

AN INVESTIGATION OF THE ATTITUDES AND REACTIONS OF HIGH
SCHOOL SENIORS TOWARD GUIDANCE AGENCIES
AND INFLUENCES

by

Haskell B. Osborn

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Committee on thesis:

Helen Egerle

E. L. Nelson

John A. Yager, Chairman

Date of Acceptance June 7, 1944

Representative of English Department:

Hazel Fresh Fleming

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

The statement of the problem. It was the purpose of this study (1) to present the attitudes and ideas of high school seniors toward guidance agents and agencies, as they were revealed through a questionnaire study; and (2) to show the relationship between these attitudes and ideas, in groups determined by grades made last grading period, where they lived, sex, and high school attended.

Importance of the study. In the past few years a great deal has been said about guidance in the secondary school. As the school becomes more and more responsible for guidance it is necessary to determine just what contributions are being made in the life of the child by other guidance agencies, to combine these contributions with those made by the school, evaluate them, and measure the citizenship that is to result from the influences.

A guidance program should provide adequate and accurate information which will aid the pupil in solving the problems which confront him in his everyday life. Such a program can be justified in the fact that there is, and

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probably always will be, a definite need in the life of the child for such information. We live to-day in an ever changing world. New industries spring up almost over night and old ones just as quickly disappear. New ways of doing things and new things to do are the order of the day. Change is not limited to the industrial world. The social order also changes. New schools of thought arise and new patterns of conduct are formulated. The political demagogue and the war-monger preach a doctrine of hate and intolerance. The old order changes and man must adapt himself to the change or be left floundering by the wayside. The school, the home, the church, the state, all play their part in making the man. Through the combined influences of these institutions he should progress toward a high physical, mental, moral, and social plane. We have assumed in the past that the imparting of information was the all-important thing in an educational program. To-day we know that this is only the first responsibility of the imparting agency. The proper and intelligent use of this acquired information is also very important. The guidance program attempts to provide the necessary guideposts which will enable the individual to use the tools at his command so that he may be a better, happier, more useful citizen, and thus contribute to a better social order.

This study has attempted through a number of

pertinent questions to secure information from high school seniors that would provide the basis for conclusions concerning the value of the work already being done by guidance agencies, and which would also show the need for a broader more inclusive guidance program in the secondary school.

II. DEFINITIONS OF TERMS USED

Guidance. The term guidance was taken in this study to mean all the influences that are knowingly exerted on the lives of youth by individuals or agencies with the idea in mind of molding the thoughts and actions of a life according to predetermined standards of what is right and wrong in the social world in which the life is to be lived.

Agency. The word agency was taken to mean the medium or instrument through and by which influences and ideas were presented to the pupils.

Attitude. The word attitude was taken to mean the feeling of the individual about or toward the influences which affected his everyday life. The weight, value, and importance of these influences as they affect him through his interpretation of their value to him in making his adaptation to the social world of which he is to be a part determine his attitude. As used in this study the word

applies more to the feeling toward already accepted customs and usages than it does to new things.

Idea. The word idea was interpreted as meaning a belief or opinion that the individual had formulated by and through his own experiences and observations.

Below average. In this study the term below average simply means those pupils whose average grade was below the average grade of all the high school seniors who were studied..

Above average. In this study the term above average means all those pupils whose average grade was higher than the grade average of all the high school seniors studied.

III. METHOD OF PROCEDURE

The questionnaire¹ used in this investigation was compiled after much thought and research, for the purpose of bringing out the thoughts and attitudes of the pupil toward those things in his every day life that affect his mental, spiritual, physical, and moral growth. After they were filled out and returned it was found that the answers given to some of the questions were so varied and unrelated that

¹ See Appendix, p. 188.

they could not be classified and used. When this was found to be true about a question, that question was not considered in the final report. Also, in some cases, the data from two or more questions are recorded in a single table. These facts cause the final draft of the study to contain eighty-nine tables, while the questionnaire in its original form was made up of one hundred questions.

The questionnaires were filled out by members of the senior classes in Garfield High School, Terre Haute, Indiana; and in the high schools at Lawrenceville, Illinois; Paris, Illinois; Robinson, Illinois; and Sullivan, Indiana. In almost every case the questions were answered clearly and completely. If there were any doubt about the meaning or clearness of the answer given, it was not recorded. In some cases it was not necessary that all the questions be answered and in some cases where this was not true, the questions were not answered. This caused a discrepancy in the total number of cases listed in some tables. There were a total of six hundred eighty-one questionnaires filled out and returned.

CHAPTER II

REVIEW OF COMPARATIVE LITERATURE

Much has been written and many investigations have been made in the field of guidance. Its value both in the life of the pupil and, later, in the life of the adult has been questioned. More and more educators, however, have come to believe that there is a very definite need in the life of the pupil that guidance can fill. In calling attention to investigations that have been made and work that has already been done in the field, only a brief summary of the findings and conclusions of a few investigations on problems in the general field of guidance will be given.

Youth Tell Their Story. Bell,¹ in his report of a survey made by the American Youth Commission, which was published in the book entitled Youth Tell Their Story, deals with the attitudes and conditions of young people between the ages of sixteen and twenty-four. The study was conducted in what was assumed to be an average community in the state of Maryland and involved the questioning of about fifteen hundred young people. The survey was made for the

¹ Howard M. Bell, Youth Tell Their Story (New York: American Council on Education, 1938), 273 pp.

² Ruth M. Brown, Youth Tell Their Story (New York: American Council on Education, 1938), 365 pp.

purpose of gathering information which would help to solve some of the problems of adjustment in the lives of young people--problems that came out of the period of economic depression in which they were living. The results of the investigation showed that the young people who were questioned were uncertain about most of the questions on which they were requested to express themselves. One of the most striking conclusions drawn was that the young people were not making much of an effort to do anything about the condition in which they found themselves, but when they did indicate a preference for a job or a position in life, it was usually completely outside the realm of possibility so far as their ability to attain it was concerned. Mr. Bell concludes that the "youth problem" is largely the problem of economic security, that "equality of opportunity" (as to education, work, play, etc.) is a bad joke. The consequences of the indifferences to the needs of youth, he hints, are to be seen in "certain non-democratic countries" over the pond.

When Youth Leave School. The data in the findings of the Regents' Inquiry into the cost and character of public education, published under the title, When Youth Leave School, as written by Eckert and Marshall,² deal with

² Ruth Elizabeth Eckert and Thomas Oliver Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, 1938), 360 pp.

the problems of youth just finishing or withdrawing from school. This work is very emphatic in its criticisms of the high school. The report points out instances and shortcomings that may be used by educators in the evaluation and revision of their own guidance programs.

Education for Work. Revamping of high school courses of study to prepare boys and girls for life rather than for college is urged by Dr. Thomas Lowell Norton³ in his book, Education for Work. The data for the book are compiled from a study made for the Regents' Inquiry. Dr. Norton believes that his study proves that opportunities for vocational training should be provided for three groups of pupils, differentiated on the basis of grade accomplishment level.

Other investigations have dealt with the value of tests and measurements in guidance, with the problems involved in carrying on a functional guidance program, and with means and methods of evaluating guidance programs. This investigation however is different from others in that it has taken a certain select group of pupils, divided them into groups according to their success in school, their sex, the place they live (that is, in town or in the country),

³ Thomas Lowell Norton, Education for Work (New York: McGraw-Hill Book Company, 1939), 263 pp.

and according to the high school they attended. The data obtained by the questionnaire method give a first hand insight into their opinions of, and their reactions to guidance and influencing agencies with which they have come in contact, and permits conclusions to be drawn as to what the school and other institutions can do to make those influences more stabilizing and helpful in their lives.

CHAPTER III

THE QUESTIONNAIRE RESULTS

I. AGE OF STUDENTS

The weight or value of an opinion is tempered by the age and experience of the one expressing it. Table I gives the age in years of the pupils filling out the questionnaire. The median age of the entire group was 18.5 years. Of the six hundred seventy-eight students giving their age only two were in the lowest age group which was sixteen years while there were seven in the oldest age group which was twenty-one years. There were more pupils in the older age groups than in the younger age groups, which indicates that there were more pupils retarded for some reason or other than were advanced ahead of their age group by double promotion or early school entrance.

The fact that high school seniors are as old or older than we might expect them to be is significant. Students falling in the age groups shown in Table I should have a rather definite opinion about the things which are directly influencing their lives and conduct. They should also be fairly certain about their aims and goals in life, and should have some kind of plan that they are following in the attempted attainment of these aims and goals. If this is

TABLE I

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS OF VARIOUS AGES

Classification	Total	Ages											
		16		17		18		19		20		21	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Below average	348	1	.3	33	9.5	185	53.2	99	28.4	25	7.2	5	1.4
Above average	330	1	.3	53	16.1	215	65.1	53	16.1	6	1.8	2	.6
Town	442	0	.0	48	10.9	278	62.9	93	21.0	19	4.3	4	.9
Country	236	2	.8	38	16.1	122	51.8	59	25.0	12	5.1	3	1.3
Male	336	1	.3	36	10.7	184	54.7	93	27.7	16	4.8	6	1.8
Female	342	1	.3	50	14.6	216	63.2	59	17.2	15	4.4	1	.3
Robinson	105	0	.0	17	16.2	61	58.1	23	21.9	4	3.8	0	.0
Sullivan	107	0	.0	5	4.7	73	68.2	28	26.2	1	.9	0	.0
Lawrenceville	124	0	.0	19	15.3	60	48.4	29	23.4	12	9.7	4	3.2
Paris	161	2	1.2	25	15.5	91	56.7	35	21.7	6	3.7	2	1.2
Garfield	81	0	.0	9	11.1	51	63.0	17	21.0	4	4.9	0	.0
Clinton	100	0	.0	11	11.0	64	64.0	20	20.0	4	4.0	1	1.0
Total	678	2	.3	86	12.7	400	59.0	152	22.4	31	4.6	7	1.0

Median age--18.5 years

not true, if they have not established in their own lives correct patterns of thought and conduct, if they have not determined on a worthy goal in life, then those agencies which are influential in making them what they are and what they are to be, are somewhere and somehow failing in their job.

II. GRADES OF STUDENTS

Grades pupils made last grading period. In the past few years the matter of grading according to the probability curve has been a question of debate when educators have met and discussed grades. Table II shows the grades made last grading period by the pupils studied. The comparative percentages of the grades made as given in this table in no respect conform to those of the probability curve. The most significant difference is in the number of A's in comparison to the number of F's given. The fact that the A group is high and the F group is low may be attributed to a number of causes. The fact that the senior class in any high school has become a more or less select group because of the withdrawal of the less studious and the less apt may be sighted as one probable reason. There is also the possibility that seniors have acclimated themselves in their school to the extent that they are able to enroll in the classes they like

TABLE II

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO RECEIVED
VARIOUS LETTER GRADES FOR THE LAST GRADING PERIOD

Classification	Total	Grades									
		A		B		C		D		F	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Below average	1468	79	5.4	319	21.7	664	45.2	373	25.4	33	2.3
Above average	1400	550	39.3	634	45.3	206	14.7	9	.6	1	.1
Town	1859	444	23.8	580	31.2	557	30.0	255	13.8	23	1.2
Country	1009	185	18.3	373	37.0	313	31.0	127	12.6	11	1.1
Male	1374	217	15.8	411	29.9	466	33.9	255	18.6	25	1.8
Female	1494	412	27.6	542	36.3	404	27.0	127	8.4	9	.7
Robinson	427	93	21.7	154	36.1	140	32.7	34	8.1	6	1.4
Sullivan	434	41	9.5	158	36.4	117	26.9	116	26.7	2	.5
Lawrenceville	573	89	15.6	208	36.3	187	32.6	72	12.5	17	3.0
Paris	696	225	32.3	196	28.1	162	23.3	108	15.6	5	.7
Garfield	296	43	14.5	83	28.1	138	46.6	30	10.1	2	.7
Clinton	442	138	31.1	154	35.2	126	28.4	22	4.9	2	.4
Total	2868	629	21.9	953	33.3	870	30.3	382	13.3	34	1.2

best and in classes taught by teachers who understand them and whom they understand. In the case of the comparatively small number of F's given it may be that there is an unwritten law in high school and among high school teachers to the effect that seniors are to be given a passing grade in order that they may graduate with their class. This table also shows a wide variance in the number of A's and F's given in the different schools.

Grades as a measure of ability. The value of grades in attempting to measure the abilities of students is questionable. Likewise the practice of using grades in classifying students according to their ability level is debatable. The fact that 62.2 per cent of the students answering this question indicated that they did not believe the grades they made last grading period was a true measure of their ability is significant. The wide difference in the answers given to this question by the above-average and the below-average groups, as shown in Table III, is worth noting. This could very well be due to the fact that the high school in some way is not meeting the need of the student to the extent that it is not drawing out and developing all the ability and capacity that is potentially at its command. It is true that the below-average student may have given his answer in some cases because of the fact that he did not make good

TABLE III

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT BELIEVE THE GRADES THEY MADE LAST GRADING PERIOD WERE A TRUE MEASURE OF THEIR ABILITY AS A STUDENT

Classification	Total	Responses			
		A true measure		Not a true measure	
		Number	Per cent	Number	Per cent
Below average	341	88	26.2	253	73.8
Above average	330	166	50.3	164	49.7
Town	434	157	36.2	277	63.8
Country	237	97	40.9	140	59.1
Male	327	112	34.3	215	65.7
Female	344	142	41.3	202	58.7
Robinson	103	40	38.8	63	61.2
Sullivan	108	31	28.7	77	71.3
Lawrenceville	124	54	43.5	70	56.5
Paris	155	48	30.9	107	69.1
Garfield	78	30	38.4	48	61.6
Clinton	103	51	49.5	52	50.5
Total	671	254	37.8	417	62.2

grades. But regardless of this point the fact that six out of every ten students do not consider the grades they make as a true measure of their ability as a student proves that there is much to be desired in the present method of measuring the ability of the student by grades.

Why grades were or were not true measures of ability.

In giving reasons why pupils believed the grades they made were not a true measure of their ability it might be naturally assumed that they would give answers that would place the blame on some one other than themselves. As is shown in Table IV this was not true as the pupils were willing to assume the responsibility for this failure. The fact that 45.9 per cent of the pupils answering this question gave as their reason that they did not study hard enough might be considered as an indictment of either the teacher or the subject, or both. If the pupil has been sold on the value of a high school education, if he has been shown that the subject is important in helping him to prepare to make a living, or in helping him to prepare for worthy membership in the social order of which he is to become a part, if the subject is made interesting and the teacher is efficient and effective in the presentation of the subject matter, then there should be only a lazy few who make grades lower than their ability should warrant.

TABLE IV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO BELIEVED THAT THE GRADES THEY MADE LAST GRADING PERIOD WERE OR WERE NOT A TRUE MEASURE OF THEIR ABILITY AS A STUDENT

Reasons	Responses		
	A true measure	Not a true measure	Per cent
Did not study hard enough		275	45.9
I got what I deserved-	135		22.6
I did my best	49		8.2
Teachers do not grade fairly		47	7.9
I could do better		23	3.8
I am not interested in the subject		23	3.8
Not enough time to study		21	3.5
Other reasons		26	4.3
Total	184	415	100.0

It is interesting to note that only 22.6 per cent of the seniors given in Table V, only a very few believed that they had done enough last grading period to warrant a grade of A or B on his part.

It is interesting to note that only 22.6 per cent of the seniors given in Table V, only a very few believed that they had done enough last grading period to warrant a grade of A or B on his part.

In the case of those who answered, the writer got what he deserved; it is not certain that the question was in all cases fully understood. The 22.6 per cent who gave this answer in some instances may have believed that the grade did not measure their ability but rather the effort they had made and for this reason answered as they did.

Why better grades were not made. If a grade does not measure the ability of the pupil, then it should measure the tangible knowledge that he has acquired through taking a particular course. One of the major objectives of the school should be the imparting of a maximum amount of useful knowledge, and if and when it fails in this respect, an effort should be made to find the cause. The principal reason given for not making better grades was not studying hard enough. This answer was given by 29.0 per cent of the pupils. It was given with no apparent indication that there was anything beyond the control of the individual to keep him from studying harder. The next three reasons, one or another of which was given by 36.5 per cent of the pupils, presuppose the fact that the pupil does not study hard enough but gives an excuse or reason for this lack of effort on his part.

It is interesting to note that of all the reasons given in Table V, only a very few reflect directly on the

TABLE V

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO GAVE
REASONS FOR NOT MAKING BETTER GRADES

Reasons	Number	Per cent
Do not study hard enough	148	29.0
Too many outside interests	71	13.8
Not interested in the subject	65	12.7
Not enough time for study	51	10.0
Lack of concentration	37	7.2
Lazy	26	5.1
Do not know how to study	20	3.9
Physical defects	19	3.7
Timid	17	3.3
Poor training in grade school	13	2.5
Teachers do not grade fairly	10	2.0
Teachers do not understand me	10	2.0
Home conditions	8	1.6
Other reasons	16	3.2
Total	511	100.0

The girls who were interviewed were asked to give reasons for not making better grades in school. The reasons given were as follows:

The girls who were interviewed were asked to give reasons for not making better grades in school.

The percentage of girls who gave the reasons for not making better grades in school is as follows:

responsibility of the teacher, and only a few pupils in each case gave these reasons for not making better grades, but the discerning eye can see in most of the reasons given a subtle implication that the teacher has a definite responsibility in this matter, in that she plays an important part in helping to establish the background of thought and conduct out of which these reasons come.

III. PREPARATION OF LESSONS

Number of lessons prepared at home. It is the policy of some schools and of some teachers to encourage pupils to prepare all their lessons at school during school hours. By comparing Table VI with Table II it is found that the groups and the schools which ranked highest in grades also ranked highest in the number of lessons prepared at home. This is generally true except in the case of the above-average and the below-average groups where the comparative difference in ability would tend to offset any variation which might naturally be expected between these two groups. The percentage variance between male and female pupils was 31.9 per cent with 54.2 per cent of the boys and 22.3 per cent of the girls indicating that they did not prepare any of their lessons at home. This fact could be one of the reasons why the girls made better grades than those made by the boys.

The percentage variance between the highest and the

TABLE VI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO PREPARED
VARIOUS NUMBERS OF LESSONS AT HOME EACH DAY

Classification	Total	Number of lessons									
		0		1		2		3		4	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Below average	341	146	42.8	122	35.8	55	16.1	14	4.1	4	1.2
Above average	335	109	32.5	126	37.7	70	20.9	23	6.9	7	2.0
Town	437	167	38.2	150	34.3	86	19.7	24	5.5	10	2.3
Country	239	88	36.8	98	41.1	39	16.3	13	5.4	1	.4
Male	327	177	54.2	99	30.3	40	12.2	8	2.4	3	.9
Female	349	78	22.3	149	42.7	85	24.4	29	8.3	8	2.3
Robinson	102	59	57.8	28	27.5	14	13.7	1	1.0	0	.0
Sullivan	107	55	51.5	33	30.8	15	14.0	4	3.7	0	.0
Lawrenceville	122	59	48.4	48	39.3	12	9.8	3	2.5	0	.0
Paris	161	28	17.4	63	39.1	46	28.6	19	11.8	5	3.1
Garfield	80	20	25.0	35	43.8	18	22.5	3	3.7	4	5.0
Clinton	104	34	32.7	41	39.5	20	19.2	7	6.7	2	1.9
Total	676	255	37.7	248	36.7	125	18.5	37	5.5	11	1.6

lowest ranking schools on this question was 40.4 per cent. It is possible that external factors predominating in local schools or communities were partly responsible for this large degree of difference. These factors, which may or may not be beyond the control of the school and the teacher, may enter into the problem of home study. If the pupil could advise with someone in the school when it is evident that home work would be helpful, it is probable that a satisfactory study schedule could be worked out.

Amount of time spent in preparing each lesson. The amount of time spent by a pupil in preparing a lesson is affected by so many things that it is difficult to draw definite conclusions without more information than is available in this case. The greatest number of pupils indicated that they spent forty-five minutes preparing each lesson. This fact is shown in Table VII. It might readily be assumed that this is the length of the periods most common in the schools studied. The table also shows that there were more who spent less than forty-five minutes in preparing a lesson than there were who spent more than forty-five minutes. The greatest difference shown in this table is in the comparative time of the boys and the girls. The girls indicated that they spent considerably more time in preparing their lessons than that spent by the boys.

TABLE VII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO SPENT VARIOUS
AMOUNTS OF TIME DAILY IN PREPARING EACH ASSIGNMENT

Classification	Total	Number of minutes													
		10		15		30		45		60		90		120	
		Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
Below average	1060	31	2.9	90	8.4	203	19.2	443	41.8	165	15.6	94	8.9	34	3.2
Above average	1260	25	2.0	132	10.4	236	18.7	525	41.7	195	15.5	106	8.4	41	3.3
Male	1121	47	4.2	130	11.6	250	22.3	444	39.6	158	14.1	76	6.8	16	1.4
Female	1199	9	.8	92	7.7	189	15.8	524	43.7	202	16.8	124	10.3	59	4.9
Town	1510	46	3.0	147	9.7	288	19.1	640	42.4	214	14.2	125	8.3	50	3.3
Country	810	10	1.2	75	9.3	151	18.6	328	40.5	146	18.0	75	9.3	25	3.1
Robinson	308	8	2.6	32	10.4	82	26.6	75	24.4	91	29.5	12	3.9	8	2.6
Sullivan	373	13	3.5	33	8.8	112	30.0	149	40.0	33	8.8	29	7.8	4	1.1
Lawrenceville	443	14	3.2	46	10.4	65	14.7	194	43.7	54	12.2	58	13.1	12	2.7
Paris	596	12	2.0	64	10.7	106	17.8	239	40.1	88	14.8	49	8.2	38	6.4
Garfield	230	4	1.7	13	5.7	35	15.3	107	46.5	47	20.4	20	8.7	4	1.7
Clinton	370	5	1.4	34	9.2	39	10.5	204	55.2	47	12.7	32	8.6	9	2.4
Total	2320	56	2.4	222	9.6	439	18.9	968	41.8	360	15.5	200	8.6	75	3.2

This may also be a reason why the girls made better grades than those made by the boys.

Probably the most striking point found in Table VII is the fact that the comparative figures in the below-average and in the above-average groups are so nearly the same under all the time measures given. The greatest difference is under the fifteen minute heading and the difference in this case is only 2 per cent.

Students who had a definite study plan. In the modern day of high schedule and speed it would seem important that high school seniors should have a definite plan to follow in preparing their lessons. Table VIII shows that seven out of ten of the pupils studied did have such a plan. The most striking thing about this table is the fact that it follows the findings of the preceding tables in all respects except one. The difference is in the fact that the comparison between schools shows that the school which ranked highest in the number of lessons prepared at home, the number of minutes spent in preparation, and in grades made last grading period, had the greatest number of students who indicated that they did not have a definite study plan that they followed in preparing their lessons. This would tend to prove that a study plan does not necessarily mean that good grades will result or that the lack of a study plan

TABLE VIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
FOLLOWED A DEFINITE STUDY PLAN IN
PREPARING THEIR LESSONS

Classification Total	Responses				
	Definite study plan		No definite study plan		
	Number	Per cent	Number	Per cent	
Below average	345	225	65.2	120	34.8
Above average	332	249	75.0	83	25.0
Town	443	300	67.8	143	32.2
Country	234	174	74.3	60	25.7
Male	331	219	66.1	112	33.9
Female	346	255	73.7	91	26.3
Robinson	106	83	78.3	23	21.7
Sullivan	109	73	66.9	36	33.1
Lawrenceville	122	93	76.3	29	23.7
Paris	162	100	61.7	62	38.3
Garfield	79	52	66.0	27	34.0
Clinton	99	73	73.7	26	26.3
Total	677	474	70.0	203	30.0

answered the question concerning the use of a definite study plan in preparing their lessons.

there is still a considerable number of students who do not follow a definite study plan.

would mean that the resultant grades would be poor. Evidently the amount of time spent in preparation and the amount of effort expended are still important factors in making good grades in school.

When students learned how to study. To properly and efficiently utilize school time the student should know how to study. Table IX shows when the students in the six schools of this study learned how to study. There was no significant difference in the answers given by the different groups except in the case of one school. The noticeable point in this case was in the fact that 31.3 per cent of the students indicated that they had not yet learned how to study. This school was highest in those who had learned how to study in high school, 50 per cent answering that this was true, but was 21.8 per cent below the average of all the schools in the number who had learned how to study in grade school. The fact that the percentage of answers given in each group, for each school period, checked so closely is evidence that, to the best of their knowledge, the students were answering honestly and correctly.

The fact that on the eve of their graduation from high school almost 20 per cent of these high school seniors answered that they did not know how to study shows that there is still work to be done in this field; however, if it

TABLE IX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
LEARNED HOW TO STUDY AT VARIOUS TIMES

Classification	Total	Responses					
		Grade school		High school		Not yet learned	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	318	124	39.0	128	40.3	66	20.7
Above average	356	149	41.9	155	43.5	52	14.6
Town	438	168	38.4	194	44.3	76	17.3
Country	236	105	44.5	89	37.7	42	17.8
Male	328	128	39.0	143	43.6	57	17.4
Female	347	145	41.8	141	40.6	61	17.6
Robinson	103	35	34.0	59	57.3	9	7.7
Sullivan	107	51	46.2	38	36.5	18	17.3
Lawrenceville	119	54	45.4	48	40.3	17	14.3
Paris	160	70	43.7	61	38.1	29	18.2
Garfield	80	15	18.7	40	50.0	25	31.3
Clinton	105	48	45.7	37	35.2	20	19.1
Total	674	273	40.5	283	42.0	118	17.5

is true, as the answers show that 82.5 per cent of all high school students have learned how to study, then it can be truthfully said that much good work has already been done.

IV. STUDENT-TEACHER RELATIONSHIP

Students who talked over their high school problems with their teachers. If the school through the teacher is going to help the pupil solve his problems of every-day life, both in and out of school, there must be a common bond of understanding and confidence between them. The pupil must have confidence in the willingness and ability of the teacher to help and the teacher must justify this confidence by giving thoughtful attention to the problem and by offering advice that is logical and sound.

The number of high school seniors who had talked over their high school problems with some member of the high school staff is shown in Table X. This table shows that the below-average pupil was less inclined to take his problems to the teacher than was the above-average pupil. Boys consulted with their teachers less frequently than did the girls and country pupils less frequently than did those who lived in town.

Of the six schools, comparatively speaking, four showed a very close percentage of seniors who did not consult with their teachers. The two other schools showed a variance

TABLE X

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR
HAD NOT TALKED OVER THEIR HIGH SCHOOL PROBLEMS
WITH MEMBERS OF THE TEACHING STAFF

Classification	Total	Responses			
		Do talk over problems		Do not talk over problems	
		Number	Per cent	Number	Per cent
Below average	346	153	44.2	193	55.8
Above average	335	180	53.8	155	46.2
Town	442	233	52.7	209	47.3
Country	239	100	41.8	139	58.2
Male	331	180	54.4	151	45.6
Female	350	153	43.7	197	56.3
Robinson	106	44	41.5	62	58.5
Sullivan	107	53	49.5	54	50.5
Lawrenceville	121	55	45.5	66	54.5
Paris	162	81	50.0	81	50.0
Garfield	81	48	59.3	33	40.7
Clinton	104	52	50.0	52	50.0
Total	681	333	49.0	348	51.0

and the teachers in that school district.

of about 10 per cent, in one case below and in the other above the average of the other schools. Probably the most striking thing shown in this table is the fact that 51 per cent of the pupils did not consult with their teachers on school problems.

Teachers who were willing to help students with their school work. A willingness on the part of the teacher to give help when it is needed in the preparation of school work is an important point in helping to establish a good, wholesome pupil-teacher relationship. Table XI shows that 82.1 per cent of the pupils studied believed that their teachers were willing to help them with their school work. Below-average pupils indicated that teachers were less willing to help them as did the country students and the girls.

The comparative percentages in the case of the schools showed the same general tendency as has been shown in the preceding tables. However, it is important to note that in the case of one school almost one fourth of the pupils indicated that their teachers were not willing to help them. This would seem to indicate that there was a poor spirit of trust and understanding between the pupils and the teachers in this particular school.

its students being so concerned for any one of them.

TABLE XI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO FOUND
THAT TEACHERS WERE OR WERE NOT WILLING TO HELP
THEM WITH THEIR SCHOOL WORK

Classification	Total	Responses			
		Teachers willing to help		Teachers not willing to help	
		Number	Per cent	Number	Per cent
Below average	343	271	78.9	72	21.1
Above average	326	278	85.3	48	14.7
Town	436	367	84.2	69	15.8
Country	233	182	78.1	51	21.9
Male	328	278	84.8	50	15.2
Female	341	271	79.4	70	20.6
Robinson	104	79	75.9	25	24.1
Sullivan	104	83	79.8	21	20.2
Lawrenceville	124	98	79.0	26	21.0
Paris	159	141	88.7	18	11.3
Garfield	79	68	86.1	11	13.9
Clinton	99	80	80.8	19	19.2
Total	669	549	82.1	120	17.9

Students who were helped by conferences with teachers.

The worth or value of any action can be measured only by the good that comes from it. Table XII shows that most pupils who went to their teachers for help profited from the conference. The most significant thing shown in the table is the fact that the school which had the largest percentage of its students going to teachers for help had the lowest

TABLE XII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO WERE
OR WERE NOT HELPED IN SOLVING THEIR SCHOOL
PROBLEMS BY CONFERENCES WITH TEACHERS

Classification Total	Responses				
	Seniors who were helped		Seniors who were not helped		
	Number	Per cent	Number	Per cent	Number
Below average	152	129	84.9	23	15.1
Above average	174	152	87.4	22	12.6
Town	230	196	85.3	34	14.7
Country	96	85	88.5	11	11.5
Male	176	156	88.6	20	11.4
Female	150	125	83.4	25	16.6
Robinson	42	40	95.2	2	4.8
Sullivan	52	46	88.4	6	11.6
Lawrenceville	55	45	81.9	10	18.1
Paris	78	69	88.5	9	11.5
Garfield	48	38	79.2	10	20.8
Clinton	51	43	84.3	8	15.7
Total	326	281	86.3	45	13.7

percentage of students indicating that they had profited by the conference, while the school having the smallest percentage of its students going to the teachers for help had the largest percentage of students indicating that they had profited from the conferences. This fact might be explained by assuming that one school was measuring the success of its guidance program by the number served rather than by the

value of the service rendered. Or on the other hand the pupils in the school showing a smaller percentage going for help, being reluctant to go, might have waited until the very weight of their problem made the conference important from the viewpoint of the teacher and helpful from the standpoint of the pupil.

Why students did or did not feel free to go to their teachers for help. If students do or do not feel free to go to their teachers for help it is important that the cause for such a feeling be known. Table XIII shows that 81.3 per cent of the answers given could be taken as indicating that the students giving them did feel free to go to their teachers for help. The reason given by 41 per cent of the students was that the teachers were willing to help, therefore they as students felt free to avail themselves of that help. This indicated a friendly teacher-pupil relationship in so far as that particular group was concerned, but most of the other answers given indicated that they felt free to go to their teachers for help because that was what the teachers were there for. While this might have been true reasoning in the strictest sense of the word it still does not picture the student as thinking of the teacher as a friendly counselor, anxious and willing to give help when it was needed. Other less important reasons from the

TABLE XIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO GAVE
REASONS WHY THEY DID OR DID NOT FEEL FREE TO
GO TO THEIR TEACHERS FOR HELP

Reasons	High school seniors		
	Feel free	Do not feel free	Per cent
Teachers are willing to help me	255		41.9
That's what teachers are there for	144		23.6
They don't seem to want to help		35	5.7
Teachers can help me	34		5.6
I am friendly with my teachers	28		4.6
I am too timid		20	3.3
They tell me to come to them	19		3.2
My teachers are not friendly		18	3.0
I would rather do it myself		13	2.1
They are the ones to go to for help	10		1.6
Other reasons		28	4.6
Other reasons	5		.8
Totals	495	114	100.0

standpoint of the number of times they were given are important because they also indicated that there was somewhere and somehow a lack of complete confidence and understanding between teacher and pupil.

Students who believed that their teachers graded fairly. The question of the ability of the teacher to evaluate the work done and the progress made by a student is a debatable one. In giving the grade the teacher not

only attempts to measure the amount of knowledge displayed by a student on a particular point at a given time, but also attempts to measure the interest shown, the effort made, the distance traveled, and the means by which the knowledge was acquired. According to the figures given in Table XIV all groups and all schools were nearly in accord on the question of fairness on the part of the teacher in giving grades. It is shown that 81 per cent of the students believed that the teachers did grade fairly and 19 per cent believed that they did not grade fairly.

V. MEN TEACHERS VERSUS WOMEN TEACHERS

Student preference for men or women teachers. The question of student preference for men or women teachers is important only in its relationship to the entire educational program. The wide variation of opinion expressed by the students of the two schools farthest apart in percentage ranking on this question, as shown in Table XV, would seem to indicate that personalities and local conditions are a determining factor in the preference indicated by the student. The boys showed a decided preference for men teachers while the girls indicated a preference for women teachers. The school in which the greatest preference for men teachers was shown had 67.6 per cent of the pupils who preferred men and 20.6 per cent who preferred women, while

TABLE XIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO BELIEVED THEIR TEACHERS DID OR
DID NOT GRADE FAIRLY

Classification Total	Responses				
	Teachers were fair		Teachers were not fair		
	Number	Per cent	Number	Per cent	
Below average	1241	992	79.9	249	20.1
Above average	1403	1151	82.1	252	17.9
Town	1711	1381	80.7	330	19.3
Country	933	762	81.6	171	18.4
Male	1293	1060	81.9	233	18.1
Female	1351	1083	80.2	268	19.8
Robinson	405	317	78.3	88	21.7
Sullivan	407	328	80.7	79	19.3
Lawrenceville	485	375	77.3	110	22.7
Paris	630	538	85.5	92	14.5
Garfield	306	258	84.5	48	15.5
Clinton	411	327	79.5	84	20.5
Total	2644	2143	81.0	501	19.0

11.8 per cent indicated that they had no preference. The school at the other extreme showed 35 per cent of the pupils preferring men teachers, 43.8 per cent women, and 21.2 per cent indicating no preference. The totals for all the groups showed 50.5 per cent of the students preferring men teachers, 34.6 per cent preferring women, and 14.9 per cent indicating that they had no preference.

In the answers by all the points, the following percentages

TABLE XV
 NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
 WHO EXPRESSED A PREFERENCE FOR MEN
 OR WOMEN TEACHERS

Classification	Total	Responses					
		Prefer men		Prefer women		No preference	
		Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Below average	318	173	54.0	105	33.0	40	13.0
Above average	353	166	47.0	127	36.0	60	17.0
Town	431	206	47.8	151	35.0	74	17.2
Country	240	133	55.4	81	33.7	26	10.9
Male	325	205	63.0	72	22.2	48	14.8
Female	346	134	38.7	160	46.3	52	15.0
Robinson	102	69	67.6	21	20.6	12	11.8
Sullivan	108	58	53.8	25	23.1	25	23.1
Lawrenceville	119	51	42.8	56	47.1	12	10.1
Paris	158	71	44.9	74	46.9	13	8.2
Garfield	80	28	35.0	35	43.8	17	21.2
Clinton	104	62	59.6	21	20.2	21	20.2
Total	671	339	50.5	232	34.6	100	14.9

Reasons why students preferred men or women teachers.

If pupils indicate a preference for men teachers rather than for women or if they indicate that the opposite is true, then the reason why becomes important. The preferences as they were expressed by the pupils of this study are given in Table XVI. The best basis for comparison that is given in the answers is on the point, men are better teachers. men teachers rather than women.

TABLE XVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO EXPRESSED A PREFERENCE FOR
MEN OR WOMEN TEACHERS

Reasons	Preferences		
	Men	Women	Per cent
Men are better teachers	89		18.1
Men are more understanding	61		12.4
Women are more understanding		61	12.4
Because I am a girl		47	9.5
Because I am a boy	41		8.3
Men are more even tempered	35		7.1
Women are the best teachers		20	4.1
Men are more strict	18		3.7
Have always had women teachers		16	3.3
Women are more even tempered		16	3.3
Women take more interest in their work		16	3.3
Men are more fair	13		2.6
Men are not so strict	13		2.6
Women have favorites	10		2.0
Women are grouchy	10		2.0
Totals	294	198	100.0

This answer was given by 18.1 per cent of the students while only 4.1 per cent of them gave the reason that women were better teachers. The other reasons given all dealt more or less with personalities, and were about equally divided in favor of men or women teachers. The facts given in this table would seem to indicate that high school pupils prefer men teachers rather than women, but the significant thing

about the answers given is the fact that so many pupils gave answers that deal with personality rather than ability as a teacher.

VI. HEALTH GUIDANCE

Students who had been given a thorough physical examination. The recent trend toward a complete and adequate physical education program in the high school would lead one to believe that all pupils sooner or later would have a thorough physical examination. The data in Table XVII show that this is not true. Only 59.3 per cent of the pupils studied indicated that they had been thoroughly examined. The country group had more pupils who had never had a thorough physical examination than any other group studied, 49.3 per cent of this group stating that they had not had a thorough physical examination. The male group had the highest percentage of pupils indicating that they had been examined, this being true in the case of 67.4 of those reporting. This fact is probably due to the requirements of the state high school athletic associations, one of which is that all who participate in inter-scholastic contests must have a certificate on file indicating that they have had a thorough physical examination and stating that they are in good physical condition.

point in the form of this table and the accompanying

TABLE XVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR HAD NOT BEEN GIVEN A THOROUGH PHYSICAL EXAMINATION

Classification	Total	Responses			
		Have been examined		Have not been examined	
		Number	Per cent	Number	Per cent
Below average	300	166	55.4	134	45.6
Above average	317	200	63.0	117	37.0
Town	404	258	63.8	146	36.2
Country	213	108	50.7	105	49.3
Male	304	205	67.4	99	32.6
Female	313	161	51.4	152	48.6
Robinson	97	58	59.8	39	40.2
Sullivan	92	52	56.5	40	43.5
Lawrenceville	117	62	53.0	55	47.0
Paris	145	104	71.7	41	28.3
Garfield	75	42	56.0	33	44.0
Clinton	91	48	52.7	43	47.3
Total	617	366	59.3	251	40.7

Students who drank alcoholic drinks. Habits which are accepted by public opinion as being good or bad may be used in measuring the effect of and the need for guidance in the high school. The effect of alcoholic beverages on youth has been generally accepted as harmful. Of the group of pupils studied, Table XVIII shows that 13.6 per cent said that they did drink alcoholic drinks. The most significant point in the data of this table was the comparison of

TABLE XVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
DID OR DID NOT DRINK ALCOHOLIC DRINKS

Classification	Total	Responses			
		Did drink		Did not drink	
		Number	Per cent	Number	Per cent
Below average	340	58	17.1	282	82.9
Above average	334	34	10.2	300	89.8
Town	437	63	14.4	374	85.6
Country	237	29	12.2	208	87.8
Male	328	59	17.9	269	82.1
Female	346	33	9.5	313	90.5
Robinson	107	18	16.8	89	83.2
Sullivan	104	13	12.5	91	87.5
Lawrenceville	122	28	23.0	94	77.0
Paris	157	17	10.8	140	89.2
Garfield	81	4	4.9	77	95.1
Clinton	103	12	11.6	91	88.4
Total	674	92	13.6	582	86.4

percentages in different schools and in different groups. Almost two times as many below-average pupils indicated that they drank as did above-average pupils. A few more town pupils than country pupils indicated that they drank. The variance in schools was greater than between groups, the range being from the lowest per cent who drank, which was 4.9 per cent, to the highest, which was 23.0 per cent. It is interesting to note that the schools which had the highest percentage who indicated that they did drink were in

towns that have a basic industry that was not affected materially by the economic depression.

Students who smoked. In this study smoking is considered only in its relationship to the other habits and tendencies shown by the pupils studied. According to the data set down in Table XIX, 27.5 per cent of the pupils smoked. The comparison between the above-average and the below-average groups is interesting in that in this case, as in many others noted throughout the study, the below-average group shows a much higher percentage of pupils who smoked than does the above-average group. This may indicate that smoking decreases the ability of the pupil to get school work, or it may show that the tendency which causes the pupil to yield to the habit of smoking may likewise cause him to exert a minimum amount of effort in school work. More town pupils smoked than country pupils and more boys smoked than girls. In the comparison of schools it is interesting to note the wide variance between the schools showing the greatest number of pupils who smoked and the school showing the least number who smoked. The difference, 26.8 per cent, would indicate that here again external influences are at work helping to mold the habits of boys and girls.

Students who smoke are more likely to be absent from school and to have lower grades than those who do not smoke.

TABLE XIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT SMOKE

Classification	Total	Responses			
		Did smoke		Did not smoke	
		Number	Per cent	Number	Per cent
Below average	342	122	35.7	220	64.3
Above average	339	65	19.2	274	80.8
Town	441	137	31.0	304	69.0
Country	240	50	20.8	190	79.2
Male	330	130	39.4	200	60.6
Female	351	57	16.2	294	83.8
Robinson	106	35	33.0	71	67.0
Sullivan	108	37	34.3	71	65.7
Lawrenceville	122	42	34.4	80	65.6
Paris	159	49	30.8	110	69.2
Garfield	81	15	18.5	66	81.5
Clinton	105	9	8.6	96	91.4
Total	681	187	27.5	494	72.5

VII. GUIDANCE IN CHOOSING LEADERS

Students who had held positions of leadership in high school. The ability to lead, although in some respects a natural characteristic, must be cultivated and developed through practice. The organization of classes and clubs within the school provides the opportunity for high school students to become affiliated with a social group of like interests and to serve in positions of responsibility and

leadership as officers in those classes and clubs. Table XX shows that above-average students in the high schools studied held 72.3 per cent of the positions of leadership within the school, while below-average students held only 27.7 per cent of the positions of leadership. This indicates that the students in the higher grade bracket were elected to most of the positions of leadership. This fact may be due to restrictions set up by the school authorities, or it could be that leadership and the ability to make good grades are kindred qualities.

Qualities considered by students in candidates they voted for in school elections. An intelligent and honest vote is essential to the perpetuation of a democratic form of government. If high school pupils vote intelligently in elections held in the school they attend then it may naturally be assumed that they will continue to do so as voters in civic elections in their adult life. The data in Table XXI show that 78.7 per cent of the pupils studied voted for the candidate they thought to be the best qualified. Class loyalty was the second most important factor in determining whom they should vote for, with 10.2 per cent giving this answer. Popularity ranked third, with 10.0 per cent giving this quality as the one they considered. In general the facts recorded in this table are commendable, but the point

TABLE XX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
HELD POSITIONS OF LEADERSHIP IN HIGH SCHOOL

Classification	Total	Positions of leadership						Average held by each senior
		Total positions held		Seniors holding positions		Seniors holding no positions		
		Number	Per cent	Number	Per cent	Number	Per cent	
Below average	348	160	27.7	116	39.2	232	60.8	1.38
Above average	330	417	72.2	180	60.8	150	39.3	2.32
Total	678	577	100.0	296	100.0	382	100.0	1.97

TABLE XXI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO GAVE QUALITIES THEY CONSIDERED
IN THE CANDIDATES THEY VOTED FOR IN SCHOOL ELECTIONS

Classification	Total	Qualities considered							
		Popularity		Qualifications		Friendship		Classmate	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Below average	334	35	10.4	263	78.6	4	1.2	33	9.8
Above average	314	30	9.6	247	78.8	3	1.0	33	10.6
Town	419	50	11.9	317	75.7	6	1.4	46	11.0
Country	229	15	6.6	193	84.3	1	.4	20	8.7
Male	306	36	11.7	240	78.5	4	1.3	26	8.5
Female	342	29	8.5	270	78.8	3	.9	40	11.8
Robinson	105	8	7.6	84	79.9	1	1.0	12	11.5
Sullivan	89	10	11.3	69	77.4	1	1.2	9	10.1
Lawrenceville	117	18	15.4	89	76.1	0	0.0	10	8.5
Paris	156	16	10.3	119	76.3	0	0.0	21	13.4
Garfield	82	6	7.3	69	84.2	2	2.4	5	6.1
Clinton	99	7	7.1	80	80.8	3	3.0	9	9.1
Total	648	65	10.0	510	78.7	7	1.1	66	10.2

still remains, that the school should seek to replace the sense of personal like or dislike in judging a candidate, with a sense of moral and civic responsibility.

VIII. RECREATIONAL GUIDANCE.

Extra-curricular activities participated in by high school boys. Extra-curricular activities provide an opportunity for the individual to work and play in a common interest group. These activities supplement the work done in the regular courses of the curriculum in that they permit the student to function in a social or physical situation which is comparable to civic and social activities that he will be required to participate in as an adult citizen. Table XXII shows that high school senior boys were more interested in the physical part of the extra-curricular program than they were in the social and civic. The team games led the list with 33.3 per cent of the boys indicating that they had participated in football. Other sports follow in about the same order that would be expected from the importance placed on them in the school program. The Future Farmers Club led the list in the activities that were outside the realm of sports, with 17.4 per cent answering that they belonged to this club. The progress shown by the data in this table indicates the commendable effort of the school

TABLE XXII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIOR BOYS WHO HAD OR HAD NOT PARTICIPATED IN EXTRA-CURRICULAR ACTIVITIES

Classification	Total	Participation			
		Have participated		Have not participated	
		Number	Per cent	Number	Per cent
Football	336	112	33.3	224	66.7
Basketball	336	94	27.9	242	72.1
Track	336	87	25.9	249	74.1
Tennis	336	58	17.2	278	82.8
Future Farmers	132	23	17.4	109	82.6
Hi-Y	295	58	19.7	237	82.3
School paper	336	68	20.2	268	79.8
Latin club	300	13	4.3	287	95.7
French club	273	11	4.1	262	95.9
Science club	336	25	7.5	311	92.5
School play	336	58	17.3	278	82.7
Dramatic club	140	2	1.5	138	98.5

to broaden its program, but it also indicates that more boys should be touched and that particular attention should be given to promoting the activities that have more of a social significance.

Extra-curricular activities participated in by high school girls. High school girls, according to the data in Table XXIII, did not participate in the same field of extra-curricular activities, nor in the same proportions as did members of that organization.

TABLE XXIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIOR GIRLS WHO HAD OR HAD NOT PARTICIPATED IN EXTRA-CURRICULAR ACTIVITIES

Activities	Total	Participation			
		Have participated		Have not participated	
		Number	Per cent	Number	Per cent
Basketball	342	45	13.2	297	86.8
Tennis	342	38	11.2	304	88.8
Blue-Tri	159	58	36.5	101	63.5
Girls athletic assoc.	342	74	21.7	268	78.3
School paper	342	63	18.5	279	81.5
Latin club	342	13	3.8	329	96.2
French club	281	6	2.2	275	97.8
Science club	342	7	2.1	335	97.9
School play	342	61	17.8	281	82.2
Boosters club	53	19	35.9	34	64.1
Archery club	53	5	9.5	48	90.5
Annual staff	98	7	7.2	91	92.8
Home economics club	95	14	14.7	79	85.3
Dramatics club	165	17	10.4	148	89.6

the boys. The girls participated more in the activities that might be classified as social or esthetic, while the boys indicated a preference for the more active functions. The Blue-Tri organization ranked first in number of girls belonging, 36.5 per cent of the girls stating that they were some outdoor activities members of that organization. Next among the activities

listed was the Boosters Club with 35.9 per cent of the girls indicating that they belonged to this club. It may be concluded in the case of the girls, as it was in that of the boys, that the school should make an effort to widen the scope of influence of the extra-curricular activities program, so that more girls may participate and so that the social and physical side of the girl may be developed equally with the mental.

Recreational activities that students took part in outside of those conducted by the school. If the school is to serve the individual in all phases of his life so that a well-rounded person is turned out by the educational program, then it is necessary for the school to know not only what the student is doing in school, but how he spends his out-of-school time as well. The data in Table XXIV give the recreational activities that high school pupils engaged in other than those conducted in and by the school. The activities listed are in most cases wholesome and worthwhile if engaged in at the proper time, in the proper way, and with the right degree of moderation. The common interest activities, or those engaged in to a more or less equal degree by both boys and girls, were swimming, hiking, and tennis. It is commendable that so many of the things listed are wholesome outdoor activities that can and should carry over into

TABLE XXIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO ENGAGED
IN RECREATIONAL ACTIVITIES OTHER THAN THOSE
CONDUCTED BY THE SCHOOL

Activities	High school seniors					
	Total		Male		Female	
	Number	Per cent	Number	Per cent	Number	Per cent
Swim	182	10.1	102	11.8	80	8.5
Dance	181	10.1	48	5.5	133	14.2
Hike	142	7.8	52	6.0	90	9.6
Baseball	124	6.9	109	12.5	15	1.6
Read	115	6.4	30	3.5	85	9.0
Tennis	112	6.2	43	5.0	69	7.3
Movies	106	5.9	38	4.4	68	7.2
Softball	102	5.6	66	7.6	36	3.8
Cycling	98	5.4	19	2.2	79	8.4
Skating	84	4.6	17	2.0	67	7.1
Radio	54	3.0	17	2.0	37	3.9
Basketball	49	2.7	39	4.5	10	1.1
Fishing	47	2.6	43	5.0	4	.4
Hunting	45	2.5	43	5.0	2	.2
Motoring	38	2.1	15	1.7	23	2.4
Horseback riding	36	2.0	15	1.7	21	2.2
Bowling	32	1.8	20	2.3	12	1.3
Pool	29	1.6	29	3.3		
Golf	24	1.3	21	2.4	3	.3
Others	209	11.5	101	11.6	108	11.5
Totals	1809	100.0	867	100.0	942	100.0

the adult life of the individual, and in a measure aid in solving the problem of leisure time.

the bottom of the line in the table is

below the average.

IX. MORAL GUIDANCE

Moral standards of students. The teacher and the pupil, outside of actual classroom associations, too often live in entirely different worlds. The teacher, bound by the traditional conventions of his job, must stand at a distance and speculate about the side of the pupil's life that he never sees. If he is to function to the fullest extent in helping to improve the moral standards of youth, he must understand not only what those standards should be from the idealistic point of view, but what they actually are in the practical every-day life of the child. It is shown in Table XXV that 47.6 per cent of the pupils studied believed that the moral standards of their fellow pupils were low. Since they know each other, we can assume that this is basically true. The table shows that more above-average pupils believed their fellow pupils to have high moral standards than did the below-average pupils, the percentage difference between the two groups being 7.6 per cent. The differences noted in the other two group classifications were slight, but there is a marked difference in the comparative figures for schools. The school ranking at the top in the expressed belief that its pupils had low moral standards was 21.3 per cent above the average for all the schools, and the school at the bottom of the list in this respect was 10.6 per cent below the average.

TABLE XXV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
BELIEVED THEIR FELLOW STUDENTS HAD HIGH
OR LOW MORAL STANDARDS

Classification Total	Responses				
	High moral standards		Low moral standards		
	Number	Per cent	Number	Per cent	
Below average	333	162	48.6	171	51.4
Above average	320	180	56.2	140	43.8
Town	428	228	53.3	200	46.7
Country	225	114	50.7	111	49.3
Male	318	173	54.4	145	45.6
Female	335	169	50.5	166	49.5
Robinson	102	55	53.9	47	46.1
Sullivan	107	49	45.8	58	54.2
Lawrenceville	118	87	73.7	31	26.3
Paris	153	64	41.8	89	58.2
Garfield	81	42	52.0	39	48.0
Clinton	92	45	51.0	47	49.0
Total	653	342	52.4	311	47.6

Where students learned most about right ways of moral living. In attempting to evaluate the various guidance agencies, it is well to consider the opinion of the student as to where he learns most about values which help him to formulate his moral code. Table XXVI shows that 68.2 per cent of the high school students studied indicated that they had learned most about right ways of living at home, 18.0

TABLE XXVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO TOLD WHERE THEY HAD LEARNED
MOST ABOUT RIGHT WAYS OF LIVING FROM THE STANDPOINT OF MORALITY

Classification	Total	Responses							
		Church		Sunday School		Home		School	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Below average	382	33	8.6	21	5.5	256	67.1	72	18.8
Above average	370	32	8.6	18	4.9	257	69.4	63	17.1
Town	478	36	7.5	24	5.0	341	71.5	77	16.0
Country	274	29	10.6	15	5.5	172	62.8	58	21.1
Male	364	34	9.4	15	4.1	228	62.6	87	23.9
Female	388	31	8.0	24	6.1	285	73.8	48	12.1
Robinson	110	10	9.1	6	5.5	62	56.4	32	29.0
Sullivan	110	7	6.4	3	2.7	81	73.7	19	17.2
Lawrenceville	145	12	8.3	13	8.8	96	66.3	24	16.6
Paris	181	14	7.7	9	5.0	131	72.4	27	14.9
Garfield	81	4	4.9	6	7.5	59	72.7	12	14.9
Clinton	125	18	14.4	2	1.6	84	67.2	21	16.8
Total	752	65	8.6	39	5.2	513	68.2	135	18.0

per cent at Sunday School, and 5.2 per cent at church. The home then, according to these data, is the agency which contributes most toward the formulation of that moral code of conduct by which young men and young women will regulate their lives in the adult world in which they are to live. The school should measure and weigh the result of this home influence and should augment it with instruction that will bridge the gap between what the student does receive and what he should receive to prepare him to live on a high moral plane in the society of which he is to be an important part.

Influences affecting moral standards of youth. If guidance agencies are familiar with those influences and forces which cause young people to behave as they do, then the proper steps may be taken by these agencies to alter and control those influences, so that the resultant behavior may be wholesome and in keeping with the accepted standards of society. Table XXVII shows that 40.2 per cent of the students studied believed that the pull of the crowd was the greatest influence on the moral standards of youth. The home was listed second in importance of influence with 13.0 per cent, and the movies next with 11.1 per cent. It is significant to note that two of the institutions that are considered to be very important by the adult mind in teaching

TABLE XXVII

THE NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO BELIEVED THAT CERTAIN AGENCIES WERE HAVING
THE GREATEST INFLUENCE ON THE MORAL
STANDARDS OF YOUTH

Agencies	Number	Per cent
The pull of the crowd	297	40.2
The home	96	13.0
Movies	82	11.1
Taverns	67	9.1
Necking	46	6.2
The automobile	46	6.2
Dancing	35	4.7
The radio	24	3.2
Magazines	24	3.2
The church	23	3.1
Totals	740	100.0

high moral standards are given very little consideration by the high school students. The church, which is thought of as teaching the right moral standards from the standpoint of religion, is lowest in the list with 3.1 per cent, and the school, which has as one of its objectives the development of ethical character, is not listed at all.

Students who were honest with their teachers. If the proper teacher-pupil relationship exists it is natural to assume that the pupil will be honest with the teacher.

The data in Table XXVIII give the number of pupils who indicated that they had not been honest with their teachers. This table shows that the above-average students were more honest than those making grades below average. The widest variance found was in the answers given by the boys and those given by the girls. The boys indicated that 43.5 per cent of their number had been dishonest with their teachers, while the girls stated that only 29.7 per cent of their number had been dishonest. There was a considerable variance in the cases of individual schools, with the lowest in rank having 19.8 per cent indicating that they had been dishonest while the highest school had 49.2 per cent. It is interesting to note that the school showing the highest degree of honesty was located in one of the better residential districts of the largest town represented in the study, and that this school had a functioning guidance program. It would seem that there should be a higher degree of honesty displayed between teacher and pupil than this table indicates. When almost 40 per cent of the members of the senior class say that they have been dishonest with their teachers there is evidently something involved in the situation that needs attention.

Students who were honest with teachers who trusted them. A good teacher-pupil relationship should result from

TABLE XXVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
OR HAD NOT BEEN HONEST WITH THEIR TEACHERS

Classification	Total	Responses			
		Have been honest		Have not been honest	
		Number	Per cent	Number	Per cent
Below average	347	209	60.2	138	39.8
Above average	329	221	67.2	108	32.8
Town	432	286	66.2	146	33.8
Country	244	144	59.1	100	40.9
Male	329	186	56.5	143	43.5
Female	347	244	70.3	103	29.7
Robinson	103	63	61.7	40	39.3
Sullivan	108	77	71.3	31	28.7
Lawrenceville	120	61	50.8	59	49.2
Paris	153	97	63.4	56	36.6
Garfield	81	65	80.2	16	19.8
Clinton	111	67	60.4	44	39.6
Total	676	430	63.6	246	36.4

a feeling of mutual understanding and trust. The teacher as well as the pupil has a part to play in the establishment of this relationship. Table XXIX shows that very few pupils were dishonest with teachers who trusted them. This should lead the teacher to make every effort possible to establish in the mind of the pupil the fact that confidence and faith are placed in him and that this trust should never be betrayed. Two things in particular stand out in the data

TABLE XXIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR HAD NOT BEEN HONEST WITH TEACHERS WHO TRUSTED THEM

Classification	Total	Responses			
		Are honest		Are not honest	
		Number	Per cent	Number	Per cent
Below average	313	273	87.3	40	12.7
Above average	335	297	88.6	38	11.4
Town	415	368	88.7	47	11.3
Country	233	202	86.7	31	13.3
Male	314	269	85.6	45	14.4
Female	334	301	90.1	33	9.9
Robinson	99	91	91.9	8	8.1
Sullivan	97	90	92.7	7	7.3
Lawrenceville	119	91	76.4	28	23.6
Paris	151	131	86.7	20	13.3
Garfield	81	74	91.3	7	8.7
Clinton	101	93	92.1	8	7.9
Total	648	570	87.9	78	12.1

presented in this table. One is the fact that while there was a percentage variance of 13.8 per cent in the answers given by the male-female groups in Table XXVIII, there was a difference of only 4.5 per cent between the answers given by the same groups in Table XXIX to a question which had the same basic significance. The other noticeable point is that one school in particular varied so much from all the rest in the answers given in Tables XXVIII and XXIX. This variance pupils cheat regarding, in their answers to the question.

is 9.6 per cent from the average of all the schools in Table XXVIII and 11.5 per cent from the average in Table XXIX.

Students who cheated in their high school work. It is a recognized fact that the good school should care for the mental, moral, and physical development of the pupil. The practice of cheating in high school may grow on the individual until he is willing to take this means when possible, in his attempt to attain the desired things of life. The data recorded in Table XXX show that 70.8 per cent of the pupils studied indicated that they had cheated in their high school work. One interesting point brought out in this table is that the widest range of variance was not between groups, as might naturally be assumed, but between schools. The greatest range of variance between groups was between male and female which was 8.7 per cent, while the greatest variance between schools was 26.3 per cent. The fact that the school which was so far outside the range of the other schools on the question of honesty is near the average for all the schools on the question of cheating, brings out a question as to the degree of comparative correlation there is in the mind of the pupil on the problem of honesty and cheating.

of the
Only Students who cheated regularly. If high school pupils cheat regularly in their school work then it must

TABLE XXX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
OR HAD NOT CHEATED IN THEIR HIGH SCHOOL WORK

Classification	Total	Responses			
		Have cheated		Have not cheated	
		Number	Per cent	Number	Per cent
Below average	344	249	72.4	95	27.6
Above average	328	227	69.2	101	30.8
Town	433	296	68.4	137	31.6
Country	239	180	75.4	59	24.6
Male	328	247	75.3	81	24.7
Female	344	229	66.6	115	33.4
Robinson	103	72	69.9	31	30.1
Sullivan	109	78	71.5	31	28.5
Lawrenceville	122	90	73.8	32	26.2
Paris	158	101	63.9	57	36.1
Garfield	81	49	60.6	32	39.4
Clinton	99	86	86.9	13	13.1
Total	672	476	70.8	196	29.2

be assumed that the cause is an inherent one and that the remedy can be found only through a careful study of the individual. But if pupils cheat only occasionally then the cause must be an external one that rises under certain conditions and overcomes the natural desire of the pupil to be honest. The data in Table XXXI show that practically all of the pupils indicated that they did not cheat regularly. Only three pupils of the six hundred sixty-two answering

TABLE XXXI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT CHEAT REGULARLY

Classification	Total	Responses			
		Did cheat regularly		Did not cheat regularly	
		Number	Per cent	Number	Per cent
Below average	335	3	.9	332	99.1
Above average	327	0	.0	327	100.0
Town	432	2	.5	430	99.5
Country	230	1	.4	229	99.6
Male	319	3	.9	316	99.1
Female	343	0	.0	343	100.0
Robinson	101	0	.0	101	100.0
Sullivan	110	1	.9	109	99.1
Lawrenceville	117	1	.9	116	99.1
Paris	151	1	.6	150	99.4
Garfield	80	0	.0	80	100.0
Clinton	103	0	.0	103	100.0
Total	662	3	.5	659	99.5

this question stated that they did cheat regularly. Of those three all were in the below-average group and all were boys. The facts set forth in this table show that the problem of cheating is a conditioned one and should be studied as such by the school and the teacher.

Per cent of high school students who, in the opinion of their fellow students, cheated. The morale of a group partance on test grades, as expressed by the students

may be judged by the opinion that the members who make up the group have of themselves and of the others in the group. Cheating in high school not only lowers the morale of the individual, but also affects the attitudes and ideals of the entire personnel of the school. High school pupils believe, according to the data in Table XXXII, that more than 50 per cent of their fellow pupils cheat. The table shows that 39.4 per cent of the pupils believed that less than 50 per cent of their fellow pupils cheated while 60.6 per cent of them believed that more than 50 per cent of them cheated. This fact, whether the belief expressed is true, points out a problem to which the school should give much attention.

Reasons why students cheated. The solution of a problem depends upon an understanding of the conditions which are responsible for the existence of the condition. Table XXXIII gives the reasons why pupils cheated, according to the belief of their fellow students. The reason, "they are lazy," was listed by 37.6 per cent of the pupils as a cause for cheating. The fact that this reason was given by so many pupils indicates that there are contributing conditions in or about the school that it could and should attempt to control. The answer, "teachers place too much importance on test grades," is significant because it was

TABLE XXXII

NUMBER AND PERCENTAGE OF HIGH SCHOOL
STUDENTS WHO IN THE OPINION OF
THEIR FELLOW STUDENTS
CHEATED REGULARLY

Per cent indicated	Number	Per cent
Two	5	.8
Five	58	9.1
Ten	52	8.1
Fifteen	17	2.7
Twenty-five	84	13.1
Thirty-five	36	5.6
Fifty	112	17.5
Sixty	14	2.2
Seventy-five	85	13.3
Eighty	35	5.5
Ninety	69	10.8
One hundred	72	11.3
Totals	639	100.0

The median per cent is 52.36.

second highest among the answers given, with 25.7 per cent of the pupils giving it as a reason. The other reasons given, in general, expressed a rather fatalistic or hopeless attitude toward the problem, with the implied belief that the act should be classed as one of the more or less necessary evils.

Students who would tell on a fellow student. The pupil in a school should not only be permitted to help make

TABLE XXXIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO GAVE
VARIOUS REASONS WHY IN THEIR OPINIONS STUDENTS
CHEAT IN THEIR SCHOOL WORK

Reasons given for cheating	Number	Per cent
Because they are lazy	251	37.6
Teachers place too much importance in test grades	172	25.7
It is the only way they can get their grades	85	12.7
They have to cheat to keep up with others who do	83	12.4
Honesty is not rewarded enough in high school	48	7.2
Teachers do not trust pupils	15	2.2
Teachers give unfair tests	15	2.2
Totals	669	100.0

the rules of the school, but he should also have the added responsibility of helping to enforce them. In Table XXXIV it is shown that only 5 per cent of the pupils studied would tell on a fellow pupil whom they saw break one of the school rules. The greatest variation from the average of all the groups is in the town-country classification. The difference here was 5.1 per cent, with the country pupils having the greater number indicating that they would tell. The comparative difference in answers given in all other cases was not enough to have any particular significance. The most important point brought out by the facts in the

TABLE XXXIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO WOULD
OR WOULD NOT TELL ON A FELLOW STUDENT WHO
VIOLATED A SCHOOL RULE

Classification	Total	Responses			
		Would tell		Would not tell	
		Number	Per cent	Number	Per cent
Below average	286	14	5.0	272	95.0
Above average	276	14	5.1	262	94.9
Town	372	12	3.3	360	96.7
Country	190	16	8.4	174	91.6
Male	279	14	5.1	265	94.9
Female	283	14	5.0	269	95.0
Robinson	92	5	5.4	87	94.6
Sullivan	89	4	4.5	85	95.5
Lawrenceville	110	6	5.5	104	94.5
Paris	121	6	5.0	115	95.0
Garfield	65	4	6.1	61	93.9
Clinton	85	3	3.6	82	96.4
Total	562	28	5.0	534	95.0

table is that there was a high degree of loyalty among the pupils and that this sense of loyalty in most cases was greater than their sense of civic responsibility.

Students who would tell on a fellow student they saw break a school rule if someone should ask them. Protecting a fellow pupil who has done a wrong, when that protection involves only the matter of keeping silent, can possibly be understood, but when that protection involves the telling of

a lie or some other questionable act on the part of the one who has seen the wrong done, one wonders what motive underlies the action. The data in Table XXXV show that 52.9 per cent of the high school seniors studied indicated that they would not tell on a fellow pupil they saw break a school rule, If some one should ask them. In this table as in Table XXXIV a higher sense of civic responsibility is noted in the country group than in the town group, with the percentage difference being 7.5 per cent. The response to this question did not follow the same trend as that followed in Table XXXIV in the other group classifications, there being a difference of 5.0 per cent in the below-average group and 10.9 per cent in the town-country groups. There was a marked degree of difference shown in the responses given in the different schools, the difference between the highest and lowest ranking schools being 22.2 per cent. These variations would indicate that local conditions and individual influences affect the sense of civic responsibility that a pupil has, when it is balanced against his feeling of loyalty to a fellow pupil.

Reasons why students would or would not tell on a fellow student they saw break a school rule. With an understanding of why a condition exists, those who are responsible for the control of that condition can intelligently

TABLE XXXV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO WOULD
OR WOULD NOT TELL ON A FELLOW STUDENT FOR VIOLATING
A SCHOOL RULE IF SOME ONE SHOULD ASK THEM

Classification	Total	Responses			
		Would tell		Would not tell	
		Number	Per cent	Number	Per cent
Below average	398	133	44.6	165	55.4
Above average	296	147	49.6	149	50.4
Town	393	162	41.2	231	58.8
Country	201	118	58.7	83	41.3
Male	291	121	41.6	170	58.4
Female	303	159	52.5	144	47.5
Robinson	91	51	56.0	40	44.0
Sullivan	91	33	36.2	58	63.8
Lawrenceville	108	54	50.0	54	50.0
Paris	144	76	52.7	68	47.3
Garfield	74	25	33.8	49	66.2
Clinton	86	41	47.7	45	52.3
Total	594	280	47.1	314	52.9

set about remedying it. The data in Table XXXVI give the reasons stated by the pupils for telling or not telling on a fellow pupil whom they saw break a school rule. The answer, "it is none of my business," was given by 25.1 per cent of the seniors studied. If this is true, that they feel the matter is none of their business, then the school has failed to teach them their responsibility to and their importance in the social group which makes up the school.

TABLE XXXVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO WOULD
OR WOULD NOT TELL ON A FELLOW STUDENT THEY SAW
VIOLATING ONE OF THE SCHOOL RULES

Reasons	Would not tell	Would tell	Per cent
It is none of my business	140		25.1
I would not lie if asked		96	17.3
I am not a tattler-tale	78		14.0
It is my duty to tell		62	11.2
I don't believe in telling	27		4.9
I wouldn't want him to tell on me	24		4.3
I wouldn't want to make an enemy	21		3.8
I am not a squealer	20		3.6
It might help him to do better in future		19	3.4
I wouldn't want to cause trouble	14		2.5
I don't like to tell	12		2.2
I just wouldn't tell	11		2.0
It would be disloyal to tell	8		1.4
I don't like a tattler-tale	7		1.3
It just isn't done	6		1.1
I would talk to him about it	5		.9
Not good sportsmanship to tell	3		.5
He will be caught sooner or later	3		.5
Totals	556	379	177 100.0

They should be led to understand that anything that affects the good of the group is the business of the group and of every individual in the group. Only 11.2 per cent of the pupils indicated that they were aware of their responsibility or duty to the group of which they were a part. The old

childhood stigma of being classed as a tattler still affected the response of a number of the pupils, since 14.0 per cent gave the reason, "I am not a tattler." The other answers given, none of which were given by more than 5 per cent of the pupils, more or less indicated that the pupil was not willing to assume the responsibility of doing his part in helping to correct a social wrong, even though he was a witness to the offense.

X. RELIGIOUS GUIDANCE

Students who belonged to some church. In dealing with, and endeavoring to cultivate, the threefold nature of man, the school must be informed about the church connections of the pupil. In Table XXXVII it is shown that 37 per cent of the pupils studied were not members of any church. In comparing the relationship of the various groups on this question it is shown that 8.3 per cent more above-average pupils were church members than were those in the below-average group. The town-country group difference is slight, with only 2.0 per cent more town pupils indicating church membership than country pupils. In the male-female comparison it was indicated that 7.4 per cent more girls than boys belonged to some church. On this question, as on many others, it is noticeable that there was a

TABLE XXXVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
WERE OR WERE NOT MEMBERS OF SOME CHURCH

Classification	Total	Responses			
		Church members		Not church members	
		Number	Per cent	Number	Per cent
Below average	341	200	58.6	141	41.4
Above average	339	227	66.9	112	33.1
Town	442	296	57.0	146	33.0
Country	238	131	55.0	107	45.0
Male	329	194	59.0	135	41.0
Female	351	233	66.4	118	33.6
Robinson	105	56	53.3	49	46.7
Sullivan	108	56	51.9	52	48.1
Lawrenceville	119	66	55.5	53	44.5
Paris	163	121	74.3	42	25.7
Garfield	82	57	69.5	25	30.5
Clinton	103	71	68.9	32	31.1
Total	680	427	62.8	253	37.2

great degree of variation between schools, 22.4 per cent being the difference between the high and the low school. If the moral influence of the church is limited to its membership, then the 37 per cent of the high school pupils who do not belong to some church must look to some other source for moral guidance.

There is very little evidence that church leaders attended to attend to these problems. To be of real aid or assistance to the pupil in the solution

of his problems, the advising agent and the pupil must be on such friendly terms that they can discuss the problem freely. The data in Table XXXVIII show that only 14.3 per cent of the high school seniors studied talked over their personal problems with church leaders. This lack of counseling would probably limit to a very great extent the scope of influence of the church in the field of moral guidance. The most significant thing shown in this table is the fact that the condition is general throughout all the groups and in all the schools.

Regularity of church attendance of students. In determining the extent of the moral influence that the church exerts on the individual it is necessary to consider the amount of time that is spent in church by that individual. Table XXXIX indicates that 31.0 per cent of the pupils studied attended church regularly, 60 per cent attended sometimes, and 9 per cent did not attend at all. In a comparison of the different groups it is noted that 9.2 per cent more above-average than below-average pupils attended church regularly, and more country pupils attended church regularly than town pupils, and more girls attended regularly than boys. The most striking thing about the table is the fact that there is very little difference shown in the number who attended sometimes and those who never attended, but there

TABLE XXXVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID
OR DID NOT TALK OVER THEIR PERSONAL PROBLEMS
WITH SOME CHURCH LEADER

Classification Total	Responses				
	Do talk over problems		Do not talk over problems		
	Number	Per cent	Number	Per cent	
Below average	337	44	13.0	293	87.0
Above average	331	52	15.7	279	84.3
Town	435	64	14.7	371	85.3
Country	233	32	13.7	201	86.3
Male	326	43	13.6	283	86.4
Female	342	53	15.6	289	84.4
Robinson	104	17	16.4	87	83.6
Sullivan	107	14	13.0	93	87.0
Lawrenceville	129	18	14.0	111	86.0
Paris	149	22	14.8	127	85.2
Garfield	80	10	12.5	70	87.5
Clinton	99	15	15.2	84	84.8
Total	668	96	14.3	572	85.7

is a wide variation between the school percentages of those who attended regularly, this difference being 17.8 per cent between the highest and lowest ranking schools. This would indicate that local conditions and local influences affect the relationship of youth to those institutions which are expected to care for their moral training.

Regularity of Sunday school attendance of students.

The church depends to a very great extent on the Sunday

TABLE XXXIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT ATTEND CHURCH REGULARLY

Classification	Total	Responses					
		Attending regularly		Attending sometimes		Never attending	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	323	85	26.3	211	65.2	27	8.5
Above average	336	119	35.5	184	54.8	33	9.5
Town	425	129	30.4	251	59.0	45	10.6
Country	234	75	32.1	144	61.6	15	6.3
Male	317	86	27.2	189	59.6	42	13.2
Female	342	118	34.5	206	60.3	18	5.2
Robinson	104	31	29.8	63	60.6	10	9.6
Sullivan	103	22	21.4	66	64.0	15	14.6
Lawrenceville	118	36	30.5	70	59.3	12	10.2
Paris	155	48	31.0	95	61.3	12	7.7
Garfield	77	27	35.1	46	59.8	4	5.1
Clinton	102	40	39.2	55	53.9	7	6.9
Total	659	204	31.0	395	60.0	60	9.0

school hour to care for the religious training of its young people. Meeting as they do only once a week for the short period of one half hour of instruction, regularity of attendance would be very important if much is to be accomplished in moral and religious training by the church school. In Table XL it is shown that 40 per cent of the pupils studied attended Sunday school regularly. This is important in that it should call to the attention of school administrators how little the church can do in moral training, in comparison to the pressing need for such training, and what the school must do in providing opportunities for this training among the pupils who have little or no church contacts. The most significant fact brought out in this table is the point that the school which indicated the smallest per cent of pupils attending Sunday school regularly, reported the largest per cent attending church regularly. This is probably accounted for in the fact that this community has a strong church group which does not promote a Sunday school program but emphasizes church attendance.

Students who read the Bible regularly. The Bible has often been called the rule and guide of faith. As such it could, and should play, an important part in the lives of young people in helping them to formulate high standards of moral conduct. The data in Table XLI show that only 2.4 per

TABLE XL

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR
DID NOT ATTEND SUNDAY SCHOOL REGULARLY

Classification	Total	Responses					
		Attending regularly		Attending sometimes		Never attending	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	318	115	36.1	171	53.4	32	10.1
Above average	304	139	45.7	129	42.4	36	11.9
Town	402	158	39.3	197	49.0	47	11.7
Country	220	96	43.7	103	46.9	21	9.4
Male	299	101	33.8	155	51.9	43	14.3
Female	323	153	47.4	145	44.9	25	7.7
Robinson	103	39	37.9	54	52.4	10	9.7
Sullivan	100	36	36.0	54	54.0	10	10.0
Lawrenceville	120	49	40.8	61	50.8	10	8.2
Paris	147	69	46.9	62	42.2	16	10.9
Garfield	69	37	53.7	28	40.6	4	5.7
Clinton	83	24	29.0	41	49.4	18	21.6
Total	622	204	40.9	300	48.2	68	10.9

TABLE XLI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID
OR DID NOT READ THE BIBLE DAILY

Classification	Total	Responses					
		Read Bible regularly		Read Bible occasionally		Never read Bible	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	344	4	1.2	250	72.7	90	26.2
Above average	333	12	3.6	256	76.9	65	19.5
Town	437	7	1.6	328	75.1	102	23.3
Country	240	9	3.8	178	74.1	53	22.1
Male	330	4	1.2	230	69.7	96	29.1
Female	347	12	3.5	276	79.5	59	17.0
Robinson	105	2	1.9	71	67.6	32	30.5
Sullivan	109	2	1.8	82	75.2	25	23.0
Lawrenceville	120	3	2.5	82	68.3	35	29.2
Paris	161	3	1.9	132	82.0	26	16.1
Garfield	81	1	1.2	56	69.2	24	29.5
Clinton	101	5	4.9	83	82.2	13	12.9
Total	677	16	2.4	506	74.8	155	22.8

cent of the students studied read the Bible daily, 74.8 per cent read it occasionally, and 22.8 per cent never read it. The school, in evaluating the influence of the Bible on the moral life of the student as he comes in contact with it in the home and the church, should attempt to determine the sufficiency of this influence, and if it is not adequate, then it should provide opportunities for him to study the Bible in order that he may by its help formulate intelligent and worthy moral ideals. The fact that so few students do read the Bible regularly should enable the school to determine the extent of its influence on the lives of high school students, with the idea in mind of providing, through its own guidance program, for any apparent failure which might arise from a lack of contact with this particular guidance agency.

Students who would like to know more about religion.

An expressed desire on the part of the student for information or knowledge on any particular subject leads to the assumption that there is a definitely felt need in the life of the individual for that information. If the school can discover the general felt need of its students and provide information and situations that will care for those needs that are worthy and worth while, then it is functioning in the entire life of the child rather than in the narrow confines of the academic field. Table XLII shows that 88.5

TABLE XLII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO WOULD
OR WOULD NOT LIKE TO KNOW MORE ABOUT RELIGION

Classification	Total	Responses			
		Want to know more		Do not want to know more	
		Number	Per cent	Number	Per cent
Below average	336	293	87.2	43	12.8
Above average	336	301	89.6	35	10.4
Town	435	377	86.7	58	13.3
Country	237	217	91.6	20	8.4
Male	322	279	86.0	43	13.4
Female	350	315	90.0	35	10.0
Robinson	101	87	86.1	14	13.9
Sullivan	108	98	91.0	10	9.0
Lawrenceville	119	105	88.2	14	11.8
Paris	163	147	90.2	16	9.8
Garfield	80	61	76.3	19	23.7
Clinton	101	96	95.0	5	5.0
Total	672	594	88.5	78	11.5

per cent of the students indicated that they would like to know more about religion. The percentages throughout the various groups and in the different schools are fairly uniform with the exception of one school. This school had only 76.3 per cent of its students who indicated a desire to know more about religion. The variance in this one case might have been because of local conditions in the community in which the school was located, which made it possible for

a greater number of the students to receive religious instruction or information through church contacts or in the home. The general uniformity of the answers given indicated that the condition was general and that students were positive that they did desire to know more about religion.

XI. CIVIC GUIDANCE

The supreme ambition in life of students. If the school understands the ambitions of youth, then it can set about in an intelligent way to help bring about those ambitions that are worthy. Table XLIII shows that 29.1 per cent of the students held success as their supreme ambition in life. To have a happy home and family was listed next with 19.1 per cent, and economic security was third with 16.5 per cent. It is significant that practically all the students gave as their supreme ambition in life, some goal that could be attained by proper application on their part and wise and sympathetic guidance on the part of the school.

Since success was listed as the supreme ambition of so many students, it seems important that the school should establish in the minds of its students a true sense of values that could be used in measuring success.

What students believed to be the most important thing in their life. The values that are placed on ideas and

TABLE XLIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO LISTED THEIR SUPREME AMBITION IN LIFE

Ambitions	Number	Per cent
To be a success	137	29.1
To have a happy home and family	90	19.1
To have economic security	78	16.5
To be of service to humanity	24	5.1
To attain personal fame	21	4.5
To be happy	14	3.0
To acquire wealth	13	2.8
To travel	12	2.5
To be good	10	2.1
To fly an airplane	9	1.9
To be a nurse	7	1.5
To be a Christian	6	1.3
To be a big league ball player	4	.8
Others	46	9.8
Totals	471	100.0

things by high school students should help the school in its attempt to determine just how effective its program has been in influencing the thinking of youth. Table XLIV shows that there was a great variance of opinion among high school students as to what is the most important thing in life. Honesty was given by 11.4 per cent of the students, happiness by 10.0 per cent, and how you live by 9.2 per cent. These and most of the other values listed were good; but it is evident that the guidance program of a school could through the agencies at its command, and with the help of the

TABLE XLIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO LISTED
POINTS CONSIDERED IMPORTANT IN THEIR LIFE

Points indicated	Number	Per cent
Honesty	69	11.4
Happiness	61	10.0
How to live	56	9.2
Success	53	8.7
Your life work	40	6.6
Health	39	6.4
A happy home	38	6.2
Maintaining high moral standards	34	5.6
Your future	29	4.8
Economic security	26	4.3
Religion	21	3.5
Education	20	3.3
Good character	19	3.1
Self respect	12	2.0
Life itself	10	1.6
Your reputation	10	1.6
Service	9	1.5
Love	8	1.3
All other reasons	54	8.9
Totals	608	100.0

classroom teacher, establish in the mind of the student some rather definite values that he could look to as a source of inspiration and as a goal to work toward.

What students believed to be the world's greatest need today. Since the citizens of tomorrow, who will determine the destiny of the country, are the high school

students of today, they are important, not only from the standpoint of the physical contribution they are going to make in maintaining the institutions that are already established, but also from the idealistic contribution that they will make in helping to establish a better society. Table XLV shows that high school students had some very worthy ideas as to what the world's greatest need is today. The fact that 20.1 per cent gave peace as the greatest need is probably due to the turmoil that the world is in today because of war. Religion was given by 17.3 per cent, and jobs for the unemployed by 11.5 per cent. If the students of today can recognize worthy world needs, as is indicated in the answers given in this table, then the school should point out that those recognized needs may be attained through the efforts of a unified society, tomorrow.

XII. GUIDANCE IN USE OF LEISURE TIME

What students did in their leisure time. The worthy use of leisure time has been recognized by educators as one of the important objectives of education. The data in Table XLVI show that 32.9 per cent of the students studied spent their leisure time reading. Next in order of times listed was radioing with 9.4 per cent of the students giving this as the way they spent their leisure time. The other activities given cover about all the fields of activity; and

TABLE XLV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
EXPRESSED AN OPINION ABOUT THE WORLD'S
GREATEST NEED TODAY

Needs	Number	Per cent
Peace	111	20.1
Religion	96	17.3
Jobs for the unemployed	64	11.5
Honesty	41	7.4
High moral standards	39	7.0
International understanding	27	4.9
More education	22	4.0
Good leadership	20	3.6
More democracy	17	3.1
More good citizens	13	2.3
Prohibition	13	2.3
Friendship	9	1.6
Brotherly love	9	1.6
All others	74	13.3
Totals	555	100.0

most of them are good if engaged in at the proper time, in the proper way, and to the proper degree of moderation. It is interesting to note the degree of variation between the boys and the girls on activities that were engaged in by both sexes. More girls than boys engaged in the educational and social activities while more boys than girls indicated that they participate in the physical activities.

Magazines that students enjoyed reading most. A guidance program in the high school should take into account

TABLE XLVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
TOLD HOW THEY SPENT THEIR LEISURE TIME

What they do	Responses					
	Total		Male		Female	
	Number	Per cent	Number	Per cent	Number	Per cent
Read	346	32.9	114	26.0	232	37.7
Radio	99	9.4	36	8.2	63	10.3
Dance	72	6.9	24	5.5	48	7.8
Movies	59	5.6	19	4.3	40	6.5
Sew	54	5.1	0	0.0	54	8.8
Hike	46	4.4	18	4.1	28	4.6
Loaf	40	3.8	29	6.6	11	1.8
Motor	30	2.9	17	3.9	13	2.1
Cycling	27	2.6	2	.5	25	4.1
Baseball	25	2.4	21	4.8	4	.7
Play pool	23	2.2	23	5.3	0	0.0
Swim	22	2.1	10	2.3	12	2.0
Fish	20	1.9	20	4.6	0	0.0
Date	19	1.8	15	3.4	4	.7
Play tennis	15	1.4	8	1.8	7	1.1
Hunt	14	1.3	14	3.2	0	0.0
Ride horseback	12	1.1	6	1.4	6	1.0
Others	128	12.2	62	14.1	66	10.8
Totals	1051	100.0	438	100.0	613	100.0

the kind of reading material that is available to its students and its formulators should know just what is being read and what is being passed over. Table XLVII shows that 10.2 per cent of the students studied indicated that they enjoy reading Life magazine most. The Reader's Digest was second with

TABLE XLVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO LISTED MAGAZINES THEY ENJOYED READING MOST

Name of magazine	Number	Per cent
<u>Life</u>	234	10.2
<u>Reader's Digest</u>	194	8.4
<u>Colliers</u>	149	6.4
<u>Good Housekeeping</u>	148	6.4
<u>American</u>	130	5.6
<u>Look</u>	127	5.5
<u>Saturday Evening Post</u>	100	4.3
<u>Ladies' Home Journal</u>	97	4.2
<u>McCall's</u>	88	3.8
<u>Liberty</u>	82	3.5
<u>Time</u>	61	2.6
<u>Woman's Home Companion</u>	58	2.5
<u>Cosmopolitan</u>	53	2.3
<u>Red Book</u>	43	1.9
<u>True Story</u>	30	1.3
<u>Scholastic</u>	29	1.3
<u>News Week</u>	21	.9
<u>Esquire</u>	20	.9
<u>Others</u>	648	28.1
Totals	2312	100.0

8.4 per cent liking it best, Colliers was third with 6.4 per cent, and Good Housekeeping was fourth with 6.4 per cent stating that they enjoyed reading it most. The most striking thing brought out in this table is the fact that the students indicated a marked preference for the picture magazine, Life, Look, and Time. The influence of the school

on the reading of the student is indicated in the fact that 8.4 per cent of them stated that they enjoyed reading the Reader's Digest most, as this magazine is used and recommended by most high schools. The guidance program in the high school should see that the students in the school have access to good reading material and in addition to this that they have the proper instruction in how and what to read.

Number of movies students attended each week. The influence of the moving picture on the thinking of youth and the amount of time that youth spends in the movie theater are both important in trying to determine the affect of the movie on high school students. The data in Table XLVIII show that the high school students studied spent on the average 1.7 nights per week at the movies. This to the nearest figure would be two evenings a week which would make about four hours. The largest number in any one group, 45.1 per cent, spent one night a week at the movies, while 31.2 per cent spent two nights a week, and 13.9 per cent spent three nights a week. The fact that the student spends approximately the same amount of time attending the movies each week as he spends in a regular class in school in the same period of time is evidence that this particular influencing agency is playing an important part in his education.

TABLE XLVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL
SENIORS WHO INDICATED THE AVERAGE
NUMBER OF MOVIES ATTENDED
EACH WEEK

Number of nights	Number	Per cent
None	38	6.1
One	279	45.1
Two	193	31.2
Three	86	13.9
Four	17	2.7
Five	1	.2
Six	3	.5
Seven	2	.3
Totals	619	100.0

Kind of movies students liked best. Teaching is most effective when the medium through which the subject matter is presented is both interesting and challenging to the student. Since visual education is rapidly coming to the front as a teaching device, it is important that the school know where the interest of the student lies in so far as the movies are concerned. Table XLIX shows that 24.3 per cent of the students indicated that they liked historical movies best. Next in order were comedies with 12.7 per cent, and movies of adventure were third with 11.0 per cent of the students indicating that they liked them best. The most significant point brought out in this table is the fact that

TABLE XLIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL STUDENTS
WHO LIKE CERTAIN KINDS OF MOVIES BEST

Kind of movie liked best	Number	Per cent
Historical	128	24.3
Comedy	67	12.7
Adventure	58	11.0
Romantic	42	8.0
Musical	25	4.7
Mystery	23	4.4
Educational	16	3.0
Airplane	16	3.0
War	13	2.5
Western	12	2.3
Action	12	2.3
Serious	10	1.9
Dramatic	9	1.7
Gangster	7	1.3
Others	35	6.6
Totals	527	100.0

only a very few students indicated that they liked best the movies that are believed to have a questionable effect on the thinking of youth. For example, only 1.3 per cent of the students indicated that they liked gangster movies best. The school then should make use of these natural wholesome likes of students in presenting the truths and ideals that are necessary in the development of a good citizen.

thing to be done is to

The movie students thought was the best they ever saw.

The value that a student places on an experience may be used as a measure of the worth of that experience in his educational life. In evaluating the movie as a contributing factor in education, it is helpful to know the kind of movie that students like best and the particular movie that appeals most to the individual. Table L shows that 39.2 per cent of the students studied thought Gone with the Wind was the best movie they ever saw. Other pictures were mentioned so infrequently that they are not important in this study except to show that only in the case of some outstanding production do we have a movie that makes a profound impression on a large per cent of the students who see it.

What impressed students most in the movie they liked best. The thing that impresses a student in a picture is probably the thing which he will remember most vividly, and that thing will most likely have the greatest influence on his reactions in social situations. The point which the school would probably desire to be best remembered is that one which would inspire the student to emulate people who had made great idealistic contributions that were completely divorced from selfish motives and which had the ultimate good of the greater group at heart. Table LI shows that the thing which impressed the high school students of this study

TABLE I

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
TOLD WHAT MOVIES THEY THOUGHT TO BE THE BEST
THEY HAD EVER SEEN

Movies thought to be best	Number	Per cent
<u>Gone with the Wind</u>	216	39.2
<u>Northwest Passage</u>	19	3.4
<u>Grapes of Wrath</u>	15	2.7
<u>Lost Horizon</u>	9	1.6
<u>Mr. Smith Goes to Washington</u>	9	1.6
<u>Gunga Din</u>	9	1.6
<u>Stanley and Livingston</u>	8	1.4
<u>Boys' Town</u>	7	1.3
<u>Robin Hood</u>	7	1.3
<u>Trail of the Lonesome Pine</u>	7	1.3
<u>Kentucky</u>	6	1.1
<u>Wuthering Heights</u>	6	1.1
<u>Hunch Back of Notre Dame</u>	5	.9
<u>Little Women</u>	5	.9
Others	224	40.6
Totals	552	100.0

most was a general condition or situation that continued throughout the entire play. This answer was given by 20.8 per cent of the students, while 13.6 per cent said the acting, and 11.9 per cent said the scenic beauty. Other important points given but mentioned less frequently, dealt with individuals or incidents that had some bearing on social or economic conditions that affected the people at large or some particular creed or class. It might be

TABLE LI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO TOLD WHAT IMPRESSED THEM MOST IN THE
MOVIE THEY LIKED BEST

What impressed them most	Number	Per cent
A general condition or situation continuing throughout the play	100	20.8
The acting	65	13.6
Scenic beauty	57	11.9
An actor or individual in the play	45	9.4
The realness of the picture	37	7.7
A single incident in the picture	33	6.9
The horror of war	33	6.9
The courage displayed	29	6.1
The plot	28	5.9
Its trueness to life	23	4.8
Social injustice	13	2.7
The setting of the story	12	2.5
The worthy ambitions displayed	4	.8
Totals	479	100.0

concluded from the facts recorded in this table that high school students attend the movies primarily for entertainment and carry away with them principally those impressions which contribute most to that entertainment.

The average amount of time spent by students each day listening to the radio. The effectiveness of any educational influence may be judged by the amount of time spent by the student in direct contact with that influence. The radio

has increased in popularity during the past few years not only as a medium of entertainment but also as a means of disseminating knowledge and information. The school should measure the influence of radio on the student and should attempt to evaluate it in its comparative importance in the general educational program. In Table LII it is shown that the average amount of time spent in listening to the radio by a high school senior is 103.3 minutes each day. The amount of time that the greatest number of students indicated that they spent listening to the radio was one hour per day, 21.4 per cent of the students studied falling in this group. It is very significant that 23.6 per cent of the students stated that they spent three hours or more each day listening to the radio.

The radio program that students liked best. The individual popularity of radio programs and radio stars is important in attempting to measure the effect or influence of the radio on the educational life of the student. Since most programs are designed to be either informational or entertaining, it is necessary that we know which type of program is liked best by the student if we are to evaluate the educational worth of the radio in its relationship to the school program. Table LIII shows that almost all the programs that high school seniors indicated they liked best

TABLE LII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
TOLD THE AVERAGE AMOUNT OF TIME THEY SPENT
EACH DAY LISTENING TO THE RADIO

Amount of time	Number	Per cent
None	28	4.9
Fifteen minutes	31	5.4
Thirty minutes	67	11.7
Forty-five minutes	15	2.6
Sixty minutes	122	21.4
Ninety minutes	44	7.7
One hundred twenty minutes	107	18.7
One hundred fifty minutes	23	4.0
One hundred eighty minutes	67	11.7
Two hundred forty minutes	68	11.9
Totals	572	100.0

The median amount of time for each student is 103.3 minutes.

are designed primarily to entertain. The largest number of students, 16.7 per cent, indicated that they liked Jack Benny's program best. Next in order was Kay Kiser with 14.4 per cent and Bob Hope with 5.1 per cent. It is interesting to note the difference of opinion expressed by the boys and the girls. For example, 7.9 per cent of the boys stated they liked Charlie McCarthy best while only .4 per cent of the girls liked this program best.

Books that students believed to be the best they ever read. The kinds of books that high school students read and

TABLE LIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO TOLD
WHAT RADIO PROGRAMS THEY LIKED BEST

Program	Responses					
	Total		Male		Female	
	Number	Per cent	Number	Per cent	Number	Per cent
Jack Benny	78	16.7	54	23.1	24	10.3
Kay Kiser	67	14.4	27	11.5	40	17.2
Bob Hope	24	5.1	6	2.6	18	7.8
Charlie McCarthy	19	4.1	18	7.9	1	.4
One Man's Family	18	3.9	5	2.1	13	5.6
Dr. I. Q.	17	3.6	6	2.6	11	4.7
Fibber McGee	15	3.2	10	4.2	5	2.2
Information Please	13	2.8	6	2.6	7	3.0
Bing Crosby	13	2.8	8	3.4	5	2.2
News	11	2.4	10	4.2	1	.4
Major Bowles	10	2.2	6	2.6	4	1.7
Hit Parade	10	2.2	3	1.3	7	3.0
Lux Theater	9	1.9	0	0.0	9	4.0
Kraft Music Hall	7	1.5	5	2.1	2	.8
Lucky Strike	6	1.3	1	.4	5	2.2
Bob Elson	6	1.3	6	2.6	0	0.0
Screwball Club	6	1.3	6	2.6	0	0.0
The Aldrich Family	6	1.3	1	.4	5	2.2
Others	131	28.0	56	23.8	75	32.3
Totals	416	100.0	234	100.0	232	100.0

like best may serve as an indication of the ideas and ideals that they are obtaining from their reading. The high school students studied indicated that they liked Gone with the Wind best. In Table LIV it is shown that 32.5 per cent of the students selected this book while only 3.1 per cent indicated that they liked the Bible, which was second choice, best. The fact that the first-choice book ranked so high in popularity and that there was such a wide range of opinion on other books is important in that it discloses a need for guidance in reading that the school could and should supply, to the end that more good books are called to the attention of the student than just the current best sellers.

Kind of books that students enjoyed reading most.

The general field or class, that the books high school students enjoy reading best fit in, determines to a great extent the educational significance of such reading. The data in Table LV show that 26.3 per cent of the students studied indicated that they enjoy reading fiction best. The two next highest groups, novels and books of adventure, each had 16.4 per cent of the students stating that they liked books of this kind best. The most important conclusion, apparently, that may be reached from the information given in this table is that most of the reading done by these students was done simply for entertainment and that any idealistic

TABLE LIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO INDICATED THE BOOK THEY BELIEVED TO
BE THE BEST ONE THEY HAD EVER READ

Title of book	Number	Per cent
<u>Gone with the Wind</u>	166	32.5
<u>The Bible</u>	16	3.1
<u>Rebecca</u>	14	2.8
<u>Les Miserables</u>	14	2.8
<u>Grapes of Wrath</u>	10	2.0
<u>Tale of Two Cities</u>	9	1.6
<u>Ramona</u>	9	1.6
<u>North West Passage</u>	7	1.4
<u>Little Women</u>	6	1.2
<u>Drums along the Mohawk</u>	5	1.0
<u>The Good Earth</u>	4	.8
<u>Disputed Passage</u>	4	.8
Others	244	48.4
Totals	508	100.0

values which came from such reading was purely incidental. The school should encourage reading as a broadening agency in the educational growth of the student and should attempt to develop in him a like for values in reading as well as a like for that which entertains.

Students who had a card at the public library. The public library is a source of informational material that can and should be used by the student, not only in connection with his high school work, but also as a source of reading

TABLE LV

NUMBER AND PERCENTAGE OF HIGH SCHOOL
SENIORS WHO INDICATED THE KIND OF
BOOK THEY ENJOYED READING MOST

Kind of book	Number	Per cent
Fiction	156	26.3
Novels	98	16.6
Adventure	97	16.4
Historical	33	5.6
Mystery	26	4.4
Travel	25	4.2
Romantic	21	3.6
Biography	17	2.9
Western	16	2.7
Non-fiction	13	2.2
Educational	7	1.2
Detective	7	1.2
Religious	6	1.0
All others	69	11.7
Totals	591	100.0

matter for the worthy use of leisure time. Table LVI shows that 76.1 per cent of the students studied had a card at the public library. It is significant that more above-average than below-average students had a card. The large degree of variation shown between the number of town students and country students having a library card is important. The data show that 86.0 per cent of the town students had a card while only 57.9 per cent of the country students, a difference of 28.1 per cent, had a card at the public library.

TABLE LVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL STUDENTS WHO DID
OR DID NOT HAVE A CARD AT THE PUBLIC LIBRARY

Classification	Total	Responses			
		Have a library card		Do not have a library card	
		Number	Per cent	Number	Per cent
Below average	334	238	71.3	96	28.7
Above average	331	268	80.9	63	19.1
Town	432	371	86.0	61	14.0
Country	233	135	57.9	98	42.1
Male	321	237	73.9	84	26.1
Female	344	269	78.3	75	21.7
Robinson	101	92	91.1	9	8.9
Sullivan	104	83	79.8	21	20.2
Lawrenceville	122	76	62.3	46	37.7
Paris	158	112	70.9	46	29.1
Garfield	79	55	69.9	24	30.1
Clinton	101	88	87.1	13	12.9

This fact is understandable when the distance each student would have to travel in visiting the library is considered; however the school can stimulate reading interest where there is an evident need among country students, so that the desire to use the library facilities will cause the student to make an extra effort to travel back and forth to the library if a need presents itself.

Number of evenings students spent away from home each week. The influence of the home on the life of the student

is governed by the amount of time he spends in that home. The data in Table LVII show that the students studied spent on the average of 3.33 evenings each week away from home. These facts become more important as we learn where and under what conditions these evenings away from home were spent. The most important fact brought out was that so many of the students spent so many evenings away from home each week. The table shows that 43.5 per cent of those answering

TABLE LVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
INDICATED THE NUMBER OF EVENINGS SPENT
AWAY FROM HOME EACH WEEK

Number of evenings	Cases	Per cent
No evenings away each week	14	2.2
One evening away each week	44	6.6
Two evenings away each week	144	21.4
Three evenings away each week	177	26.3
Four evenings away each week	136	20.2
Five evenings away each week	80	11.1
Six evenings away each week	36	5.4
Seven evenings away each week	45	6.8
Totals	676	100.0

The median number of nights away from home each week is 3.33.

spent four or more evenings away from home each week. This is significant in that it permits the school to know how small an influence the home and family can have in

Clinton

Total

conditioning the thoughts and actions of the student in civic, social, and moral situations.

XIII. GUIDANCE IN HOME LIFE

Attitude of students toward the happiness of their home life. The age at which high school students are seniors is usually that age at which they are uncertain and unhappy about a great many things. Table LVIII shows that 62.8 per cent of the students studied believed that their home life

TABLE LVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHOSE HOME LIFE WAS NOT AS HAPPY AND AGREEABLE AS THEY WOULD LIKE FOR IT TO HAVE BEEN

Classification	Total	Responses			
		Home life happy		Home life not happy	
		Number	Per cent	Number	Per cent
Below average	346	209	63.4	137	36.6
Above average	331	202	60.3	129	39.7
Town	438	259	59.1	175	40.9
Country	243	152	62.6	91	37.4
Male	329	198	60.2	131	39.8
Female	348	213	61.2	135	37.2
Robinson	106	80	75.4	26	24.6
Sullivan	105	66	62.9	39	37.1
Lawrenceville	122	58	47.5	64	52.5
Paris	161	93	57.7	68	42.3
Garfield	80	51	63.7	29	36.3
Clinton	103	63	62.6	40	37.4
Total	677	411	62.8	266	37.2

was not as happy and agreeable as they would liked for it to have been. One interesting thing about the facts brought out in this table is that 3.1 per cent more below-average than above-average students indicated that their home life was happy and agreeable. There was also a slight difference in the percentage ratio of the answers given by the town and the country students. More country than town students indicated that their home life was happy and agreeable, the difference in answers given being 3.5 per cent. The fact there was such a small percentage difference in the answers given by the boys and the girls, 1.0, indicates that the question is one that concerns the individual rather than any one particular group. There is a large variation in the school percentages, the range being from 42.7 per cent to 75.4 per cent, a difference of 27.9 per cent who stated that their home life was as happy and agreeable as they would like for it to be. This fact would indicate that local conditions in the community affect the attitude of the student toward his home life.

Relationship of students and their mothers. A

friendly and understanding relationship between a student and his mother is a constant source of information and inspiration for both. Table LIX shows that 96.3 per cent of the high school students studied enjoyed the companionship

TABLE LIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT ENJOY THE COMPANIONSHIP OF THEIR MOTHER

Classification	Total	Responses			
		Do enjoy company		Do not enjoy company	
		Number	Per cent	Number	Per cent
Below average	308	297	96.5	11	3.5
Above average	299	287	96.0	12	4.0
Town	387	369	95.3	18	4.7
Country	220	215	97.8	5	2.2
Male	292	280	95.8	12	4.2
Female	315	304	96.4	11	3.6
Robinson	93	90	96.5	3	3.5
Sullivan	95	89	93.6	6	6.4
Lawrenceville	110	107	97.3	3	2.7
Paris	147	141	95.9	6	4.1
Garfield	72	70	97.2	2	2.8
Clinton	90	87	96.6	3	3.4
Total	607	584	96.3	23	3.7

of their mother which presupposes the friendly relationship previously referred to. The most important fact brought out in this table is that generally speaking among all groups in all schools the relationship existing between mother and student, in so far as companionship was concerned, was friendly and inspiring. This fact would indicate that the school could seek help from the mother in a joint effort to solve some of the problems that present themselves in the school life of the student.

Students who did or did not discuss their personal problems with their mother. The comparison of facts revealed in Tables LIX and LX indicate that high school seniors can enjoy the companionship of their mothers and yet not be willing to discuss their problems with them. Table LX shows that only 64.7 per cent of the high school seniors studied discussed their personal problems with their mothers. The girls, as might be assumed, were more inclined to talk

TABLE LX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT DISCUSS THEIR PERSONAL PROBLEMS WITH THEIR MOTHER

Classification	Total	Responses			
		Do		Do not	
		discuss problems		discuss problems	
		Number	Per cent	Number	Per cent
Below average	325	210	64.6	115	35.4
Above average	307	200	67.4	107	32.6
Town	405	265	65.4	140	34.6
Country	227	145	63.9	82	36.1
Male	310	164	52.9	146	47.1
Female	322	246	73.3	76	26.7
Robinson	101	56	55.4	45	44.6
Sullivan	103	73	70.8	30	29.2
Lawrenceville	110	67	60.9	43	39.1
Paris	151	106	70.2	45	29.8
Garfield	75	48	62.6	27	37.4
Clinton	92	60	65.2	32	34.8
Total	632	410	64.7	222	35.3

over their personal problems with mother than were the boys. The percentage of girls indicating that this was true was 73.3 while only 52.9 per cent of the boys so answered. The fact that 35.3 per cent of all the students do not discuss their personal problems with their mothers presents to the school the problem of finding out where these people do go with their problems. Again in this table we find a large degree of variation in the comparative figures of the schools. The school with the highest percentage of students answering that they did discuss their personal problems with their mothers, 70.8 per cent, was 15.4 per cent above the lowest school which had 55.4 per cent answering in like manner.

Relationship of students and their father. The father is generally accepted as the bread winner of the family while the responsibility of directing the thinking and acting of the children in the home is left to the mother. Table LXI shows that 91.9 per cent of the seniors studied indicated that they enjoyed the companionship of their father. The percentage in Table LIX and LXI may be high in its relationship to the entire school, as high school seniors are admittedly a select group, but its importance in understanding all the conditions that affect the life of the student is worth knowing. The only degree of comparison

TABLE LXI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT ENJOY THE COMPANIONSHIP OF THEIR FATHER

Classification	Total	Responses			
		Do enjoy company		Do not enjoy company	
		Number	Per cent	Number	Per cent
Below average	287	265	92.3	22	7.7
Above average	280	257	91.8	23	8.2
Town	362	330	91.1	32	8.9
Country	205	192	93.7	13	6.3
Male	284	266	93.6	18	6.4
Female	283	256	90.5	27	9.5
Robinson	89	84	94.2	5	5.8
Sullivan	91	81	89.0	10	11.0
Lawrenceville	96	88	91.6	8	8.4
Paris	134	120	89.5	14	10.5
Garfield	72	68	94.5	4	5.5
Clinton	85	81	95.0	4	5.0
Total	567	522	91.9	45	8.1

that is noticeable in comparing the reactions of the different groups on this question is in the answers given by the male-female groups. Only 2.9 per cent more boys than girls indicated that they enjoyed the companionship of their father.

Students who did or did not discuss their personal problems with their father. The comparative relationship between the influence of the father and the mother on the

significant differences in the

personal life of the student may be estimated by a comparison of the results given in Tables LX and LXII. Table LX shows that 64.7 per cent of the students studied indicated

TABLE LXII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT DISCUSS THEIR INTIMATE PERSONAL PROBLEMS WITH THEIR FATHER

Classification Total	Responses				
	Do discuss problems		Do not discuss problems		
	Number	Per cent	Number	Per cent	
Below average	313	105	33.5	208	66.5
Above average	306	88	28.8	218	71.2
Town	400	133	33.3	267	66.7
Country	219	60	27.4	159	72.6
Male	308	123	39.9	185	60.1
Female	311	70	22.9	241	77.1
Robinson	96	32	33.4	64	66.6
Sullivan	99	47	47.5	52	52.5
Lawrenceville	108	24	22.3	84	77.7
Paris	146	53	36.3	93	63.7
Garfield	79	18	22.8	61	77.2
Clinton	91	19	20.9	72	79.1
Total	619	193	31.2	426	68.8

that they discussed their personal problems with their mother, while Table LXII shows that only 31.2 per cent of the same students discussed their personal problems with their father. In comparing the male-female groups, it is significant that 17.0 more boys than girls talk over their

intimate personal problems with their father. In this table again we find that a large degree of difference is found in the answers given by students of different schools. The highest school had 47.5 per cent of its students who indicated that they discuss their problems with their father, while the lowest school had only 29.9 per cent giving like answers. This makes a difference of 26.6 per cent between the schools at the two extremes of the list.

Students whose mother worked outside the home. The home influence on the moral and social life of the student is determined to a great extent by the amount of time which is spent in the home by the individuals who make up the family circle. Since woman has taken her place alongside of man in the industrial world, she has had, to a certain extent, to neglect her work as a homemaker and a mother. Table LXIII shows that 16.1 per cent of the mothers of the high school students studied worked outside the home. This is an important factor in the educational life of the child; and the school should take it into account in planning its program, so that the child can, in a measure, regain through school experiences that training in thought and conduct which he loses through his mother leaving her job as a homemaker for a job outside the home.

the breaking up of the home...

TABLE LXIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHOSE
MOTHER DID NOR DID NOT WORK OUTSIDE THE HOME

Classification	Total	Responses			
		Mothers who do work		Mothers who do not work	
		Number	Per cent	Number	Per cent
Mothers	648	104	16.1	544	83.9

Students who lived in broken homes. The normal, happy home furnishes an ideal setting in which the student may experience the art of living on a democratic, coöperative basis. When the home life is disrupted by the death of one one parent or their separation, then the child is forced to make adjustments which will permit him to carry on under the new condition which the change has brought about. Table LXIV shows that 24.6 per cent of the students studied lived in broken homes. The principal factor responsible for this condition was the death of the father, next was divorce or separation, and the third was due to the death of the mother. If, as this table indicates, one fourth of the students in high school live in broken homes, then the school should make an effort to supply in the lives of such students the social and moral training which they have been deprived of through the breaking up of the natural home relationship.

TABLE LXIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
DID OR DID NOT LIVE IN BROKEN HOMES

Reasons	Total	Responses			
		In broken homes		Not in broken homes	
		Number	Per cent	Number	Per cent
Mother dead	678	48	7.1	630	92.9
Father dead	678	68	11.0	610	89.0
Parents separated	678	51	9.0	627	91.0
Total	678	167	24.6	511	75.4

Students who worried about conditions that existed in their homes. The home conditions which affect the attitudes of a student toward his home life and toward the greater life of the world at large are important factors in determining the kind of a citizen he will be when he grows into manhood. Table LXV shows that 81.8 per cent of the students studied indicated that they worried about conditions which existed in their homes. The data show that 6.0 per cent more above-average than below-average students, and 7.9 per cent more girls than boys worried about these conditions. The degree of difference between the two schools at the extremes

TABLE LXV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT WORRY ABOUT CONDITIONS
THAT EXISTED IN THEIR HOME

Classification	Total	Responses			
		Do worry		Do not worry	
		Number	Per cent	Number	Per cent
Below average	330	260	78.8	70	21.2
Above average	330	280	84.8	50	15.2
Town	429	350	81.6	79	18.4
Country	231	190	82.3	41	17.7
Male	319	248	77.7	71	22.3
Female	341	292	85.6	49	14.4
Robinson	105	75	71.4	30	28.6
Sullivan	103	84	81.6	19	18.4
Lawrenceville	117	94	80.3	23	19.7
Paris	153	135	88.2	18	11.8
Garfield	81	65	80.2	16	19.8
Clinton	101	87	86.1	14	13.9
Total	660	540	81.8	120	18.2

of the group was 14.7 per cent, which is not so great as the difference indicated on a great many other questions of the study.

Points on which students disagreed with their parents most. The counselor, whose duty in the educational program is to advise with the student on matters that concern his present and future well being, should know as much as is possible about the home conditions which affect his thoughts parent and the child should be able to understand the

and actions. The points of agreement or disagreement between parent and child in so far as every-day rules of conduct are concerned are important in helping him to make the proper adjustments in life. Table LXVI shows that 23.5 per cent of the students studied disagreed with their parents

TABLE LXVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
DISAGREED WITH THEIR PARENTS ON CERTAIN POINTS

Points	Number	Per cent
Being out late at night	170	23.5
Getting the car	107	15.0
The grades you make	98	13.5
Money you spend	84	11.6
The clothes you wear	59	8.2
The places you go	48	6.6
The crowd you run with	42	5.8
Smoking	41	5.7
Drinking	29	4.0
Going to church	24	3.3
Dancing	20	2.8
Totals	722	100.0

most about being out late at night, 15.0 per cent on getting the car, 13.5 per cent on the grades they made in school, and 11.6 per cent on money to spend. Other points of disagreement were similar in nature to those listed above. They concerned personal problems and personal matters on which the parent and the child should be able to reach some common

ground of understanding. The school through guidance and counseling should attempt to impress upon the student his responsibility in maintaining a wholesome family relationship, and when there is not such a relationship in his home life, should help to alleviate the source of conflict.

XIV. FINANCIAL GUIDANCE

Amount of money spent each week for amusement by students. The amount of money a high school senior spends for amusement is one of the determining factors in his success or failure in his school work and in his social life. Too much or too little money to spend may be the point of conflict in an otherwise well balanced life. Table LXVII shows that the average amount of money spent for amusement each week by the high school students studied was one dollar and nine cents. The average amount spent by the boys was one dollar forty cents, and the average amount spent by the girls was seventy-four cents. In helping the student work out a sensible schedule of conduct, the counselor should be able to show the student that a wise use of money, even for amusement, will not only help him to establish balance in his school and social life, but will also lay a foundation for success in the adult world he is to live in tomorrow.

money spent by high school seniors for amusement each week

Sex	Average Amount Spent
Boys	One dollar forty cents
Girls	Seventy-four cents
Total	One dollar and nine cents

From boys and girls surveyed that...

TABLE LXVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO SPENT CERTAIN AMOUNTS OF MONEY EACH
WEEK FOR AMUSEMENT

Amount	Cases	Per cent
Fifteen cents each week	25	4.1
Twenty-five cents each week	73	12.1
Fifty cents each week	162	26.7
Seventy-five cents each week	54	8.9
One dollar each week	127	21.0
One dollar and fifty cents each week	49	8.1
Two dollars each week	65	10.7
Two dollars and fifty cents each week	7	1.2
Three dollars each week	16	2.7
Four dollars each week	12	2.0
Five dollars each week	15	2.5
Totals	605	100.0

The median amount spent by both boys and girls is \$1.09 †
 The median amount spent by boys is \$1.40
 The median amount spent by girls is \$.74 †

Number of students who had or had not earned money during the past year. The fact that the high school students of today are to be the business men and home makers of tomorrow makes it important that they have a knowledge of how money is earned and something about its importance in the establishment of a successful, happy home. Table LXVIII shows that 68.3 per cent of the students studied had earned money during the past year. The comparative percentages between boys and girls showed that 80.7 per cent of the boys

TABLE LXVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
OR HAD NOT EARNED MONEY DURING THE PAST YEAR

Classification	Total	Responses				Total amount earned	Average amount earned by each
		Have earned money		Have not earned money			
		Number	Per cent	Number	Per cent		
Male	336	271	80.7	65	19.3	\$35,227.00	\$130.00
Female	342	192	56.1	150	43.9	7,875.00	40.44
Total	678	463	68.3	215	31.7	43,102.00	93.10

and 56.1 per cent of the girls had earned money. The total amount earned by the 336 boys answering this question was \$35,227.00. Of the total number of boys only 271 indicated that they had earned money, so the average for the group was \$130. The total amount earned by the girls was \$7,875.00 which made an average of \$40.44 per girl.

Amount of money earned by students during the past year. The amount of money earned by high school seniors is not so important as is the point of how the money was earned. If the job is one which gives valuable experience and helps to formulate good work habits, then it can be classed as valuable regardless of the wage it pays. However, the amount of money earned is important from the standpoint of its effect on the school life of the student. Table LXIX shows the amount of money earned during the past year by the high school students studied. The average amount earned per student was \$93.10. This amount would not be excessive for expenses and spending money for the student, and the time involved in earning it should not have interfered with his school work. The school, however, should take note of special cases where the student is devoting considerable time to outside work, so that the standard of work done in school by this student does not become such that it affects the standards for the entire class.

TABLE LXIX

NUMBER OF HIGH SCHOOL SENIORS WHO EARNED CERTAIN
AMOUNTS OF MONEY DURING THE PAST YEAR

Amounts earned	Total	Boys	Girls
Two dollars and fifty cents	9	9	0
Five dollars	33	9	24
Ten dollars	29	8	21
Twenty-five dollars	96	33	63
Fifty dollars	93	47	46
Seventy-five dollars	41	28	13
One hundred dollars	52	45	7
One hundred fifty dollars	43	41	2
Two hundred dollars	34	30	4
Two hundred fifty dollars	5	4	1
Three hundred dollars	13	11	2
Three hundred fifty dollars	2	2	0
Four hundred dollars	3	3	0
Five hundred dollars	6	6	0
Six hundred dollars	1	1	0
Eight hundred dollars	1	1	0
One thousand dollars	1	1	0
Eighteen hundred dollars	1	1	0
Totals	463	271	192

Average--\$93.10

How students obtained their spending money. In considering the money spent by high school seniors, the amount spent is not the only important point to think about. How the money is obtained is also important. The average high school senior has reached an age when he should be assuming some of the responsibilities of maturity in the acquiring

and spending of money. Table LXX shows that 46.4 per cent of the high school seniors studied, worked for their spending money, 14.1 per cent had an allowance, and 39.5 per cent asked their parents for it. The fact that 10.4 per cent more of the above-average students worked for their spending money than did the below-average boys is an indication that ambition and industriousness play an important part in the proposition of making good grades.

Students who had an allowance and who requested additional money from their parents when it was needed. In teaching high school students economic values and the importance of regulating their expenses so that they will balance with the income earned, the school is preparing them to take their places in the adult world as stable self-sufficient citizens. If the allowance is to help in this training, it is necessary that the child be taught to keep within the allowance and that the parent do his part by not furnishing more money than the agreed amount. Table LXXI shows that 77.6 per cent of the high school students studied, who had an allowance, received additional money from the parent if they needed it, after the regular allowance had been spent. This seemingly would defeat the purpose of the allowance and should be considered by the school when that part of the program is being planned which is primarily

TABLE LXX

NUMBER AND PERCENTAGE OF HIGH SCHOOL STUDENTS WHO
OBTAINED THEIR SPENDING MONEY IN VARIOUS WAYS

Classification	Total	Responses					
		Work for it		Have an allowance		Ask parents for it	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	405	167	41.2	62	15.3	176	43.5
Above average	415	214	51.6	53	12.8	148	35.6
Town	522	252	48.3	90	17.2	180	34.5
Country	298	129	43.3	25	8.4	144	48.3
Male	408	254	62.2	45	11.1	109	26.7
Female	412	127	30.9	70	16.9	215	52.2
Robinson	121	63	52.1	15	12.4	43	35.5
Sullivan	130	74	56.9	13	10.0	43	33.1
Lawrenceville	151	67	44.3	23	15.2	61	40.5
Paris	196	78	39.8	36	18.4	82	41.8
Garfield	92	43	46.7	14	15.3	35	38.0
Clinton	130	56	43.1	14	10.8	60	46.1
Total	820	381	46.4	115	14.1	324	39.5

TABLE LXXI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
AN ALLOWANCE WHO ASK PARENTS FOR ADDITIONAL
MONEY WHEN NEEDED

Classification Total	Responses				
	Ask for more money		Do not ask for more money		
	Number	Per cent	Number	Per cent	
Below average	60	49	81.7	11	18.3
Above average	61	45	73.8	16	26.2
Town	92	69	75.0	23	25.0
Country	29	25	86.2	4	14.8
Male	49	37	75.5	12	24.5
Female	72	57	79.1	15	20.9
Robinson	16	11	68.7	5	31.3
Sullivan	12	7	58.3	5	41.7
Lawrenceville	22	19	86.3	3	13.7
Paris	36	31	86.1	5	13.9
Garfield	18	12	66.7	6	33.3
Clinton	17	14	82.3	3	17.7
Total	121	94	77.6	27	22.4

designed to prepare the student for the position he is to occupy in the business and economic world.

XV. EDUCATIONAL GUIDANCE

Points students thought were stressed most in high school. A balanced high school program should emphasize moral and social values as well as educational facts. If the grade made is valued more than the actual educational

good attained from the study of the subject, then the pupil has not learned to appreciate the more important values in education. In Table LXXII the data show that high school pupils in all groups and in all schools were fairly consistent in indicating the points they believed to be stressed most in high school. Acquiring information is generally accepted as being one of the major purposes of an educational program. This fact may indicate that a large percentage of the pupils would give this point as the one stressed most in high school; however this was not true, as only 41.6 per cent of the pupils checked this point. The fact that honesty was checked by 35.2 per cent of the pupils is an indication that teachers and school programs are devoting at least some time and attention to the social and moral values. It is significant that 23.2 per cent of the pupils indicated that they believed good grades were stressed most in high school, and this fact indicates that the educational program should continually keep before the pupil the true objectives of education, and should emphasize the fact that the grade is not an end within itself but is only a very inaccurate measure of the means to an end.

Students who planned to go to college. The school should know, if possible, the future plans of the student so that it can intelligently guide him into the classes and

TABLE LXXII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO BELIEVED CERTAIN
POINTS TO BE THE ONES STRESSED MOST IN HIGH SCHOOL

Classification	Total	Points stressed most					
		Honesty		Good grades		Acquiring information	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	342	132	38.6	83	24.3	127	37.1
Above average	334	106	31.7	74	22.2	154	46.1
Town	435	143	32.9	102	23.4	190	43.7
Country	241	95	39.4	55	22.8	91	37.8
Male	333	116	34.8	81	24.3	136	40.9
Female	343	122	35.6	76	22.1	145	42.3
Robinson	103	32	31.1	24	23.3	47	45.6
Sullivan	106	36	33.9	22	20.7	48	45.4
Lawrenceville	123	51	41.5	30	24.4	42	34.1
Paris	156	45	28.8	43	27.6	68	43.6
Garfield	83	28	33.7	16	19.2	39	47.0
Clinton	105	46	43.8	22	20.9	37	35.3
Total	676	238	35.2	157	23.2	281	41.6

activities that will be most helpful to him in the work he plans to do after he has finished school. The data in Table LXXIII show that 47.8 per cent of the high school seniors studied did not plan to go to college, 50.3 per cent planned to go to college, and 1.9 per cent were uncertain about going. Of those who did plan to go 40.3 per cent were in the below-average group and 60.7 per cent were in the above-average group. This is probably the most important point brought out in this table from the standpoint of its value to the school.

Students who had selected the college they planned to attend. The selection of the college that will be best suited in all ways to serve the needs of the individual is an important and difficult task. The subject matter offered, the cost of attendance, entrance requirements, prestige of the college in its particular field, and the environmental conditions in and about the college are all points that the student should be informed about before making his selection. Table LXXIV shows that 84.1 per cent of the high school seniors studied who planned to go to college had already selected the college that they intended to attend. This choice was evidently made by these students during their high school days, and the school should not overlook the fact that it can contribute much toward the making of right

TABLE LXXIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO DID OR DID NOT PLAN TO GO TO COLLEGE

Classification	Total	Responses					
		Plan to go to college		Plan not to go to college		Do not know	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	336	136	40.3	188	55.9	12	3.8
Above average	323	196	60.7	127	39.3	0	0.0
Total	659	332	50.3	315	47.8	12	1.9

TABLE LXXIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR HAD NOT SELECTED THE COLLEGE THEY PLANNED TO ATTEND

Classification	Total	Responses			
		Have selected college		Have not selected college	
		Number	Per cent	Number	Per cent
Below average	127	102	80.3	25	19.7
Above average	174	151	86.8	23	13.2
Total	301	253	84.1	48	15.9

decisions in this matter of what college to attend. It can offer through its guidance program, information and advice that would be helpful to the student in determining what course would be most beneficial to him in college, and in helping him choose the college which would best fit all his conditions and needs.

Students who have talked over the problem of going to college with parents, teachers, principal, or with others.

In the matter of deciding whether to go to college or not and what college to go to, and the course to take after deciding to go, it seems that the high school could and should be the best source of information. High school advisors, principals, and teachers have at their command sources of

information which should be invaluable to the student in making these decisions. Table LXXV shows that 85.0 per cent of the high school seniors studied consulted with their

TABLE LXXV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR HAD NOT TALKED OVER THE PROBLEM OF GOING TO COLLEGE WITH PARENTS, TEACHERS, PRINCIPAL, OR OTHERS

People consulted	Total	Responses			
		Have consulted		Have not consulted	
		Number	Per cent	Number	Per cent
Parents	574	488	85.0	86	15.0
Teachers	432	176	43.1	256	56.9
Principal	358	58	16.2	300	83.8
Others	499	346	69.3	153	30.7

parents about going to college, while only 43.1 per cent talked the matter over with their teachers, and 16.2 per cent with the high school principal. Again going outside the school for information about school problems, 69.3 per cent of the students said they had discussed the problem of going to college with some one other than parents and teachers. These data show that at least 50 per cent of the students did not talk over the possibility or advisability of going

to college with anyone connected with the high school they were attending.

XVI. VOCATIONAL GUIDANCE

Students who have chosen an occupation. The occupation that an individual works at in making a living is important in many ways, and the choosing of that occupation is probably one of the most difficult problems that the high school student is faced with during his high school career. The data in Table LXXVI show that 74.2 per cent of the high school seniors studied indicated that they had chosen the occupation that they expected to work at in making a living. The above-average student indicated more certainty on this matter than did the below-average, and the boys were less certain about their choice of an occupation than were the girls. The table shows a percentage difference of 13.3 per cent between the high and the low town on this question. This fact could be due to the opportunities for employment that are present in one town and not in another, or it could possibly be due to the fact that one school offers more help in vocational guidance than another. The important fact brought out in this table is that students have determined upon what they intend to do for a living when they enter high school, or if they have not, in most cases they will make

TABLE LXXVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO HAD OR HAD NOT CHOSEN AN OCCUPATION

Classification	Total	Responses			
		Have chosen an occupation		Have not chosen an occupation	
		Number	Per cent	Number	Per cent
Below average	345	239	69.3	106	30.7
Above average	336	266	74.2	70	25.8
Town	438	332	75.8	106	14.2
Country	243	173	71.2	70	28.8
Male	335	233	69.6	102	30.4
Female	346	272	78.6	74	21.4
Robinson	106	82	77.4	24	22.6
Sullivan	103	73	70.8	30	29.2
Lawrenceville	124	95	76.6	29	23.4
Paris	160	107	66.9	53	33.1
Garfield	81	65	80.2	16	19.8
Clinton	107	83	77.6	24	22.4
Total	681	505	74.2	176	25.8

this decision while in high school. The school then should offer every possible aid in helping them make the right decision and after the decision is made should guide them into the courses that will help them to succeed in the occupation of their choice.

Students who selected the same occupation as their father. It is interesting and important to know the influence

or reason which causes a student to choose a certain occupation for his life work. Table LXXVII shows that only 17.7 per cent of the senior boys studied selected the same occupation at which their father worked. This is important because it indicates that 82.3 per cent of the boys are

TABLE LXXVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIOR BOYS
WHO HAD OR HAD NOT SELECTED THE SAME
OCCUPATION AS THEIR FATHER

Choice of occupation	Number	Per cent
Those selecting the same occupation as father	39	17.7
Those selecting an occupation other than father's	181	82.3
Totals	220	100.0

choosing a vocational pursuit that they have not been able to familiarize themselves with through paternal advice and instruction. This places the responsibility of vocational instruction and guidance on the school, or on some other agency outside the school, and since this is definitely education, the school should do the job.

Students who considered the occupation they expected to work at when they selected their high school course.

If we consider the problem of making a living as important, then we must consider of equal importance the problem of preparing to make a living. Table LXXVIII shows that 65.1 per cent of the high school seniors studied did consider the occupation of their choice when they planned their high school course. It is particularly significant that only 55.3 per cent of the below-average students indicated that they had given consideration to this point when they planned their high school course, and that only 56.3 per cent of the boys did likewise. Since one of the recognized aims of an educational program is to prepare its students to make a living, the data in this table would indicate that the school should do more work in coördinating the school course with the occupational choice of the student.

Students who had changed their minds about the occupation of their choice since entering high school. The influence of the school and the importance of the school age in the choice of an occupation are factors that the high school should be concerned about. Table LXXIX shows that 50.3 per cent of the high school seniors studied changed their minds about the occupation that they expected to follow after they entered high school. The element of uncertainty in the minds of below-average students was expressed in the fact that 54.9 per cent of them had changed their

TABLE LXXVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD OR HAD NOT
CONSIDERED THE OCCUPATION OF THEIR CHOICE WHEN THEY
PLANNED THEIR HIGH SCHOOL COURSE

Classification	Total	Responses					
		Did not consider occupation		Did consider occupation		Did not know	
		Number	Per cent	Number	Per cent	Number	Per cent
Below average	309	171	55.3	50	16.2	88	28.5
Above average	312	233	74.7	30	9.6	49	15.7
Town	408	263	64.4	50	12.3	95	23.3
Country	213	141	66.2	30	14.1	42	19.7
Male	300	169	56.3	45	15.0	86	28.7
Female	321	235	73.2	35	10.9	51	15.9
Robinson	98	59	60.2	15	15.3	24	24.5
Sullivan	85	55	64.7	10	11.8	20	23.5
Lawrenceville	114	78	68.4	14	12.3	22	19.3
Paris	152	98	64.5	24	15.8	30	19.7
Garfield	80	52	65.0	8	10.0	20	25.0
Clinton	92	62	67.4	9	9.8	21	22.8
Total	621	404	65.1	80	12.9	137	22.0

TABLE LXXIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO HAD
OR HAD NOT CHANGED THEIR MIND ABOUT THE OCCUPATION
OF THEIR CHOICE AFTER ENTERING HIGH SCHOOL

Classification Total	Responses				
	Have changed mind		Have not changed mind		
	Number	Per cent	Number	Per cent	
Below average	293	161	54.9	132	45.1
Above average	321	148	46.1	173	53.9
Town	404	207	51.2	197	48.8
Country	210	102	48.6	108	51.4
Male	290	160	55.2	130	44.8
Female	324	149	45.9	175	54.1
Robinson	98	49	50.0	49	50.0
Sullivan	91	48	52.7	43	47.3
Lawrenceville	109	50	45.9	59	54.1
Paris	143	78	54.5	65	45.5
Garfield	76	38	50.0	38	50.0
Clinton	97	46	47.4	51	52.6
Total	614	309	50.3	305	49.7

minds since entering high school while only 46.1 per cent of the above-average group had changed their minds. The greatest variance between groups was in the case of the boys and the girls. The boys were more uncertain than the girls, with 51.2 per cent of them indicating that they had changed their minds while 45.9 per cent of the girls answered that they had changed their minds about their life work since entering

high school. There was a very slight variance in the figures for the different schools on this matter.

Age at which students decided on what they desired to do for a living. The age at which high school students make their choice of an occupation is important because it indicates to the school when most attention should be given to vocational information and guidance. Table LXXX shows that the median age at which boys made this decision was 15.2 years, and the median age for girls was 14.2 years. The age at which this decision can, in a measure, be regulated by the school. Exploratory courses can be offered and the school program can be designed to lead the student up to the point where he can and will make an intelligent choice at whatever time and place in the educational program seems best, in the opinion of those who have given thought and attention to the matter. The important point that is brought out in the material of this table is that students are making their choice while under the supervision of the high school, and the school should see that its general program and the individual that the student is enrolled in are providing all the experience and information that is necessary to permit him to make an intelligent choice when he reaches the time and place when such a choice must be made.

TABLE LXXX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO LISTED THE AGE AT WHICH THEY HAD DECIDED ON WHAT THEY PLANNED TO DO FOR A LIVING

Age	Total	Responses			
		Male students		Female students	
		Number	Per cent	Number	Per cent
Eleven	53	18	7.8	35	12.7
Twelve	41	16	6.9	25	9.0
Thirteen	34	13	5.6	21	7.6
Fourteen	80	32	13.8	48	17.3
Fifteen	76	29	12.6	47	17.0
Sixteen	103	45	19.5	58	20.9
Seventeen	77	50	21.7	27	9.7
Eighteen	42	27	11.7	15	5.4
Nineteen	2	1	.4	1	.4
Total	508	231	100.0	277	100.0

The median age at which boys made their choice of an occupation was 15.2 years.

The median age at which girls made their choice of an occupation was 14.2 years.

High school seniors who had talked over their plans for a life work with someone. It is important to the school to know just where and to whom the student goes for counsel when he is seeking information and advice which will be helpful to him in deciding what job or occupation he will work at in making a living. Table LXXXI shows that 90.2 per cent of the high school seniors studied talked this matter over with

TABLE LXXXI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO HAD OR HAD NOT TALKED OVER THEIR PLANS
FOR A LIFE WORK WITH SOMEONE

People consulted	Total	Responses			
		Have discussed plans		Have not discussed plans	
		Number	Per- cent	Number	Per cent
Teachers	537	235	43.7	302	56.3
Principal	463	84	18.1	379	81.9
School advisor	442	54	12.3	388	87.7
Parents	653	589	90.2	64	9.8

their parents, but less than half of them went to any school official or teacher for advice. Since only 12.3 per cent of the students said that they had talked this problem over with their high school advisor, it is evident that very little is being done in the schools studied about vocational guidance. And since only 18.1 per cent said that they had discussed the problem with the principal, it is apparent that the schools have made no provision for the students at large to seek and obtain advise on this subject within the school.

XVII. GUIDANCE IN GIRL-BOY RELATIONSHIP

Students who did or did not approve of girls asking boys for dates. The boy-girl relationship presents a problem

that can partially be solved by a well planned and executed guidance program in the high school. The matter of dating and the problem of whether or not girls should ask boys for dates are factors in this case. Table LXXXII shows that 69.5 per cent of the seniors studied did not approve of girls asking boys for dates. The most significant point brought out in the table is the fact that 45.1 per cent of the boys indicated that girls should ask boys for dates, while only 17.0 per cent of the girls expressed this opinion. In the case of individual schools there was a wide variance in the answers given, with the school located in the largest town having the greatest number of students who thought that girls should ask boys for dates. The information given in this table shows that there is work to be done by the school in establishing a wholesome code of ethical procedure among the students in the matter of dating.

The most desirable quality that a boy would wish for in the girl he would be willing to marry. In the evaluation of those qualities which high school seniors deem to be important in those of the opposite sex whom they would be willing to consider as prospective wives or husbands, an insight may be gained as to their fundamental thinking, which would be important in planning a guidance program. Table LXXXIII shows that 33.0 per cent of the high school senior

TABLE LXXXII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT APPROVE OF GIRLS
ASKING BOYS FOR DATES

Classification	Total	Responses			
		Approve		Did not approve	
		Number	Per cent	Number	Per cent
Below average	335	107	31.9	228	68.1
Above average	329	95	28.9	234	71.1
Town	234	70	29.9	164	70.1
Country	430	132	30.7	298	69.3
Male	317	143	45.1	174	54.9
Female	347	59	17.0	288	83.0
Robinson	103	26	25.2	77	74.8
Sullivan	106	38	35.8	68	64.2
Lawrenceville	117	38	32.5	79	67.5
Paris	157	44	28.0	113	72.0
Garfield	80	38	47.5	42	52.5
Clinton	101	18	17.8	83	82.2
Total	664	202	30.5	462	69.5

boys studied indicated that faithfulness was the most desirable quality in the girl they would be willing to marry.

Understanding was listed next in order of desirability with 18.0 per cent naming this quality, and purity was third with 17.7 per cent indicating that it was the most desirable quality. The high school should attempt to build a standard of ideals from qualities deemed important by members of the opposite sex and should encourage boys and girls to try to

TABLE LXXXIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIOR BOYS WHO
EXPRESSED AN OPINION ABOUT THE MOST DESIRABLE
QUALITIES THEY WOULD WISH FOR IN THE GIRL
THEY WOULD BE WILLING TO MARRY

Qualities listed in order of importance	Number	Per cent
Faithful	104	33.0
Understanding	57	18.0
Pure	56	17.7
Educated	29	9.2
Good looking	24	7.6
Home loving	18	5.7
Religious	14	4.4
Good housekeeper	14	4.4
Totals	316	100.0

regulate their lives according to those ideals, to the end that marriage might be a happy and an enduring institution.

The most desirable quality that a girl would wish for in the man she would be willing to marry. If qualities listed by high school boys as being desirable in the girl they would be willing to marry are also listed by girls as being desirable in the man they would be willing to marry, then those identical qualities are most certainly important to a happy and successful marriage. Table LXXXIV shows that 24.9 per cent of the high school girls studied indicated that the one quality most to be desired in the man they would be willing

TABLE LXXXIV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIOR GIRLS WHO
EXPRESSED AN OPINION ABOUT THE MOST DESIRABLE
QUALITIES THEY WOULD WISH FOR IN THE MAN
THEY WOULD BE WILLING TO MARRY

Qualities listed in order of importance	Number	Per cent
Faithful	78	24.9
Honest	65	20.7
Trustworthy	60	19.1
Understanding	51	16.2
Educated	21	6.7
Religious	18	5.7
Home loving	10	3.2
Kind	10	3.2
Good looking	1	.3
Totals	314	100.0

to marry was faithfulness. The quality selected as being most desirable by the next highest number was honesty, with 20.7 per cent of the girls checking this quality, while trustworthiness was third with 19.1 per cent choosing this quality as being most important in the man they would be willing to marry. In Table LXXXIII and also in Table LXXXIV the quality listed as most desirable was faithfulness and in both tables understanding ranked near the top. The school could inculcate such ideas as these into its guidance program in such a way that it would improve the ideas of high school students on the matter of domestic relationship, so they

might condition themselves to take their place in their own home as the kind of wife or the kind of husband that would contribute to stability and happiness in that home.

XVIII. GUIDANCE IN SEX EDUCATION

Students who worry about sex. The problem of sex education and the proper relationship between the sexes is one that the high school should consider as important when building its guidance program. Table LXXXV shows that 42.3 per cent of the high school seniors studied indicated that they did worry about sex problems. The comparative group figures are nearly the same except in the case of the town-country group which shows 10.3 per cent more country than town students indicating that they worried about sex. There is a large degree of difference shown in the answers given by the students in the various schools, the highest school having 52.3 per cent who worried about sex problems and the lowest school having 32.0 per cent, a difference of 20.3 per cent. If the student does worry about sex, it is probably because he knows too little about it or because what he does know is erroneous. In either case the school could help by providing simple, sane, sensible information on the subject which would dispell the doubts and uncertainty which causes the worry.

TABLE LXXXV

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT WORRY ABOUT SEX

Classification	Total	Responses			
		Do worry		Do not worry	
		Number	Per cent	Number	Per cent
Below average	328	129	39.3	199	60.7
Above average	317	144	45.4	173	54.6
Town	420	160	38.1	260	61.9
Country	225	113	50.2	112	49.8
Male	316	116	36.7	200	63.3
Female	329	157	47.7	172	52.3
Robinson	103	33	32.0	70	68.0
Sullivan	100	40	40.0	60	60.0
Lawrenceville	118	61	51.7	57	48.3
Paris	151	79	52.3	72	47.7
Garfield	80	26	32.5	54	67.5
Clinton	93	34	36.6	59	63.4
Total	645	273	42.3	372	57.7

Students who indicated a desire to know more about sex. If understanding and knowledge will help to solve the ever present sex problem which exists in the lives of high school boys and girls, then it is the responsibility of the school to see that the needed information is obtainable in a sensible and reliable way. The data in Table LXXXVI show that 83.1 per cent of the high school seniors studied desired to know more about sex. The response given to this question

TABLE LXXXVI

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
DID OR DID NOT WISH TO KNOW MORE ABOUT SEX

Classification	Total	Responses			
		Would like to know more		Would not like to know more	
		Number	Per cent	Number	Per cent
Below average	322	272	84.5	50	15.5
Above average	312	255	81.7	57	18.3
Town	409	325	79.5	84	20.5
Country	225	202	89.8	23	10.2
Male	312	261	83.7	51	16.3
Female	322	266	82.6	56	17.4
Robinson	102	83	81.4	19	18.6
Sullivan	104	83	79.8	21	20.2
Lawrenceville	118	103	83.3	15	16.7
Paris	141	119	84.4	22	15.6
Garfield	77	59	76.6	18	23.4
Clinton	92	80	87.0	12	13.0
Total	634	527	83.1	107	16.9

by the students in the various groups was fairly uniform except in the comparison between the town-country group, in which case 10.3 per cent more country than town students indicated a desire to know more about sex. There was only a difference of 10.3 per cent between the two schools at the extremes of the list, which is a fairly close degree of correlation on a question of this kind.

Where students learned most of what they knew about sex. Since the school is probably the most important source of information for boys and girls of high school age, it should be particularly interested in the influence that other individuals and institutions are having on the lives of those boys and girls. Table LXXXVII shows that 32.7 per cent of the high school students studied learned most of what they knew about sex from older boys and girls. It is also indicated that 26.2 per cent of the students got their information on problems that are a source of perplexity to the child.

TABLE LXXXVII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO
INDICATED WHERE THEY HAD LEARNED MOST OF
WHAT THEY KNEW ABOUT SEX

Source of knowledge	Responses					
	Total		Male		Female	
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent
From older boys and girls	272	32.7	169	41.7	103	24.0
From mother	219	26.2	31	7.7	188	43.6
From books	167	20.0	75	18.5	92	21.4
From father	73	8.7	65	16.0	8	1.9
From lectures	68	8.1	40	9.9	28	6.5
From teachers	36	4.3	25	6.2	11	2.6
Totals	835	100.0	405	100.0	430	100.0

Still more noticeable is the fact that only 4.3 per cent of the students indicated that they learned most of what they knew about sex from their teachers. This would seem to prove that the school is doing very little about the problem of sex education.

Where students would go for advice on problems of sex if they needed it. The question of a source of reliable information on problems of sex for high school students is important to the school. Table LXXXVIII shows that 40.2 per cent of the high school students studied would go to their mothers for advice on such problems if they needed it. The second greatest number, 22.1 per cent, would go to the doctor, and the next greatest number, 17.5 per cent, would go to their fathers. This would indicate that the parent in the home is the most logical source of needed sex information for the student in so far as his own range of reasoning is concerned. From answers given to other questions in this study, however, it may be concluded that the bond of understanding between parent and child is not close enough to permit a free and open discussion of the serious problems of youth between them, and that the child is living in many cases, in a state of troublesome doubt, or is going to some unreliable source of information for the answer to his questions.

TABLE LXXXVIII

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS WHO INDICATED WHERE THEY WOULD GO FOR ADVICE ON SEX PROBLEMS IF THEY NEEDED IT

Sources of advice	Number	Per cent
From mother	232	40.2
From doctor	127	22.1
From father	101	17.5
Don't know	26	4.5
A friend	24	4.2
From older boys and girls	16	2.8
From sister	12	2.1
From teacher	11	1.9
From books	9	1.6
From minister	6	1.0
All other sources	12	2.1
Totals	576	100.0

Students who did or did not discuss their sex problems with their parents. It has been taken for granted in the past that the parent should and would counsel with the child about problems of sex. Table LXXXIX shows that 60.5 per cent of the high school seniors studied did not discuss problems of sex with their parents. The widest variance in the group divisions on this question is in the male-female classification. The data show that 50.2 per cent of the girls discussed sex problems with their parents, while only 28.9 per cent of the boys answered this question in the affirmative.

TABLE LXXXIX

NUMBER AND PERCENTAGE OF HIGH SCHOOL SENIORS
WHO DID OR DID NOT DISCUSS THEIR SEX
PROBLEMS WITH THEIR PARENTS

Classification	Total	Responses			
		Do discuss sex		Do not discuss sex	
		Number	Per cent	Number	Per cent
Below average	325	124	38.2	201	61.8
Above average	308	126	40.9	182	59.1
Town	407	166	40.8	241	59.2
Country	226	84	37.2	142	62.8
Male	318	92	28.9	226	71.1
Female	315	158	50.2	157	48.8
Robinson	98	26	26.5	72	73.5
Sullivan	101	45	44.6	56	55.4
Lawrenceville	117	38	32.5	79	67.5
Paris	151	60	39.7	91	60.3
Garfield	79	39	49.4	40	50.6
Clinton	87	42	48.3	45	51.7
Total	633	250	39.5	383	60.5

There is also a wide degree of variation indicated between schools on this question. The school showing the largest number of students who discussed their sex problems with their parents, having 49.4 per cent who answered in the affirmative, and the school which had the smallest number answering thus, having only 26.5 per cent stating that they did discuss their sex problems with their parents. The

difference between the two schools at the extremes of the list on this question was 23.9 per cent.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

Various interpretations may be placed on the recorded reactions of any group of students to any given situation or to any given question. The findings of this study may be interpreted differently by different authorities in the educational field, yet the facts should point to certain definite inclinations which should be helpful in formulating a better understanding of the influence of certain institutions and agencies on the life of the student. The following points are brought to the attention of the reader with the idea in mind that they might be helpful in evaluating the job that the school and the teacher are doing, or could do, in guiding the student into the classes, activities, and social situations that will be of most value to him in making the most of his talents and opportunities.

Age of students. The median age of the entire group was 18.5 years. Of the six hundred seventy-eight students giving their age only two were in the lowest age group which was sixteen years while there were seven in the oldest age group which was twenty-one years. The fact that there were

more pupils in the older age groups than in the younger age groups indicates that there were more pupils retarded than were advanced ahead of their age group. This fact shows that these students should have fairly certain ideas about their aims and goals in life, since they are as old or older than might be expected.

Grades of students. The comparative percentages of the grades in no respect conform to those of the probability curve. The A group is high and the F group is low in number.

The fact that the senior class has become a more or less select group may be sighted as a possible reason for finding the A group high in number and the F group low. Then, too, seniors have acclimated themselves in their school. There may be an unwritten law that seniors are to be given a passing grade in order that they may graduate with their class.

The results show that 62.2 per cent of the students did not believe the grades they made last grading period were a true measure of their ability. The percentage for the below-average group is 73.8 while that for the above-average group is 49.7. The belief that the grades were not a true measure of ability seems to show that the high school is not drawing out and developing the ability and capacity of the students. The reason given by 45.9 per cent of the

students was the fact that they did not study hard enough. This fact is an indictment of either the teacher or the subject, or both. The teacher plays an important part in the guidance of study habits.

Although the students admitted not studying hard enough, there was a subtle implication that the teacher was responsible in this matter.

Preparation of lessons. The percentage variance between male and female pupils was 31.9 per cent with 54.2 per cent of the boys and 22.3 per cent of the girls who did not prepare any of their lessons at home. The fact that the girls prepared more lessons at home than the boys may account for the better grades made by the girls. The percentage variance between the highest and lowest ranking schools was 40.4 per cent. This variance was partly due to external factors predominating in local schools or communities.

The greatest number of pupils spent forty-five minutes preparing each lesson. This fact may indicate that the length of periods most common in the schools was forty-five minutes. There were more who spent less than forty-five minutes in preparing a lesson than there were who spent more than forty-five minutes. The girls spent more time than did the boys. Likewise, the girls made better grades than did the boys. The comparative figures in the below-average and

in the above-average groups are very nearly the same under all the time measures given.

Seven out of ten of the pupils had a definite study plan. The school which ranked highest in the number of lessons prepared at home, the number of minutes spent in preparation, and in grades made last grading period had the greatest number of students who did not have a definite study plan. It seems that having a definite study plan does not necessarily mean that good grades will result or that the lack of a study plan would mean that the grades would be poor.

The answers show that 82.5 per cent of all high school seniors have learned how to study. There was no significant difference in the answers given by the different groups except in the case of one school in which 31.3 per cent of the students had not yet learned how to study. In this school, 50 per cent had learned how to study in high school, but the school was 21.8 per cent below the average of all the schools in the number who had learned how to study in grade school.

The fact that the percentage of answers given in each group, for each school period, checked so closely is evidence that, to the best of their knowledge, the students were answering honestly and correctly.

Student-teacher relationship. The below-average pupils, the boys, and the country pupils consulted with their teachers less frequently than did the above-average pupils, the girls, and the town pupils. Four schools showed a very close percentage of seniors who did not consult with their teachers. The two other schools showed a variance of about 10 per cent, in one case below and in the other above the average of the other schools. A total of 51 per cent did not consult with their teachers on school problems. If the school through the teacher is going to help the pupil, both in and out of school, there must be a stronger bond of understanding and confidence between them.

A total of 82.1 per cent of the pupils believed that their teachers were willing to help them with their school work. Below-average pupils, boys, and country pupils thought that their teachers were less willing to help. It is possible that the below-average student thinks the teachers unwilling to help him because of the very fact that he does not exercise sufficient initiative in seeking and accepting the teacher's help.

The results show that 86.3 per cent of the seniors were helped by conferences with their teachers and 13.7 per cent were not helped. The school which had the largest percentage of students going to teachers for help had the lowest percentage of students who profited by the conferences, while

the school having the smallest percentage of its students going to the teachers for help had the largest percentage of students who had profited from the conferences.

A total of 81.3 per cent of the students felt free to go to their teachers for help. The reason given by 41 per cent of the students was that the teachers were willing. Most of the other students went to the teachers for help because "that was what the teachers were there for." If students do or do not feel free to go to their teachers it is important that the cause for such a feeling be known. The data seem to indicate a lack of confidence and understanding between teacher and pupil.

It is shown that 81.0 per cent of the students believed that the teachers did grade fairly and 19.0 per cent believed that they did not grade fairly.

Men teachers versus women teachers. The boys showed a decided preference for men teachers while the girls indicated a preference for women teachers. The school in which the greatest preference for men teachers was shown had 67.6 per cent of the pupils who preferred men and 20.6 per cent who preferred women, while 11.8 per cent had no preference. The school at the other extreme showed 35 per cent of the pupils preferring men teachers, 43.8 per cent women, and 21.2 per cent indicating no preference. The totals for all the groups

showed 50.5 per cent of the students preferring men teachers, 34.6 per cent preferring women, and 14.9 per cent indicating that they had no preference.

Men were considered better teachers by 18.1 per cent of the students while only 4.1 per cent of them thought that women were better teachers. The data seem to indicate that high school pupils prefer men teachers rather than women, but the significant point is the fact that so many pupils gave answers that deal with personality rather than ability as a teacher. The question of student preference for men or women teachers is important only in its relationship to the entire educational program.

Health guidance. Only 59.3 per cent of the pupils had been given a thorough physical examination. The country group had the largest percentage, 49.3 per cent, without such examination. The male group had the highest percentage of pupils who had been examined--67.4 per cent. It is possible that a larger percentage of boys than girls had had a thorough physical examination, since the state high school athletic association requires such examinations for the boys' athletic contests.

Of the group of pupils studied, 13.6 per cent did drink alcoholic drinks. Almost two times as many below-average pupils drank as did above-average pupils. A few more

town pupils than country pupils drank. The variance in schools was greater than between groups, the range being from the lowest percentage, which was 4.9 per cent, to the highest, which was 23.0 per cent. The schools which had the highest percentage who drank were in towns that have a basic industry that was not affected materially by the economic depression.

The data show that 27.5 per cent of the pupils smoked. The below-average group had a much higher percentage than did the above-average group. It seems that external influences are at work helping to mold the habits of boys and girls.

Guidance in choosing leaders. Above-average students held 72.3 per cent of the positions of leadership within the school, while below-average students held only 27.7 per cent of the positions of leadership.

Of the pupils studied, 78.7 per cent voted for the candidate they thought to be the best qualified; 10.2 per cent were influenced by class loyalty; and 10.0 per cent voted for the most popular. The ability to lead, although in some respects a natural characteristic, must be cultivated and developed through practice. It may be true that leadership and the ability to make good grades are kindred qualities.

Recreational guidance. High school senior boys were

more interested in the physical part of the extra-curricular program than they were in the social and civic. The team games led the list with 33.3 per cent of the boys participating. The Future Farmers Club led the list in the activities that were outside the realm of sports, with 17.4 per cent participating.

The girls participated more in the activities that might be classified as social or esthetic. The Blue-Tri organization ranked first in number of girls with 36.5 per cent participating. The Boosters' Club came next with 35.9 per cent.

The out-of-school activities listed are in most cases wholesome and worthwhile if engaged in at the proper time, in the proper way, and with the right degree of moderation. The activities engaged in to a more or less equal degree by both boys and girls were swimming, hiking, and tennis.

It is commendable that so many of the points listed are wholesome outdoor activities that can and should carry over into the adult life of the individual, and in a measure aid in solving the problem of leisure time.

Moral guidance. A total of 47.6 per cent of the pupils believed that the moral standards of their fellow pupils were low. More above-average pupils believed their fellow pupils to have high moral standards than did the

below-average pupils, the percentage difference between the two groups being 7.6 per cent. The school ranking at the top in the belief that its pupils had low moral standards was 21.3 per cent above the average for all the schools, and the school at the bottom of the list was 10.6 per cent below the average.

The data show that 68.2 per cent of the high school students had learned most about right ways of living at home, 18.0 per cent at Sunday School, and 5.2 per cent at church.

The pull of the crowd was believed by 40.2 per cent to have the greatest influence on the moral standards of youth. The home was listed second in importance of influence with 13.0 per cent, and the movies next with 11.1 per cent. The church is lowest in the list with 3.1 per cent, and the school is not listed at all.

The above-average students were more honest with their teachers than those below average. The percentage of boys who were dishonest with their teachers was 43.5 and of the girls, 29.7. The lowest ranking school had a percentage of 19.8 who were dishonest while the highest ranking school had 49.2. The school with the highest degree of honesty was located in one of the better residential districts that had a functioning guidance program. Very few pupils were dishonest with teachers who trusted them.

The percentage of pupils who cheated in high school

was 70.8 per cent. The range of variance between male and female groups was 8.7 per cent, while that between schools was 26.3 per cent. In all cases the greatest range of variance was between schools rather than between groups.

Only three pupils of the six hundred sixty-two cheated regularly. All of the three were of the below-average group and all were boys.

The data show that 39.4 per cent of the pupils believed that less than 50 per cent of their fellow pupils cheated while 60.6 per cent believed that more than 50 per cent cheated.

The reason, "they are lazy," was listed by 37.6 per cent of the pupils as a cause for cheating. The answer, "teachers place too much importance on test grades," was listed by 25.7 per cent.

Only 5 per cent of the pupils would tell on a fellow pupil whom they saw break one of the school laws. The difference between the town-country classification was 5.1 per cent, with the country pupils having the greater number who would tell. The high degree of loyalty among the pupils was greater than their sense of responsibility.

A total of 52.9 per cent of the seniors would not tell on a fellow pupil if some one should ask them. The percentage difference between the town and country groups was 7.5 per cent,

with the country group showing a greater sense of responsibility in the matter. The difference between the highest and lowest ranking schools was 22.2 per cent.

The reason, "it is none of my business," was given by 25.1 per cent of the seniors for not telling on a fellow pupil. Only 11.2 per cent showed a responsibility to the school in this matter. "I am not a tattler" was given as a reason by 14.0 per cent.

Religious guidance. The data show that 37.0 per cent of the pupils were not members of any church and that 8.3 per cent more above-average pupils were church members than were those in the below-average group. Only 2.0 per cent more town pupils were church members than were country pupils. A percentage of 7.4 more girls than boys belonged to some church. There was a percentage of 22.4 between the high and the low school.

Only 14.3 per cent of the high school seniors talked over their personal problems with church leaders. The percentage of pupils who attended church regularly was 31.0; 60 per cent attended sometimes; 9 per cent did not attend at all; 9.2 per cent more above-average than below average pupils attended church regularly; more country pupils attended than town pupils; and more girls attended than boys.

The difference between the highest and lowest ranking

schools was 17.8 per cent. It is shown that 40 per cent of the pupils attended Sunday School regularly.

Only 2.4 per cent of the pupils read the Bible daily, 74.8 per cent read it occasionally, and 22.8 per cent never read it. However, 88.5 per cent indicated that they would like to know more about religion. One school had only 76.3 per cent who wanted to know more about religion.

Civic guidance. The data show that 29.1 per cent of the students considered success as their supreme ambition in life. To have a happy home and family was listed next with 19.1 per cent, and economic security was third with 16.5 per cent. Practically all the students gave as their supreme ambition in life some goal that could be reached.

Honesty was given by 11.4 per cent as the most important thing in life, happiness by 10.0 per cent, and how you live by 9.2 per cent.

Peace was given by 20.1 per cent as the world's greatest need today; religion was given by 17.3 per cent; and jobs for the unemployed by 11.5 per cent.

Guidance in the use of leisure time. The data show that 32.9 per cent of the students spent their leisure time in reading and 9.4 per cent in radioing. More girls than boys engaged in educational and social activities while more boys than girls participated in physical activities. Most of

the activities mentioned are good if engaged in at the proper time, in the proper way, and to the proper degree of moderation.

Life magazine was enjoyed most by 10.2 per cent of the pupils; Reader's Digest by 8.4 per cent; Colliers by 6.4 per cent; and Good Housekeeping by 6.4 per cent. There was a marked preference for the picture magazines--Life, Look, and Time. The influence of the school is indicated by the percentage of students who enjoyed reading the Reader's Digest most, as this magazine is used and recommended by most high schools.

The high school students spent on the average of 1.7 nights per week at the movies. The largest number in any one group, 45.1 per cent, spent one night a week at the movies, while 31.2 per cent spent two nights a week, and 13.9 per cent spent three nights a week. The fact that the student spends approximately the same amount of time attending the movies each week as he spends in a regular class in school in the same period of time is evidence that this particular influencing agency is playing an important part in his education.

The data show that 24.3 per cent of the pupils liked historical movies best; next in order were comedies with 12.7 per cent; and movies of adventure were third with 11.0 per cent. Only 1.3 per cent liked gangster movies best.

A total of 39.2 per cent of the students thought that Gone with the Wind was the best movie they ever saw. Other pictures were mentioned so infrequently that they are not important in this study except to show that only in the case of some outstanding production do we have a movie that makes a profound impression on a large percentage of the students who see it.

The answers indicated that 20.8 per cent of the pupils were impressed most by a general condition or situation that continued throughout the play; 13.6 per cent said the acting was most important; and 11.9 per cent said the scenic beauty. Other points given but mentioned less frequently dealt with individuals or incidents that had some bearing on social or economic conditions that affected the people at large or some particular creed or class. High school students attend the movies primarily for entertainment and carry away with them principally those impressions which contribute most to that entertainment.

The high school senior spends on the average of 103.3 minutes each day listening to the radio. A total of 21.4 per cent of the students listened to the radio one hour per day and 23.6 per cent spent three hours or more each day listening to the radio. The radio programs liked best are designed primarily to entertain.

The largest number of students, 16.7 per cent, liked

Jack Benny's program best, 14.4 liked Kay Kiser's, and 5.1 liked Bob Hope's. Only .4 per cent of the girls liked Charlie McCarthy best while 7.9 per cent of the boys liked it best

The data show that 32.5 per cent of the students thought Gone with the Wind the best book they ever read while only 3.1 per cent thought the Bible the best ever read, which was second choice.

Fiction was enjoyed best by 26.3 per cent of the students and 16.4 per cent enjoyed novels and books of adventure best. The kinds of books that high school students read and like best may serve as an indication of the ideas and ideals that they are obtaining from their reading. The fact that the first-choice book ranked so high in popularity and that there was such a wide range of opinion on other books is important in that it discloses a need for guidance in reading that the school could and should supply. The most important conclusion, apparently, is that most of the reading done by these students was done simply for entertainment and that any idealistic values which came from such reading was purely incidental.

A card from the public library was held by 76.1 per cent of the pupils. The data show that 86.0 per cent of the town students had a card while only 57.9 per cent of the country students had one, a difference of 28.1 per cent. More above-average than below-average students had a card.

The students spent on the average of 3.33 evenings each week away from home and 43.5 per cent spent four or more evenings away from home each week. The fact that the students spend so much time away from the home permits the school to know how small an influence the home and family can have in conditioning the thoughts and actions of the student.

Guidance in home life. The data show that 62.8 per cent of the students believed that their home life was not as happy and agreeable as they would liked for it to have been. The facts show that 3.1 per cent more below-average than above-average students thought that their home life was happy and agreeable. More country than town students indicated that their home life was happy and agreeable, the difference in answers given being 3.5 per cent. The fact that there was such a small percentage difference in the answers given by the boys and the girls, 1.0 per cent, indicates that the question is one that concerns the individual rather than any one particular group. The variation of school percentages ranges from 42.7 to 75.4, a difference of 27.9 per cent. This fact would indicate that local conditions in the community affect the attitude of the student toward his home life.

The companionship of their mother was enjoyed by 96.3

per cent of the high school students. Generally speaking, among all groups in all schools the relationship between mother and student was friendly and inspiring. This fact indicates that the school could seek help from the mother in a joint effort to solve some of the problems that present themselves in the school life of the student.

Although the students enjoyed the companionship of their mothers, only 64.7 per cent discussed their personal problems with them. A total of 73.3 per cent of the girls discussed such problems with the mothers, while only 52.9 per cent of the boys did. A total of 35.3 per cent of all the students did not discuss their personal problems with their mothers. This fact presents to the school the necessity of finding where these students do go to discuss their problems.

The father's companionship was enjoyed by 91.9 per cent of the seniors. Only 2.9 per cent more boys than girls said that they enjoyed such companionship.

The data show that 64.7 per cent of the students said that they discussed their personal problems with their mother, while only 31.2 per cent of the same students discussed their personal problems with their father. It is significant that 17.0 per cent more boys than girls talk over their intimate personal problems with their father.

The percentage of mothers who worked outside the home

is 16.1 per cent. This factor is important in the educational life of the child.

The data show that 24.6 per cent of the students lived in broken homes. The principal factor responsible for this condition was the death of the father, next was divorce or separation, and the third was the death of the mother.

The total of 81.8 per cent of the students worried about conditions in their homes. The data show that 6.0 per cent more above-average than below-average students, and 7.9 per cent more girls than boys worried about these conditions.

The students indicated that 23.5 per cent disagreed with their parents most about being out late at night, 15.0 per cent on getting the car, 13.5 per cent on the grades they made in school, and 11.6 per cent on money to spend. Other points of disagreement were similar in nature to those listed here.

Financial guidance. The average amount of money spent for amusement each week by the students was one dollar and nine cents; by the boys, one dollar and forty cents; and by the girls, seventy-four cents.

Money had been earned during the past year by 68.3 per cent of the students. The comparative percentages between boys and girls show that 80.7 per cent of the boys and 56.1 per cent of the girls had earned money. The total

amount earned by 336 boys was \$35,227. Of the total number of boys only 271 had earned money, so the average for the group was \$130. The total amount earned by the girls was \$7,875 which made an average of \$40.44 per girl.

The amount of money earned by high school seniors is not so important as is the point of how the money was earned. The average amount earned per student during the past year was \$93.10.

The data show that 46.4 per cent of the seniors worked for their spending money, 14.1 per cent had an allowance, and 39.5 per cent asked their parents for it. The fact that 10.4 per cent more of the above-average students worked for their spending money than did the below-average students is an indication that ambition and industriousness play an important part in the proposition of making good grades.

The data show that 77.6 per cent of the students who had an allowance received additional money from the parent if they needed it, after the regular allowance had been spent.

Educational guidance. A balanced high school program should emphasize moral and social values as well as educational facts. Only 41.6 per cent of the pupils thought that information is the major purpose of the school. Honesty was checked by 35.2 per cent of the pupils and 23.2 per cent thought that good grades were stressed most.

A total of 47.8 per cent of the seniors did not plan to go to college; 50.3 per cent planned to go to college; and 1.9 per cent were uncertain about going. Of those who did plan to go 40.3 per cent were in the below-average group and 60.7 per cent were in the above-average group.

The data show that 84.1 per cent of the students who planned to go to college had already selected the college. A total of 85.0 per cent of the students consulted their parents about going to college, while only 43.1 per cent talked the matter over with their teachers, 16.2 per cent with the high school principal, and 69.3 per cent with some one other than parent or teacher. The data show that at least 50 per cent of the students did not talk over the possibility or advisability of going to college with anyone connected with the high school they were attending.

Vocational guidance. The data show that 74.2 per cent of the seniors had chosen the occupation that they expected to work at in making a living. The above-average student indicated more certainty on this matter than did the below-average, and the boys were less certain about their choice than were the girls. There was a difference of 13.3 per cent between the high and the low town on this question. The important fact brought out is that most students have determined upon what they intend to do for a living when they enter high school or while they are in high school.

Of the senior boys, 17.7 per cent selected the same occupation at which their father worked. This fact is important because it indicates that 82.3 per cent of the boys are choosing a vocation with which they have not been able to become familiar through paternal advice and instruction. This fact places a responsibility on the school.

The data show that 65.1 per cent of the students did consider the occupation of their choice when they planned their high school course. It is particularly significant that only 55.3 per cent of the below-average students considered their choice at that time, and that only 56.3 per cent of the boys did likewise.

A total of 50.3 per cent of the seniors changed their minds about the occupation of their choice after they entered high school; 54.9 per cent of the below-average students changed; and only 46.1 per cent of the above-average group changed. The greatest variance between groups was in the case of the boys and girls. The boys were more uncertain than the girls, with 51.2 per cent of them who had changed their minds while 45.9 per cent of the girls changed their minds. There was a very slight variance in the figures for the different schools on this matter.

The median age at which boys made the choice of an occupation was 15.2 years, and the median age for girls was 14.2 years. The important point here is that students are

making their choice while under the supervision of the high school.

The facts show that 90.2 per cent of the high school seniors talked this matter over with their parents, but less than half of them went to any school official or teacher for advice. Since only 12.3 per cent of the students said that they had talked this problem over with their high school advisor, it is evident that very little is being done in the schools studied about vocational guidance. And since only 18.1 per cent said that they had discussed the problem with the principal, it is apparent that the schools have made no provision for the students at large to seek and obtain advice on this subject within the school.

Guidance in girl-boy relationship. The data show that 69.5 per cent of the seniors did not approve of girls asking boys for dates. The most significant point is the fact that 45.1 per cent of the boys indicated that girls should ask boys for dates while only 17.0 per cent of the girls expressed this opinion. In the case of individual schools there was a wide variance, with the school located in the largest town having the greatest number of students who thought that girls should ask boys for dates.

The responses show that 33.0 per cent of the high school senior boys indicated that faithfulness was the most desirable quality in the girl they would be willing to marry;

understanding was next with 18.0 per cent; and purity was third with 17.7 per cent.

Of the girls, 24.9 per cent indicated that the one quality most to be desired in the man they would be willing to marry was faithfulness; honesty was next with 20.7 per cent; and trustworthiness was third with 19.1 per cent. It is important to notice that both boys and girls placed faithfulness first and that understanding ranked near the top with both.

Guidance in sex education. The data show that 42.3 per cent of the high school seniors indicated that they did worry about sex problems. The comparative group figures are nearly the same except in the case of the town-country group which shows 10.3 per cent more country than town students who worried about sex. There is a large degree of difference shown in the answers given by the students in the various schools, the highest school having 52.3 per cent who worried about sex problems and the lowest school having 32.0 per cent, a difference of 20.3 per cent. If the student does worry about sex, it is probably because he knows too little about it or because what he does know is erroneous.

More knowledge about sex was desired by 83.1 per cent of the seniors. The response given in the various groups was fairly uniform except in the comparison between the town-country group, in which case 10.3 per cent more country than

town students wanted to know more about sex. There was a difference of only 10.3 per cent between the two schools at the extremes of the list, which is a fairly close degree of correlation on a question of this kind.

The knowledge about sex that 32.7 per cent of the seniors received came from older boys and girls. Only 4.3 per cent of the students learned most of what they knew about sex from their teachers. This would seem to prove that the school is doing very little about the problem of sex education.

The mothers would have been consulted about sex problems by 40.2 per cent of the students; 22.1 per cent would go to the doctor; and 17.5 per cent would go to their fathers. This fact indicates that the parent in the home is the most logical source of needed sex information for the student in so far as his own range of reasoning is concerned. From answers given to other questions in this study, however, it may be concluded that the bond of understanding between parent and child is not close enough to permit a free and open discussion of the serious problems of youth between them, and that the child is living in many cases in a state of troublesome doubt, or is going to some unreliable source of information for the answer to his questions.

The data show that 60.5 per cent of the high school seniors did not discuss problems of sex with their parents.

The widest variance in the group divisions is in the male-female classification. The data show that 50.2 per cent of the girls discussed sex problems with their parents, while only 28.9 per cent of the boys did the same. The difference between the two schools at the extremes of the list on this question was 23.9 per cent. The school ranking highest on this point had 49.4 per cent of the students who discussed problems with their parents, while the school ranking lowest had only 26.5 per cent.

General and final conclusion. The general and final conclusion reached from a careful study of the data set forth in this work is that the high school must prepare to function in the complete education of the child, or must be relegated to the old order when the sole responsibility of the school was the teaching of purely academic subject matter.

II. RECOMMENDATIONS

Age of students. The high school which finds that seniors have not formed correct patterns of thought and conduct suitable for their age level is responsible for adjusting its action to meet the situation.

Grades of students. The method of grading students needs improvement. The high school should plan its program in such a way as to draw out and develop all the ability and

capacity that is potentially at its command. The below-average student especially needs guidance; subject matter and methods should be adapted to his needs. The above-average student, too, needs guidance in study habits and in preparing to take his place as a leader. In fact, all students need to be taught the correct habits of study, thought, and action.

Show the student the value of a high school education, now more than ever before; show him the value of the subject matter; help him to prepare for worthy membership in the social order; make the subject matter interesting and the presentation effective; then there will be only a lazy few whose grades will be lower than their ability warrants.

Preparation of lessons. It is recommended that the school be responsible for counseling with the students who need to do home work in order to improve the amount and quality of work done. Such work is not necessary for all pupils. The boys need special guidance along this line. Adequate school time should be provided for study, and proper supervision should be exercised so that the time will be used to the best advantage.

The students should have guidance in estimating the amount of time needed for each lesson, in determining the lessons that can be best prepared at school, in making a plan

of attack on the lesson, and in the ability to concentrate until the task is completed. Then, too, the student needs encouragement in many cases in preparing himself to take part in the activities of the recitation when the time comes, in terms of the needs of the recitation.

The high school teacher need not assume that teaching how to study is limited to the elementary or junior high school. This skill is a continuous process that must be kept alive and developed in terms of the pupil's advanced needs and greater maturity.

Student-teacher relationship. It is recommended that the teachers make a special study of each student to see in what way the student-teacher relationship may be improved. Do not wait for the student to take the initiative; the teacher has had enough experience to initiate a closer relationship that is necessary. Much efficient work along this line can be done by the homeroom teacher who has a splendid opportunity to get acquainted with the pupils, to help them to get acquainted with their other teachers, and to help the other teachers to get acquainted with them. The homeroom teacher knows facts about her children that the other teachers may not know. Teachers may profit from the fact that children are quick to detect insincerity.

Men teachers versus women teachers. Regardless of the fact that students do prefer men teachers, it is advisable to try to employ more men teachers as soon as it is possible. Then, too, men teachers have a good effect on the boys. The business of teaching should be made sufficiently attractive to men as a life work in order to draw more of them into the profession.

Health guidance. More attention should be given to the physical examinations for the girls and for the country pupils, since they are the minority groups. The below-average groups should have special attention in guidance in regard to smoking and drinking, since these groups had a larger percentage indulging than had the above-average groups.

Guidance in choosing leaders. Although facts recorded from the data are commendable, the point still remains that the school should seek to replace the sense of personal like or dislike, in choosing a leader, with a sense of moral and civic responsibility.

Recreational guidance. The facts revealed in this study indicate that more boys should be touched and that particular attention should be given to promoting the activities that have more of a social significance; and that the school should make an effort to widen the scope of influence

of the extra-curricular activities program, so that more girls may participate and so that the social and physical side of the girl may be developed equally with the mental.

Moral guidance. Every high school should have a functioning guidance program in which the teacher learns to the fullest extent the moral standards of youth not only from an idealistic point of view, but from a practical every-day point of view. An improved pupil-teacher relationship is necessary. This relationship involves the matter of honesty and fairness on the part of the teacher and the establishment of a feeling of trust. An improved home-school relationship should be established to bridge the gap between the teachings of the two institutions. The school should learn the reasons and conditions that cause cheating and correct them.

The pupil should not only be allowed to help make the rules of the school, but he should have the added responsibility of helping to enforce them. This may be done by having the boys and girls serve on various patrols in the building and on the grounds under the supervision of a teacher and by having a citizenship meeting at certain intervals to take care of planning and of bringing irresponsible children to have a sense of responsibility.

Religious guidance. The school should give definite and planned opportunities for the pupils to come in contact

with the Bible and religious teaching. It is assumed that every homeroom has a Bible in its own library. In addition there should be a number of books that tell the Bible stories in an understandable and interesting manner. The high school curriculum should include a course in Bible study.

Civic guidance. Again, the functioning of a guidance program is necessary. It is recommended that the homeroom teacher consider herself important as the connecting link between the pupil and the outside world. The teacher of social studies has the duty of helping the pupils to recognize and understand the worthy world needs and to help those pupils to be ready to take their places in the society of tomorrow.

Guidance in the use of leisure time. It is recommended that the school encourage the boys to engage in more educational and social activities and the girls to engage in more physical activities in order to get a better balance than that indicated by the data in this study.

The guidance program in the high school should see that the students have access to good reading material and in addition to this that they have the proper instruction in how and what to read.

The school should make use of the natural wholesome likes of students for movies in presenting the truths and ideals that are necessary in the development of a good citizen.

The homeroom and classroom teachers have a splendid opportunity to make use of the current photoplays in the school work. Every school should have a moving picture machine and should show films at the school a number of times each year.

The school should measure the influence of radio on the student and should attempt to evaluate it in its comparative importance in the general educational program. Educational influence should tend toward a balance between radio and movies for entertainment and for education.

The school needs to develop the habit on the part of the students of reading more good books rather than just the current best sellers. It is recommended, too, that the pupils be encouraged to select a balanced variety of magazines rather than spending the most of their time with the picture magazines.

The school should encourage reading as a broadening agency in the educational growth of the student and should attempt to develop in him a like for values in reading as well as a like for that which entertains.

The schools located far from free public libraries may build up a school library so that materials will be at hand for the children, or build up room libraries. The latter is desirable even if a public library is accessible. Integration of social studies, science, and literature will

encourage reading of suitable and varied materials.

Since the influence of the home is not as great as might be desired, the school guidance program should encourage the choice of suitable leisure time activities.

The school must keep in mind, in this phase of the school program, as well as in the regular subjects of the curriculum, that education is a preparation for life and that ordinarily most of life is lived after graduation from high school. The school in recognition of this fact should practice and teach the importance of balance in connection with the leisure time and recreational activities of the student, so that the activity becomes in the thinking of the student, not merely a means of passing an idle hour, but part of a general building program which will continue to function in his adult life.

Guidance in home life. Since the most of the boys and girls enjoy the companionship of their parents, the school should seek the help of those parents in solving problems that present themselves in the school life of the student. It seems that the mother would have more influence than the father in helping to solve the problem. Contacting the home in regard to problems might improve the situation there in regard to the talking over of personal problems. It is quite probable, too, that the parents need some education in understanding their children.

The fact that a great number of mothers work outside the home is an important factor in the educational life of the child; and the school should take it into account in planning its program, so that the child can, in a measure, regain through school experiences that training in thought and conduct which he loses through the fact that his mother works outside the home.

The school must include in its guidance program training and activities that will supply in the lives of students from broken homes the social and moral training which they have been deprived of through the breaking up of the natural home relationship. The teachers should learn as much about their pupils as soon as possible in order to relieve the pressure caused by worry about home problems and by the disagreement of parents and children. The school through guidance and counseling should attempt to impress upon the student his responsibility in maintaining a wholesome family relationship, and when there is not such a relationship in his home life, should help to alleviate the source of conflict.

Financial guidance. It is recommended that the school plan for the mathematics teacher or the homeroom teacher to plan with the children a method for them to work out a budget. The need for the purchase of defense stamps at the present

time might motivate the activities along this line. The counselor must show the student that a wise use of money, even for amusement, will not only help him to establish balance in his school and social life, but will also lay a foundation for success in the adult world he is to live in tomorrow.

The school, also, must take note of special cases where the student is devoting considerable time to outside work, so that the standard of work done in school by this student does not become such that it affects the standards for the entire class.

Educational guidance. Teachers, not only in theory but in practice, should emphasize the fact that the grade is not an end within itself but is only a very inaccurate measure of the means to an end.

The guidance program of the school must study the student and have available all information about the colleges that would fit his needs. There should be enough time spent in discussing the merits of the various colleges in terms of the needs of the students. The school should initiate the discussions if the student does not do so.

Vocational guidance. The school should offer every possible aid in helping students make the right decision about their future occupation and after the decision is made

should guide them into the courses that will help them to succeed in the occupation of their choice.

The school must accept the responsibility of guiding the 82.3 per cent of the boys who are choosing a vocation that is different from that of the father. More work should be done in coördinating the school course with the occupational choice of the student.

The high school through its vocational courses should offer opportunities for the student who does not plan to go to college, so that he can learn to fill a place in the industrial world. This may be done by permitting him to participate in a program which provides work situations that will teach him skills and which will familiarize him with work conditions as he will find them later on as he works at his job.

The goal of vocational guidance should be one that touches every student as an individual and endeavors to place him in that walk of vocational life which he is best fitted for, to the end that he may do his job cheerfully and well because it is what he likes to do and what he can do best.

Guidance in girl-boy relationship. There is much work to be done by the school in establishing a wholesome code of ethical procedure among the students in the matter of dating.

The high school should attempt to build a standard of ideals from qualities deemed important by members of the opposite sex and should encourage boys and girls to try to regulate their lives according to those ideals, to the end that marriage might be a happy and an enduring institution.

Guidance in sex education. The school could and should help with the problems about sex by providing simple, sane, sensible information on the subject which would dispell the doubts and uncertainty which cause the worry.

Conclusion. The guidance program should have the most serious thought and effort by the entire school staff. A well organized set-up is desirable, but does not assure excellent results. Any teacher can accomplish this fact by studying her children and by dealing with them as individuals.

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APPENDIX

THE QUESTIONNAIRE

A STUDY IN GUIDANCE

by

Haskell B. Osborn
Robinson High School
Robinson, Illinois

Study to be made under the supervision and direction
of a Graduate Committee of,

INDIANA STATE TEACHERS COLLEGE
Terre Haute, Indiana

Questionnaire to be given to all members of the senior
classes of the following schools.

Clinton High School, Clinton, Indiana
Garfield High School, Terre Haute, Indiana
Lawrenceville High School, Lawrenceville, Illinois
Paris High School, Paris, Illinois
Robinson High School, Robinson, Illinois
Sullivan High School, Sullivan, Indiana

Questionnaire consists of one hundred questions.

Time required for answering questions, approximately
forty-five minutes.

INSTRUCTIONS AND INFORMATION

Please read carefully

The purpose of this questionnaire is to determine the attitudes of high school students toward those agencies and influences which are primarily responsible for formulating patterns of thought and conduct.

Honesty and thoroughness on your part in answering the questions will make it possible for the author to draw conclusions, which, it is hoped, will be of value to those agencies and will affect the influences that are responsible for guiding and directing the young men and women of today into the channels of life which they are destined to follow.

Many of the questions may be answered by making a check mark in the parenthesis (✓) before the word Yes or No which in your opinion answers the question correctly.

Other questions require you to make a choice between a number of words or statements which apply to the questions asked. These may also be answered by placing a check mark in the parenthesis (✓) before the statement or word which you think best answers the question.

Still other questions must be answered by a short written statement. In answering these questions please give your own idea or belief. In no case should you try to anticipate the answer that you think the author might want you to give. Be perfectly honest in every answer given.

Your answer to a question may be such that it will make it unnecessary for you to answer one or more questions that follow. For example, if your answer to the question: do you plan to go to college? is no, then it would not be necessary for you to answer the question: what college do you plan to attend?

We are very anxious to have you answer every question, but if there are questions that you cannot answer, or if there are any questions that you do not wish to answer honestly, please leave them blank. However, as we do not ask you to sign your name to the questionnaire, and we have no way of knowing one paper from another, there is absolutely no reason why you should not be perfectly frank and honest in answering every question. No one except yourself can possibly know how you answer any question.

Your school will receive a copy of the findings of this study. Please cooperate to the best of your ability in answering all the questions so that the study will be complete.

1. When were you born?

Month _____ Day _____ Year _____

2. What is your sex?

() Male () Female

3. Do you live in the town or in the country?

() I live in town. () I live in the country.

4. What high school do you attend?

5. What departments, subjects and activities do you enjoy most in your high school experience?

Department _____

Subject _____

Activity _____

6. Give reasons for your answer to question five.

7. List the subjects you are taking in high school this semester and give the grade you made in each subject last grading period.

Subject	Grade
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8. Do you think the above grades are a true measure of your ability as a student?

Yes No

9. Give reason for your answer to the above question.

10. If you have not made good grades in high school what one thing is the greatest hinderance to your making better grades?

11. On an average how many lessons do you prepare at home each day?

One Two Three Four None

12. Do you have a definite study plan that you follow in preparing your lessons?

Yes No

13. When did you learn how to study?

In grade school
 In high school
 Have not yet learned

14. How much time do you generally spend in preparing each lesson?

Write name of subject

Time spent in preparation

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

15. Do you feel free to go to your teachers for help?

Yes No

16. Tell why you do, or do not feel free to go to your teachers for help.

17. Have you talked over your school problems with anyone on the high school staff?

Yes No

18. Have such conferences with the members of the teaching staff been helpful to you in solving your problems?

Yes No

19. In answering the following questions, please think of the teachers that you have work under, and answer for each teacher. Do not write teachers' names.

Do you think these teachers grade fairly?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Teacher number one
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Teacher number two
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Teacher number three
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Teacher number four

20. Are you honest with all of your teachers all the time?

Yes NO

21. Are you ever dishonest with a teacher who trusts you?

Yes No

22. Do you prefer men or women teachers?

Men Women

23. Give reason for your answer to question twenty-three.

24. What high school curriculum are you enrolled in?
- | | | | |
|--------------------------|------------------------|--------------------------|---------------------|
| <input type="checkbox"/> | Academic | <input type="checkbox"/> | Commercial |
| <input type="checkbox"/> | Vocational agriculture | <input type="checkbox"/> | College preparatory |
| <input type="checkbox"/> | Vocational arts | <input type="checkbox"/> | _____ |
25. Why did you enroll on this particular curriculum?
-
-
26. Suggest changes that could be made in your high school which, in your opinion, would make it a better school.
-
-
27. Have you selected an occupation?
- Yes No
28. If you have not yet decided on your life work, when do you expect to do so?
-
29. If you have chosen an occupation, what is it?
-
30. How old were you when you decided what you wanted to do for a life work?
-
31. Have you changed your mind about what you wanted to do as a life work since entering high school?
- Yes No
32. Have you planned your high school work so that the courses you have taken will be of special value to you in the work you plan to do for a living?
- Yes No Don't know

33. What high school subject do you think will be of most value to you in the occupation you have selected?

34. Have you talked over your plans for a life work with your teachers, parents, or school advisor?

- | | | | | |
|--------------------------|-----|--------------------------|----|---------------------|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | With teachers |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | With principal |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | With school advisor |
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | With parents |

35. What is, or was, your father's occupation?

36. How much money have you earned in the past year?

I have earned about _____ in the past year.

37. Listed below are a number of extra-curricular activities. Check in the order of your preference the activities that you take an active part in. Check first preference (1), second preference (2), etc. If you participate in any school activities not listed, please write them in the blanks below.

- | | | | | | |
|--------------------------|------------|--------------------------|--------------|--------------------------|--------------|
| <input type="checkbox"/> | Football | <input type="checkbox"/> | Hi-Y | <input type="checkbox"/> | Latin club |
| <input type="checkbox"/> | Basketball | <input type="checkbox"/> | Blue Tri. | <input type="checkbox"/> | French club |
| <input type="checkbox"/> | Track | <input type="checkbox"/> | G. A. A. | <input type="checkbox"/> | Science club |
| <input type="checkbox"/> | Tennis | <input type="checkbox"/> | School Paper | <input type="checkbox"/> | School play |
| <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |

38. List below the offices or positions of leadership that you now hold or have held in school organizations or activities.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

If you have held no office or position of leadership in high school, please check in the parenthesis.

39. Do you plan to go to college?

Yes No

40. What college do you plan to attend?

41. Why have you selected this particular college?

42. What course do you plan to take in college?

Don't know

43. Have you sought advice from, or talked seriously with anyone about going to college?

Yes No Parents
 Yes No Teachers
 Yes No Principal
 Yes No Others

44. Have you planned your high school work with the idea in mind of the help it would be to you in college?

Yes No Don't know

45. Is your home life in general as happy and agreeable as you would like for it to be?

Yes No

46. Is your mother living?

Yes No

47. Is your father living?

Yes No

48. Are your parents living together?

Yes No

49. Does your mother work outside the home?

Yes No

50. Below are listed a number of points on which young people sometimes disagree with their parents. Check the one point on which you disagree with your parents most.

<input type="checkbox"/> Getting the car	<input type="checkbox"/> The crowd you run with
<input type="checkbox"/> Going to church	<input type="checkbox"/> Going to shows
<input type="checkbox"/> Being out late at night	<input type="checkbox"/> Smoking
<input type="checkbox"/> Dancing	<input type="checkbox"/> Money to spend
<input type="checkbox"/> The places you go	<input type="checkbox"/> Drinking
<input type="checkbox"/> The grades you make	<input type="checkbox"/> The clothes you wear

If the point on which you disagree with your parents most is not listed above, please write it on the line below.

51. Do you discuss your intimate personal problems with your father?

Yes No

52. Do you discuss your intimate personal problems with your mother?

Yes No

53. How do you obtain your spending money?

Work for it
 Have an allowance
 Ask parents for it as needed

54. If you have an allowance, do your parents give you extra money if you run short?

Yes No

55. About how much money do you spend each week for amusement?

61. Are you a member of any church?
 Yes No
62. Do you talk over your intimate personal problems with any church leader that you know?
 Yes No
63. Do you read the Bible?
 Daily Occasionally Never
64. Do you really enjoy the companionship of your parents?
 Yes No Of your father
 Yes No Of your mother
65. Where have you learned most about right ways of living from the standpoint of morality?
 At church At home
 At Sunday school At school
66. Would you honestly like to know more about religion?
 Yes No
67. Do you think the majority of high school students have high or low moral standards?
 High Low
68. In the last school election that you took part in, whom did you vote for?
 The most popular candidate
 The best qualified candidate
 Some one a friend asked you to vote for
 A classmate because of class loyalty
69. Have you ever cheated in your high school work?
 Yes No
70. Do you cheat regularly?
 Yes No

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71. In your opinion what per cent of high school students do cheat?

1%

72. Listed below are a number of reasons why high school students might cheat, check the one reason that you think is most nearly the true one.

- Because they are lazy
 It is the only way they can get their grades
 Honesty is not rewarded in high school
 Teachers do not trust pupils
 Teachers give unfair tests
 Teachers place too much importance in test grades
 Pupils have to cheat to keep up with the others who do

If you have in mind another reason that you think is more important than any of those listed below, please write it on the line below.

73. If you should see a fellow student deliberately break one of the school rules, would you tell on him?

- Yes No If no one should ask you
 Yes No If some one should ask you

74. Give reason for your answer to question number seventy-three.

75. What has been stressed most by your high school teachers?

- Honesty Good grades Acquiring information

In case some other point has been stressed more, please write it below.

76. Check the one thing that you think is having the greatest influence on the moral standards of the present day high school student.

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> The home | <input type="checkbox"/> The movies |
| <input type="checkbox"/> The church | <input type="checkbox"/> Magazines |
| <input type="checkbox"/> The pull of the crowd | <input type="checkbox"/> Taverns |
| <input type="checkbox"/> The automobile | <input type="checkbox"/> Dancing |
| <input type="checkbox"/> The radio | <input type="checkbox"/> Necking |

If you think there is a greater influence than any of those listed above, please write on the line below.

77. What should an individual consider to be the most important thing in life?

78. In your opinion what is the world's greatest need today?

79. Most people have a supreme ambition or desire in life. If you have such an ambition or desire, what is it?

80. When did you have your last thorough physical examination?

Date _____ Have never had one

81. Do you smoke?

Yes No

82. Do you drink alcoholic drinks?

Yes No

83. Have you a card at the public library?

Yes No

84. What kind of books do you enjoy reading most?

85. Give the title of the book that you think is the best book you ever read.

86. List in the order of your preference the magazines that you read.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

87. What kind of movies do you like best?

88. What movie do you consider to be the best that you ever saw?

89. What one thing impressed you most about the picture?

90. About how many times do you go to the movies each week?

() One () Three () Five () Seven
 () Two () Four () Six () None

91. What do you usually do when you have leisure time to spend?

92. List in the order of your preference the recreational activities that you engage in outside of those connected with the school.

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

93. On the average how much time do you spend per day listening to the radio?
-
94. What is your favorite radio program?
-
95. Do you ever worry about conditions that exist in your home?
 Yes No
96. Do you ever worry about sex problems?
 Yes No
97. Do you discuss your sex problems with your parents?
 Yes No
98. Where have you learned most of what you know about sex?
 From father
 From mother
 From teachers in class discussion
 From books
 From older boys and girls
 From lectures
99. Would you like to know more about sex?
 Yes No
100. If you had need of sex advice, to whom would you go?
-

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