

**THE PERSONAL PROBLEMS OF CORVALLIS HIGH SCHOOL
STUDENTS AS A BASIS FOR CURRICULUM IMPROVEMENT**

by

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THE PERSONAL PROBLEMS OF CORVALLIS HIGH SCHOOL STUDENTS AS A BASIS FOR CURRICULUM IMPROVEMENT

CHAPTER I

INTRODUCTION

Rapid progress has been made during recent years to adjust teaching methods and course offerings to meet the needs of all the students. We have come to recognize our students as individuals with certain common interests but with many individual problems.

Improved testing and guidance programs are serving all students as valuable aids in the diagnosis of achievement, interests, intelligence, aptitudes, ability, and personality. For the unadjusted student, a detailed case history may be prepared to obtain a more complete picture of his achievement and problems.

However, in most schools the excessive teacher load and insufficient counseling personnel curtail the special services that can be given to each individual. This usually results in most of the counselor's time being given to the delinquent student. Every student has his ups and downs and the apparently well adjusted students also have problems that affect their educational efficiency. In this respect, consideration should be given to the statement by Wrenn (11:129): "Unless the problems

of goals, attitudes, habits of work and social adjustment are given effective consideration, the intellectual achievement of the student will suffer." If the teachers have information regarding these problems they will be in a better position to adequately serve all students.

The psychologist, the teacher and the parent, through training and experience, develop the ability to "sense" certain problems of young people and in turn lend a helping hand to aid them in their physical, social, emotional, and intellectual growth. However, the writer raises the question as to whether our intuition and testing programs keep us completely informed. Perhaps Morgan (8:30-31) is correct in his statement: "Interest of teachers may be so centered along academic lines that lack of progress in other lines may be neglected. Later evidence of maladjustment may come as a shock."

If a community is planning a recreational program for the young people, is it not advisable to find out what the latter think they want? Likewise, in an educational program is it not reasonable to assume that much valuable information could be obtained if the students indicated the problems which they feel affect their progress and happiness?

Too often the adults are inclined to think that the adolescent is full of nothing but wild ideas and that the

elders must do their thinking for them. This is true up to a certain point. Even though our young people do reach that period of desire for independence and do show hostility to authority, experience shows that, with the stage properly set, their ability to think things out should not be underestimated. Their judgment may concur exactly or closely with an adult's, depending upon the degree to which experience is necessary in making the decision.

Analysing one's own feelings is not entirely dependent upon experience; therefore, a high school boy or girl is fully capable of indicating those problems which he or she thinks are affecting a satisfactory adjustment to school and normal growth. The writer feels that there is much to be gained through the study of the problems listed by an average group of students.

The objective of this study is to give recognition to the problems listed by the students of the Corvallis High School, and an analysis will be made to determine whether the present curriculum and teaching procedures are functioning to help the students solve their problems. With the exception of some 20 percent of absentees, all Corvallis High School students made a contribution to this study. From an enrollment of 880, eighty percent of the students are represented in the tabulated results. Students in grades eight through twelve are included.

Teachers' opinions were also solicited, and without any preliminary discussion, thirty-two teachers submitted a copy of the questionnaire shown in APPENDIX II.

CHAPTER II

PROCEDURE FOR STUDY

The object of this study was to determine those problems which were most common to the various student groups of the Corvallis High School.

One approach was to identify the problem areas as indicated by the students through their responses to the problem check list shown in Appendix I. The other approach was to have the faculty members indicate the problem areas which they felt were most common as observed through their daily contacts with class members.

The problem check list presented to the students was the Ross L. Mooney list with minor modifications to meet local conditions. The list referred to is known as the Problem Check List, High School Form, by Ross L. Mooney and published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio. The modifications had to do with problems concerning specific courses and these were corrected to include the required subjects for the state of Oregon. Questions at the end of the list were also changed to fit the local school. This particular list was chosen because of its wide selection of problems and the writer's favorable experiences with the list through individual counseling. Recent research informs

the writer that it is also being used in a 5-year study of 325 ninth grade boys and girls in Detroit, Michigan.

The list consisted of 330 items that could be grouped into eleven problem "areas." The items were spread out so that a student did not work on all the problems of any particular area at one time. For example, he would study five problems in one area, then five in another, and on throughout the test. Five questions were placed at the end of the list which the student could answer by "Yes" or "No". These questions were so worded as to obtain the student's favorable or unfavorable reaction to the check list.

The writer administered the test to all the students by meeting them as class groups in their social science classes. These classes were selected because they had been used throughout the year for group guidance work. All groups were met without any preliminary notice and at a time when classes were assumed to be normal and not emotionally upset by some special activity. In presenting the check list they were told that the administration was making a study to obtain honest, sincere information that could be given consideration in planning the school program for the coming year. There was no time limit and students were asked to consider each problem carefully, and to check those that had bothered them during the year.

The students were taken in mixed groups of the same grade level but the data were later tabulated according to boys and girls in each grade.

Every teacher of the Corvallis High School was given a survey sheet (Appendix II) that identified each of the eleven problem areas which were present on the student list. Through recall, they were asked to select the five problem areas which they thought were most common, and to rank them as to importance from one to five. Number one would be the area the teacher thought was most common and number five the one she thought was least common.

Teachers were not required to turn in the report and all who responded did so for whatever value their opinion might be used toward improving the school program for the service of the students.

In tabulating the results the papers were sorted into groups of boys and girls for each grade level of eight through twelve. The tabulation sheet used had the numbers of every item as it appeared on the student's sheet and if the problem for a given number was checked by the student, a tally mark was placed by the number on the tabulation sheet. This procedure was followed for each paper in each of the ten groups. The problem area receiving the greatest number of tally marks was considered to be the number one problem area.

In combining the results of all teachers, each item was scored by points. If the area was a first choice, five points were given. Second choice received four points, third choice three points and so forth. The area receiving the greatest number of points was considered to be the number one problem area according to the evaluation of all teachers.

CHAPTER III

PRESENTATION OF STUDENT RESPONSES

An analysis of the data obtained will be made first, by a study of the students' problems by areas, and, second, by a study of the most common specific problems.

In preparing the problem check list the problems were selected so that they could be grouped into eleven general areas. These eleven general areas are:

- (HPD) Health and Physical Development
- (FLE) Finances, Living Conditions, and Employment
- (SRA) Social and Recreational Activities
- (CSM) Courtship, Sex, Marriage
- (SPR) Social-Psychological Relations
- (PPR) Personal-Psychological Relations
- (MR) Morals and Religion
- (HF) Home and Family
- (FVE) The Future: Vocational and Educational
- (ASW) Adjustment to School Work
- (CTP) Curriculum and Teaching Procedures

In the tables that follow reference will be made to the different areas by the use of the symbol letters shown above.

The various tables that follow will reveal tabulated results for each individual group, and comparative data

between the different combinations of the various groups. In referring to "Numbers of Problems Checked" the figure in this column represents the total number of problems checked by all the students of the group being studied. The areas were given a rank according to the number of problems in the area and the one checked the most frequently was considered to be the number one problem area for the group.

Although there are variations in the problem areas for each group, there is very little difference in the average number of problems per student in each group, the average for all boys being twenty-one problems and for all girls twenty-two problems.

TABLE I

Rank of Problem Areas Checked by
Sixty-Eight Eighth Grade Boys

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HPD | 106 | 9 |
| FLE | 125 | 6 |
| SRA | 165 | 4 |
| CSM | 89 | 10 |
| SPR | 113 | 8 |
| PFR | 135 | 5 |
| NR | 168 | 3 |
| HP | 74 | 11 |
| FVE | 118 | 7 |
| ASW | 286 | 1 |
| OTP | 182 | 2 |

This group of boys find their greatest number of problems occurring in the areas of school adjustment. Something is also disturbing them in the area of morals and religion, followed by social-recreational problems. They are little concerned about home and family, or courtship, sex and marriage.

TABLE II

Rank of Problem Areas Checked by
Fifty-Three Eighth Grade Girls

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HFD | 110 | 5 |
| FLE | 108 | 6 |
| SRA | 131 | 4 |
| OSM | 67 | 9 |
| SPR | 153 | 2 |
| PFR | 137 | 3 |
| MR | 50 | 10 |
| HF | 66 | 11 |
| FVE | 103 | 7 |
| ASW | 197 | 1 |
| CTP | 88 | 8 |

The above girls are most confused in the areas of school adjustment and various psychological disturbances, followed by problems in physical development and social-recreational activities. Morals and religion, sex and courtship, and home and family are the least of their worries.

TABLE III

Comparison of Problem Areas of
Eighth Grade Boys and Girls

| Problem Area | Rank Eighth Boys | Rank Eighth Girls |
|--------------|------------------|-------------------|
| HPD | 9 | 7 |
| FLE | 6 | 4 |
| SRA | 4 | 2 |
| CSM | 10 | 9 |
| SPR | 8 | 8 |
| PPR | 5 | 5 |
| MR | 3 | 11 |
| HF | 11 | 10 |
| FVE | 7 | 3 |
| ASW | 1 | 1 |
| CTP | 2 | 6 |

A study of the above table shows that both groups agree in their ratings of the problems concerning adjustment to school, and personal and social psychological relations. The girls have more problems concerning finances, physical development, recreation and the future; while the boys are experiencing concern about teaching procedures, morals and religion. The advanced maturity of the girls probably accounts for the fact that morals and religion rate low for them, but high for the boys.

TABLE IV

**Rank of Problem Areas Checked by
Seventy-Eight Ninth Grade Boys**

| Problem Area | Number of Problems Checked | Rank |
|-------------------------|---------------------------------------|-------------|
| HFD | 123 | 7 |
| FIE | 152 | 4 |
| SRA | 184 | 2 |
| CSM | 80 | 9 |
| SPR | 98 | 8 |
| PPR | 147 | 5 |
| MR | 67 | 11 |
| HF | 74 | 10 |
| FVE | 171 | 3 |
| ASW | 290 | 1 |
| CTP | 144 | 6 |

The three major problem areas of this group concern adjustment to school, the vocational and educational future, and social-recreational activities. The student should be served in all these areas by an adequate school program.

TABLE V

**Rank of Problem Areas Checked by
Eighty-Nine Ninth Grade Girls**

| Problem Area | Number of Problems Checked | Rank |
|---------------------|-----------------------------------|-------------|
| HPD | 150 | 9 |
| FLE | 172 | 7 |
| SRA | 259 | 3 |
| CSM | 104 | 10 |
| SPR | 197 | 5 |
| PFR | 272 | 2 |
| MR | 84 | 11 |
| HF | 170 | 8 |
| FVE | 177 | 6 |
| ASW | 378 | 1 |
| CTP | 213 | 4 |

The girls in this group are primarily concerned about adjustment to school, personal-psychological problems and social-recreational activities. Proper planning of the school program should be of help to these students.

TABLE VI

**Comparison of Problem Areas of
Ninth Grade Boys and Girls**

| Problem Area | Rank Ninth Boys | Rank Ninth Girls |
|---------------------|------------------------|-------------------------|
| HPD | 7 | 9 |
| FLE | 4 | 7 |
| SRA | 2 | 3 |
| CSM | 9 | 10 |
| SPR | 8 | 5 |
| PFR | 5 | 2 |
| MR | 11 | 11 |
| HF | 10 | 8 |
| FVE | 3 | 6 |
| ASW | 1 | 1 |
| CTP | 6 | 4 |

A study of the responses from this group indicates that they are not particularly concerned about health and physical development, morals and religion, home and family, or sex, courtship and marriage. They are troubled about adjustment to school and social-recreational activities.

TABLE VII

Rank of Problem Areas Checked by
Seventy Tenth Grade Boys

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HFD | 84 | 7 |
| FIE | 129 | 6 |
| SRA | 157 | 4 |
| CSM | 83 | 8 |
| SPR | 78 | 9 |
| PPR | 132 | 5 |
| MR | 43 | 11 |
| HF | 76 | 10 |
| FVE | 158 | 3 |
| ASW | 289 | 1 |
| CTP | 198 | 2 |

Tenth grade boys indicate very positive concern about adjustment to school, future vocational and educational plans, and social-recreational activities. Home and morals and religion are the least of their worries.

TABLE VIII

Rank of Problem Areas Checked by
Ninety Tenth Grade Girls

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HPD | 161 | 8 |
| FIE | 184 | 6 |
| SRA | 202 | 4 |
| CSM | 96 | 11 |
| SPR | 197 | 5 |
| PFR | 251 | 2 |
| NR | 107 | 10 |
| HF | 123 | 9 |
| FVE | 182 | 7 |
| ASW | 326 | 1 |
| CTP | 242 | 3 |

Like the tenth grade boys, the girls are also concerned about adjustment to school and social-recreational activities, but where the boys are concerned about the future plans, the girls are having personal-psychological problems.

TABLE IX

Comparison of Problem Areas of
Tenth Grade Boys and Girls

| Problem Area | Rank Tenth Boys | Rank Tenth Girls |
|--------------|-----------------|------------------|
| HPD | 7 | 8 |
| FIE | 6 | 6 |
| SRA | 4 | 4 |
| CSM | 8 | 11 |
| SPR | 9 | 5 |
| PFR | 5 | 2 |
| NR | 11 | 10 |
| HF | 10 | 9 |
| FVE | 3 | 7 |
| ASW | 1 | 1 |
| CTP | 2 | 3 |

It is interesting to note that both boys and girls of this group are not too troubled in the areas of health and physical development, home and family, and morals and religion. The boys are more concerned about courtship, sex and marriage than the girls. The girls are having more personal-psychological problems. Both groups seem to be facing the same difficulties in adjustment to school, social-recreational activities, and finance and employment problems.

TABLE X

Rank of Problem Areas Checked by
Sixty-four Eleventh Grade Boys

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HPD | 68 | 10 |
| FLE | 151 | 4 |
| SRA | 126 | 6 |
| CSM | 71 | 9 |
| SPR | 98 | 7 |
| FPR | 130 | 5 |
| MR | 45 | 11 |
| HF | 82 | 8 |
| FVE | 162 | 2 |
| ASW | 222 | 1 |
| OTP | 137 | 3 |

The data of Table X indicate that eleventh grade boys are well aware of the responsibilities facing them. Their main problem areas are adjustment to school, finances and employment, and future vocational and educational plans. Following these they are concerned about

personal and social-psychological problems. Home conditions, morals and religion, and courtship and marriage are the least of their problems.

TABLE XI

Rank of Problem Areas Checked by
Sixty-eight Eleventh Grade Girls

| Problem Area | Number of Problems Checked | Rank |
|--------------|----------------------------|------|
| HPD | 62 | 8 |
| PLB | 68 | 7 |
| SRA | 105 | 4 |
| CSM | 57 | 9 |
| SPR | 149 | 2 |
| PPR | 145 | 3 |
| MR | 34 | 11 |
| HF | 49 | 10 |
| FVE | 97 | 6 |
| ASW | 229 | 1 |
| CTP | 100 | 5 |

The above girls will be helped most if they are first given assistance in solving their problems in the areas of adjustment to school, and personal and social psychological problems. Their next assistance is needed in social-recreational activities and future plans.

TABLE XII

**Comparison of Problem Areas of
Eleventh Grade Boys and Girls**

| Problem Area | Rank Eleventh Boys | Rank Eleventh Girls |
|-------------------------|-------------------------------|--------------------------------|
| HPD | 10 | 8 |
| FILE | 4 | 7 |
| SRA | 6 | 4 |
| CSM | 9 | 9 |
| SPR | 7 | 2 |
| PPR | 5 | 3 |
| MR | 11 | 11 |
| HF | 8 | 10 |
| FVE | 2 | 6 |
| ASW | 1 | 1 |
| CTP | 3 | 5 |

Both of the above groups are concerned about adjustment to school and neither group has problems in morals and religion. Where the girls are concerned about psychological problems, the boys are confused about future vocational and educational plans. Social-recreational problems bother the girls whereas boys are concerned about finances and employment.

TABLE XIII

**Rank of Problem Areas Checked by
Sixty-five Twelfth Grade Boys**

| Problem Area | Number of Problems Checked | Rank |
|-------------------------|---------------------------------------|-------------|
| HFD | 89 | 7 |
| FLE | 88 | 8 |
| SRA | 147 | 5 |
| CSM | 78 | 9 |
| SFR | 93 | 6 |
| PFR | 152 | 4 |
| MR | 55 | 11 |
| HF | 67 | 10 |
| FVE | 247 | 2 |
| ASW | 309 | 1 |
| CTP | 171 | 3 |

Twelfth grade boys need their most help in satisfactory adjustment to school, and in making future vocational and educational plans. They also need some guidance in social-recreational and personal-psychological problems. No significant difficulties are being experienced in the other areas.

TABLE XIV

**Rank of Problem Areas Checked by
Sixty-four Twelfth Grade Girls**

| Problem Area | Number of Problems Checked | Rank |
|---------------------|-----------------------------------|-------------|
| HFD | 115 | 7 |
| FLE | 114 | 8 |
| SRA | 122 | 4 |
| CSM | 44 | 11 |
| SPR | 119 | 6 |
| PPR | 199 | 2 |
| MR | 53 | 10 |
| HF | 92 | 9 |
| FVE | 120 | 5 |
| ASW | 215 | 1 |
| CTP | 147 | 3 |

Twelfth grade girls need their greatest help in the areas of school adjustment and personal-psychological problems. They also are having difficulties in the social-recreational and social-psychological areas.

TABLE XV

**Comparison of Problem Areas of
Twelfth Grade Boys and Girls**

| Problem Area | Rank Twelfth Boys | Rank Twelfth Girls |
|---------------------|--------------------------|---------------------------|
| HFD | 7 | 7 |
| FLE | 8 | 8 |
| SRA | 5 | 4 |
| CSM | 9 | 11 |
| SPR | 6 | 6 |
| PPR | 4 | 2 |
| MR | 11 | 10 |
| HF | 10 | 9 |
| FVE | 2 | 5 |
| ASW | 1 | 1 |
| CTP | 3 | 3 |

It is interesting to note that the above boys and girls gave identical rankings to five areas, namely: Adjustment to School Work, Curriculum and Teaching Procedures, Health and Physical Development, Finances, Living Conditions, and Employment, and Social-Psychological Relations. Both groups selected adjustment to school as their number one problem but for second choice the boys are concerned about future vocational and educational plans while the girls are experiencing personal-psychological problems. Courtship, sex and marriage are more of a problem to the boys than to the girls.

TABLE XVI

Comparison of Problem Area Ratings of
Various Groups of Boys

| Problem Area | 8B Rank | 9B Rank | 10B Rank | 11B Rank | 12B Rank | All |
|--------------|---------|---------|----------|----------|----------|-----|
| HFD | 9 | 7 | 7 | 10 | 7 | 8 |
| FIE | 6 | 4 | 6 | 4 | 8 | 6 |
| SRA | 4 | 2 | 4 | 6 | 5 | 4 |
| CSM | 10 | 9 | 8 | 9 | 9 | 9 |
| SFR | 8 | 8 | 9 | 7 | 6 | 7 |
| FPR | 5 | 5 | 5 | 5 | 4 | 5 |
| MR | 3 | 11 | 11 | 11 | 11 | 10 |
| HF | 11 | 10 | 10 | 8 | 10 | 11 |
| FVE | 7 | 3 | 3 | 2 | 2 | 2 |
| ASW | 1 | 1 | 1 | 1 | 1 | 1 |
| OTP | 2 | 6 | 2 | 3 | 3 | 3 |

The previous table indicates that with the exception of eighth grade boys all other groups consider the problem areas of Health and Physical Development, Courtship, Sex

and Marriage, Morals and Religion, and Home and Family as the lower one third of their problems. The areas of Adjustment to School, Curriculum and Teaching Procedures, Future Plans and Social-Recreational Activities include their most important problems.

Special attention is called to the fact that the ninth grade boys are most concerned about Social-Recreational Activities, while the other groups give emphasis to Curriculum and Teaching Procedures. This is probably due to the fact that they are just starting their secondary phase of school work and are vitally concerned about finding themselves a place in the sports program.

As indicated above the eighth grade boys give a strong emphasis to Morals and Religion, but in view of the fact that these boys are in the early adolescence, this is to be expected. The biological experiences of growing up will naturally make them conscious for the first time of the problems in morals and religion. Their high rating to this area may be explained by Arlitt's (2 :212) statement: "The awakening of the religious sense is commonly associated with adolescent development.....That need for religion should develop at adolescence is not strange, inasmuch as religion is, as has been stated by many authorities, a potent aid in the development of security, the adolescent with his many insecurities needs the support

of religion more than ever before."

It is also noted that the eighth grade boys showed the least concern about vocational plans, but this is not surprising since most of their interests center around the present rather than the future.

TABLE XVII

Comparison of Problem Area Ratings of
Various Groups of Girls

| Problem Area | 8G Rank | 9G Rank | 10G Rank | 11G Rank | 12G Rank | All Rank |
|--------------|---------|---------|----------|----------|----------|----------|
| HPD | 5 | 9 | 8 | 8 | 7 | 8 |
| FLE | 6 | 7 | 6 | 7 | 8 | 7 |
| SRA | 4 | 3 | 4 | 4 | 4 | 3 |
| CSN | 9 | 10 | 11 | 9 | 11 | 10 |
| SPR | 2 | 5 | 5 | 2 | 6 | 4 |
| PPR | 3 | 2 | 2 | 3 | 2 | 2 |
| MR | 10 | 11 | 10 | 11 | 10 | 11 |
| HF | 11 | 8 | 9 | 10 | 9 | 9 |
| FVE | 7 | 6 | 7 | 6 | 5 | 6 |
| ASW | 1 | 1 | 1 | 1 | 1 | 1 |
| CTP | 8 | 4 | 3 | 5 | 3 | 5 |

By comparison of Tables XVI and XVII one finds that the girls agree with the boys in selecting Adjustment to School and Social-Recreational Activities as two of the problem areas in the upper one third, but vary from the boys in selecting Personal-Psychological Relations and Social-Psychological Relations as the other two problem areas in the upper bracket.

The girls also agree with the boys in selecting Health and Physical Development, Courtship, Sex and

Marriage, Home and Family, and Morals and Religion as their problem areas in the lower one third.

In a comparison of the various groups of boys it was noted that the eighth grade group made choices that were the exception rather than the rule. Referring to Table XVII for comparisons of the various groups of girls, it is shown that the rankings of eighth grade girls are fairly consistent with the other groups. The exceptions would seem to be in the areas of Health and Physical Development and Social-Psychological Relations; however, this would be a natural reaction of the adolescent girls in this age group.

TABLE XVIII

Comparison of Problem Area Ratings of
Total Boys and Total Girls

| Problem Area | Total Boys | Total Girls |
|--------------|------------|-------------|
| HPD | 8 | 8 |
| FLE | 6 | 7 |
| SRA | 4 | 3 |
| CSN | 9 | 10 |
| SPR | 7 | 4 |
| PFR | 8 | 2 |
| MR | 10 | 11 |
| HP | 11 | 9 |
| FVE | 2 | 6 |
| ASW | 1 | 1 |
| CTP | 3 | 5 |

Table XVIII gives the total picture of all boys compared to all girls. The reader's attention is called to the fact that the one, two, three problems of boys have to do with school adjustment, the curriculum and teaching procedures, and vocational plans, while for the girls they are school adjustments, personal problems, and social problems. This is undoubtedly true because the boys are thinking of their future responsibilities as the head of a family while the girls realize that their personal traits and social experiences are important to their success in becoming the matron of a family. The girls are very concerned about dating which is directly related to social-recreational activities and personal characteristics. In this respect an important point is made by Landis (6 :299): "Among the youth groups in high school and college, dating is used as a status-gaining device. A girl's or boy's desirability as a date is taken as a matter of personal worth, the number of desirable dates as an index of success and popularity."

Summarizing questions were presented at the end of the problem check list to obtain the student's general reaction to the list and to provide an opportunity for self-expression. The questions and percentage results are presented in Tables XIX through XXIII. Following each table are some quotations taken from the students'

comments on the question.

TABLE XIX

Question: Do you feel that the items you have marked on the list give a well-rounded picture of your problems?

| Student Group | Percent Yes | Percent No | Percent No Comment |
|---------------|-------------|------------|--------------------|
| 8B | 94 | 6 | 0 |
| 8C | 97 | 3 | 0 |
| 9B | 88 | 0 | 12 |
| 9C | 94 | 5 | 1 |
| 10B | 93 | 5 | 2 |
| 10C | 85 | 10 | 3 |
| 11B | 87 | 10 | 3 |
| 11C | 81 | 9 | 10 |
| 12B | 84 | 11 | 5 |
| 12C | 90 | 10 | 0 |

"A number of the subjects are present in my life, but are not troubling me so consequently I didn't underline them."

"I don't worry about things much."

"I think about most of them at one time or another but none of them really worry me."

"I'm afraid that one of the girls I run around with might give me a bad reputation, and I can't break the friendship without hurting her. She is having a bad family life."

"I don't have any serious problems. Just that the boys don't pay much attention to me, but the school can't do anything about that."

"Skipping school. Want to join the army."

"My mother and father are divorced. I live with my mother and brother and we don't get along."

"I don't have many problems; I work at night and don't like school but realize I should go. My biggest problem is my boy friend."

TABLE XX

Question: Have you enjoyed filling out the list?

| Student Group | Percent Yes | Percent No | Percent No Comment |
|---------------|-------------|------------|--------------------|
| 8B | 87 | 10 | 3 |
| 8G | 90 | 9 | 1 |
| 9B | 73 | 10 | 17 |
| 9G | 95 | 2 | 3 |
| 10B | 89 | 4 | 7 |
| 10G | 84 | 13 | 3 |
| 11B | 78 | 12 | 10 |
| 11G | 85 | 9 | 6 |
| 12B | 88 | 7 | 5 |
| 12G | 84 | 10 | 6 |

The data in Table XX plus the writer's observation of the students indicate a very favorable attitude toward the check list. Any significant difference that one might observe between the groups might be that the girls seemed more interested than the boys. The students made no written comments to this question.

TABLE XXI

Question: Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? Please explain how you feel on this question.

| Student Group | Percent Yes | Percent No | Percent No Comment |
|---------------|-------------|------------|--------------------|
| 8B | 42 | 38 | 20 |
| 8G | 74 | 20 | 6 |
| 9B | 53 | 23 | 24 |
| 9G | 67 | 17 | 16 |
| 10B | 62 | 29 | 9 |
| 10G | 71 | 20 | 9 |
| 11B | 68 | 24 | 8 |
| 11G | 60 | 29 | 11 |
| 12B | 77 | 20 | 3 |
| 12G | 64 | 29 | 7 |

The responses to the question in Table XXI show that the girls of this school are more receptive to counseling than the boys. It also indicates that within the girls' group, those in grades eight and nine are more favorable to counseling interviews than the girls in grades ten, eleven, and twelve. However, a majority of all students favor some type of program concerning an individual analysis. Student comments, taken at random, are given verbatim in the paragraphs below.

"For most people school is not the place to discuss personal problems."

"I think it is a good idea to have the students fill out questionnaires providing they can talk them out with some understanding person."

"I think more oral discussions of this type would help people solve their problems."

"What I am doing is just my own fault and I will just have to get busy and do something. My personal life is good but I can't get serious about some subjects such as English and Social Education."

"I would like to have more private conferences with advisors."

"It might help the kids if they could talk about things that are troubling them."

"I personally don't have many worries so I don't need help with my problems."

"There is no one here I would want to discuss these problems with."

"I believe that in reading over these questions you can see what is troubling you and you can try to improve or correct them."

"I would like to discuss vocations. I'm not sure about what I want to go into and would like help deciding."

"I think it helps."

TABLE XXII

Question: Has your over-all achievements this year been satisfactory?

| Student Group | Percent Yes | Percent No | Percent No Comment |
|---------------|-------------|------------|--------------------|
| 8B | 72 | 15 | 13 |
| 8C | 62 | 22 | 16 |
| 9B | 62 | 18 | 20 |
| 9C | 66 | 24 | 10 |
| 10B | 54 | 36 | 10 |
| 10C | 51 | 39 | 10 |
| 11B | 55 | 40 | 5 |
| 11C | 46 | 39 | 15 |
| 12B | 63 | 34 | 3 |
| 12C | 52 | 45 | 3 |

A little more than half the students were satisfied with their achievements during the past year and boys were more satisfied than girls. It would also seem that underclassmen were more pleased with their accomplishments than the students in the upper grades.

"I haven't taken courses in which I learned as much as I wanted and one course has done me no good at all. I'm still not sure what I'm interested in so can't be sure that this year has helped me a great deal."

"My work takes up too much of my time."

"Too much absence from school."

"I think my greatest trouble has been with the opposite sex. Also keeping bad company has been a handicap and fear of gaining a bad reputation. Feeling of freedom after spending two years in a military academy has been so wonderful I have taken advantage."

"Not being interested in school this particular year. Being out of school for three months and now fear failing."

"My reading comprehension is poor."

"I do not like school."

"Some classes not the classes so much as the teachers."

"If I had it to do over I would work harder and get all I could out of school."

"I only go to school in the mornings and there is not much time to apply myself. I think it is better to go to school all day."

TABLE XXIII

Question: If you had the chance would you like to talk to someone about the problems you have marked on the list?

| Student Group | Percent Yes | Percent No | Percent No Comment |
|---------------|-------------|------------|--------------------|
| 8B | 39 | 48 | 13 |
| 8G | 66 | 25 | 9 |
| 9B | 43 | 36 | 21 |
| 9G | 73 | 29 | 8 |
| 10B | 51 | 35 | 14 |
| 10G | 53 | 39 | 8 |
| 11B | 58 | 30 | 12 |
| 11G | 44 | 41 | 15 |
| 12B | 53 | 32 | 15 |
| 12G | 49 | 46 | 5 |

It is interesting to note in the above table that the girls in the lower three grades very strongly favor an interview; while the boys in the same grades are not so interested. In the two upper grades the reverse situation is true to a lesser degree. The following student statements will give an indication of their thinking. Most of the students who answered "yes" made no comment.

"Just one or two. Most of them I would rather work out myself."

"It really wouldn't matter. Some problems I would, others I just don't know."

"Yes, if it is about school."

"I would like to know the answers to some of the questions but I don't like to talk to people about them."

"Only if they wanted to advise me about college, etc."

"I don't think you should talk to the teachers, but should talk to your parents or best friends."

"I discuss my troubles with my best friend and that is satisfactory to me."

"Undecided." "Some questions."

"Not a school person. I would rather discuss them with my minister."

The following table gives a listing of the problem areas according to their importance as shown by a tally of the problems of all students in all grades.

TABLE XXIV

| Rank | Problem Area |
|------|--|
| 1 | Adjustment to School Work |
| 2 | Personal-psychological Relations |
| 3 | Curriculum and Teaching Procedures |
| 4 | Social and Recreational Activities |
| 5 | The Future: Vocational and Educational |
| 6 | Social-psychological Relations |
| 7 | Finances, Living Conditions and Employment |
| 8 | Health and Physical Development |
| 9 | Home and Family |
| 10 | Courtship, Sex and Marriage |
| 11 | Morals and Religion |

The second phase in the presentation of student responses has to do with the most common specific problems in the areas. In the selection of these problems it was felt that any problem checked by twenty-five percent or more of any one group was significant. Problems checked by less than twenty-five percent are not listed in the report for reasons of simplification. For example, in the specific problem of "Learning How to Save Money,"

since only 15% of 8B, 13% of 9G, 11% of 10G, 12% of 11B, 4% of 11G, 10% of 12B, and 11% of 12G felt that this was a major problem area, these groups were not represented in Table XXV under this problem. On the other hand, 26% of 8G, 25% of 9B and 26% of 10B were concerned and these groups are shown in the table. A similar situation existed for all of the problems. However, a problem that was important to one group of students was not necessarily predominate to another. Table XXV shows the specific problems that were important to at least 25% of any one group. The smallest number of students included in the percentage calculations by grades and problems were fifty-three while the largest number was ninety students. The number of students involved in each group represented in Table XXV is shown in the data that follow.

| | | | |
|-----|----|-----|----|
| 8B | 68 | 10G | 90 |
| 8G | 53 | 11B | 64 |
| 9B | 78 | 11G | 68 |
| 9G | 89 | 12B | 65 |
| 10B | 70 | 12G | 64 |

TABLE XXV

Percentage of Student Groups
Checking Specific Problems

| | | |
|------------------------------------|------------|------------|
| | <u>8G</u> | <u>26%</u> |
| 1. Learning how to save money | <u>9B</u> | <u>25%</u> |
| | <u>10B</u> | <u>26%</u> |
| | <u>9G</u> | <u>48%</u> |
| 2. Wanting to earn money of my own | <u>10G</u> | <u>34%</u> |
| | <u>11G</u> | <u>26%</u> |
| | <u>8B</u> | <u>40%</u> |
| | <u>8G</u> | <u>26%</u> |
| 3. Wanting to learn to dance | <u>9B</u> | <u>40%</u> |
| | <u>9G</u> | <u>31%</u> |
| | <u>10B</u> | <u>38%</u> |
| 4. Awkward in meeting people | <u>9B</u> | <u>25%</u> |
| 5. Being left out of things | <u>8G</u> | <u>25%</u> |
| | <u>9G</u> | <u>28%</u> |
| 6. Losing my temper | <u>11G</u> | <u>26%</u> |
| | <u>12G</u> | <u>25%</u> |

TABLE XXV (Continued)

| | | |
|---|------------|-----|
| 7. Taking some things too seriously | <u>8G</u> | 25% |
| | <u>9G</u> | 26% |
| | <u>11G</u> | 25% |
| | <u>12G</u> | 40% |
| 8. Dislike of English | <u>8B</u> | 58% |
| | <u>9B</u> | 26% |
| | <u>10B</u> | 31% |
| | <u>11B</u> | 25% |
| | <u>12B</u> | 33% |
| 9. Slow in reading | <u>9B</u> | 25% |
| | <u>10B</u> | 28% |
| | <u>12G</u> | 25% |
| 10. Too often feel restless in class | <u>8B</u> | 26% |
| | <u>11G</u> | 27% |
| 11. Needing a job in vacation | <u>8B</u> | 26% |
| | <u>9G</u> | 24% |
| | <u>10B</u> | 25% |
| | <u>10G</u> | 25% |

TABLE XXV (Continued)

| | | |
|--|------------|------------|
| | <u>9G</u> | <u>30%</u> |
| 12. Afraid of making mistakes | <u>10G</u> | <u>25%</u> |
| | <u>11B</u> | <u>26%</u> |
| 13. Restless to get out of school and into a job | <u>11B</u> | <u>26%</u> |
| 14. Troubles with mathematics | <u>9G</u> | <u>27%</u> |
| | <u>8B</u> | <u>27%</u> |
| | <u>8G</u> | <u>26%</u> |
| | <u>9B</u> | <u>26%</u> |
| 15. Weak in spelling or grammar | <u>10B</u> | <u>30%</u> |
| | <u>10G</u> | <u>24%</u> |
| | <u>12B</u> | <u>34%</u> |
| | <u>12G</u> | <u>32%</u> |
| 16. Trouble in outlining or note-taking | <u>8B</u> | <u>26%</u> |
| | <u>9B</u> | <u>25%</u> |
| | <u>12B</u> | <u>25%</u> |
| 17. Dull classes | <u>8B</u> | <u>25%</u> |
| | <u>9B</u> | <u>25%</u> |
| | <u>12B</u> | <u>26%</u> |

TABLE XXV (Continued)

| | | |
|--|------------|-----|
| 18. Not knowing what I really want | <u>8G</u> | 26% |
| | <u>12B</u> | 25% |
| 19. Vocabulary too limited | <u>12G</u> | 34% |
| | <u>9G</u> | 36% |
| 20. Difficulty with oral reports | <u>10G</u> | 27% |
| | <u>11G</u> | 27% |
| 21. Nervousness | <u>10G</u> | 35% |
| 22. Wondering what I will be like ten years from now | <u>8G</u> | 26% |
| | <u>12G</u> | 26% |
| 23. Not spending enough time in study | <u>8B</u> | 25% |
| | <u>9B</u> | 30% |
| | <u>10B</u> | 41% |
| | <u>11B</u> | 46% |
| 24. Wanting a more pleasing personality | <u>8G</u> | 52% |
| | <u>9G</u> | 30% |
| | <u>10G</u> | 33% |
| | <u>11G</u> | 32% |

TABLE XXV (Continued)

| | | |
|--|------------|------------|
| 25. Forgetting things | <u>8B</u> | <u>29%</u> |
| | <u>8G</u> | <u>28%</u> |
| | <u>9B</u> | <u>25%</u> |
| | <u>11B</u> | <u>25%</u> |
| 26. Don't know how to study effectively | <u>9G</u> | <u>28%</u> |
| | <u>12B</u> | <u>30%</u> |
| 27. Worrying about grades | <u>8B</u> | <u>25%</u> |
| | <u>8G</u> | <u>39%</u> |
| | <u>9G</u> | <u>25%</u> |
| | <u>11G</u> | <u>25%</u> |
| 28. Lacking self confidence | <u>9G</u> | <u>27%</u> |
| | <u>10G</u> | <u>28%</u> |
| | <u>12B</u> | <u>25%</u> |
| | <u>12G</u> | <u>26%</u> |
| 29. Unable to concentrate when I need to | <u>9G</u> | <u>38%</u> |
| | <u>10B</u> | <u>31%</u> |
| | <u>10G</u> | <u>28%</u> |
| | <u>12B</u> | <u>24%</u> |

A study of the foregoing table brings out the following significant information.

1. That the problem of obtaining employment applies primarily to the younger students, and the older students seem to be fulfilling their desires to earn money.

2. That seven of the ten groups recognize their weakness in spelling and grammar.

3. That the younger students find "not knowing how to dance" a problem.

4. That taking some things too seriously is a problem of girls only.

5. That control of temper is also a girl's problem.

6. That all girls but the twelfth grade are concerned about a pleasing personality.

7. That boys, rather than girls, are inclined to neglect their studying.

8. That every group of boys showed a dislike for English.

9. That three of the groups recognize their weakness in reading.

10. That girls have more difficulty with oral reports than boys.

11. That even though problems 4, 5, 13, 14, 19, and 21 were prominent to only one group, the nature of them is such as to warrant careful consideration for the

benefit of the students concerned. These problems were as follows:

- 4 Awkward in meeting people
- 5 Being left out of things
- 13 Restless to get out of school and into a job
- 14 Trouble with mathematics
- 19 Vocabulary too limited
- 21 Nervousness

12. That problems 8, 9, 14, 15, 16, 17, 19, and 20 are directly related to classroom instruction. Specifically, these problems are:

- 8 Dislike of English
- 9 Slow in reading
- 14 Trouble with mathematics
- 15 Weak in spelling or grammar
- 16 Trouble in outlining or note taking
- 17 Dull classes
- 19 Vocabulary too limited
- 20 Difficulty with oral reports

13. All of these problems seem to group themselves into three distinct spheres.

I. Finances and vocations

- 1 Learning how to save money
- 8 Wanting to earn money of my own
- 11 Needing a job in vacation

13 Restless to get out of school and into a job

II. Social and Personality

3 Wanting to learn to dance

4 Awkward in meeting people

5 Being left out of things

6 Losing my temper

7 Taking some things too seriously

12 Afraid of making mistakes

18 Not knowing what I really want

21 Wondering what I will be like ten years from now

22 Nervousness

24 Wanting a more pleasing personality

28 Lacking self confidence

III. School

A. With Self

8 Dislike of English

9 Slow in reading

10 Too often feel restless in class

14 Trouble with mathematics

15 Weak in spelling or grammar

16 Trouble in outlining or note taking

19 Vocabulary too limited

20 Difficulty with oral reports

23 Not spending enough time in study

25 Forgetting things

26 Don't know how to study effectively

27 Worrying about grades

29 Unable to concentrate when I need to

B. With school

17 Dull classes

CHAPTER IV

PRESENTATION OF TEACHER RESPONSES

The faculty advisers of the Corvallis High School have been very active during the past two years in meeting their responsibilities in the guidance program, and most of them have had recent graduate work in guidance. During the regular school year each member is assigned a group of students with whom he is to work as a special adviser in whatever way he can be of assistance to them.

The experience as a faculty adviser, plus the regular classroom experience, has enabled the teachers to become familiar with many problems of the students. Drawing upon this information as they studied the problem area list, shown in Appendix II, they selected five of the eleven areas which they felt were most common to the students. Then they also rated their selections from one to five using number one as the area they thought was most common and number five as the area they thought the least common of the five selected. They were also given an opportunity to make any comments they wished with regard to the areas selected.

The table which follows indicates the number of teachers selecting a given area as one of their five, but it does not show the importance placed upon the area.

Later data will show that there was considerable difference of opinion in this respect.

TABLE XXVI

Number of Teachers Selecting Each
Area as One of Their Five

| Area | Number of Teachers |
|------|--------------------|
| HPD | 12 |
| FLR | 12 |
| SRA | 20 |
| CSM | 6 |
| SPR | 20 |
| PFR | 20 |
| MR | 5 |
| HF | 15 |
| FVE | 7 |
| ASW | 23 |
| GTP | 11 |

The above table shows that only five teachers considered Morals and Religion as one of the most important areas concerning the student. The area considered by the greatest number of teachers was Adjustment to School Work. Other areas checked by a large number of teachers were: Social-Recreational Activities, Social-Psychological Relations, and Personal-Psychological Relations.

The importance of the problem area according to the judgment of the teacher was indicated by ranking them from one to five. Then by giving the rating of each teacher a score of five points for first, four points for second, three points for third, two points for fourth

and one point for fifth, it was possible to obtain a weighted score for each area. A study of these scores, as the combined opinion of all teachers, gives each area a rank of importance as judged by all teachers. This total score and rank for each area are shown in Table XXVII which follows.

TABLE XXVII

Problem Area Score and Rating of All Teachers

| Area | Weighted Score | Rank of Importance |
|------|-------------------|-----------------------|
| HFD | 36 | 8 |
| FLE | 45 | 5 |
| SRA | 54 | 4 |
| CSM | 6 | 11 |
| SPR | 62 | 3 |
| PFR | 89 | 1 |
| MR | 18 | 9 |
| HF | 42 | 6 |
| FVE | 7 | 10 |
| ASW | 84 | 2 |
| OTP | 37 | 7 |

In Table XXVI, Adjustment to School Work was the area considered by the greatest number of teachers, but when weighted importance of the areas was determined, the teacher's choice for the most important problem area was Personal-Psychological Relations. In their judgment the least important was Courtship, Sex and Marriage.

Table XXVII shows a comparison of the area rankings as given by both teachers and students.

TABLE XXVIII

Comparison of Teacher-Student Rankings

| Area | Rank by Student | Rank by Teachers |
|------|-----------------|------------------|
| HPD | 8 | 8 |
| FILE | 7 | 5 |
| SRA | 4 | 4 |
| CSM | 10 | 11 |
| SPR | 6 | 3 |
| PPR | 2 | 1 |
| MR | 11 | 9 |
| HF | 9 | 6 |
| FVE | 5 | 10 |
| ASW | 1 | 2 |
| CTP | 3 | 7 |

A study of the data in Table XXVIII reveals that all of the teachers and all of the students considered, Adjustment to School Work and Personal-Psychological Problems, as the two most important problem areas, but they disagree in their opinions as to which is the number one problem. It should also be noted that students consider Curriculum and Teaching Procedures as a high ranking problem, but that the teachers rated it low. The other most significant observation is that students give Vocational and Educational Planning a rank of fifth, while the teachers selected it as tenth.

Many of the teachers made comments concerning each area they selected while other teachers made no comments. Some of the remarks made by teachers are given in the quotations that follow.

"Encourage students, praise them, put them at ease."

"Worry about home conditions can be lessened, possibly, through home conferences."

"Teachers should try to get the student to do better, the things he does well."

"By understanding the student's problems and background, we can work with, and help him."

"I think the trouble is too many social activities, rather than too few."

"Poor study habits, seems outstanding in many cases."

"Many of our students are on the fringe so far as social activities are concerned, and too many have all the advantages."

"The family that plays together, stays together."

"A youth center is needed in Corvallis."

"Why can't physicians and dentists visit the school for annual check ups?"

"Make work interesting, plan ahead and let students know what is coming next."

"Too many teachers just follow the textbook."

"I feel that a forty-five minute class period would lessen the restlessness in class."

"A few fundamentals of psychology should be taught in the ninth grade."

"Teachers should make more home contacts."

"Many problems are due to a lack of security."

"Parents need to be educated as to what is expected of them."

"Poor preparation, lack of ability and absences probably cause most of the classroom difficulties."

"A course in how to study, in the ninth grade, would be valuable for poor study habits."

"Perhaps a closer contact between the parents and school would help the too often absent situation."

"We should include more of the timid and backward students on committee appointments."

"Career days and other advice on future activities can help the confusion of planning for the future."

"The socially adjusted go to dances, etc. and become more adjusted, the rest become less adjusted."

"With four or five years of higher education, we should be able to discuss behavior in relationship to causes, similar to the approach of a doctor to a disease."

"We should take time for more individual conferences between teacher and pupil."

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to obtain information regarding student problems as expressed by all of the students of the Corvallis High School. The writer feels that the responses were sincere and that the administration will be able to give positive help in the solution of many of the problems. It is gratifying to note that the problem areas of these students do not seem to be unusual for the high school adolescent.

In the various tables of this report it was shown that the greatest number of problems for both boys and girls occurred in the area of Adjustment to School Work. These findings were similar to those found by Seeley (9: 74) in his study of one hundred eleventh grade boys and girls. He reports that: "Fifty boys reported a total of 175 problems. Ninety-nine of these were school adjustment problems and seventy-six were outside of school. The fifty girls reported a total of 200 problems. Ninety-seven of these were school adjustment problems and one hundred and three were outside of school."

Table XXIV shows that if the problems of all the students are grouped in eleven areas, the top six in order of importance are: Adjustment to School Work,

Personal-Psychological Relations, Curriculum and Teaching Procedures, Social Recreational Activities, The Future: Vocational and Educational, and Social-Psychological.

Darley (5:141) in his comments of a similar study of a large group of typical high school students explains that: "In this study, vocational problems occurred most frequently. Educational problems showed the second highest rate of occurrence. Social or personal adjustment problems were third in order of occurrence. Financial problems came next; family adjustment difficulties were fifth and health problems were least frequent."

Charles Wrenn (11:131) in a study of college freshmen reports: "Academic problems ranked first, vocational ranked second, problems concerning faculty attitudes ranked third, and study habits fourth." It was his feeling that many of the problems were a carry-over from high school and should have been solved to a greater degree in the secondary school.

The various literature on adolescents seems to agree with Cole (4:148) that normal adolescents will: "1. Be concerned about clothes, friends, social standing and personality. 2. Develop own ideals of moral conduct according to environment and training. 3. Have religious conflicts and doubts which will resolve themselves gradually and without conflict. 4. Be a nonverbal, nonacademic

individual. 5. Not necessarily be enthusiastic about school because of his educational interests."

The information of the preceding paragraphs would seem to indicate that in so far as it is possible to make comparisons to other similar studies (Ref. 4,10,11) the problems of Corvallis High School students fall into a pattern that is normal for adolescents and consistent with the results found in the other studies.

Even though the data presented in this report are not new and startling, the results should serve as a guide to the local teachers and administrators as they plan their yearly program. It is true that the natural process of growing up will eliminate some of the problems, but in many cases a satisfactory adjustment will depend upon the nature of the all-around program which is provided for the student.

The authorities in education are in agreement in their feeling that curriculum adjustments have not kept up with increased enrollments and changes in the composition of the high school population. The standard high school of today seems to have adequate objectives, but the major problem is to provide a curriculum which achieves them.

In the light of information obtained through this study there is a need for a restatement of the Corvallis High School philosophy and at the same time secure its

adoption by the local school board. In the furtherance of any objective, adequate facilities and personnel become the responsibility of the taxpayers and their elected representatives. Consequently, they must be satisfied with the program and objectives if they are going to support it.

The remainder of this report will set forth the writer's recommendations with regard to a program that should better serve all of the students. In making suggestions it will be assumed that athletics, social activities and various club organizations are all a part of the total curriculum. It is also assumed that this community accepts the condition that education should be for all American youth. In planning the curriculum perhaps serious thought should be given to Cole's (4:419) statement:

"For all pupils it should offer some degree of preparation to meet such needs of the average adult as cannot be covered in the elementary school because of the pupil's immaturity. Finally the curriculum should contain answers to the most common and vexatious problems in the lives of adolescents themselves."

A great many students indicated that they have problems concerning the curriculum and the adjustment to school. Perhaps this is the result of the school's indecision as to whether they are preparing students for college or giving them their terminal education. Evidence can be presented to show that as a result of the

compulsory school attendance law many students whose academic ability and achievement are too low for success in the typical high school program are attending high school. Yet they are required to take the same basic courses as the more scholastically minded student who will probably continue into college work.

The first improvement that seems necessary is to provide two basic programs: one for the more advanced student who will be graduated with a regular standard diploma, and one for the less advanced student. The program for the latter would provide adequate miscellaneous courses which would meet the student's individual needs and which would permit him to graduate with a special diploma. The writer feels that with such an organization the curriculum problems of many students could be eliminated.

The second suggestion to aid all students in their school adjustment problems is that serious consideration should be given to the reduction of teacher loads so that each teacher would be in a better position to recognize and work with individual problems. If class loads are held to a minimum, the teacher will do a better job of recognizing individual differences and then if she has time for conferences she will more likely be able to help the student make a satisfactory adjustment to his problems.

The timid student will not ask questions in the class but will often speak freely in a conference with the teacher. The success of the total guidance program will depend directly upon the teacher's service to the individual.

There is also sufficient evidence to indicate that the unsatisfactory progress of many students is due to poor study habits. If the teachers could do more individual work with the individual they would have a better opportunity to diagnose his difficulties and make appropriate suggestions.

The writer believes that class loads should not exceed thirty students and that every teacher should have and use a student conference period which is scheduled within the school day. In order to put such a program into effect there would need to be more classroom space and additional teachers. However, considering the ultimate objectives of a better education for all youth, such a recommendation would seem justifiable.

Since the students indicated many problems with regard to choice of subjects, a third consideration should be given to the subject offerings of the school. This high school, like many others, solicits semi-annually the students' preference for elective subjects, but too often fails to meet the requests due to limitations of facilities and teaching personnel. Consequently the student

takes a second choice program and very often finds himself uninterested and poorly qualified to do the work. In many cases it becomes necessary for him to drop the course after the first few weeks, and then he does not have a full program and is unable to pick up another subject until the end of the semester or the year.

The school now offers limited opportunities for students to take one semester courses in the department of Industrial Arts, Home Economics, Music, Art, and Beginning Typing, but this does not satisfactorily meet the needs of the poorly adjusted student. Many of the girls do not want home economics and are not musically inclined. The same is true with regard to the boys in shop and music. The writer feels that in many cases the student could be scheduled with a more satisfactory program if there were one semester courses in practical mathematics, civics, applied science, business English, business law and traffic and safety education. There should be courses in all of the major subject matter areas and their content should include basic information that would be of value when the student leaves school to assume the full responsibilities of citizenship. The membership of such courses would undoubtedly be small and should include only those students whose interest in school and whose scholastic abilities are below average. It would

also be advantageous if the student could enter in any of these courses at the beginning of every nine-week period.

Some approach should also be made to aid the students in meeting their various psychological problems. Every teacher can do something but perhaps the concentrated approach should be made through a special course that would cover basic psychology. Such a course might be scheduled as orientation or social living and would include such topics as feelings, emotions, boy-girl relationships or any others that deal with the everyday problems of living. It should be taught by a qualified teacher and be required of all students who show a need for such training. This need could be determined through testing and counseling. The general development and family background of some students will be such that they would not profit materially from the course. As stated by Sorenson (10:227): "Much conflict is avoided by the person who has a definite code of principles and ethics by which he lives. If he has a clear idea of the kind of person he wants to be and of what he wants out of life, he will avoid many more conflicts." Psychology for Living by Sorenson and Main (10:637) is representative of the type of book that should be used for the course.

The problems of future educational and vocational plans occur frequently enough in all groups to warrant

major consideration in curriculum planning. Various literature on adolescent problems shows that in the studies that have been made vocational problems always rate high on the list. The report of the American Youth Commission (1:136) indicates that the curriculum of the secondary schools should be drastically reorganized and that the amount of occupational information and training should be greatly enlarged.

It is recommended that through the various classes of the Corvallis High School there should be a continuous instructional program with reference to vocational information. In addition there should be special short term courses on occupations required of freshmen and seniors. According to published articles, many schools have added such courses after conducting research studies in their own areas. New York State is making recommendations for special occupational orientation units in ninth year social studies followed by additional study in the senior year. A similar program is carried on in the Chicago High Schools through a Self-appraisal and Careers course. From the writer's observations it would seem more desirable to have the units on occupations taught by a specially trained teacher. One social studies teacher may do an excellent job, but his colleague may do a very poor one.

On the social side of the curriculum the writer must

admit that the bulk of such activities are planned for those students who have already become more or less socially successful. In a school of this size with such a span of ages and maturity, and with a variety of interests, there is need for the careful planning of a wide variety of activities to take care of the interests and needs of all boys and girls.

The school should try to provide a continuous program of activities that provides opportunities for social contacts when the drive to do so arises. These activities should be of such nature that even the bashful or inexperienced student can take part without embarrassment. As Meek (7:63) puts it: "Informal group activities such as excursions, skating parties, swimming parties, and camping trips where the emphasis is on activity which is interesting in itself.....serves as an entering wedge for those who are trying out their social wings." An occasional grouping of boys and girls physical education classes for participation in folk dances is a desirable classroom activity.

The writer's conclusions and recommendations for this study may be summarized by the statements that follow:

1. Checking the results of this study against the literature on adolescents and comparing this study to others of a similar nature indicates that the Corvallis

High School students are an average group for their age.

2. The study has not brought forth any information that is new, but it should serve as a reminder to the faculty that the problems are present and demand constant consideration.

3. Student thinking has been stimulated and the students are aware of the fact that the administration is making an effort to serve them.

4. The students check sheet should be of value for future counseling.

5. Provision should be made to grant two types of diplomas.

6. Class loads should be limited to 30 students and every academic teacher should have a period for conference with individual students.

7. The school should offer more courses of one semester in length and more special service courses in the common subject areas such as mathematics, English and social studies.

8. A greater emphasis should be placed on effort and study habits.

9. A course in social living that would cover basic psychology should be provided for those students who show a need for it.

10. During every year the student should experience

some approach on occupational information and during the ninth and twelfth years should be required to take a short course having to do with self-appraisal and research on occupations.

11. Last, but not least, the school needs to provide a broader recreation and social activities program that will meet the needs of all students in grades eight through twelve.

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APPENDIX I

PROBLEM CHECK LIST

NAME _____ GRADE _____ BOY OR GIRL _____
 Is your father living? _____ Is your mother living? _____
 Are your parents living together? _____
 Occupation of father _____ Occupation of mother _____
 Do you live with your parents? _____ If not, with whom do you live? _____
 What is their relationship to you? _____

DIRECTIONS: This is not a test. It is a list of problems which are often troubling students of your age- problems of health, money, social life, home relations, religion, vocation, school work, etc. Some of these problems are likely to be troubling you and some are not. As you read the list you are to pick out the problems that are troubling you and UNDERLINE THEM.

- | | |
|---|--|
| 1 Being underweight | 36 Treated unkindly because of race |
| 2 Being overweight | 37 Sickness in the family |
| 3 Not getting enough exercise | 38 Parents sacrifice too much for me |
| 4 Tiring very easily | 39 Parents not understanding me |
| 5 Frequent illnesses | 40 Being treated like a child at home |
| 6 Having less money than friends | 41 Unable to enter desired vocation |
| 7 Learning how to save money | 42 Doubting wisdom of vocation choice |
| 8 Having to ask parents for money | 43 Need to know vocational abilities |
| 9 Have no regular allowance or income | 44 Doubt getting job in chosen vocation |
| 10 Want to earn some money of my own | 45 Wonder what I will be like in 10 yrs. |
| 11 Being ill at ease at social affairs | 46 Dislike of math |
| 12 Wanting to learn how to dance | 47 Absent from school too often |
| 13 Awkward in meeting people | 48 Adjusting to a new school |
| 14 Unsure of my social etiquette | 49 Not spending enough time in study |
| 15 Wanting to learn how to entertain | 50 Taking wrong subjects |
| 16 Having dates | 51 Poor place to study at home |
| 17 Awkward in making a date | 52 No suitable place to study at home |
| 18 Not mixing well with opposite sex | 53 Want subjects not offered at school |
| 19 Lack of sex attractiveness | 54 Made to take subjects I don't like |
| 20 Uninterested in the opposite sex | 55 Too little freedom in class |
| 21 Being left out of things | 56 Frequent headaches |
| 22 Getting into arguments | 57 Weak eyes |
| 23 Hurting people's feelings | 58 Lack of appetite |
| 24 Being talked about | 59 Digestive troubles |
| 25 Getting rid of people I don't like | 60 Not getting proper diet |
| 26 Losing my temper | 61 Too little money for school lunches |
| 27 Taking some things too seriously | 62 Work too much outside school hours |
| 28 Nervousness | 63 Too few nice clothes |
| 29 Laziness | 64 Getting money for higher education |
| 30 Worrying | 65 Learning how to spend money wisely |
| 31 Living up to my ideal | 66 Care of clothes and belongings |
| 32 Failing to go to church | 67 Making a good appearance |
| 33 Puzzled about the meaning of God | 68 Often not allowed to go out nights |
| 34 Science conflicting with religion | 69 In too few school activities |
| 35 Treated unkindly because of religion | 70 Want to get into a certain club |

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|---|--|
| 71 Going steady | 116 Need money for better health care |
| 72 Girl friend | 117 Not allowed to buy own clothes |
| 73 Boy friend | 118 Too little money for recreation |
| 74 Disappointment in love affair | 119 Having to watch every penny spent |
| 75 Wonder if I'll find a suitable mate | 120 Needing a job in vacations |
| 76 Wanting a more pleasing personality | 121 Too little chance to do what I want |
| 77 Not getting along well with people | 122 Not enough time for recreation |
| 78 Lacking leadership ability | 123 Not allowed to go with group I like |
| 79 Being a poor judge of people | 124 Being made to go to bed too early |
| 80 Too easily led by other people | 125 Too little social life |
| 81 Stubbornness | 126 Knowing how to entertain on a date |
| 82 Carelessness | 127 Not being allowed to have dates |
| 83 Getting too excited | 128 Engagement |
| 84 Forgetting things | 129 Embarrassed in discussion of sex |
| 85 Not taking some things seriously | 130 Afraid of close contact with opposite sex |
| 86 Disliking church service | 131 Shyness |
| 87 Having no chance to go to church | 132 Feelings too easily hurt |
| 88 Confused about my religious beliefs | 133 Don't make friends easily |
| 89 Puzzled about prayer | 134 Having no close friends |
| 90 Wanting communion with God | 135 Feeling inferior |
| 91 Not living with my parents | 136 Moodiness, having the "blues" |
| 92 Parents separated or divorced | 137 Can't make up my mind about things |
| 93 Being an only child | 138 Afraid of making mistakes |
| 94 Mother not living | 139 Too easily discouraged |
| 95 Father not living | 140 Sometimes wish I'd never been born |
| 96 Needing to decide on occupation | 141 Losing faith in religion |
| 97 Need information about occupations | 142 Fail to see value of religion |
| 98 Lacking work experience to get job | 143 Confused on some moral questions |
| 99 Trying to combine marriage & career | 144 Having a guilty conscience |
| 100 Concerned over military service | 145 Yielding to temptations |
| 101 Not getting studies done on time | 146 Being criticized by parents |
| 102 Don't know how to study effectively | 147 Parents favoring another child |
| 103 Worrying about grades | 148 Mother |
| 104 Dislike of English | 149 Father |
| 105 Slow in reading | 150 Death in family |
| 106 Textbooks hard to understand | 151 Restless to get out of school and into a job |
| 107 So often restless in classes | 152 Choosing best courses for next term |
| 108 Teachers too theoretical | 153 Getting education for vocation |
| 109 Poor comprehension in reading | 154 Wanting post-high school advice |
| 110 Teachers talking too much | 155 Graduating without vocational training |
| 111 Not strong and healthy | 156 Trouble with mathematics |
| 112 Not enough fresh air and sunshine | 157 Dislike gym |
| 113 Poor complexion | 158 Weak in spelling or grammar |
| 114 Frequent colds | 159 Trouble in outlines or note-taking |
| 115 Poor teeth | 160 Trouble in using the library |

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| 161 Too few books in library | 206 Deciding whether or not to go to college |
| 162 Teachers lack interest in students | 207 Choosing courses to prepare for college |
| 163 Teachers lacking personality | 208 Choosing courses to prepare for job |
| 164 Dull classes | 209 Not knowing what I really want |
| 165 Want subjects I cannot take | 210 Not knowing kind of person I want to be |
| 166 Poor posture | 211 Worrying about examinations |
| 167 Being clumsy and awkward | 212 Not interested in books |
| 168 Too short | 213 Unable to express myself in words |
| 169 Too tall | 214 Vocabulary too limited |
| 170 Not very attractive physically | 215 Difficulty with oral reports |
| 171 Living too far from school | 216 Wanting more help from teacher |
| 172 Living in a poor neighborhood | 217 Teachers not friendly to students |
| 173 Borrowing money for school expense | 218 Dislike of social studies |
| 174 Needing to find a part time job | 219 Too many poor teachers |
| 175 May have to quit school to work | 220 Teachers lack grasp of subject |
| 176 Too little chance to go to shows | 221 Physical handicap |
| 177 Nothing interesting to do | 222 Afraid I may need an operation |
| 178 Too little chance to use radio | 223 Frequent sore throat |
| 179 No place to entertain friends | 224 Menstrual disorders |
| 180 Having no hobby | 225 Not enough sleep |
| 181 Too few dates | 226 Having to earn some of own money |
| 182 Being in love | 227 Employed late at night on job |
| 183 Marriage | 228 Working for all my own expenses |
| 184 Going with person family won't accept | 229 Getting low wages |
| 185 Concerned over proper sex behavior | 230 Dislike my present employment |
| 186 Being criticized by others | 231 Not enjoying things others enjoy |
| 187 Picking the wrong kind of friends | 232 Too little chance to get into sports |
| 188 Unpopular | 233 Not being allowed to use family car |
| 189 Being called high-hat or stuck-up | 234 Not enough time to myself |
| 190 Being watched by other people | 235 Too little chance to read what I like |
| 191 Lost-no sense of direction in life | 236 Breaking up a love affair |
| 192 Failing to get ahead | 237 Deciding whether I'm in love |
| 193 Not doing anything well | 238 Thinking too much about sex matters |
| 194 Can't see the value of the daily things I do | 239 Insufficient knowledge about sex matters |
| 195 Not having any fun | 240 Sex diseases |
| 196 Bothered about ideas of heaven | 241 Disliking certain persons |
| 197 Wanting to know what the Bible means | 242 Being disliked by certain persons |
| 198 Wondering what becomes of people when they die | 243 Being "different" |
| 199 Can't forget some mistakes I've made | 244 Being made fun of |
| 200 Afraid God is going to punish me | 245 Losing friends |
| 201 Need fun with father and mother | 246 Too self-centered |
| 202 Clash of opinion with parents | 247 Unhappy much of the time |
| 203 Talking back to my parents | 248 Lacking self-confidence |
| 204 Parents not trusting me | 249 Afraid when left alone |
| 205 Wanting more freedom at home | 250 Daydreaming |

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| 251 Moral code weakening | 291 Finding it hard to control sex urges |
| 252 Being punished too much | 292 Putting off marriage |
| 253 Swearing, dirty stories | 293 Wondering if I'll ever get married |
| 254 Drinking | 294 Petting and making love |
| 255 Cheating in classes | 295 Going too far in love relations |
| 256 Getting family to accept my friends | 296 Being jealous |
| 257 Family quarrels | 297 Being snubbed |
| 258 Brothers | 298 No one to tell my troubles to |
| 259 Sisters | 299 Feeling that nobody understands me |
| 260 Relatives | 300 Dislike talking about personal affairs |
| 261 Family opposes my vocation choice | 301 Too many personal problems |
| 262 No interest in any vocation | 302 Unwilling to face a serious problem |
| 263 Afraid of unemployment after graduation | 303 Bad dreams |
| 264 Doubt ability to handle a good job | 304 Thoughts of suicide |
| 265 Don't know how to look for job | 305 Fear of insanity |
| 266 Not liking school | 306 Always getting into trouble |
| 267 Find it hard to speak correctly | 307 Sometimes being dishonest |
| 268 Afraid to speak up in class | 308 Being punished for something I didn't do |
| 269 Don't like to study | 309 Trying to break off a bad habit |
| 270 Unable to concentrate | 310 Getting a bad reputation |
| 271 Too much work required in some subjects | 311 Being treated as a "foreigner" |
| 272 Teachers lack understanding | 312 Wanting to leave home |
| 273 Teachers not practicing what they preach | 313 Afraid of someone in the family |
| 274 Grades unfair as measure of ability | 314 Parents expect too much of me |
| 275 Tests unfair | 315 Not telling parents everything |
| 276 Nose or sinus trouble | 316 Wonder if I will be success in life |
| 277 Poor hearing | 317 Dread to think of life of hard work |
| 278 Smoking | 318 Not knowing where I belong in world |
| 279 Speech handicap | 319 School of little help in getting job |
| 280 Foot trouble or ill fitting shoes | 320 Need to plan ahead for future |
| 281 Family worried about money | 321 Can't see that school is doing me any good |
| 282 Too crowded at home | 322 Not smart enough |
| 283 Having no radio at home | 323 Getting low grades |
| 284 Having no car in family | 324 Afraid of failing in school work |
| 285 Ashamed of the house we live in | 325 Wanting to quit school |
| 286 Unskilled in carrying on conversation | 326 Not getting along with a teacher |
| 287 Slow in getting acquainted | 327 Having an unfair teacher |
| 288 Not knowing how to dress attractively | 328 Poor assemblies |
| 289 Too much social life | 329 Dislike of science |
| 290 In too many student activities | 330 School is indifferent to student's needs |

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? _____ Yes _____ No
Add anything further you might care to say to make the picture more complete.

2. Have you enjoyed filling out the list? _____ Yes _____ No

3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?
_____ Yes _____ No Please explain how you feel on this question.

4. Has your over-all achievement this year been satisfactory to you?
_____. If not, what factors have contributed most in your failure to reach your goals?

5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? _____ Yes
_____ No.

APPENDIX II

STUDENT PROBLEMS

Teacher Analysis

A survey has just been completed whereby the student indicated problems that have troubled them during the past year. As teachers you are also aware of many of their problems and are anxious to help in the solution of them.

Eleven problem areas are indicated below. Will you please check the five that you consider most prevalent as a handicap to student success? Indicate your first choice by a "1", and the others by 2, 3, 4, 5. Suggestive problems are indicated in each area.

HEALTH AND PHYSICAL DEVELOPMENT

Being underweight, weak eyes, frequent colds, headaches, etc.

FINANCES, LIVING CONDITIONS, AND EMPLOYMENT

Having less money than friends, too few clothes, needing a job, working too many hours, family worried about money, ashamed of home conditions, etc.

SOCIAL AND RECREATIONAL ACTIVITIES

Being ill at ease at social affairs, too little social life, no place to entertain friends, too much social life, too many activities, etc.

COURTSHIP, SEX, MARRIAGE

Too little or too much interest in opposite sex, love affairs, dating problems, etc.

SOCIAL-PSYCHOLOGICAL RELATIONS

Being left out of things, too easily influenced, getting into arguments, not getting along well with other people, shyness, feeling inferior, etc.

PERSONAL-PSYCHOLOGICAL RELATIONS

Nervousness, laziness, carelessness, too easily discouraged, not having fun, too self-centered, day-dreaming, etc.

MORALS AND RELIGION

Failing to go to church, confused about religious beliefs, confused on moral questions, drinking, cheating, bad reputation, etc.

HOME AND FAMILY

Sickness in family, parents separated, being an only child, poor parent-student relationship, family quarrels, etc.

THE FUTURE: VOCATIONAL AND EDUCATIONAL

Worried about the future, restless to get out of school and into a job, confusion about post school plans, wondering whether to go to college, etc.

ADJUSTMENTS TO SCHOOL WORK

Absent too often, not prepared for present courses, poor study habits, lack of interest in school, etc.

CURRICULUM AND TEACHER PROCEDURES

Dissatisfaction with program of studies, restless in classes, resents class discipline, wanting more help from teachers, hostile to class procedures, etc.

Refer to each area you selected and if you have an opinion, indicate what you think might be done in a teacher training program to better equip new teachers so that they might have a greater influence in helping the students adjust to the problems they may have in each area. Also referring to each area selected, what do you think our present faculty can do individually or collectively to add in the solution of the problems?

Comments on selection No. 1

Comments on selection No. 2

Comments on selection No. 3

Comments on selection No. 4

Comments on selection No. 5