall into three groups: (a) the enthusiastic teacher who promotes a definite home room guidance program; (b) the teacher who lacks enthusiasm, but who attempts to carry on some type of program; (c) the teacher who requires a definite program set up for him to follow. The suggested program meets the need of each teacher.

Three 15-minute periods a week are available for the home room guidance program. The other two periods in each week are devoted to the presentation of school-wide programs, one being a broadcast of school

activities transmitted by the local radio station and re-broadcast to the students over the public address system, and the other being the regular weekly assembly program.

On the basis of time available in the local home room program for the presentation of educational, occupational, and social guidance problems, a definite time value has been placed upon each item listed by pupils, teachers, and parents that was given an importance rating which would entitle it to consideration by the group. The time allotment for these problems is given in the tables which follow.

Time allotment in days

Time allotment for educational problems.--In table 20, problems listed by sophomore pupils and teachers, junior pupils and teachers, and senior pupils and teachers are given a definite time allotment in days, based upon the importance rating each attained in the synthesized items.

Table 20.--TIME ALLOTMENT IN DAYS--EDUCATIONAL PROBLEMS

Item	Sophomore	Junior	Senior
Pupil respect for senate rules	2		
Discussing movies	2		
Progress in school work	3		
An appreciation of our civic responsibilities	3		
Striving to develop personality	3		
Health education	3	3	
Speech		2	
Assemblies		2	
Book reviews		2	
Good citizenship		2	
Library attitude and usage		2	
Creating spirit of cooperation in pupils		2	
Political situation		2	
Colleges	2	3	2
Safety	3	2	3
Handbook	2	2	2
Electing subjects	2	3	3
Current events	2	2	2
Grades		3	2
How to study		2	
Scholarships		2	

Table 20.--TIME ALLOTMENT IN DAYS--EDUCATIONAL PROBLEMS
Continued

Item	:Sophomore:	:Junior:	:Senior:
Information about graduation	:	:	: 3
Political problems	:	:	: 2
Planned program for senate period:	:	:	: 1
Current topics of interest	:	:	: 2
Discussing school problems	:	:	: 2
Radio	:	:	: 1
	:	:	:
	:	:	:

Time allotment for occupational problems.--

In table 21, problems listed by sophomore pupils and teachers, junior pupils and teachers, and senior pupils and teachers are given a definite time allotment in days, based upon the importance rating each attained in the synthesized items.

Table 21.--TIME ALLOTMENT IN DAYS--OCCUPATIONAL PROBLEMS

Item	:Sophomore:	:Junior:	:Senior:
Jobs	:	3	:
Guidance	:	2	:
Vocational guidance	2	3	2
How to apply for a position	:	1	3
Finding jobs for graduates	:	:	1
Fields of opportunity after graduating	:	:	2
Skilled vocations	:	:	2
Training necessary for various professions and trades	:	:	2
Information on trades and professions	:	:	3
Part-time job	3	:	2
	:	:	:
	:	:	:

Time allotment for social problems.--In table 22, problems listed by sophomore pupils and teachers, junior pupils and teachers, and senior pupils and teachers are given a definite time allotment in days, based upon the importance rating each attained in the synthesized items.

Table 22.--TIME ALLOTMENT IN DAYS--SOCIAL PROBLEMS

Item	Sophomore	Junior	Senior
Fostering a wholesome school spirit	3		
Social problems	3		
Personal problems	3		
Coming events	3		
School traditions	3	2	
Hobbies	2	2	
School activities		2	
Etiquette--manners	3	3	3
Clubs and organizations	2	2	1
Discussing personal problems			2
Sports			2

CONTENT BY SEMESTER

In the home room guidance program and procedure presented herewith, all material has been obtained from items listed by pupils, teachers, and parents, these items having been synthesized into major problems for presentation to class groups. Each phase of guidance has been placed in the recommended program on the basis of its importance rating in the synthesized lists.

233

The recommended program provides agenda for a semester, and is presented for sophomore, junior, and senior pupils under headings of educational, occupational, and social guidance.

Sophomore home room guidance program content

HOME ROOM GUIDANCE PROGRAM

SOPHOMORE

FIRST TERM

Time placement:	Item	Guidance classification
First week	Handbook Handbook Clubs and organizations	Educational Educational Social
Second week	Clubs and organizations School traditions School traditions	Social Social Social
Third week	School traditions Coming events An appreciation of our civic responsibilities	Social Social Educational
Fourth week	Health education Discussing movies Progress in school work	Educational Educational Educational
Fifth week	Fostering a wholesome school spirit Social problems Part-time job	Social Social Social Occupational
Sixth week	Safety Personal problems Hobbies	Educational Social Social

HOME ROOM GUIDANCE PROGRAM

SOPHOMORE

SECOND TERM

Time placement:	Item	Guidance classification
First week	Striving to develop personality: of pupils Health education Manners	Educational Educational Social
Second week	Progress in school work Information on colleges Information on colleges	Educational Educational Educational
Third week	Electing subjects Electing subjects Current events	Educational Educational Educational
Fourth week	Vocational discussions Fostering a wholesome school spirit Coming events	Occupational Social Social
Fifth week	Safety Part-time job Pupil respect for senate rules	Educational Occupational Educational
Sixth week	Social problems Manners An appreciation of our civic responsibilities	Social Social Educational

HOME ROOM GUIDANCE PROGRAM

SOPHOMORE

THIRD TERM

Time placement:	Item	Guidance classification
First week	Progress in school work Manners Striving to develop personality of pupil	Educational Social Educational
Second week	An appreciation of our civic responsibilities Safety Social problems	Educational Educational Social
Third week	Health education Personal problems Fostering a wholesome school spirit	Educational Social Social
Fourth week	Coming events Pupil respect for senate rules Discussing movies	Social Educational Educational
Fifth week	An appreciation of our civic responsibilities Personal problems Current events	Educational Social Educational
Sixth week	Part-time job Vocational discussions Hobbies	Occupational Occupational Social

Junior home room guidance program content

HOME ROOM GUIDANCE PROGRAM

JUNIOR

FIRST TERM

Time placement:	Item	Guidance classification
First week	Explaining club activities Explaining club activities Handbook	Social Social Educational
Second week	Handbook How to study How to study	Educational Educational Educational
Third week	Guidance Speech Library attitude and usage	Occupational Educational Educational
Fourth week	Good citizenship Etiquette Grades	Educational Social Educational
Fifth week	Vocational guidance School activities Hobbies	Occupational Social Social
Sixth week	Political situation Safety Health	Educational Educational Educational

HOME ROOM GUIDANCE PROGRAM

JUNIOR

SECOND TERM

Time placement:	Item	Guidance classification
First week	Grades Good citizenship Jobs	Educational Educational Occupational
Second week	Guidance Information on college entrance Information on college entrance	Occupational Educational Educational
Third week	Information on college entrance Electing subjects Electing subjects	Educational Educational Educational
Fourth week	Electing subjects Political situation Speech	Educational Educational Educational
Fifth week	Vocational guidance Library attitude and usage Etiquette	Occupational Educational Social
Sixth week	School activities Book reviews Health	Social Educational Educational

HOME ROOM GUIDANCE PROGRAM

JUNIOR

THIRD TERM

Time placement:	Item	Guidance classification
First week	Grades Hobbies Scholarships	Educational Social Educational
Second week	Scholarships Assemblies Current events	Educational Educational Educational
Third week	Creating spirit of cooperation: in pupils Creating spirit of cooperation: in pupils Book reviews	Educational Educational Educational
Fourth week	Safety Jobs Jobs	Educational Occupational Occupational
Fifth week	How to apply for a job Health Vocational guidance	Occupational Educational Occupational
Sixth week	Etiquette Assemblies Current events	Social Educational Educational

Senior home room guidance program content

HOME ROOM GUIDANCE PROGRAM

SENIOR

FIRST TERM

Time placement:	Item	Guidance classification
First week	Handbook Handbook Club activities	Educational Educational Social
Second week	How to study How to study Planned program for senate period	Educational Educational Educational
Third week	Safety Etiquette Discussing personal problems	Educational Social Social
Fourth week	Sports Current topics of interest Vocational guidance	Social Educational Occupational
Fifth week	Part-time job Scholarships Scholarships	Occupational Educational Educational
Sixth week	Current events Political problems Discussing school problems	Educational Educational Educational

HOME ROOM GUIDANCE PROGRAM

SENIOR

SECOND TERM

Time placement :	Item :	Guidance classification :
First week :	Discussing school problems Vocational guidance Grades	Educational Occupational Educational
Second week :	Safety Choosing a college Choosing a college	Educational Educational Educational
Third week :	Electing subjects Electing subjects Electing subjects	Educational Educational Educational
Fourth week :	Safety Etiquette Training necessary for various trades and professions	Educational Social Occupational
Fifth week :	Training necessary for various trades and professions Sports Skilled vocations	Occupational Social Occupational
Sixth week :	Skilled vocations Current topics of interest Current events	Occupational Educational Educational

HOME ROOM GUIDANCE PROGRAM

SENIOR

THIRD TERM

Time placement:	Item	Guidance classification
First week	Part-time job Applying for a position Grades	Occupational Occupational Educational
Second week	Etiquette Radio Finding jobs for graduates	Social Educational Occupational
Third week	Information on trades and professions Information on trades and professions Information on trades and professions	Occupational Occupational Occupational
Fourth week	Discussing personal problems Fields of opportunity after graduating Fields of opportunity after graduating	Social Occupational Occupational
Fifth week	Political problems Applying for a position Applying for a position	Educational Occupational Occupational
Sixth week	Information about graduation Information about graduation Information about graduation	Educational Educational Educational

Chapter V

SUMMARY

The present study was made to determine the content and procedure of a home room guidance program for the senior high school of Rock Island, Illinois. This study has been confined to the educational, occupational, and social guidance problems of the tenth, eleventh, and twelfth grade pupils.

Data supplied by pupils, teachers, and parents have furnished the foundation for the proposed home room guidance program.

Three 15-minute periods a week are available for the home room guidance program, making a total of 54 meetings per semester. The number of days per semester available to each guidance classification was established by prorating time proportional to the sum of the importance ratings in each classification; by like methods, each item under the three classifications was given a definite time value. Based on these values, a definite home room guidance program was devised.

PUPIL-TEACHER-PARENT DIFFERENCES AND SIMILARITIES

Problems listed by pupils and teachers

The itemized lists of educational, occupational,

and social guidance problems as presented by pupils and teachers are given herewith.

Educational guidance problems

Safety
Current events
Grades
Progress in school work
Scholarships
Information about graduation
Political situation
Political problems
Assemblies
Pupil respect for senate rules
Discussing movies
An appreciation of our civic responsibilities
Striving to develop personality of pupils
Book reviews
Good citizenship
Library attitude and usage
Creating spirit of cooperation in pupils
Planned program for senate period
Current topics of interest
Discussing school problems
Radio
Speech

Occupational guidance problems

Part-time job
How to apply for a position
Jobs
Guidance
Finding jobs for graduates
Fields of opportunity after graduating
Skilled vocations

Social guidance problems

- Etiquette--manners
- Clubs and organizations
- Discussing personal problems
- Sports
- Hobbies
- School traditions
- Coming events
- Personal problems
- Social problems
- Fostering a wholesome school spirit

Problems listed by pupils,
teachers, and parents

Those items in which parents, as well as pupils and teachers, were interested are listed here.

Educational guidance problems

- Colleges
- Handbook
- Electing subjects
- How to study
- Health education

Occupational guidance problems

- Vocational guidance
- Training necessary for various trades and professions
- Information on trades and professions

Social guidance problems

- School activities

PROBLEMS BY YEAR AND BY FIELD

Each class has certain definite guidance problems peculiar to the group. There are other problems which hold the continued attention of the pupil as he progresses.

MAJOR FIELD OF PROBLEMS

Much greater stress was placed upon problems in the field of educational guidance by those checking this material than upon problems in the fields of occupational guidance or social guidance. Educational guidance rated 27 items, or 58.5 per cent of the whole, occupational guidance rated third, with nine items, or 19.5 per cent of the whole, and social guidance placed second with ten items, or 22 per cent of the whole.

TIME ALLOTMENT IN DAYS

Sophomore guidance program.--On the basis of importance ratings given to sophomore guidance problems, the following time allotment was made: educational guidance, including ten topics, was allotted 27 home room periods; occupational guidance, including two topics, was allotted five home room periods; and social guidance, covering eight topics, was allotted 22 home room periods. The total number of topics listed was 20.

Junior guidance program.--On the basis of importance ratings given to junior guidance problems, the time allotment was made as follows: for educational guidance, including 16 topics, 36 home room periods; for occupational guidance, including four topics, nine home room periods; for social guidance, including four topics, nine home room periods. The total number of topics listed was 24.

Senior guidance program.--Time allotment, on the basis of importance ratings, was made as follows for senior guidance problems: educational guidance, including 14 topics, was allotted 29 home room periods; occupational guidance, including eight topics, was allotted 17 home room periods; and social guidance, including four topics, was allotted eight home room periods. The total number of topics listed was 26.

CONTENT BY SEMESTER

On the basis of the importance ratings given each topic under educational, occupational, and social guidance, and the time allotment of each based upon its importance rating, a program of home room guidance has been outlined for sophomore, junior, and senior pupils, presenting agenda for a semester.

LIMITATIONS

The present study is limited to educational, occupational, and social guidance problems of pupils in the Rock Island (Illinois) Senior High School. The home room period provides the only time available for presentation of the recommended program. The school system does not include in its personnel a person whose specific responsibility is counselling.

SUGGESTIONS FOR FURTHER STUDY

It is suggested that the content herein developed be studied as the program becomes more comprehensive to meet aroused pupil interests. Many of the problems which are disclosed by pupils in home room meetings and conferences may require more time for study. A plan might be evolved whereby such a need could be met through integration of these problems into the regular class work of the pupils.

A P P E N D I X

80

APPENDIX

		Page
Tables 1-54	Pupil Final Analysis Charts, Educational, Occupational, and Social	92
Tables 55-99	Teacher Final Analysis Charts, Educational, Occupational, and Social	153
Table 100	Questionnaire Validating Editorial Judgment, Sophomore Pupils	200
Table 101	Questionnaire Validating Editorial Judgment, Junior Pupils	201
Table 102	Questionnaire Validating Editorial Judgment, Senior Pupils	202
Table 103	Questionnaire Validating Editorial Judgment, Sophomore Teachers	204
Table 104	Questionnaire Validating Editorial Judgment, Junior Teachers	205
Table 105	Questionnaire Validating Editorial Judgment, Senior Teachers	206
Table 106	Educational, Occupational, and Social Needs of Pupils in the Rock Island Senior High School as Listed by Sophomore Parents	207
Table 107	Educational, Occupational, and Social Needs of Pupils in the Rock Island Senior High School as Listed by Junior Parents	209
Table 108	Educational, Occupational, and Social Needs of Pupils in the Rock Island Senior High School as Listed by Senior Parents	212

	Page
Table 109	Questionnaire Validating Editorial Judgment, Sophomore Parents 215
Table 110	Questionnaire Validating Editorial Judgment, Junior Parents 216
Table 111	Questionnaire Validating Editorial Judgment, Senior Parents 217
Table 112	Occupational Distribution in 1939 of the Class of 1938 218
	Sophomore, Junior, and Senior Guidance Problem Check Sheet 223
	Sophomore, Junior, and Senior Teacher Guidance Problem Check Sheet 224
	Second Term Sophomore, Junior and Senior Guidance Content Index 225
	Second Term Teacher Guidance Content Index 228
	Letter to Parents 229
	Check List for Senior High School Pupils' Parents 230
	Final Analysis Chart 231
	Sophomore, Junior, and Senior Parents' Statements Validating Editorial Judgment 232
	Sophomore, Junior, and Senior Teachers' Statements Validating Editorial Judgment 235
	Sophomore, Junior, and Senior Pupils' Statements Validating Editorial Judgment 236
	Bibliography 237

Table 1.

1st Semester		1st Term		Final Analysis Chart						Sophomore--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Satisfactory school progress		119	49.0	77	31.6	32	13.3	9	3.7	6	2.5		
Talk over world events		33	13.2	53	21.3	98	39.4	48	19.3	17	6.8		
Explain school		56	22.6	82	33.1	57	23.0	41	16.5	12	4.8		
Sight saving room		110	44.0	73	29.2	40	16.0	15	6.0	12	4.8		
Electing subjects		100	40.7	92	37.5	39	15.8	10	4.1	7	2.8		
Arranging studies		77	31.1	110	44.4	44	17.7	13	5.2	4	1.6		
Automobile driving course		88	26.5	74	29.9	64	25.8	19	7.7	3	1.2		
Explain school rules		64	25.5	106	42.8	56	22.6	20	8.1	2	0.8		
Safety		139	55.8	71	28.5	28	11.3	9	3.6	2	0.8		
Teachers explain subjects		85	34.2	77	31.1	67	27.0	17	6.9	2	0.8		

Table 2.

1st Semester		1st Term		Final Analysis Chart				Sophomore--Occupational			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Part time job		33	13.2	68	27.3	83	53.4	51	20.5	14	5.6
Guidance in occupations		102	40.2	88	34.7	48	18.9	11	4.3	5	2.0

Table 3.

1st Semester 1st Term		Final Analysis Chart										Sophomore--Social	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Airplane Club		26	10.4	16	6.3	56	21.9	87	34.1	70	37.4		
Minor sports letters		47	18.6	39	15.4	105	41.5	45	17.8	17	6.7		
Clubs open to sophomores		61	23.7	100	38.7	66	25.6	17	6.6	14	5.4		
Sophomore weekly get-together		33	13.5	55	22.6	74	30.3	46	18.9	36	14.7		
Discuss sports		22	8.7	57	22.6	106	42.1	55	21.8	12	4.8		
Discuss personal problems		33	13.2	76	29.4	78	24.2	46	18.4	17	6.8		

Table 4.

1st Semester		1st Term		Final Analysis Chart						Junior--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Satisfactory progress in school		136	63.8	54	25.4	15	7.1	3	1.4	5	2.3
Electing subjects		95	42.6	85	38.1	29	13.0	11	4.9	3	1.3
Education after high school		60	26.0	85	36.8	55	23.8	24	10.4	7	3.0
Explanation of school rules		56	26.2	90	42.1	50	23.4	12	5.6	6	2.8
Guidance in education after high school		49	22.8	90	41.8	55	25.6	16	7.5	5	2.3
Guidance about scholarships		41	19.2	78	36.5	63	29.4	25	11.7	7	3.3
Knowledge of high school		67	31.0	90	41.6	38	17.6	13	6.0	8	3.7

Table 5.

<u>1st</u> Semester <u>1st</u> Term		Final Analysis Chart				Junior--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part time job		30	13.4	74	33.0	70	31.3	38	16.9	10	4.5
Applying for job		71	31.5	84	37.3	47	20.9	20	8.9	3	1.3
Choosing vocation		146	63.5	56	24.3	23	10.0	2	0.9	3	1.3
Guidance in choosing vocation		102	46.6	78	35.6	29	13.2	8	3.6	2	0.9

Table 6.

1st Semester		1st Term		Final Analysis Chart						Junior--Social	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Clubs		23	10.1	55	24.2	96	42.3	38	16.7	15	6.6
Personal problems		53	24.5	82	37.9	54	25.0	17	7.9	10	4.6
Etiquette		65	29.8	84	38.5	59	27.1	8	3.7	2	0.9
Self control in study halls		27	12.4	91	41.2	72	32.6	22	9.9	9	4.0

Table 7.

1st Semester		1st Term		Final Analysis Chart				Senior--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Electing subjects		130	52.3	70	28.1	29	11.6	10	4.0	10	4.0
Satisfactory progress in school		89	35.2	105	41.5	41	16.2	8	3.2	10	3.9
Public speaking		53	22.3	68	28.8	60	25.3	33	13.8	23	9.7
Better explanation of subjects by teacher		79	32.0	82	33.2	52	21.0	16	6.5	18	7.3
Extra study halls		53	21.8	55	22.7	56	23.1	29	11.9	50	20.6
Check programs carefully		70	28.6	70	28.6	60	24.4	20	8.1	26	10.7
Better assemblies		80	32.9	76	31.2	50	20.6	18	7.4	19	7.8
Explanation of subjects before enter- ing high school		116	46.1	68	27.0	35	13.8	16	6.3	17	6.7
Explain more about school to sophomores		95	38.3	65	26.2	46	18.5	20	8.1	22	8.9
Longer gym periods		71	28.3	54	21.5	45	17.9	29	11.5	52	20.7
Excuse last period study halls		80	32.9	59	24.3	47	19.3	16	8.6	41	16.9
Teachers introduce themselves to pupils		76	31.1	61	25.0	49	20.1	28	11.5	30	12.3

Table 7--cont'd.

1st Semester		1st Term		Final Analysis Chart						Senior--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent		
Arrange subjects for college credit		83	34.2	71	29.2	48	19.8	16	6.6	25	12.3		
More athletics for girls		50	20.7	56	23.2	50	20.7	30	12.5	55	22.8		
Explanation of majors and minors		81	32.8	78	31.6	48	19.4	20	8.1	20	8.1		
Teachers give full time to classes		68	27.5	62	25.1	50	20.3	33	13.3	34	13.8		
Change subject after first week of school		73	29.9	75	30.7	50	20.5	17	7.0	29	11.9		
Meaning of bells		65	26.2	75	30.2	55	22.2	28	11.3	25	10.1		
Knowledge of building		73	30.1	71	29.2	50	20.6	24	9.9	25	10.3		
Individual teacher help		72	30.9	70	30.1	54	23.3	20	8.5	17	7.2		
Explain detention system		78	31.7	70	28.5	43	17.5	24	9.8	31	12.6		
Abolish senate period		65	26.6	50	20.5	39	16.0	17	7.0	73	29.9		
No senate period, or else a planned program for it		69	27.6	58	23.2	45	18.0	20	8.0	58	23.2		
Students have choice of teachers		85	36.0	52	22.1	35	14.8	15	6.3	49	20.8		

Table 7--cont'd.

1st Semester		1st Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Faculty help in selecting subjects		77	31.8	73	29.9	49	20.1	20	8.2	25	10.2		
Help in choosing a college		67	27.5	72	29.5	55	22.5	22	9.0	28	11.5		
Longer lunch periods		75	31.0	60	24.8	45	18.6	25	10.3	37	15.3		
Longer period between classes		55	23.1	53	22.3	45	18.6	20	8.4	65	27.3		
Subjects to be taken by post graduates		75	30.5	70	28.5	50	20.2	23	9.4	28	11.4		
Subjects best taken in business college		78	31.6	80	32.4	49	19.8	16	6.5	24	9.7		

Table 8.

1st Semester 1st Term		Final Analysis Chart				Senior--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Help to find part time job		44	18.2	65	26.9	88	36.6	22	9.1	22	9.1
Part time job		50	21.1	56	23.7	73	30.7	33	13.8	25	10.5
Vocational guidance in senate		53	21.8	63	25.9	55	22.7	28	11.5	44	18.1
Guidance in choosing a career		95	38.6	70	28.5	40	16.3	16	6.5	25	10.1
Course in automobile operation		115	46.2	54	21.7	46	18.5	15	6.0	19	7.6

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Table 9.

1st Semester 1st Term		Final Analysis Chart				Senior--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Clubs for people who work		37	16.6	48	21.6	67	29.9	35	15.8	36	16.1
Opportunity to discuss personal problems		55	22.4	73	29.7	67	27.3	26	10.6	25	10.1
More school parties		49	20.5	52	21.8	67	28.1	31	12.9	40	16.7
Dances open to outsiders		60	24.6	52	21.3	50	20.5	27	11.0	55	22.5
Etiquette		75	30.4	76	30.5	53	21.6	18	7.3	25	10.1
Clubs		55	22.7	78	32.1	66	27.2	23	9.5	21	8.6
Self control in study halls		87	25.4	78	31.7	45	18.3	15	6.1	21	8.5
Airplane club		60	24.3	59	23.9	50	20.2	24	9.7	52	21.9

Table 10.

1st Semester		2nd Term		Final Analysis Chart						Sophomore--Educational	
PROBLEM	Tabulated as	Checked by	Students	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or No Importance			
				Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Explain school rules	58	26.0	77	34.5	64	28.7	19	8.5	5	2.3	
How to study	34	15.2	64	28.5	75	33.3	40	17.5	12	5.3	
Discuss current problems	21	9.5	66	29.9	82	37.1	41	18.5	11	5.0	
Help in selecting program	58	26.1	74	33.3	61	27.5	25	11.3	4	1.8	
Instruction in automobile operation	89	39.9	54	24.2	43	19.3	23	10.3	14	6.3	
Safety	123	55.2	55	24.7	29	13.0	12	5.4	4	1.8	

Table 11.

1st Semester		2nd Term		Final Analysis Chart						Sophomore--Occupational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Vocational discussions		68	31.1	75	34.2	50	22.8	22	10.1	4	1.8		

Table 12.

<u>1st</u> Semester <u>2nd</u> Term		Final Analysis Chart				Sophomore--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Dancing instruction		40	18.1	35	15.8	70	31.7	47	21.2	29	13.1
More school parties		46	20.6	56	25.0	65	29.0	37	16.5	20	8.9
Discuss sportsmanship.		50	22.6	78	35.3	66	29.9	22	9.9	5	2.3
Discussion of school activities		29	13.1	69	31.2	91	41.2	27	12.2	5	2.3

Table 13.

1st Semester		2nd Term		Final Analysis Chart						Junior--Educational			
PROBLEM	Tabulated as	Checked by	Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Information on college entrance	130	42.8	92	30.2	58	19.1	10	3.3	14	4.6			
Satisfactory progress in school	153	47.9	112	35.2	34	11.7	12	3.8	8	2.5			
Explain school rules	65	21.2	122	39.7	74	24.1	28	9.1	18	5.9			
Explain method of giving detentions	49	16.1	79	26.0	87	28.6	51	16.8	38	12.5			
Electing subjects	140	45.7	99	32.3	36	11.8	22	7.2	9	2.9			
Instruction in automobile operation	123	39.5	72	23.1	57	18.3	30	9.7	29	9.3			

Table 14.

1st Semester		2nd Term		Final Analysis Chart				Junior--Occupational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part time job		55	17.6	116	37.0	87	27.8	39	12.5	16	5.1
Guidance in choosing a vocation		183	59.0	83	26.8	31	10.0	7	2.3	6	1.9

Table 15.

1st Semester		2nd Term		Final Analysis Chart						Junior--Social	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Explain various club activities		7	2.3	50	16.3	151	49.3	70	22.9	28	9.2
Explain athletic requirements		17	5.5	92	29.6	121	39.0	50	16.2	30	9.7
Discuss personal problems		45	14.4	90	30.7	87	27.9	35	11.2	49	15.7
Matinee dances		32	10.6	37	12.3	90	29.9	67	22.3	75	24.9

Table 16.

1st Semester		2nd Term		Final Analysis Chart							
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Survey of school accidents		99	35.8	90	32.5	61	22.1	20	7.2	7	2.5
Electing subjects		154	55.8	78	28.3	28	10.1	5	1.8	11	4.0
Pupil conferences with deans		44	16.1	84	30.7	89	32.5	40	14.6	17	6.2
Better home room program		54	19.9	42	15.5	80	29.5	47	17.3	48	17.8
Closer teacher-pupil relationship		62	22.8	95	34.9	69	25.4	26	9.6	20	7.4
Explain school activities		53	19.4	98	36.3	78	28.6	31	11.3	12	4.4
Explanation of credits, majors and minors		114	41.2	88	31.8	48	17.3	23	8.3	4	1.4
Guidance in choosing a college		76	27.7	107	38.9	52	18.9	27	9.8	13	4.7
Explanation of school rules		89	33.6	105	39.7	56	21.1	17	6.4	8	3.2

Table 17.

<u>1st</u> Semester <u>2nd</u> Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocational guidance		79	28.7	97	35.3	63	23.0	28	10.4	7	2.6

Table 18.

		Final Analysis Chart									
1st Semester 2nd Term		Senior--Social									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discuss personal problems		46	16.8	79	28.9	81	29.7	39	14.3	28	10.3
Pupil honor in locker rooms		102	37.1	79	28.7	56	20.4	21	7.6	17	6.2
Explain various club activities		38	13.8	65	23.7	106	38.6	45	16.3	21	7.6

Table 19.

1st Semester		3rd Term		Final Analysis Chart				Sophomore--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Electing subjects		162	54.6	94	31.7	29	9.8	4	1.4	8	2.7
How to study		60	17.7	137	40.4	105	31.0	24	7.1	13	3.8
Opportunity to hear "Know Your School" broadcasts		61	18.4	87	26.3	118	35.6	40	12.1	25	7.6
Better explanation of subjects		119	38.2	117	37.5	54	17.4	13	4.2	8	2.9
Clear explanation of school rules		87	26.2	146	43.6	67	20.1	19	5.7	15	4.5
Satisfactory progress in school		108	31.6	128	37.5	70	23.0	24	7.1	10	2.9

Table 20.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart									
PROBLEM · Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part time job		58	17.6	84	25.4	99	30.0	63	19.2	26	7.9
Vocational guidance		91	27.7	126	38.3	70	21.3	24	7.3	18	5.5

Table 21.

1st Semester 3rd Term		Final Analysis Chart				Sophomore--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discuss sportsmanship		62	18.8	100	30.3	120	36.3	38	11.5	10	3.0
Discuss school activities		42	12.5	107	31.9	129	38.4	51	15.2	7	2.1
Etiquette		75	28.0	126	47.0	19	7.1	35	13.1	13	4.8
Better assembly conduct (in certain sections)		97	29.4	107	32.5	77	23.3	36	10.9	13	3.9

Table 22.

1st Semester		3rd Term		Final Analysis Chart						Junior--Educational				
PROBLEM	Tabulated as	Checked by	Students	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or No Importance	Number	Per Cent	Number	Per Cent	Number	Per Cent
				Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number
Selecting subjects				175	70.0	57	22.5	13	5.2	4	1.5	2	0.8	
Abolishing studying in senate periods				20	7.6	42	16.3	61	22.8	31	11.2	102	42.1	
Closer pupil-teacher relationship				65	25.3	86	33.6	68	26.6	17	6.6	21	7.9	
Information on college scholarship				62	22.1	101	40.1	68	24.1	25	9.3	11	4.2	
Information on how to study				49	19.6	81	31.9	76	29.6	36	14.2	12	4.7	
Self control in study halls				60	23.6	92	36.0	60	23.6	29	11.5	13	5.3	
Help develop self confidence				105	47.0	86	30.2	43	14.5	17	5.6	7	2.7	
College entrance requirements				83	33.1	89	35.4	48	19.2	24	9.6	7	2.7	
Quiet senate periods during announcements				76	30.7	89	36.6	49	20.5	15	6.4	14	5.8	

Table 23.

1st Semester		3rd Term		Final Analysis Chart							
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Finding a job		146	57.0	61	23.6	28	10.5	17	6.6	6	2.3
Vocational guidance		95	37.6	97	38.4	41	16.2	18	7.3	1	0.4

Table 24.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Information on clubs		31	11.8	54	20.7	119	45.0	42	15.9	17	6.6
Etiquette		88	35.0	86	34.1	54	22.3	19	7.5	3	1.1
Guidance in art of conversation		75	29.2	97	37.8	56	21.7	18	7.1	10	4.2

Table 25.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Clear explanation of majors and minors		127	54.6	73	31.3	24	10.3	7	3.0	2	1.8
College requirements		69	29.2	98	41.5	48	20.3	14	5.9	7	3.0
Personal help with studies		51	21.6	99	41.9	62	26.3	22	9.3	2	0.8
How to study		65	27.8	73	31.3	62	26.7	17	7.3	16	6.9

Table 26.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart				Senior--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocational guidance		104	43.9	97	40.9	27	11.4	4	1.7	5	2.1
Guidance in applying for a job		83	36.9	98	43.6	34	15.1	8	3.5	2	0.9

Table 27.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart				Senior--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Explain clubs		13	5.4	70	29.1	108	44.8	40	16.6	10	4.1
Seniors to be "Big Sisters" or "Big Brothers" to new sophomores		44	18.6	57	24.1	48	20.3	36	15.2	52	21.9

Table 28.

2nd Semester 4th Term		Final Analysis Chart				Sophomore--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Extremely Important Per Cent	Very Important Number	Very Important Per Cent	Of Average Importance Number	Of Average Importance Per Cent	Somewhat Important Number	Somewhat Important Per Cent	Of Little or No Importance Number	Of Little or No Importance Per Cent
University requirements		88	31.2	86	30.5	83	39.4	19	6.7	6	2.1
Electing subjects		98	33.8	84	28.9	82	28.3	17	5.9	9	3.1
Satisfactory progress in school		77	26.3	79	27.0	110	37.5	19	6.5	8	2.7
Current events		54	19.2	78	27.7	98	34.8	35	12.4	16	5.7
Discuss current movies		53	18.7	66	23.2	104	36.6	41	14.4	20	7.0
Pupil respect for senate		63	22.5	93	33.2	92	32.8	20	7.1	12	4.3
Study		85	30.2	83	29.6	86	30.6	18	6.4	9	3.2
Programs		68	23.9	93	32.7	102	35.9	14	4.9	5	1.8
Assemblies		82	29.1	89	31.7	89	31.7	16	5.7	5	1.8
High school rules		92	32.2	79	27.6	83	29.0	25	8.7	7	2.4
Plays		67	23.5	78	27.3	107	37.5	23	8.1	10	3.8
Rules on bicycling		79	28.1	74	26.3	88	31.3	30	10.7	10	3.6
Automobile rules		88	30.7	90	31.3	80	27.9	20	7.0	9	3.1
Safety		103	36.2	76	26.6	77	27.0	19	6.7	10	3.5

Table 28--cont'd.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart				Sophomore--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Scholarship		97	34.0	81	28.4	85	29.8	12	4.3	10	3.5
Liquor		98	35.0	65	23.2	71	25.4	12	4.3	32	12.1
Discuss books		66	23.1	74	25.9	100	35.0	31	10.9	14	4.9
Debating		56	19.9	76	27.0	103	36.1	32	11.4	14	5.0
Music appreciation		62	22.5	74	26.9	97	35.2	27	9.8	15	5.4

Table 29.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart									
PROBLEM Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discuss subjects that will help in future occupations		123	42.6	78	27.0	70	24.2	12	4.1	6	2.1
Part time job		73	24.4	89	29.8	100	33.5	26	8.7	11	3.7
Vocational problems		78	27.6	77	27.2	89	31.4	25	8.8	14	4.9

Table 30.

2nd Semester		4th Term		Final Analysis Chart		Sophomore--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Discuss school activities and athletics		69	24.2	85	29.8	103	36.2	19	6.7	9	3.1
Clubs open to sophomores		58	20.4	75	26.4	107	37.7	30	10.6	14	4.9
Personal problem discussions		56	19.8	84	29.7	98	34.6	31	10.9	14	4.9
Social problems		55	19.3	76	26.6	111	39.0	30	10.5	13	4.6
Girl and boy relationship		70	24.5	85	29.7	92	32.2	25	8.7	14	4.9
Hobby interests of pupils		54	19.0	72	25.3	100	35.2	41	14.4	17	6.0
School manners		75	26.3	84	28.4	90	31.5	25	8.8	11	3.8
Discuss school parties		53	19.4	75	27.4	104	38.1	29	10.6	12	4.4
Short amateur program		86	29.6	73	25.2	99	34.1	24	8.3	8	2.8

Table 31.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart									
PROBLEM Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discussing subjects		64	23.9	82	30.6	88	32.8	21	7.8	13	4.8
Detentions		50	18.6	71	26.4	93	34.6	30	11.1	25	9.3
Extra subjects		51	19.2	75	28.3	95	35.8	32	12.0	12	4.5
Radio announcing		50	18.5	74	27.4	88	32.5	32	11.8	26	9.6
Driving laws		70	26.3	81	30.4	75	28.1	26	9.8	14	5.3
Health education		65	24.2	72	26.8	85	31.7	34	12.7	12	4.5
Music		59	21.8	72	26.5	94	34.7	32	11.8	14	5.2
Assemblies		65	23.8	84	30.7	83	30.1	29	10.6	13	4.7
Current events		59	22.1	71	26.6	91	34.0	31	11.6	15	5.6
Debates		56	20.7	68	25.2	92	34.0	36	13.3	18	6.7
Round table discussions		55	19.6	72	26.6	93	34.4	35	12.9	17	6.3
Book reviews		52	19.3	61	22.7	91	33.8	40	14.9	25	9.3
Pictures		64	23.2	72	26.1	88	31.9	36	13.0	16	5.8
New handbook		62	22.6	71	25.9	91	33.2	30	11.0	20	7.3
Electing subjects		73	27.0	81	30.0	76	28.1	24	8.9	16	5.9

Table 31--cont'd

2nd Semester		4th Term		Final Analysis Chart						Junior--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Rules of school		77	29.0	73	27.5	75	28.3	25	9.4	15	5.7
Anything of interest		68	25.1	74	27.2	89	32.8	26	9.6	14	5.2
Study in senate period		64	24.4	73	27.8	82	31.3	26	9.9	17	6.5
Satisfactory progress in school		83	30.7	78	28.9	73	27.0	21	7.8	15	5.5
Driving classes for beginners		89	33.1	77	28.6	66	24.5	22	8.2	15	5.6
Discuss our government		71	26.8	77	29.0	78	29.4	25	9.4	14	5.3
Safety		78	29.4	72	27.1	79	29.8	22	8.3	14	5.3
Broadcasts		66	24.6	72	26.8	81	30.0	31	11.5	19	7.1
Crimson Crier		76	28.8	66	25.0	81	30.7	30	11.3	11	4.2
Scholarships		82	30.5	68	25.3	80	29.7	28	10.4	11	4.1
Fire drills		87	32.2	73	27.0	70	26.9	25	9.3	15	5.5
Honor society		81	31.9	57	22.5	78	30.7	20	7.9	17	7.1
Alcohol		94	34.9	61	22.7	69	25.6	22	8.2	23	8.5
Graduation		101	36.1	65	23.2	81	28.9	22	7.9	11	3.9

Table 31--cont'd.

<u>2nd</u> Semester <u>1st</u> Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Congestion in halls		65	24.7	67	25.4	83	31.5	27	10.3	21	8.0
Summer school		68	25.4	61	22.9	83	31.1	32	12.0	23	8.6
Lost and found		64	24.8	66	25.6	80	30.9	23	8.9	25	9.7
Political situation		64	25.1	62	24.3	82	32.1	24	9.4	23	9.0

Table 32.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart									
PROBLEM		Junior--Occupational									
Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part time job		75	28.1	70	26.3	80	30.0	25	9.4	16	6.0
Vocational guidance		89	33.3	75	28.1	70	26.2	20	7.5	13	4.9
Positions for girls		80	29.5	68	25.1	77	28.4	30	11.1	16	5.9
Tri-city employment possibilities		70	25.7	76	27.9	87	32.0	25	19.2	14	5.1
Guidance		76	28.6	72	27.2	76	28.6	25	9.5	16	6.0

Table 33.

2nd Semester		4th Term		Final Analysis Chart				Junior--Social			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Activity ticket		54	19.9	75	27.6	91	33.6	32	11.8	19	7.0
Intra-murals		57	21.3	69	25.9	91	34.1	34	12.7	16	6.0
Clubs		56	20.8	76	28.2	98	36.3	28	10.3	12	4.4
School activities		68	24.8	75	27.3	85	31.0	29	10.6	17	6.2
Athletics		84	31.8	68	25.8	79	29.9	21	7.9	12	4.5
Dancing instructions		76	27.9	75	27.6	75	27.6	31	11.4	15	5.5
Hobbies		70	26.4	71	26.1	82	30.9	26	9.8	16	6.0
Etiquette		75	28.8	74	28.4	72	27.7	28	11.8	11	4.2
Fraternities		71	26.1	67	24.6	73	26.8	31	11.4	30	11.0
Ability to get along with others		85	32.3	72	27.3	71	27.0	22	8.4	13	4.9

Table 34.

2nd Semester		4th Term		Final Analysis Chart				Senior--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Hitch-hiking		33	15.7	60	28.7	64	30.6	24	11.5	28	13.4
Talking about radio broadcast		28	13.2	55	26.0	55	26.0	48	22.7	26	12.2
College requirements		58	26.6	78	35.8	47	21.5	26	11.9	9	4.1
How to study		45	21.3	79	37.4	55	26.1	18	8.5	14	6.6
Graduation		68	32.5	80	38.4	44	21.0	10	4.8	7	3.3
Safety in automobile operation		69	32.2	81	37.8	47	22.0	10	4.7	7	3.3
Assemblies		46	21.3	70	32.4	70	32.4	24	11.1	6	2.8
Scholarships offered by colleges		39	18.1	80	37.2	65	30.2	21	9.8	10	4.6
Current events		30	14.0	60	32.2	60	32.2	37	17.3	9	4.2
Books and supplies		38	18.1	66	31.4	68	32.4	29	13.8	9	4.3
Lost and found		37	17.8	65	31.3	60	28.8	29	13.9	17	8.2
Monitors		27	12.5	54	25.1	78.3	36.3	36	16.7	20	9.3
Questionnaire		29	13.5	53	24.8	74	34.7	35	16.3	23	10.7
Lockers		47	21.8	64	29.6	64	29.6	27	12.5	14	4.6
Rules of school		65	30.2	80	37.2	51	23.7	13	6.1	6	2.8

Table 34--cont'd

2nd Semester		4th Term		Final Analysis Chart				Senior--Educational					
PROBLEM	Tabulated as	Checked by	Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Credits				70	33.9	75	36.5	44	21.4	12	5.8	5	2.4
Discuss ways to improve our school				46	21.9	71	33.9	72	34.3	15	7.1	6	2.8
Book reviews				26	12.5	61	29.3	60	28.8	39	18.7	22	10.6
Cooperation in senate room				35	16.6	74	35.3	62	29.6	25	11.8	147	6.7
Accidents				52	24.5	75	35.3	55	25.9	22	10.4	8	3.8
Future of our city				48	22.9	75	35.7	61	29.1	19	9.0	7	3.3
Marriage				58	27.6	68	32.3	48	22.9	19	9.0	17	8.1
Movies				41	19.6	67	32.1	67	32.1	22	10.5	12	5.7
Student management				45	21.3	73	34.6	68	32.2	15	7.1	10	4.7
Use senate period for studying				41	20.0	54	26.3	70	34.1	20	9.8	20	9.8
Electing subjects				60	28.6	73	34.7	53	25.2	14	6.7	10	4.8
Question box				33	15.8	70	33.7	64	30.8	26	12.5	15	7.2
Discuss safety				47	22.5	66	31.5	63	30.1	21	10.1	12	4.8
Spelling contests				35	16.6	60	28.4	66	31.3	25	11.8	25	11.8

Table 34--cont'd

2nd Semester 4th Term		Final Analysis Chart				Senior--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Satisfactory progress in school		51	24.2	79	37.4	55	26.1	14	6.6	12	5.7
Grades		58	27.5	72	34.1	60	28.4	15	7.1	6	2.8
Handbook		38	18.5	60	29.1	66	32.0	25	12.1	17	8.3
United States foreign policy		43	20.8	74	35.7	58	28.0	21	10.2	11	5.3

Table 35

2nd Semester		4th Term		Final Analysis Chart						Senior--Occupational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Training necessary for various professions		81	37.6	78	37.1	36	17.2	9	4.3	6	2.9		
Applying for a job		78	36.0	85	39.4	37	17.1	10	4.6	6	2.8		
Business colleges		42	19.8	77	36.2	68	32.0	18	4.7	7	3.3		
Jobs		63	29.3	78	36.3	49	22.8	17	7.9	8	3.7		
Skilled vocations		50	24.1	80	38.6	55	26.6	14	6.8	8	3.9		
Technical trades schools, advantages and disadvantages		54	25.1	77	35.8	59	27.5	17	7.9	8	3.7		
Choosing your life's occupation		86	40.8	65	30.9	38	18.2	13	6.2	8	3.8		
Talks on various types of work		48	23.4	75	36.6	64	31.2	12	5.9	6	2.9		
Vocational guidance		55	26.1	75	35.5	51	24.2	19	9.0	11	5.2		

Table 36

2nd Semester		4th Term		Final Analysis Chart				Senior--Social			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Clubs		40	18.8	70	32.8	74	34.7	21	9.9	8	3.7
Etiquette		54	25.4	79	37.1	61	28.6	13	6.1	6	2.8
Athletics		53	24.6	77	35.8	61	28.4	18	8.4	6	2.8
Matinee dances		34	16.0	58	27.2	68	31.9	30	14.2	23	10.8
School manners		44	21.0	83	39.5	59	28.1	16	7.6	8	3.8
Boy and girl relationships		57	26.7	70	32.7	61	28.5	17	7.9	9	4.2
Hobbies		33	15.7	68	32.5	63	29.8	26	12.4	20	9.5
Opportunity to discuss personal problems		45	21.1	75	35.2	60	28.2	17	8.0	16	7.5
School spirit		60	29.3	73	35.6	56	27.3	11	5.4	5	2.4
Five cent bus fare for high school pupils		62	30.1	65	31.5	51	24.7	16	7.8	12	5.8
Amusements		58	27.8	65	31.1	56	26.8	20	9.6	10	4.8
School activities		46	21.8	70	33.1	71	33.6	19	9.0	5	2.4

Table 37.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart										Sophomore--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Automobile instructions		126	34.1	138	37.3	79	21.3	15	4.1	12	3.2		
Safety of all kinds		167	45.5	127	34.6	63	17.2	7	1.9	3	0.8		
First aid		152	41.6	129	35.2	70	19.1	11	3.0	4	1.1		
Satisfactory progress in school		124	33.9	142	38.8	79	21.6	10	2.7	11	3.0		
College requirements		71	19.7	38	38.4	111	30.8	31	8.6	9	2.5		
Current events		42	11.3	110	29.6	146	39.4	46	12.4	27	7.3		
Electing subjects		75	20.5	121	33.2	113	31.0	42	11.5	14	3.8		
Handbook		36	9.8	104	28.5	132	36.2	65	17.8	28	7.7		
Lost and found		48	13.1	119	32.5	133	36.4	46	12.5	20	5.5		
Use of library		68	18.7	136	37.5	116	32.0	33	9.1	10	2.7		
School rules		105	29.2	126	35.0	92	25.5	27	7.5	10	2.8		

Table 38.

2nd Semester		5th Term		Final Analysis Chart								Sophomore--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Part time job		103	26.7	132	34.2	103	26.7	29	7.5	19	4.9		
Information about occupations		83	23.8	129	34.7	109	30.1	34	9.4	7	2.0		
Vocational guidance		61	16.6	133	36.7	105	28.9	45	12.3	20	5.5		

Table 39.

2nd Semester		5th Term		Final Analysis Chart				Sophomore--Social			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Manners for moderns		54	14.6	116	31.4	123	33.3	55	14.7	22	6.0
School activities		87	24.6	118	33.5	113	32.0	27	7.6	8	2.3

Table 40.

2nd Semester		5th Term		Final Analysis Chart				Junior--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Study of our community		42	13.4	115	36.8	125	40.0	23	7.4	7	2.4
Safety		129	38.0	123	36.0	74	21.2	11	3.2	6	1.6
Current problems		45	14.0	122	38.0	115	36.0	30	9.5	8	2.5
Colleges		62	19.6	114	36.6	100	34.8	23	6.7	8	2.3
Tolerance of others' opinions		69	22.4	110	37.3	89	29.0	32	9.1	7	2.2
Handbook		41	13.3	82	26.6	112	36.4	48	15.6	25	8.1
College scholarships		82	25.6	105	36.2	94	29.4	20	6.5	7	2.3
Driving instructions		113	35.4	94	30.6	82	25.6	18	5.6	9	2.8
Improving our school		114	36.7	116	37.3	63	19.7	13	4.3	6	2.0

Table 41.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart									
PROBLEM Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Occupations		173	54.0	102	34.4	30	8.5	8	2.5	2	0.6
Vocational opportunity in tri-cities		90	29.4	112	36.7	73	23.7	21	6.8	10	3.4

Table 42.

<u>2nd</u> Semester		<u>5th</u> Term		Final Analysis Chart				Junior--Social			
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Equal social opportunities for all pupils		88	30.6	114	36.0	75	24.4	23	6.7	8	2.3
Hobbies		50	16.5	81	25.3	100	25.0	53	17.3	22	6.1
Sportsmanship		94	29.6	110	35.0	79	24.8	24	7.6	10	3.0
Conduct in cafeteria		74	23.6	118	37.8	91	29.0	19	6.2	11	3.4

Table 43.

2nd Semester		5th Term		Final Analysis Chart						Senior--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Study period		91	30.7	90	30.4	87	29.4	13	4.4	15	5.1
Safety--different types		75	24.7	137	45.1	74	24.4	12	3.8	6	2.0
Present day problems		64	21.8	111	37.8	85	28.9	26	8.8	8	2.7
Current events		38	12.7	95	31.8	118	39.4	39	13.1	9	3.0
Colleges		75	24.7	101	33.2	102	33.6	26	8.5	0	0.0
Facts about high school and city		25	8.3	86	28.5	118	39.0	62	20.6	11	3.6
School behavior		73	24.4	113	37.9	80	26.7	23	7.7	10	3.3
Graduation		178	60.0	75	25.2	34	11.0	10	3.8	0	0.0
Methods of school betterment		58	19.3	110	37.2	115	38.6	13	4.3	2	0.6
Methods of personal betterment		91	30.3	116	38.3	73	23.3	17	5.5	8	2.6
Propaganda		60	20.5	77	26.1	100	34.1	39	13.2	19	6.1

Table 44.

2nd Semester 5th Term		Final Analysis Chart				Senior--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocational guidance		116	38.3	94	31.1	72	23.7	18	5.9	3	1.0
How to apply for a job		166	52.2	101	35.0	35	11.0	5	1.5	1	0.3
Professions and requirements		116	39.1	98	32.1	57	18.8	22	7.3	8	2.7

Table 45.

2nd Semester		5th Term		Final Analysis Chart				Senior--Social					
PROBLEM	Tabulated as	Checked by	Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Hobbies				28	9.3	50	16.6	118	39.3	70	23.2	35	11.6
Etiquette in and out of school				92	31.1	118	40.1	62	21.8	11	3.9	9	3.1

Table 46.

2nd Semester		6th Term		Final Analysis Chart								Sophomore--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent		
Electing subjects		105	34.2	116	37.9	64	20.8	13	4.2	9	2.9		
Handbook		26	8.4	72	23.3	129	44.8	62	20.0	28	6.5		
Safe driving		155	49.9	90	29.0	45	14.5	14	4.4	7	2.2		
How to study		75	23.8	106	33.5	85	27.0	32	10.3	17	5.4		
School rules		95	32.4	95	32.4	69	23.5	23	7.9	11	3.8		
Information on colleges		75	24.2	101	32.8	86	27.8	31	10.0	16	5.2		
Current events		43	13.8	84	27.0	123	39.5	40	12.9	21	6.8		
School citizenship		111	25.7	105	33.7	65	20.9	22	7.1	8	2.6		

Table 47.

2nd Semester		6th Term		Final Analysis Chart								Sophomore--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent		
Vocational guidance		78	24.8	151	47.9	62	19.7	16	5.1	8	2.5		

Table 48.

2nd Semester		6th Term		Final Analysis Chart				Sophomore--Social				
PROBLEM	Tabulated as	Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Social manners			89	27.5	136	42.2	70	21.6	18	5.6	10	3.1
Clubs open to sophomores			31	9.9	79	25.4	120	38.5	62	19.8	20	6.4
Hobbies			29	9.4	75	24.5	106	34.6	64	20.8	33	10.7
Etiquette			74	24.0	96	31.2	96	31.2	30	9.7	12	3.9
School activities and athletics			69	21.8	113	36.0	105	33.3	20	6.4	8	2.5
Activity ticket			58	18.4	100	31.7	101	32.1	44	14.0	12	3.8
Good sportsmanship			148	48.4	89	29.1	50	16.3	11	3.6	8	2.6

Table 49.

2nd Semester		6th Term		Final Analysis Chart		Junior--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Extremely Important Per Cent	Very Important Number	Very Important Per Cent	Of Average Importance Number	Of Average Importance Per Cent	Somewhat Important Number	Somewhat Important Per Cent	Of Little or No Importance Number	Of Little or No Importance Per Cent
Safety--all kinds		139	43.5	128	40.0	48	15.0	4	1.2	1	0.3
Health problems		101	32.0	134	42.5	71	22.5	5	1.6	4	1.2
College entrance requirements		81	25.3	132	41.3	87	27.2	18	5.6	2	0.6
Current events		39	12.0	109	33.6	120	36.9	51	15.7	6	1.8
Handbook		28	8.9	95	29.9	110	34.9	49	15.5	34	10.8
How to study		55	17.5	117	37.3	97	30.9	32	10.2	13	4.1
First aid instruction		77	24.3	117	36.9	93	29.3	19	7.3	6	2.2
Check upon speech - slang		77	24.2	118	37.2	93	29.2	23	7.2	7	2.2
Discussion of bad habits		71	22.5	118	37.3	93	29.4	24	7.6	10	3.2
Scholarships		95	29.9	118	37.5	78	24.6	21	6.7	4	1.3

Table 50:

<u>2nd</u> Semester <u>6th</u> Term		Final Analysis Chart									
PROBLEM Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocations		103	32.4	115	36.2	87	27.3	10	3.1	3	1.0
Professions		99	31.5	112	35.8	82	26.1	19	6.0	2	0.6

Table 51.

<u>2nd</u> Semester <u>6th</u> Term		Final Analysis Chart				Junior--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Etiquette		84	26.5	148	46.9	66	20.9	15	4.7	3	1.0
Hobbies		25	7.8	99	31.0	126	39.6	45	14.1	24	7.5
Activity tickets		26	8.1	95	29.6	120	27.4	50	15.6	30	9.5

Table 52.

2nd Semester		6th Term		Final Analysis Chart						Senior--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
College entrance requirements		90	31.5	129	44.0	62	21.7	3	1.1	5	1.7
Graduation		145	51.2	78	27.4	45	15.8	8	2.8	8	2.8
Political problems		43	15.3	74	26.4	110	39.1	36	12.8	18	6.4
World affairs		40	14.7	83	30.6	96	35.3	38	13.9	15	5.5
Handbook		10	3.5	63	21.8	115	39.7	58	20.1	43	14.9
Safety		70	24.0	105	36.2	85	29.2	19	6.5	12	4.1
Current topics of interest		23	8.1	100	35.0	124	43.5	25	8.8	13	4.6

Table 53.

2nd Semester		6th Term		Final Analysis Chart								Senior--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Information on trades and professions		150	50.2	106	35.5	33	11.0	6	2.0	4	1.3		
How to apply for a job		146	49.2	93	31.3	42	14.4	8	2.7	7	2.4		

Table 54.

2nd Semester		6th Term		Final Analysis Chart									
PROBLEM		Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
School traditions		25	8.8	101	35.4	104	36.5	40	14.0	15	5.3		
Hobbies		27	9.2	61	20.8	102	34.9	65	22.2	38	12.9		
Etiquette		60	21.4	113	40.2	84	29.9	18	6.4	6	2.1		

Table 55.

1st Semester		1st Term		Final Analysis Chart		Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
An understanding of our civic responsibilities		24	77.4	7	23.6	0	0.0	0	0.0	0	0.0
An appreciation of art and good music		1	3.4	6	20.7	17	58.6	5	17.3	0	0.0
Health education		16	48.5	7	21.2	5	15.2	4	12.1	1	3.0
Definite character education		23	79.3	5	17.3	0	0.0	0	0.0	1	3.4
Definite use of current history to help in developing civic pride		4	12.9	9	29.1	14	45.2	3	9.1	1	3.2
Develop sound thinking. Try to eliminate prejudices.		21	65.7	9	29.0	1	3.1	0	0.0	1	3.1
Consumer education		4	12.8	9	29.0	14	45.2	2	6.4	2	6.4
Training course in guidance for teachers		5	18.5	11	40.7	7	25.9	3	11.1	1	3.7
Wise expression of sex during adolescence and dangers of promiscuity		8	28.6	9	32.1	9	32.1	1	3.6	1	3.6

Table 56.

1st Semester 1st Term		Final Analysis Chart				Sophomore Teacher--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocations		9	30.0	13	43.3	6	20.0	1	3.3	1	3.3
Survey of community activities. (Employment possibilities)		4	12.8	13	41.9	8	25.8	4	12.8	2	6.4

Table 57.

1st Semester 1st Term		Final Analysis Chart									
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Social habits. Ways to act in company with others		6	20.0	17	56.7	6	20.0	1	3.3	0	0.0
Develop in each pupil the art of con- versation and discussion		3	9.4	17	53.2	9	28.1	2	6.2	1	3.1
Manners		7	21.9	14	43.8	10	31.3	1	3.1	0	0.0
Personality		10	33.3	13	43.3	6	20.0	0	0.0	1	3.3
Clubs or school organizations		0	0.0	7	23.3	16	53.4	7	23.3	0	0.0
Stimulate wise choice of friends		11	39.3	13	46.5	3	10.7	1	3.6	0	0.0
Provide summer activity for pupils out of work		1	3.3	6	20.0	11	36.7	7	23.3	5	16.7

Table 58.

1st Semester		1st Term		Final Analysis Chart Junior Teacher--Educational							
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Know senate groups better		11	36.7	8	26.7	6	20.0	3	10.0	2	6.7
Lack of knowledge on teacher's part		12	46.2	7	26.9	4	15.4	2	7.7	1	3.8
Senate too short		2	6.8	3	10.3	5	17.3	5	17.3	14	48.2
Character training		22	71.0	7	22.6	2	6.4	0	0.0	0	0.0

Table 59.

1st Semester		1st Term		Final Analysis Chart Junior Teacher--Occupational							
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discourage Juniors from making unwise vocational choices		8	26.7	10	33.3	8	26.7	2	6.7	2	6.7

Table 60.

1st Semester		1st Term		Final Analysis Chart		Junior Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Guidance in personal appearance (clothes and make-up for girls)		3	9.7	12	38.7	8	25.8	6	19.3	2	6.4

Table 61.

1st Semester 1st Term		Final Analysis Chart				Senior Teacher--Educational				
PROBLEM	Tabulated as Checked by Students	Extremely Important Number Per Cent	Very Important Number Per Cent	Of Average Importance Number Per Cent	Somewhat Important Number Per Cent	Of Little or No Importance Number Per Cent				
Acquainting pupils with expense of college without making it an obstacle to their ambition		1 3.1	11 34.4	14 43.7	5 15.7	1 3.1				
Teaching 'Safety'		14 46.7	12 40.0	2 6.7	0 0.0	2 6.7				
Helping pupils adapt school program to their future needs		15 46.8	10 31.3	7 21.7	0 0.0	0 0.0				
Discuss student government (pupils' ideas about it)		2 6.9	8 27.6	9 31.1	7 24.2	3 10.3				

Table 62.

1st Semester		1st Term		Final Analysis Chart				Senior Teacher--Occupational					
PROBLEM	Tabulated as	Checked by	Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
				Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Finding jobs for graduates				8	26.7	4	13.3	9	30.0	6	20.0	3	10.0
Finding part-time jobs for students				3	9.7	7	22.6	12	38.7	8	25.8	1	3.2

Table 63.

1st Semester 1st Term		Final Analysis Chart				Senior Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Help pupils choose extra-curricular activities		3	9.7	8	25.8	14	45.2	6	19.3	0	0.0
To foster a wholesome school spirit		18	56.2	11	34.4	3	9.4	0	0.0	0	0.0
Develop personality		11	37.9	9	31.1	7	24.2	1	3.4	1	3.4
Teach 'Fair Play'		17	58.5	12	40.3	3	10.3	0	0.0	0	0.0
Teach 'Courtesy'		15	48.3	11	35.5	5	16.2	0	0.0	0	0.0

Table 64.

1st Semester 2nd Term		Final Analysis Chart				Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number Per Cent	Very Important Number Per Cent	Of Average Importance Number Per Cent	Somewhat Important Number Per Cent	Of Little or No Importance Number Per Cent					
Utilizing sources of information		8 30.8	13 50.0	5 19.2	0 0.0	0 0.0					
Expressing thoughts clearly		10 37.0	11 40.7	4 14.8	2 7.4	0 0.0					
Developing sense of responsibility		13 52.0	8 32.0	3 12.0	1 4.0	0 0.0					
Guidance on school subjects		8 29.7	11 40.7	6 22.3	2 7.4	0 0.0					
Guidance material for home room teachers		9 33.3	11 40.7	6 22.3	0 0.0	1 3.7					
Course of study on safety and auto- mobile operation		13 48.2	11 40.7	2 7.4	0 0.0	1 3.7					

Table 65.

1st Semester		2nd Term		Final Analysis Chart								Sophomore Teacher--Social	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Ability to get along with people		21	77.8	3	11.1	3	11.1	0	0.0	0	0.0		
Development of initiative		12	42.9	15	53.6	1	3.6	0	0.0	0	0.0		
Respect for rights of others		16	61.5	9	34.6	1	3.8	0	0.0	0	0.0		
Perseverance		19	61.3	7	22.6	4	12.9	1	3.2	0	0.0		
Dealing with personal problems		11	38.0	12	40.3	6	20.7	0	0.0	0	0.0		

Table 66.

1st Semester		2nd Term		Final Analysis Chart		Junior Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Guiding pupils in choice of subjects		11	44.0	10	40.0	4	16.0	0	0.0	0	0.0
Establishing in pupils desirable attitudes		22	78.6	6	21.4	0	0.0	0	0.0	0	0.0
Developing in pupils better study habits		18	64.2	10	35.8	0	0.0	0	0.0	0	0.0
Determining and meeting pupil needs and interests		19	52.8	13	36.1	4	11.1	0	0.0	0	0.0
Proper attitudes toward school		16	59.3	7	25.9	4	14.8	0	0.0	0	0.0
More interest and cooperation from pupils in the home room		13	50.0	11	42.3	1	3.8	1	3.8	0	0.0
Satisfactory progress in school		9	36.0	12	48.0	2	8.0	2	8.0	0	0.0
Electing subjects		7	26.9	15	57.7	1	3.8	3	11.5	0	0.0
Discussing school problems		6	24.0	13	52.0	4	16.0	2	8.0	0	0.0
Allowance of more time for guidance		6	22.2	13	48.2	7	25.9	1	3.7	0	0.0

Table 67.

1st Semester		2nd Term		Final Analysis Chart				Junior Teacher--Occupational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Teachers' lack of knowledge of vocations and vocational opportunity		7	31.7	13	59.1	1	4.5	1	4.5	0	0.0

Table 68.

1st Semester		2nd Term		Final Analysis Chart						Senior Teacher--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
Home room period and second period combined		8	38.1	4	19.1	4	19.1	3	14.3	3	14.3
Opportunity to work with serious- minded pupils		12	57.2	8	38.1	1	4.8	0	0.0	0	0.0

Table 69.

1st Semester		3rd Term		Final Analysis Chart		Sophomore Teacher--Educational						
PROBLEM	Tabulated as	Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
			Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Opportunity for meeting individual pupils in conference			6	31.6	9	47.3	3	15.8	1	5.3	0	0.0
Electing subjects (arranging for majors, minors, etc.)			9	47.3	6	31.6	3	15.8	1	5.3	0	0.0
School problems: discipline, parties, order in the halls, etc.			10	52.7	5	26.3	4	21.0	0	0.0	0	0.0
Safety instruction			9	47.3	7	36.9	3	15.8	0	0.0	0	0.0
Discussion of current events			2	10.0	8	40.0	6	30.0	3	15.0	1	5.0
An understanding of our civic responsibilities			9	47.3	9	47.3	1	5.3	0	0.0	0	0.0
Health education			13	72.2	3	16.7	2	11.1	0	0.0	0	0.0
Developing sound thinking habits in pupils			12	63.2	5	26.3	1	5.3	1	5.3	0	0.0
Character training			9	50.0	7	38.9	2	11.1	0	0.0	0	0.0
A training course in guidance for teachers			5	26.3	9	47.3	5	26.3	0	0.0	0	0.0

Table 69--Continued

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart				Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Habits of promptness		6	31.6	11	57.8	1	5.3	0	0.0	1	5.3
Dependability		13	65.0	6	30.0	1	5.0	0	0.0	0	0.0
Self-reliance		12	63.2	6	31.6	1	5.3	0	0.0	0	0.0
Respect for authority		10	52.7	8	42.2	1	5.3	0	0.0	0	0.0
Neatness and cleanliness		6	33.3	10	55.6	1	5.6	1	5.6	0	0.0

Table 70

1st Semester		3rd Term		Final Analysis Chart				Sophomore Teacher--Social			
PROBLEM	Tabulated as	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Opportunity to discuss personal											
problems		6	31.6	7	36.9	4	21.0	2	10.5	0	0.0
School clubs		2	10.5	4	21.0	11	57.9	1	5.3	1	5.3
Fostering of school spirit		7	38.9	8	44.4	3	16.7	0	0.0	0	0.0
Courtesy and manners		7	36.9	8	42.2	4	21.0	0	0.0	0	0.0

Table 71.

1st Semester		3rd Term		Final Analysis Chart		Junior Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Knowledge of subjects offered (content, objectives and vocational significance)		6	30.0	12	60.0	2	10.0	0	0.0	0	0.0
Teacher need for training in guidance		6	31.6	10	52.7	2	10.5	0	0.0	1	5.3
Home room period too short		0	0.0	4	22.2	9	50.0	1	5.6	4	22.2
Arousing pupil initiative		5	25.0	12	60.0	3	15.0	0	0.0	0	0.0
Choice of subjects for pupils		3	15.0	14	70.0	2	10.0	1	5.0	0	0.0
Explaining school rules		5	26.3	7	36.9	6	31.6	1	5.3	0	0.0
Developing sense of responsibility in pupils		9	50.0	8	44.4	1	5.6	0	0.0	0	0.0
Creating spirit of cooperation in pupils		10	50.0	8	40.0	2	10.0	0	0.0	0	0.0
Guidance in civic responsibility		7	38.8	8	44.4	3	16.7	0	0.0	0	0.0
Arousing an awareness of guidance needs		3	15.8	13	68.3	1	5.3	1	5.3	1	5.3

Table 72.

1st Semester		3rd Term		Final Analysis Chart								Junior Teacher--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
How to apply for a job		10	50.0	4	20.0	6	30.0	0	0.0	0	0.0		
Information about vocations		8	44.4	7	38.8	3	16.7	0	0.0	0	0.0		

Table 73.

<u>1st Semester</u> <u>3rd Term</u>		Final Analysis Chart				Junior Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Opportunity to discuss personal problems		8	42.2	6	31.6	3	15.8	1	5.3	1	5.3

Table 74.

1st Semester		3rd Term		Final Analysis Chart						Senior Teacher--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Making out program of studies		6	35.3	6	35.3	5	29.4	0	0.0	0	0.0
Discussion of low grades		2	10.5	9	47.4	4	21.1	4	21.1	0	0.0

Table 75.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart				Senior Teacher--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocational guidance		9	56.2	5	31.3	2	12.5	0	0.0	0	0.0

Table 76.

<u>1st</u> Semester <u>3rd</u> Term		Final Analysis Chart				Senior Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Adjustment of personality problems		10	55.6	7	38.9	1	5.6	0	0.0	0	0.0
Discussion of purpose of clubs		1	5.6	1	5.6	8	44.4	6	33.3	2	11.1

Table 77.

2nd Semester 4th Term		Final Analysis Chart				Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number Per Cent	Very Important Number Per Cent	Of Average Importance Number Per Cent	Somewhat Important Number Per Cent	Of Little or No Importance Number Per Cent	Number	Per Cent	Number	Per Cent	
The school curriculum		7 58.0	5 42.0	0 0.0	0 0.0	0 0.0	0	0.0	0	0.0	
Courses offered, with brief description		11 64.6	3 17.7	3 17.7	0 0.0	0 0.0	0	0.0	0	0.0	
Elective courses		9 53.0	6 35.3	2 17.7	0 0.0	0 0.0	0	0.0	0	0.0	
Majors and minors		8 53.3	3 20.0	2 13.3	1 6.7	1 6.7	1	6.7	1	6.7	
Requirements for college entrance		4 25.0	6 37.5	6 37.5	0 0.0	0 0.0	0	0.0	0	0.0	
What college shall I attend, if any?		6 37.5	2 12.5	5 31.3	2 12.5	1 6.2	2	12.5	1	6.2	
School rules and regulations		4 25.0	10 62.5	1 6.2	1 6.2	0 0.0	1	6.2	0	0.0	
School problems		4 28.6	7 50.0	3 21.4	0 0.0	0 0.0	0	0.0	0	0.0	
Suggestions and recommendations for the school senate		7 38.8	8 44.4	2 11.1	1 5.6	0 0.0	1	5.6	0	0.0	
Study habits		7 43.7	6 37.5	1 6.2	2 12.5	0 0.0	2	12.5	0	0.0	
Current events		4 26.7	5 33.3	6 40.0	0 0.0	0 0.0	0	0.0	0	0.0	
Discussion of the student handbook		6 33.3	6 33.3	6 33.3	0 0.0	0 0.0	0	0.0	0	0.0	

Table 78.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart				Sophomore Teacher--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Part time jobs		0	0.0	5	31.3	5	31.3	6	37.5	0	0.0
Vocational guidance		5	29.4	6	35.3	5	29.4	1	5.8	0	0.0
Survey of occupations		6	54.5	2	18.3	3	27.2	0	0.0	0	0.0

Table 79.

2nd Semester		4th Term		Final Analysis Chart								Sophomore Teacher--Social	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
School clubs		0	0.0	5	35.7	9	64.3	0	0.0	0	0.0		
Extra-curricular activities		2	11.7	8	47.0	7	41.3	0	0.0	0	0.0		
Personal problems		7	41.3	5	29.4	3	17.7	2	11.7	0	0.0		

Table 80.

2nd Semester		4th Term		Final Analysis Chart								Junior Teacher--Educational			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance					
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent				
Current events		2	11.1	9	50.0	6	33.3	1	5.6	0	0.0				
Railroads		0	0.0	0	0.0	8	57.0	2	14.2	4	28.7				
Aviation		0	0.0	2	12.5	7	43.7	5	31.3	2	12.5				
Foreign affairs		0	0.0	4	28.6	7	50.0	3	21.4	0	0.0				
Monitors		1	6.2	2	12.5	3	18.7	5	31.3	5	31.3				
Safety discussion		4	26.6	6	40.0	1	6.7	2	13.3	2	13.3				
Handbooks		4	23.5	5	29.5	6	35.3	1	5.9	1	5.9				
Senate--is it necessary?		4	28.6	2	14.3	5	35.7	1	7.1	2	14.3				
Crimson Crier		3	17.6	5	29.5	8	47.0	0	0.0	1	5.9				
Book reviews		3	17.6	3	17.6	8	47.0	2	11.9	1	5.9				
Colleges		2	12.5	5	31.3	6	37.5	2	12.5	1	6.2				
Assemblies		5	29.5	5	29.5	6	35.3	1	5.9	0	0.0				
Scholarships		5	29.4	5	29.4	4	23.5	3	17.7	0	0.0				
Questionnaires		3	17.7	5	29.4	5	29.4	3	17.7	1	5.8				

Table 80--Continued

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart										Junior Teacher--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Current movies		1	7.1	4	28.6	7	50.0	1	7.1	1	7.1		
New books		2	12.5	2	12.5	9	56.3	2	12.5	1	6.2		
Interesting magazine articles		1	6.2	4	25.0	8	50.0	3	18.7	0	0.0		

Table 81.

2nd Semester		4th Term		Final Analysis Chart						Junior Teacher--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocational guidance		5	27.8	6	33.3	5	27.8	1	5.6	1	5.6
Jobs		4	23.5	2	11.9	7	41.2	1	5.9	3	17.6
Occupations		7	41.3	7	41.3	2	11.7	1	5.8	0	0.0

Table 82.

2nd Semester 4th Term		Final Analysis Chart									
PROBLEM		Junior Teacher--Social									
Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Cheerleaders and cheers		0	0.0	6	35.3	4	23.6	5	29.4	2	11.7
Riddles, games, etc.		1	8.3	2	16.7	3	25.0	2	16.7	4	33.3
Amateur shows		0	0.0	2	11.7	6	35.3	3	17.7	6	35.3
Rings		0	0.0	4	25.0	3	18.7	7	62.6	2	12.5
Fraternities and sororities		1	5.3	1	5.3	3	15.8	6	31.7	7	36.9
Northwest Conference		0	0.0	5	31.3	4	25.0	5	31.3	2	12.5
Broadcasts		0	0.0	5	31.3	10	62.5	1	6.2	0	0.0
Etiquette		3	17.6	7	41.2	6	31.5	1	5.9	0	0.0
Athletics		4	21.0	5	26.3	6	31.5	3	15.8	1	5.3
Audience behaviour		4	20.0	3	15.0	9	45.0	3	15.0	1	5.0
Leisure time enjoyment		8	50.0	5	31.3	3	18.7	0	0.0	0	0.0

Table 83.

2nd Semester 4th Term		Final Analysis Chart				Senior Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Choice of subjects		5	31.3	6	37.5	1	6.2	1	6.2	3	18.7
'Know your school' topics		1	6.2	1	6.2	12	75.0	1	6.2	1	6.2
Study of handbook		3	23.1	2	15.4	5	35.4	2	15.4	1	7.7
Safety		6	35.3	9	53.0	0	0.0	2	11.7	0	0.0
Interesting books		2	13.3	5	33.3	5	33.3	2	13.3	1	6.7
Current magazine articles of interest		1	6.7	3	20.0	7	46.6	4	26.7	0	0.0
School rules		4	23.5	7	41.2	3	17.6	3	17.6	0	0.0
Grades		1	7.1	6	42.8	4	28.6	3	21.4	0	0.0
Colleges		2	12.5	11	68.8	0	0.0	3	18.7	0	0.0
Fire drill		5	29.4	4	23.5	3	17.6	4	23.5	1	5.9
Library		2	15.4	5	38.4	3	23.1	3	23.1	0	0.0
Senate		0	0.0	7	58.3	3	25.0	2	16.7	0	0.0

Table 84.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart				Senior Teacher--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Choice of vocation		13	86.6	1	6.7	1	6.7	0	0.0	0	0.0

Table 85.

<u>2nd</u> Semester <u>4th</u> Term		Final Analysis Chart				Senior Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Personal guidance problems		10	55.6	7	38.8	1	5.6	0	0.0	0	0.0
Manners for moderns		3	20.0	9	60.0	2	13.3	1	6.7	0	0.0
Personality discussion		6	37.5	6	37.5	3	18.7	1	6.2	0	0.0
Amateur show		1	7.1	3	21.4	4	28.6	2	14.3	4	28.6
Activity ticket		2	11.7	4	23.5	5	29.4	3	17.6	3	17.6
Eligibility		2	12.5	8	50.0	1	6.2	3	18.7	2	12.5
Etiquette		2	12.5	9	56.2	2	12.5	2	12.5	1	6.2

Table 86.

2nd Semester		5th Term		Final Analysis Chart		Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
The school: courses--majors and minors--electives		11	35.5	11	35.5	6	19.3	1	3.2	2	6.5
Suggestions for new courses, etc.		4	16.7	4	16.7	11	46.0	4	16.7	1	4.1
School regulations, with reasons		9	36.0	9	36.0	7	28.0	0	0.0	0	0.0
General orientation for younger pupils		9	37.4	7	29.2	7	29.2	1	4.2	0	0.0
Discussion of assemblies		3	12.5	1	4.2	12	50.0	5	20.8	3	12.5
Current events		1	4.3	10	43.5	9	39.2	3	13.0	0	0.0
Handbook		7	30.4	8	34.8	8	34.8	0	0.0	0	0.0
Entrance requirements for various colleges		5	19.2	9	34.6	9	34.6	2	7.7	1	3.8
Good books to read		2	8.7	10	43.5	10	43.5	1	4.3	0	0.0
Safe driving presented at auspicious times		8	32.0	12	48.0	2	8.0	2	8.0	1	4.0
More time for individual student advisement on enrollment		8	30.7	13	50.0	5	19.2	0	0.0	0	0.0

Table 87.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart										Sophomore Teacher--Occupational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Vocational guidance		12	46.3	8	30.7	2	7.7	3	11.5	1	3.8		
Part time jobs		1	4.2	7	29.2	8	33.3	6	25.0	2	8.3		

Table 88.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart										Junior Teacher--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Preparation for marriage		4	18.2	6	27.3	7	31.8	3	13.6	2	9.1		
Better study habits		13	54.2	8	33.3	3	12.5	0	0.0	0	0.0		
Enrollment (advisement)		8	32.0	12	48.0	4	16.0	1	4.0	0	0.0		
Library attitude and usage		6	24.0	12	48.0	6	24.0	1	4.0	0	0.0		
Suggestions for study		8	32.0	15	60.0	2	8.0	0	0.0	0	0.0		
Safety		14	56.0	8	32.0	2	8.0	1	4.0	0	0.0		
Driving		7	29.2	10	41.6	5	20.8	2	8.3	0	0.0		

Table 89.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart									
PROBLEM		Junior Teacher--Occupational									
Tabulated as Checked by Students		Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Vocations		8	34.8	10	43.5	3	13.1	2	8.6	0	0.0

Table 90.

2nd Semester		5th Term		Final Analysis Chart				Junior Teacher--Social			
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Boy and girl relationships		10	41.6	4	16.7	9	37.5	1	4.2	0	0.0
School etiquette and courtesy		9	37.5	9	37.5	6	25.0	0	0.0	0	0.0
School traditions		3	12.5	9	37.5	11	45.8	1	4.2	0	0.0
Hobbies		4	15.4	8	30.7	7	27.0	6	23.1	1	3.8
School clubs		1	4.0	6	24.0	15	60.0	3	12.0	0	0.0
School activities		5	20.8	6	25.0	9	37.5	4	16.7	0	0.0

Table 91.

2nd Semester		5th Term		Final Analysis Chart		Senior Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important Number	Per Cent	Very Important Number	Per Cent	Of Average Importance Number	Per Cent	Somewhat Important Number	Per Cent	Of Little or No Importance Number	Per Cent
More adequate enrollment aid to pupils, with careful program-checking by teachers		6	30.0	8	40.0	5	25.0	0	0.0	1	5.0
Discussion of requirements and cost of colleges and universities which are strong in subject fields		7	30.4	6	26.1	7	30.4	2	8.7	1	4.3
Discussion of current problems in our school		5	21.8	13	56.5	4	17.4	0	0.0	1	4.3
Discussion of interesting facts about our own community		1	4.3	11	47.8	8	34.9	2	8.7	1	4.3
World problems		2	8.7	8	34.9	11	47.8	2	8.7	0	0.0
Safety discussion		12	52.3	9	39.1	0	0.0	1	4.3	1	4.3
Discussion of interesting personages		1	4.5	3	13.6	9	40.9	7	31.9	2	9.1

Table 92.

<u>2nd</u> Semester <u>5th</u> Term		Final Analysis Chart				Senior Teacher--Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Discussion of new developments which will provide new fields of work		11	47.8	5	21.8	5	21.8	1	4.3	1	4.3

Table 93.

2nd Semester 6th Term		Final Analysis Chart				Sophomore Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Handbook		10	40.0	12	48.0	2	8.0	1	4.0	0	0.0
School citizenship		19	73.0	7	27.0	0	0.0	0	0.0	0	0.0
Graduation requirements		11	42.3	8	30.7	7	27.0	0	0.0	0	0.0
The curriculum		11	42.3	12	46.2	2	7.7	1	3.8	0	0.0
Helping pupils in electing subjects		14	53.9	9	34.6	3	11.5	0	0.0	0	0.0
Help pupils re-arrange their program after one semester of high school work		5	19.2	13	50.0	7	27.0	1	3.8	0	0.0

Table 94.

2nd Semester 6th Term		Final Analysis Chart				Sophomore Teacher—Occupational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Ways of securing positions		3	11.5	7	27.0	9	34.6	4	15.4	3	11.5
Applying for positions		3	12.0	7	28.0	8	32.0	4	16.0	3	12.0

Table 93.

2nd Semester 6th Term		Final Analysis Chart				Sophomore Teacher--Social					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Getting along with people		16	64.0	8	32.0	1	4.0	0	0.0	0	0.0

Table 96.

2nd Semester 6th Term		Final Analysis Chart										Junior Teacher--Educational	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Improvement of standards in the use of the library and books		7	30.4	10	43.5	6	26.1	0	0.0	0	0.0		
School rules--necessity for		11	44.0	9	36.0	4	16.0	1	4.0	0	0.0		
Safety		13	52.0	10	40.0	2	8.0	0	0.0	0	0.0		
Better study habits		15	57.7	9	34.6	2	7.7	0	0.0	0	0.0		
Strengthen the senate by discussions of its duties and possibilities		4	16.6	9	37.4	11	46.0	0	0.0	0	0.0		
School citizenship		16	69.6	6	26.1	1	4.3	0	0.0	0	0.0		
Assembly attitudes		10	41.6	11	45.9	1	4.2	2	8.3	0	0.0		
Assistance with enrollment problems of pupils		9	36.0	8	32.0	7	28.0	1	4.0	0	0.0		

Table 97.

<u>2nd Semester</u> <u>6th Term</u>		Final Analysis Chart										<u>Junior Teacher--Occupational</u>	
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance			
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent		
Vocations		13	50.0	8	30.8	5	19.2	0	0.0	0	0.0		

Table 98.

<u>2nd Semester</u> <u>6th Term</u>		<h3>Final Analysis Chart</h3>				Senior Teacher--Educational					
PROBLEM	Tabulated as Checked by Students	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Guidance on elective subjects		8	36.0	7	31.8	4	18.2	2	9.1	1	4.5

Table 99.

2nd Semester		6th Term		Final Analysis Chart				Senior Teacher--Social			
PROBLEM	Tabulated as	Extremely Important		Very Important		Of Average Importance		Somewhat Important		Of Little or No Importance	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Course in manners	Checked by Students	7	29.2	7	29.2	9	37.4	0	0.0	1	4.2

Table 100.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT
Checked by 25% of the Membership of Each Class

	SOPHOMORE			
	YES		NO	
	No.	Per Cent	No.	Per Cent
Information on colleges	103	99.0	1	1.0
Discuss how to elect subjects	98	94.3	6	5.7
Clubs and organizations	103	99.0	1	1.0
Personal problems	102	98.1	2	1.9
Social problems	103	99.0	1	1.0
Part time jobs	102	98.1	2	1.9
Progress in school work	104	100.0		
Hobbies	102	98.1	2	1.9
Current events	102	97.2	3	2.8
Discuss movies	102	99.0	1	1.0
Coming events	98	95.1	5	4.9
School manners	98	95.1	5	4.9
Pupil respect for senate rules	102	99.0	1	1.0
Discuss school programs	102	99.0	1	1.0
Handbook	97	94.2	6	5.8
Safety of all kinds	100	97.1	3	2.9
Vocational discussions	102	99.0	1	1.0

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Membership of Each Class

JUNIOR

	YES		NO	
	No.	Per Cent	No.	Per Cent
Current problems--local, national and international	97	100.%	0	0.0
Good citizenship	90	92.8	7	7.2
Handbook	90	92.8	7	7.2
Etiquette	92	95.8	4	4.2
Safety	89	91.7	8	8.3
Electing subjects	90	92.8	7	7.2
Information on college entrance	95	98.0	2	2.0
Political situation	89	92.7	7	7.3
Explain various club activities	85	87.6	12	12.4
Book reviews	94	96.9	3	3.1
Assemblies	90	92.8	7	7.2
Vocational guidance	92	97.9	2	2.1
Grades	90	92.8	7	7.2
Jobs	95	99.0	1	1.0
Sportsmanship	90	92.8	7	7.2
Movies	97	100.%		
School activities	87	89.7	10	10.3
Guidance	97	100.%		
Scholarships	96	99.0	1	1.0
How to study	94	95.8	2	4.2
Speech	96	99.0	1	1.0
Health problems	97	100.%		

Table 102.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Membership of Each Class

SENIOR

	YES		NO	
	No.	Per Cent	No.	Per Cent
Subjects	93	95.9	4	4.1
Scholarships	95	99.0	1	1.0
How to study	95	98.0	2	2.0
Radio	90	93.8	6	6.2
Applying for a position	96	99.0	1	1.0
Current events	93	94.9	4	4.1
Handbook	95	99.0	1	1.0
Safety	84	87.5	12	12.5
Training necessary for various professions and trades	94	99.0	1	1.0
Club activities	89	94.7	5	5.3
Skilled vocations	95	100.%		
Fields of opportunity after graduating	94	99.0	1	1.0
School traditions	91	94.8	5	5.2
Choosing a college	92	95.8	4	4.2
Planned program for senate period	86	89.6	10	10.4
Discuss school problems	91	94.8	5	5.2
Discuss safety	95	99.0	1	1.0
Manners in and out of school	94	96.9	3	3.1
Discuss personal problems	96	99.0	1	1.0

Table 102--continued

(QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT)

Senior

	YES		NO	
	No.	Per Cent	No.	Per Cent
Part time jobs	93	95.9	4	4.1
Sports	94	96.9	3	3.1
Information about graduation	81	98.8	1	1.2
Information on trades and professions	82	96.5	3	3.5
Current topics of interest	83	97.7	2	2.3
Political problems	81	95.3	4	4.7
Vocational guidance in the senate	77	90.6	8	9.4

Table 103.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Teachers of Each Class

SOPHOMORE TEACHERS

(17 Sophomore Teachers 25% = 4)	YES		NO	
	No.	Per Cent	No.	Per Cent
An appreciation of our civic responsibilities	4	100%		
Strive to develop personality of pupils	4	100%		
Social habits--ways to act in company with others	4	100%		
Health education	4	100%		
Helping pupils adapt school program to their future needs	4	100%		
To help pupils make wise choice of extracurricular activities	4	100%		
To foster a wholesome school spirit	4	100%		
Discussion of the student handbook	4	100%		
Helping pupils to select subjects	4	100%		
Guidance material for home room teachers	4	100%		
Safety instruction	4	100%		
Discussion of current events	3	75.0	1	25.0
Entrance requirements for various colleges	4	100%		

Table 104.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Teachers of Each Class

JUNIOR TEACHERS

(12 Junior Teachers
25% = 3)YES
No. Per Cent NO
No. Per Cent

	YES		NO	
	No.	Per Cent	No.	Per Cent
Library attitude and usage	3	100.%		
School traditions	2	66.6	1	33.3
Better study habits	3	100.%		
Current events	3	100.%		
Safety	3	100.%		
Etiquette	2	66.6	1	33.3
Book reviews	3	100.%		
How to apply for a job	2	66.6	1	33.3
Vocational guidance	3	100.%		
Knowledge of subjects offered (content, objectives, and vocational significance)	3	100.%		
Teacher need for training in guidance	3	100.%		
Hobbies	2	66.6	1	33.3
Creating spirit of cooperation in pupils	2	66.6	1	33.3

Table 105.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Teachers of Each Class

SENIOR TEACHERS

(13 Senior Teachers
25% = 3)YES NO
No. Per Cent No. Per Cent

	YES	NO		
	No.	Per Cent	No.	Per Cent
Finding jobs for graduates	3	100.%		
Safety discussion	2	66.6	1	33.3
Etiquette	2	66.6	1	33.3
Guidance in elective subjects	2	66.6	1	33.3
Personal guidance problems	3	100.%		
Vocational guidance	3	100.%		
Grades	3	100.%		
Study of handbook	3	100.%		
Discussion of requirements in cost of colleges and universities which are strong in certain subject fields	3	100.%		

Table 106.

EDUCATIONAL, OCCUPATIONAL AND SOCIAL NEEDS OF
PUPILS IN THE ROCK ISLAND SENIOR HIGH SCHOOL AS
LISTED BY PARENTS

Calls Made Upon
20% of the Parents

SOPHOMORE

Vocations	Boys	Girls	Total
Nurse	0	3	3
Baseball player and horse raiser	1	0	1
Stenographer	0	10	10
Mechanical Engineer	1	0	1
Store Clerk	0	1	1
Nursing, air hostess	0	1	1
Financier	2	0	2
Lawyer	2	0	2
Civil engineer	1	0	1
Aeronautical engineer	1	0	1
Newspaper reporter	0	1	1
Farming	2	0	2
Laboratory technician	0	1	1
Teacher	2	2	4
Music teacher	0	1	1
Art	0	4	4
Mechanics or machinist	5	0	5
Aviation	2	0	2
Printing	1	0	1
Architecture	1	0	1
Dress designing	0	1	1

Vocations	Boys	Girls	Total
Radio announcer	1	0	1
Engineering	2	0	2
Music	0	1	1
Undecided	11	12	23

Pupil planning on college		Social interest in high school	
Yes	No	Yes	No
6 girls	4 girls	19 girls	4 boys
9 boys	1 boy	21 boys	6 girls

Current events

Yes	No
10 boys	1 boy
3 girls	3 girls

No educational suggestions--Parents of 13 boys
 " " 18 girls

Educational suggestions:

Have some objectives and work at it. Every pupil should have math. Mathematics helps one to think logically.

Youngsters should learn the dignity of labor.

Child should be able to adapt himself to varying situations and to get along with others. Would like to see a program formulated where men from various professions and occupations would come in to talk to pupils.

Give public speaking to pupils and get them to mix.

Stress English and penmanship.

Important thing is to prepare pupil for occupation for which he is best fitted.

Upper classmen should come in to lead discussions and break the ice. Get some subject of interest.

Pupils should be advised and talked to about the things for which they are best fitted.

Vocations	Boys	Girls	Total
Aeronautical engineer	1	0	1
Tobacco jobber	1	0	1
Electrical engineer	1	0	1
Retail fur business	1	0	1
Salesman	1	0	1
Wholesale grocer	1	0	1
Social worker	0	1	1
Undecided	9	9	18

Pupil planning on college		Social interest in high school	
Yes	No	Yes	No
10 boys	1 boy	16 boys	9 boys
6 girls	5 girls	29 girls	8 girls

Current events	
Yes	No
3 boys	1 boy
9 girls	

No educational suggestions--Parents of 18 boys
 " " 22 girls

Educational suggestions:

Teach a little more trade. Give a little trade experience to all pupils; give more to child slow in academic subjects.

Talks between teacher and pupil should be milestones. They should sit down together and reason about things. Children should be mentally and physically able to take the advice of parents and teachers. A task is not menial as it once was. The dignity of labor is recognized.

Further stressing of the 'forum'. Scientific attitude is necessary for professional man or workman. Education has accepted falsehoods and does not try to eradicate them. More fearless emphasis on science. Teach a way

(Educational suggestions)

of life. Learn that scientific knowledge is refined common sense. Social studies and economics. All facts--careful and logical way out of swamp.

Youngsters have very little respect for elders. Should be taught to say 'thank you'; to stand when they recite. Boys should stand when girls enter room. Should be taught social graces--tipping the hat. Should have social meetings--learn how to meet people. Teachers talk to students; pick out the good ones, and neglect the poor students. Parents show too little interest.

Courses at Rock Island high school are not flexible enough. Third year Latin and third year mathematics could not be taken at the same time. Children at this age are too young to know definitely what they want to become. Senior high school programs are supposed to be made out in the junior high school by the pupil and are not easy to change later; this method is a poor one.

Teacher does not teach thoroughly; should teach public speaking to all pupils.

Material presented in home room should be of educational and also of social value so that it will keep the pupils' interest.

Advisable to fill form for basis to work on; ideas for future. Activity tickets should be explained to pupils so that they can carry this explanation home to parents. Pupils should make a definite statement as to what they have in mind.

Give all pupils mathematics. Drill into pupils that they should go to college. Pupils should bring more books home to improve their grades.

Child should go into what he is interested in.

School should offer more drafting along aeronautical lines.

Table 108.

EDUCATIONAL, OCCUPATIONAL, AND SOCIAL NEEDS OF
PUPILS IN THE ROCK ISLAND SENIOR HIGH SCHOOL AS
LISTED BY PARENTS

Calls Made Upon 20% of the Parents	SENIOR		
Vocations	Boys	Girls	Total
Law	1	0	1
Physical Education teacher	0	2	2
Art teacher	0	1	1
Journalism	1	3	4
Mechanics or machinist	7	0	7
Stenographer	1	11	12
C.P.A.	1	0	1
Teacher	1	1	2
Court stenographer	0	1	1
Art and design	1	2	3
Chemist	1	0	1
Librarian	0	1	1
Nurse	0	4	4
Beauty operator	0	2	2
Engineering	3	0	3
Florist	1	0	1
Housewife	0	1	1
Telephone work	0	1	1
Commercial	1	0	1
Commercial artist	0	1	1
Druggist	1	0	1

Vocations	Boys	Girls	Total
Aviation	2	0	2
Drafting	1	0	1
Accountant	1	0	1
Baseball player and horse raiser	1	0	1
Bookbinder	1	0	1
Undecided	11	7	18

Pupil planning on college

<u>Yes</u>	<u>No</u>
6 boys	5 girls
15 girls	6 boys

Social interest in high school

<u>Yes</u>	<u>No</u>
19 boys	8 boys
21 girls	9 girls

Current events

<u>Yes</u>	<u>No</u>
6 boys	
5 girls	

No educational suggestions--Parents of 12 boys
 " " 22 girls

Educational suggestions:

Children have to give so much time to college requirements that they do not have opportunity for studies they like. Degrees are run into ground by colleges. Real interests of child overlooked.

Should have basic subjects.

Bring out child's ideas of things he is interested in.

Dignity of labor.

Check should be made on organizations and manufacturing concerns where boys can get in as apprentices. Silvis shop, Moline shops. Trades are going to be in demand. Shortage of good craftsmen. Practice with book knowledge. Give boys a chance--those that visualize. Check up on boys that would make a success. Crafts will gain over professions in next 10 years. More vocational schools. Enlargement of I.A.

(Educational suggestions)

Youngster should get into as much as possible. Speech is one subject for all. Course in spelling.

Would suggest dignity of labor.

High school course should be broad and general--no specialization. The cultural side should be stressed.

Opportunity has to present itself to the boys and girls, then they can help themselves.

Table 109.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Parents Called Upon in Each Class

SOPHOMORE
PARENTS

	Yes		No.	PerCent
	No.	Per Cent		
Not settled upon what he wants to do	2	100.%		
Has an active interest in social activities	2	100.%		
Does not take part in social life of school	1	50.0	1	50.0
Haven't any suggestions for betterment of education	1	50.0	1	50.0
High school doing good job	2	100.%		
Pupils should be advised and talked go about their interests	2	100.%		

Table 110.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Parents Called Upon in
Each Class

JUNIOR PARENTS

	YES		NO	
	No.	Per Cent	No.	Per Cent
Has not decided on what to do	4	100.0		
Likes social activity of school life	4	100.0		
Have no educational suggestions to offer	3	75.0		
Not interested in social side of high school	3	75.0		
Materials presented in home room should be of educational and also of social value so that it will keep pupils interested	2	50.0	1	25.0

Table 111.

QUESTIONNAIRE VALIDATING EDITORIAL JUDGMENT

Checked by 25% of the Parents Called Upon in
Each Class

SENIOR PARENTS

	YES		NO	
	No.	Per Cent	No.	Per Cent
Does not enter into social side	6	100.0%		
Have no suggestions to make	4	67.0	2	33.0
Interested in social activity	6	100.0%		
Occupation--not yet decided	5	83.0		
High school seems to be doing a good job	6	100.0%		
The high school has done so much for our boy that we do not have anything to suggest at present	4	67.0	2	33.0
High school should give a broad and general course	5	83.0		

Table 112.

OCCUPATIONAL DISTRIBUTION IN 1939 OF THE CLASS OF 1938

Boys

College	43
Marblestone Pawn Shop	1
Bell Boy	1
Grocery	6
Milk delivery	1
Salesman, Crowell Publishing Company	1
Post office employe	1
Orchestra member	1
Saukie golf course	1
Wholesale drug company	1
Railroad section hand	1
Printing	4
Newspaper work	3
Factory	18
R. I. Sash and Door	5
Servus Rubber	7
John Deere	3
International Harvester	3
Apprentice	6
Engineering company	1
Car company	1
Machine and metal	1
Tool company	1
John Deere Plow	1
Arsenal	1
Office work	4
File clerk Modern	
Woodmen	2
Bank	1
John Deere office	1

Occ. Distr. of the Class of 1938--Continued

(Boys)

Clerks	5
Bakery	1
Radio	2
Service station	3
Dead	1
Drafting	2
Common labor	9
C.C.C.	3
Waiter	1
Theatre usher	3
Employed with father	13
Wholesale liquor	1
Auto sales	2
Welding and repair	1
Machine shop	1
Truck farming	1
Furnace & air condng.	2
Cleaners	1
Florist	1
Paper hanger	1
Farm hand	1
Contractor	1
Unemployed	9
Moved away	5

OCCUPATIONAL DISTRIBUTION IN 1939 OF THE CLASS OF 1938

Girls

College	29
Eckman Studio	1
Travelling representative Eastman Kodak Company	1
Laundry employee	1
Rock Island Argus	1
Factory	7
Servus Rubber	6
Strombeck Becker	1
Domestic	4
Ticket seller at theatre	2
Ice cream bars	6
Bell Telephone Company	8
Waitress	3
Assistant Y.W.C.A. secretary	1
Store clerk	8
Business college	7
Nurses training	7
Bakery	3
Stenographers	24
Chamber of Commerce	1
R.I. Arsenal	1
Architect	1
Lawyer	2
J.I. Case Company	1
Bituminous Casuaty Co.	7
Argus	1
Printer	1
Candy company	1

Table 112--continued

Occ. Distr. of Class of 1938--continued

(Girls)

Royal Neighbors	3	
Bank	1	
Auto company	2	
Jewish Center	1	
P.W.A. office	1	
Bookkeeper		1
Married and not otherwise employed . . .		31
Moved away		7
Unemployed		18

Married

Boys		4
1 bartender		
1 printer		
1 common laborer		
1 factory worker		
Girls		37
Married and employed	5	
Married and in school	1	
		<hr/>
Total married		41

Employed part time before graduation 15

Boys	10
Girls	5

No employment first year 21

Boys	9
Girls	12

Table 112--continued

Occ. Distr. of Class of 1938--continued

Employed part time		9
Boys	6	
Girls	3	
Employed part time first year		6
Boys	5	
Girls	1	
Entered college 1939		8
Boys	5	
Girls	3	
Employed first year, then college		5
Boys	3	
Girls	2	
In college and employed part time		11
Boys	6	
Girls	5	
College first year, then employed		1
Girl	1	
College first year, then unemployed		1
Girl	1	

Sophomore Guidance Content Index

Using data obtained from sophomores second term

Using data obtained from pupils

Form 2

	Check in order of Importance	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or no Importance
Vocational discussions	---	---	---	---	---	---
Dancing instruction	---	---	---	---	---	---
More school parties	---	---	---	---	---	---
Discuss sportsmanship	---	---	---	---	---	---
Explain school rules	---	---	---	---	---	---
Discussion of school activities	---	---	---	---	---	---
How to study	---	---	---	---	---	---
Discuss current problems	---	---	---	---	---	---
Help in selecting program	---	---	---	---	---	---
Instruction in automobile operation	---	---	---	---	---	---
Safety	---	---	---	---	---	---

225

Junior Guidance Content Index

Using data obtained from juniors second term

Using data obtained from pupils

Form 2

	Check in order of Importance	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or no Importance
Information on college entrance	---	---	---	---	---	---
Part time job	---	---	---	---	---	---
Guidance in choosing a vocation	---	---	---	---	---	---
Explain various club activities	---	---	---	---	---	---
Explain athletic requirements	---	---	---	---	---	---
Satisfactory progress in school	---	---	---	---	---	---
Discuss personal problems	---	---	---	---	---	---
Explain school rules	---	---	---	---	---	---
Explain method of giving detentions	---	---	---	---	---	---
Matinee dances	---	---	---	---	---	---
Electing subjects	---	---	---	---	---	---
Instruction in automobile operation	---	---	---	---	---	---

Senior Guidance Content Index

Using data obtained from seniors second term

Using data obtained from pupils

Form 2

	Check in order of Importance	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or no Importance
Survey of school accidents	---	---	---	---	---	---
Electing subjects	---	---	---	---	---	---
Pupil conferences with Deans	---	---	---	---	---	---
Better home room program	---	---	---	---	---	---
Closer teacher - pupil relationship	---	---	---	---	---	---
Vocational guidance	---	---	---	---	---	---
Explain school activities	---	---	---	---	---	---
Discuss personal problems	---	---	---	---	---	---
Explanation of credits, majors, and minors	---	---	---	---	---	---
Pupil honor in locker rooms	---	---	---	---	---	---
Guidance in choosing a college	---	---	---	---	---	---
Explanation of school rules	---	---	---	---	---	---
Explain various club activities	---	---	---	---	---	---

237

Teacher Guidance Content Index

Using data obtained from teachers second term

Check in order of Importance	Extremely Important	Very Important	Of Average Importance	Somewhat Important	Of Little or No Importance
SENIOR					
Home room period and second period combined	---	---	---	---	---
Opportunity to work with serious minded pupils	---	---	---	---	---
JUNIOR					
Guiding pupils in choice of subjects	---	---	---	---	---
Establishing in pupils desirable attitudes	---	---	---	---	---
Developing in pupils better study habits	---	---	---	---	---
Determining and meeting pupil needs and interests	---	---	---	---	---
Proper attitudes toward school	---	---	---	---	---
Allowance of more time for guidance	---	---	---	---	---
Teachers' lack of knowledge of vocations and vocational opportunities	---	---	---	---	---
More interest and cooperation from pupils in the home room	---	---	---	---	---
Satisfactory progress in school	---	---	---	---	---
Selecting subjects	---	---	---	---	---
Discussing school problems	---	---	---	---	---
SOPHOMORE					
Ability to get along with people	---	---	---	---	---
Development of initiative	---	---	---	---	---
Utilizing sources of information	---	---	---	---	---
Respect for rights of others	---	---	---	---	---
Perseverance	---	---	---	---	---
Expressing thoughts clearly	---	---	---	---	---
Developing sense of responsibility	---	---	---	---	---
Dealing with personal problems	---	---	---	---	---
Guidance on school subjects	---	---	---	---	---
Guidance material for home room teachers	---	---	---	---	---
Course of study on safety and automobile operation	---	---	---	---	---

ROCK ISLAND SENIOR HIGH SCHOOL
OWEN B. WRIGHT, PRINCIPAL
ROCK ISLAND, ILLINOIS

TO THE PARENTS OF ROCK ISLAND SENIOR HIGH SCHOOL PUPILS:

The senior high school is trying to increase its efficiency as an educational institution by helping your child in his school life in every possible way. You may not be aware of the facilities of your modern and up-to-date plant. Our school has been rated as having the finest plant between Chicago and Denver by many educators.

To make the program offered by your senior high school of even greater value to your child, we are trying to develop an adequate home room guidance program to meet the needs of the tenth, eleventh and twelfth grade pupils. We feel that the parents of the pupils in our school can be of invaluable assistance by making suggestions on the enclosed check list.

We greatly appreciate your cooperation in this matter.

Very truly yours,

OWEN B. WRIGHT

OBW:DJB

PARENTS

SOPHOMORE

Please return in enclosed envelope to:
David J. Borth, R. I. Sr. H. S., Rock Island, Ill.

These statements were made:	Would you interpret it thus Encircle " Yes " or " No "	If this statement is not clear what words should be added or omitted?
<p>Wouldn't know as to occupational interest Do not know about vocational choice Don't know what he wants to do Don't know, I am sure Mind not made up No interest in occupations Has not made any occupational choice Not settled about what she wants to do Too young to make definite choice Haven't thought much about it No definite plans No thought of future Has not thought much about choice of vocation Would not know what to say</p>	<p>Not settled what he wants to do Yes No</p>	
<p>Interest in social life Very interested in social side of school Interested in social life Likes social side pretty well Likes the social side Very interested in social life Enjoys social side of high school Likes social activities Crazy about social side of high school Likes social side Likes social side of school Very interested in school activities Social interest Likes social side very much Interested in social activities Enjoys social life Has an active interest in social activities</p>	<p>Has an active interest in the social activities Yes No</p>	
<p>No interest in social life Not acquainted with social activity Does not like social activity Does not take part in social life of school Not greatly interested Not very good mixer</p>	<p>Does not take part in social life of school Yes No</p>	
<p>Do not know what to say along educational lines No suggestions No educational suggestions Would not have any suggestions Do not know at the moment what to suggest Can't think of anything of value to give you Really do not have mind on what to suggest Haven't any suggestion for the betterment of education Haven't really thought much about any suggestions along educational lines At this time I have no suggestions to make No suggestions at the present time Right off hand, no ideas for you Have no suggestions educationally</p>	<p>Haven't any suggestion for the betterment of education Yes No</p>	
<p>High school doing good job High school doing a very good job Educationally, school o.k. Pupil gets a lot out of school Schools of today are wonderful</p>	<p>High school doing good job Yes No</p>	
<p>Suggestions made by parents as material for Home Room topics Stress English Stress penmanship Give public speaking to all pupils Every pupil should have Mathematics Pupils should be advised and talked to about their interests Give pupils short topics to talk about Upperclassmen should lead discussions Youngsters should learn the dignity of labor Child should be taught to adjust himself to varying situations Have an objective and work at it</p>	<p>Pupils should be advised and talked to about their interest Yes No</p>	

JUNIOR

Please return in enclosed envelope to:
David J. Borth, R. I. Sr. H. S., Rock Island, Ill.

PARENTS

<p>These statements were made:</p>	<p>Would you interpret it thus Encircle "Yes" or "No"</p>	<p>If this statement is not clear what words should be added or omitted?</p>
<p>Not yet decided about vocation Do not have any idea Undecided as to vocation No definite idea as to what he wants to be Don't know what she wants to be Undecided Don't know—undecided Has not decided on what to do Has no occupational choice Don't know Undecided as to occupation Undecided as to occupational choice No definite plans Has not chosen life work Don't know just what he aims for No interest in occupation I don't know about interest</p>	<p>Has not decided on what to do Yes No</p>	
<p>Greatly interested in social activities of her school life Likes the social clubs Sometimes too much social side Definite interest in social side of life at high school Interested in social activities Interested in social side Social interest Likes social activity Likes social side of school Has interest in social side of high school Very much interested in social activities Enjoys club activity Enjoys the social life of the high school Likes social activity Likes social activity of school life Enjoys social side of high school Loves social side of high school Interested in most everything socially Very interested in the social life of school Interested in social life of school He is all wrapped up in social activities of school Likes the social activity Enjoys social activity Enjoys social life Very much interested in social activities He likes the social activities Very much interested in the social life Social life her line</p>	<p>Likes social activity of school life Yes No</p>	
<p>No educational suggestions Do not think of suggestions at this time No suggestions along educational lines Don't know of any suggestions Have no suggestions on educational program No educational suggestions Have no suggestions No suggestions Have no suggestions to give toward better educational work No educational suggestions to offer Have no suggestions to give to better educational part of school life Nothing to offer along educational line I do not have a thing to offer along educational lines Couldn't think of a thing along educational lines I do not have any educational suggestions to offer I have not thought of any suggestions along educational lines Do not understand school situation well enough to suggest or advise Educationally, absolutely no suggestions Educationally, no suggestions Have no educational suggestions to offer Have no suggestions to offer Have no suggestions to make Have no suggestions to make along educational lines I don't know what to suggest Don't believe I have any suggestions Educationally, no suggestions Nothing to give along educational lines</p>	<p>Have no educational suggestions to offer Yes No</p>	
<p>No interest in social side of school Does not care about clubs and other activities Does not like clubs Not socially inclined No interest in the social side of high school Does not care about social side Not interested to a great extent in social life of school Limited social interests Not interested in social side of high school Not interested in clubs Has no social interest No interest socially Does not care for social activity Has not taken an active part in the social life</p>	<p>Not interested in social side of high school Yes No</p>	

SENIOR

Please return in enclosed envelope to:
David J. Borth, R. I. Sr. H. S., Rock Island, Ill.

PARENTS

These statements were made:	Would you interpret it thus Encircle "Yes" or "No"	If this statement is not clear what words should be added or omitted?
Does not care for social activities Has no interest socially Not interested in social activity Not interested in social side No club or other social activity interest No social interests Does not enter into social side Not very interested in social activities Not interested in clubs Does not go in for social activity Not very social No interest in social side of school No interest in clubs	Does not enter into social side Yes No	
Do not have any suggestions as to improvement of education I do not think I have anything to offer for educational improvement I do not have any suggestions Pretty hard to give suggestions Can't think of any suggestions at this time Have no suggestions Educationally, no suggestions No suggestions No educational suggestions No suggestions; very fine school No suggestions—have no interest in P.T.A. or open house Don't know, I haven't a suggestion or a thing to offer Right at this time, I have no suggestions to make Have no suggestions to make Have no suggestions to offer on the educational side of the high school No suggestions along educational lines Just can't think of anything to suggest Do not know of anything to suggest Do not have any suggestions to make at this time Have no suggestions to make Haven't even thought of anything to suggest to the high school Can't think of a thing to suggest Nothing to suggest along educational lines Satisfied with high school No suggestions along educational lines	Have no suggestions to make Yes No	
Too much social interest Interested in clubs Likes social side of high school Very much interested in social activity Likes social side of school Social side of great interest Likes the social activity Likes social activity Enjoys social activity Very fine schedule on social side—daughter runs it into ground Interested in social activity Likes clubs Likes social life Social Interest Social side his ideal Likes social activity very much He enjoys the social part of the high school Interested in social life of school	Interested in social activity Yes No	
He hasn't made up his mind about vocational choice No idea of vocation Doesn't know child's interest No interest as to occupation Can't tell as to what daughter hopes to choose for a vocation No occupational interest Don't know about vocational interest No definite plan Can't say she has interest in any one thing No idea of vocation No definite aim No interest in occupation No interest as yet Not interested in a job Occupation undetermined Don't know what to say as to occupational interests of son No occupational choice at present Don't know what he wants to be Occupation—a problem not decided Have never given occupational choice a thought Nothing special in view Parent hasn't noticed any particular occupational interest Couldn't tell much about son Just can't decide about occupational choice	Occupation—not yet decided Yes No	

SENIOR

Please refer to subject envelope for
David L. Smith, R.I.S., N.E., Room 1111, B.

TABLES

If this statement is not clear Encircle "Yes" or "No" or omitted?	Would you interpret it thus Encircle "Yes" or "No" or omitted?	Would you interpret it thus Encircle "Yes" or "No" or omitted?	If this statement is not clear what words should be added or omitted?
<p>High school doing everything it can educationally High school seems to be doing a good job Very fine high school School is doing satisfactory job</p>		<p>High school seems to be doing a good job</p> <p style="text-align: center;">Yes No</p>	
<p>Our daughter seems to have received so much that we do not have anything to suggest at present. The high school has done so much for our boy that we do not have any suggestions to make. Mother: "My daughter has gotten so much out of school that I can think of no suggestions".</p>		<p>The high school has done so much for our boy that we do not have anything to suggest at present.</p> <p style="text-align: center;">Yes No</p>	
<p>Parents' suggestions:</p> <p>Educationally, I feel the students have too much required for college entrance; interest of the child has to be overlooked. High school should give a broad and general course. Dignity of labor. Would suggest dignity of labor. Bring out child's ideas of things he is interested in. Should have basic subjects. Opportunity has to present itself to the boys and girls, then they can help themselves. Speech is one subject for all. Course in spelling.</p>		<p>High school should give a broad and general course.</p> <p style="text-align: center;">Yes No</p>	

Senior

These statements were made:	Would you interpret it thus Encircle "Yes" or "No"	If this statement is not clear what words should be added or omitted?
Electing subjects Change subjects after first week Arranging majors and minors Arrange subjects for college credit Explanation of subjects before entering high school Check program carefully Faculty help in selecting subjects Future subjects Electing satisfactory subjects Credits Teacher help in selecting subjects Majors and minors Explanation of credits, majors, and minors How to choose subjects More time in selecting subjects Graduation requirements Explanation about majors, minors and credits Electing subjects which will be most helpful in college Explanation of subjects Subjects	Subject Yes No	
Scholarships offered by colleges Scholarships	Scholarships Yes No	
How to study How to study for exams	How to study Yes No	
Broadcasts Talks about radio broadcasts Radio	Radio Yes No	
Applying for a job Applying for a position Correct procedure in applying for a job How to answer ads for jobs Applying for job How to apply for a job	Applying for a position Yes No	
Current events Discuss international problems World affairs Discussion of foreign affairs World news Local news World topics Foreign affairs National affairs	Current events Yes No	
Meaning of bells Knowledge of building Explain detention system Explain more about school to sophomores Explain school activities Explain school functions Clinic procedure should be explained Explanation of school rules Give school regulations to sophomores School problems Detentions Rules of school Handbook School life in general Announcements	Handbook Yes No	
Safety in automobile operation Drivers class Course in driving Course in automobile operation	Safety Yes No	
Training necessary for various professions Professions and requirements Educational requirements for the professions	Training necessary for various profes- sions and trades Yes No	
Clubs in school Club activities Discuss clubs in senate	Club activities Yes No	
Preparing for skilled job Skilled vocations Skilled work vs. common labor	Skilled vocations Yes No	
Work open to young people Students look up careers and talk on them Talk on various types of work Various occupations Fields of opportunity after graduating	Fields of opportunity after graduating Yes No	
School spirit School traditions Sportsmanship	School traditions Yes No	
Colleges College entrance requirements Selecting a college College requirements Study of colleges Cost of going to college Discuss colleges Choice of college College life discussed Selecting a college Qualification for college Going to college Choosing a college Making out a program for college Guidance in choosing a college	Choosing a college Yes No	
No senate period, or else a planned program for it Study period Use senate period for studying	Planned program for senate period Yes No	
Method of school betterment Discuss school problems Cafeteria conduct Assembly conduct Conduct in the halls	Discuss school problems Yes No	
Discuss safety Safety in the homes Safety--different types Safety around school Traffic problems Survey of school injuries Check on school accidents	Discuss safety Yes No	
Etiquette Etiquette of high school students Manners in and out of school Manners	Manners in and out of school Yes No	
Opportunity to discuss personal problems Discuss personal problems	Discuss personal problems Yes No	
Help in finding part time job Part time job Jobs	Part time job Yes No	
Athletics School Athletics Sports Athletic rules	Sports Yes No	

Over

These statements were made:	Would you interpret it thus Encircle "Yes" or "No"	If this statement is not clear what words should be added or omitted?
Graduation Graduation problems Information about graduation Graduation exercises and procedures Class dues Senior activities last semester Rental cap and gown	Information about graduation Yes No	
Vocational guidance Vocations Study vocations Vocational problems Jobs open to boys and girls Information on trades and professions	Information on trades and professions Yes No	
Work on projects together Round table discussions Current topics of interest	Current topics of interest Yes No	
Politics Political problems	Political problems Yes No	
Guidance in choosing a career Subject to be taken by Post Graduates Subjects to take in business college Vocational guidance in the Senate Teacher help in choosing a vocation	Vocational guidance in the senate Yes No	

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- 318
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