GROUP COUNSELING WITH FAILING
HIGH SCHOOL STUDENTS

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by
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HIGH SCHOOL STUDENTS

by

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Approved by Committee:

[Signatures]

Dean of the Graduate Division
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CHAPTER I
INTRODUCTION

School counselors have become increasingly interested in group counseling, but it is far too seldom used within a regular school framework. Man is a social animal. High school students like to relate to peers and by exchanging ideas and relating personal problems, they are able to satisfy some of their special needs, lessen their doubts and anxieties, and become better adjusted individuals.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine whether group counseling could have a positive effect on improving failing school marks with 10th, 11th, and 12th grade boys and girls. A comparison was made between two groups of failing high school students: (1) voluntary participants in the group counseling project; and (2) a comparable group of students who did not volunteer or participate in the group counseling project. The criterion of success used in this comparison was a decrease of failing school marks of the students in each group contrasted with the failing school marks of these same students during earlier grading periods in high school.
Importance of the study. One of the primary factors that is characteristic of potential dropouts is consistent failure to achieve in regular school work. Students who receive failing grades are forced to return to school in the summer or attend an additional year of school in order to obtain enough credits for graduation. The researcher taught summer school for three consecutive years prior to this study to students who had failed one or more subjects and discovered that most of the students repeating a course were capable of passing the subject the first time. High school graduation is important, since job opportunities for non-graduates are disappearing. Creating a school experience, then, in which students can feel important and successful, and in which they are helped in personality and social development is of utmost importance. Miller and Strong said that in a group environment the pupil learns to satisfy personal social needs, and to affiliate one's self with other people. This aids in personality development in the case of how to use socially acceptable channels for aggressive behavior, and assists a boy or girl in learning to accept an appropriate sex role in society.¹

Some of the needs of youth are satisfied through a

group counseling atmosphere.

Group counseling seems particularly appropriate for adolescents, whose special needs include conformity with and acceptance by their peer group, opportunity to share ideas and to obtain reactions from their peers, occasion to participate in worthwhile activities, help in understanding themselves, opportunity to define meaningful life roles, and independence from adults, especially from parents. These needs can be satisfied within an effective counseling group. With varying degrees of depth each client discovers: (1) that his peers have problems too; (2) that, in spite of his faults, which his peers want to help him correct, they can understand and accept him; (3) that at least one adult, the counselor, can understand and accept him; (4) that he is capable of understanding, accepting, and helping his peers; (5) that he can trust others; and (6) that expressing his own real feelings about himself, about others, and about what he believes helps him to understand and accept himself.1

II. DEFINITIONS OF TERMS USED

Group counseling. "Group counseling, as true in individual counseling when compared with guidance, is concerned with assisting the individual members of the group to face and resolve personal and emotional problems."2

1. The counseling process has both immediate and distant concerns. Adjustment of immediate concerns


and development of understandings which will further the student's growth in ability to make wise decisions.

2. Counseling is more inclusive than advice-giving. Help the young person to deal with himself.

3. Counseling concerns itself with feelings and attitudes. Through the process of reflection, a change in attitudes may promote changes in behavior.¹

Experimental group. The Experimental Group consists of students involved in the group counseling sessions.

Control group. The Control Group consists of students having the same qualifications for admission into the Experimental Group, but who did not have the proper time of day available for group counseling or who did not volunteer for group counseling.

High school students. High school students include individuals in grades 9, 10, 11 and 12.

Average students. Average students include students used in the study having intelligence quotients (I.Q.)

scores ranging from 95 to 120.

**Group leader.** The group leader is the researcher of this study.

**Adjunctive counseling.** Adjunctive counseling is individual counseling conducted by the group leader before or after the group counseling sessions.

**Multiple counseling.** "A group project can be called multiple counseling only if individual counseling accompanies the group activity. Even though the individual counseling is limited to two interviews during a group project which extends over a three-month period, nevertheless the private conferences form a significant part of the learning process in multiple counseling."

### III. LIMITATIONS OF THE STUDY

The researcher was a teacher of physical education and shorthand classes in the high school at the time this study was conducted. One full-time counselor was present in the school system of 420 students and continued individual counseling for all students during the year. Cumulative folders were located in files in the counseling office on the second floor, and permanent records were housed in the principal's office on the third floor. Complete cooperation was obtained for use of these records and for the

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counseling project. More time could have been available for
the counseling sessions and for individual counseling if
the researcher had been full-time counselor in the high
school. Availability of leader's time required using only
students who had study hall during particular periods on
Friday of each week. Periods used were third and fourth
period of the day, last two periods in the morning, with a
duration of 55 minutes each. Since the group's leader was
not the school counselor, the titles of groups were "Third
Period Discussion Group" and "Fourth Period Discussion
Group."

It was difficult to make accurate comparisons between
the Control and Experimental Groups since the number of
students in each group was not the same.

It was impossible to determine what outside factors,
if any, may have influenced results obtained from any of
the members of the groups involved in counseling sessions.

IV. REVIEW OF THE LITERATURE

Even though there have been several early applica-
tions of group therapy and counseling such as Mathewson (1945)
in helping young delinquents and Strang (1946) in aiding
potential delinquents in a school system, research indicates
that there is further need and value of continuing research
in this area.
Several studies designed to compare the effectiveness of group and individual counseling approaches seem to conclude that no significance can be attached to the fact that the process is group or individual (Lewer, 1959; Froellich, 1958; E. W. Wright, 1959). The challenge may be present as Japlan (1957) states. The need is to determine differentially the problems or issues that may be handled by individual methods and those to be served through group procedures. Hoyt and Moore (1960) in reviewing the literature of the field come to this conclusion. Group counseling and group work procedures in all areas of guidance have come of age. Group trained counselors and guidance workers must now begin to isolate those specific areas or problems that can be handled best by groups.¹

Driver used multiple counseling in fifteen group projects which included one hundred and twenty-one participants. There were groups of teen-agers, college students, and adults; normal, neurotic, and psychotic persons. The group leader established and maintained an intimate group climate, characterized by permissiveness and friendliness. "Groups were organized for (1) a common personal interest and need among group members which motivated them to join the project (2) equal numbers of male and female members (3) heterogeneity in personality type, racial and cultural background."²

Several opinions on the effectiveness of group counseling were stated by Chisen in March of 1966.

"The counselor with adequate background in personality

¹Chisen, op. cit., p. 297.
²Driver, op. cit., p. 21.
theory can use multiple counseling to make the process of working with individuals more effective."¹

"Some believe that the principal value of multiple counseling is that it enables the counselor to help more pupils each day and, therefore, results in more economical use of the counselor's time."²

"Schilder contends that multiple counseling is a valuable adjunct to individual counseling."³

"Driver believes multiple counseling as an enrichment of individual counseling."⁴

"Super feels group work can accomplish such if it is preventive in nature but not a replacement for individual counseling."⁵

"The primary value of multiple counseling lies in the opportunity it affords the counselor to establish contact with individuals who may need a different kind of help from that of an individual counseling relationship."⁶

Hoppock wrote,

Individual counseling is an indispensable part of a good guidance program. Group guidance was never

²Ibid.
³Ibid.
⁴Ibid.
⁵Ibid.
⁶Ibid.
intended to supplement and support individual counseling. The best guidance program is one which does not rely wholly upon either group guidance or counseling but one which makes judicious use of both.¹

According to the literature on the subject of group counseling, contemporaries seem to agree that both individual and group counseling need to be included in the guidance program. Group counseling, however, presents a unique form of counseling relationship. Counselors need this permissive, social relationship. More economical use of the counselor's time is advantageous. Group counseling can be preventive in nature and enrich individual counseling.

Studies in group counseling in current years have produced positive results. Results of a study in group counseling with underachieving college males indicated that group counseling affected both personality characteristics and academic achievement of male volunteers.²

Outcomes of a group counseling project in a junior high school by Woal included: (1) reduction of failures in subject matter (2) improved work habits, and (3) improved behavior.³

¹Hoppock, op. cit., p. 4.
Calhoun tried to discover what effect counseling would have on a group of under-achievers. Forty pairs of students were used in the controlled experiment. Although the data favored the experimental group in most instances, the achievement test scores failed to show clear-cut superiority for the counseled group. School marks for the experimental group were rather definitely superior. No evidence of excessive unreliability of teachers' marks was discovered. The study conducted was an attempt to attack the underachievement problem with students who were not necessarily failing any school work.¹

CHAPTER II
PROCEDURE

The project was carried on as a controlled experiment during the school year 1966-1967 at West Marshall High School in State Center, Iowa. The assumption was made by the researcher that positive effects would result from group counseling with failing high school students. The criteria for the success of the Experimental Group included: (1) a decrease in the per cent of failing school marks of students in the 10th, 11th, and 12th grades as compared to the per cent of failing school marks of these same students in high school prior to the counseling project; (2) a smaller per cent of drop-outs as compared with the total number of students in the Experimental and Control Groups; (3) an increase in the number of students in each grade classification who completed the school year and had fewer "F" school marks; (4) an increase in the number of students in the 9th, 10th, and 11th grades who had no failing school marks during the project year; (5) positive results of the above when compared with the Control Group.

Scholastic achievement was determined by I. Q.'s obtained from cumulative folders of students. If more than one I. Q. was given, the mean of the group of two or three I. Q.'s was used. All scores fall between 65 and
120 T.E. from the following variety of T.E. tests: (1) Otis Beta; (2) Otis Gamma; (3) Suhlman-Anderson; (4) Terman-Ellison; (5) California Mental Maturity; (6) Locke Thormodyke; and (7) Stanford Binet.

At the beginning of the school year, the researcher discussed the possibility of the group counseling project with the principal and full-time counselor at West Marshall. The principal gave complete support to the project with the condition that if anything controversial came up which might arouse parents, the principal be informed by the researcher. This never became necessary.

The principal asked if he could visit some of the sessions, but it was suggested by the researcher that complete confidentiality between group counselors and counselor was very important part of the project and that it would not be wise to have visitors present. It was understood that counselors would be supervised so that school property would not be defaced or destroyed and that rooms used would be left in good order. The decision was made that counselors would be taken only from study hall so that classes would not be interrupted.

The full-time school counselor continued his usual schedule of individual counseling. His services were available to all students. The group counseling was an additional counseling service, not taking the place of
individual counseling. This was the first experience with group counseling in this school system.

As mentioned previously in this report, the time available for group counseling sessions was limited to the third and fourth period classes on Friday. Since physical education classes were not held on Friday, more students were in the study hall during this time. Fourth period eliminated students who were in Bookkeeping or Band. Third period was a 55 minute period. Fourth period was a split period. The discussion group met for twenty minutes, then lunch for one-half hour, then back to group discussion for one-half hour. An uninterrupted period was preferred, but the split period was necessary as it was the only other time available.

Adequate facilities for a group of six to ten students were necessary to the project. At first, this presented somewhat of a problem as the counseling office was only one room. The full-time counselor had 420 censurees and had room available for individual counseling only. This room was used for some individual counseling by the group leader during the fourth period since the full-time counselor was monitoring study hall at this time. Rooms available and used for the project were the lunch room on the first floor for the third period group and the bath room on the third floor for the fourth period group. Permission
was granted by the math teacher to use her room during her free period. One of the lunch tables was used in the lunch room and counselors were seated on benches around it. In the math room, it was necessary to move the arm-chair desks in a circular formation during each session to provide the proper group atmosphere.

The secretary to the principal compiled a list for the researcher of all students in the 10th, 11th, and 12th grades who had failed one or more subjects during high school. These were obtained from the permanent records housed in the principal's office.

A total of thirty-eight students failed 133 academic subjects, which were the major subjects in the school schedule. Nine 10th graders were listed as having failed a total of fourteen subjects, ranging from one to two "F" marks per student. Fifteen 11th graders were listed as having failed a total of fifty-six subjects, ranging from one to nine "F" marks per student. Fourteen 12th graders were listed as having failed a total of seventy subjects, ranging from one to eleven "F" marks per student. Eleven per cent of the students enrolled in this high school for the 1966-67 school year had received one or more "F" marks.

The researcher checked the cumulative records of the thirty-eight students in order to obtain their I.Q.'s. When more than one I.Q. was given, the researcher used the mean
of the total of 1.4's as the I.Q. score for this report. Scores ranged from 95 to 120 for all thirty-eight students. The researcher believed that any student in the project was capable of doing school work and could be successful in raising school marks to passing. Special education students who had low I.Q.'s were placed in classes at another high school, graded differently, so were not enrolled at West Marshall High School.

The researcher checked the enrollment cards in order to find out who was assigned to a study hall during the third and fourth periods. Twenty-five students were available for counseling; thirteen students were not available.

The researcher decided that no public announcements would be made concerning the group counseling and that only students involved were informed as to the objective of the group sessions. Teachers were not informed as to students involved in group counseling so as not to influence their reports. All questions were asked the researcher by any student, frank answers were given.

A prescribed number of days was determined for the first semester so that counselors knew the duration of the class. Fourteen group sessions on Mondays were scheduled until the first semester, with two group sessions during the second semester. The schedule was flexible enough so that any sessions could be held in the second semester if
counselees desired.

The first meeting was devoted to structuring. Names of students compiled by the researcher were announced in study hall to report to the designated area.

A complete explanation was given to the students as to why they were chosen as possible participants in group counseling. The main objective was to decrease or eliminate falling school marks. The time of day and duration of sessions was explained. It was hoped that there would be six to eight members in one group. Membership was voluntary. If more members volunteered for the groups, elimination would be based primarily on number of "F" marks. Those with more "F" marks would be accepted first. No credit would be given, no grades, and no reading assignments for the discussion groups. All participants were expected to take full responsibility for regular attendance and participation in all aspects of the project. frankness and honesty were important in personal reactions of group members, or feelings toward parents, teachers, rivals, and friends.

confidentiality was maintained. All elders tried to help each other.

After a question and answer period, students were asked to fill out an INFORMATION BLANK as shown in Appendix A. This gave the leader some current family background information, personal information on student's health,
likes and dislikes concerning academic subjects, extra-
curricular activities, vocational choice, and any subjects
which the student would rather not discuss in the project.

The second form filled out was the DISCUSSION TOPIC
POLL, found in Appendix B. The seventeen topics listed
were prepared by the leader as typical high school problems.
These topics were intended to be used as a starting point
of the discussion group, not to be strictly adhered to, as
further sessions could bring up additional topics. A place
included in the form for the student to write any other
topics of discussion he desired.

The third form was CHOICE OF METHOD USED IN THE
GROUP DISCUSSIONS, shown in Appendix C. Four choices of
types of discussion groups were listed for students to
check: (1) completely structured discussion sessions (2)
modified structure (3) slightly structured (4) unstructured.
Since students were unfamiliar with the terminology, explana-
tions were made for each type of structure before forms
were checked. Participants also checked whether they wanted
impersonal or personal group discussions. Those students
wanting to volunteer for the project turned in completed
sets of forms to the leader at the end of the period.

The forms prepared by the prospective group members
were studied by the leader before the next session. Five
girls and three boys volunteered for discussion Group I.
I.  Introduction: Explanation and misunderstandings.

A.  Five Girls, three boys

Structured list of discussion topics in the sessions

Group I

- A group from the Log Unmarried. During the procedure, it was
  noticed that the group was interested in the discussion and volunteered
  to present the topics. The importance of the students' role in the
  second session was increased to the point where it was possible to
determine most popular.

- The list of topics was arranged to focus on student needs. Since
  topics were chosen according to: (1) at least one

A survey taken of discussion topics checked showed

Group II

Surveyed for discussion topics (and the topics and six groups

Group II

Surveyed for discussion topics (and the topics and six groups

10
1. Lively discussion on student council election and what makes a popular candidate. Gave good points of other members of group. Self criticism.

5. Continued discussion on unsocial activities. Role playing to help A. D. talk more freely with teacher concerning grade. One accused of taking down road signs as Halloween prank and had to put them up that night. (Discovered later that adults had taken down road signs) Discussed possible tour. Suggestions were Fisher Governor Co. and Eldora Training School.

6. A. came in from group I since she was the only girl now in group I. Introductions made but well known by group members. Accepted well. Discussed basic needs: to live, to love, to belong, and to be recognized. Various clubs at school such as F. A. and Art Club were brought in as a place for recognition. Good discussion on wrestling as a school activity.

7. Discussion of goals--plams. J. B. wanted to go out of state to New York or out of town in service. A. L. did not go out west during period at table. Discussed study habits... B. disliked to read and wanted to know why comments from others resulted. Also discussed marriage--security--love--money.

8. Louney Problem Check List

9. Discussed problems from check list that majority marked as per page 25. Discussed 2, 6, 50, 78, 105, 217. Also discussed semester test schedule. A. L. main talker. H. S. going steady for first time. Had said earlier did not want to go steady. Not ribbed by others.

10. Free discussion. Used tape recorder and played back so all could listen. Enjoyed listening to own voices. Discussed how student would like to be the only Negro at our school. Role playing used.

11. Two students failed a subject end of 1st Semester: A. D.
in Government and M. S. in History and English. Talked
over reasons why.

12. Dressed up for Crazy Day--discussed outfits. Didn't
want to discontinue group--wanted to continue all year.
A. B. hoped to pass next sem. All talkative. R. R.
said some teachers allowed chewing gum and others
didn't.

13. Strong Vocational Interest Blank

14. Free discussion. Discussed contacts for individual
conferences to follow group counseling. Two more weeks.
Impossible to take tour so film was scheduled for next
week.

15. Film--Tech High Story. Discussion followed on film.

16. Discussed results of Strong in group; some compared
and discussed individual results. Talked about future
and immediate plans for summer vacation or with Seniors
what plans after school was cut.

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Group II

Chronological list of discussion topics in 16 sessions

(Two girls, six boys)

1. Introductory: Explanation and Questionnaires.

2. Getting acquainted: self descriptions. Discussed
dating: likes and dislikes including appearance, double
dutch, and what a good conversation would be.

3. Sheets on ratings for good and poor teachers: Some
liked and disliked the same teachers in which case they
protected the teacher being attacked. Some dislikes
included clothes, boring voices, details (one counted
30 a's in 20 minutes) that a teacher said. Save examples
of actions of some teachers. One student said he was
made to appear stupid in class.

4. Wanted to discuss popular student as Student Council
election that day. Talked about assembly and reactions
to candidates. All were same candidate, liked because
all round good guy. J. ... from same town and liked all
his life. Discussed women being drafted--most thought
didn't like it. Talked about different things society disapproves or community disapproves. Compiled a list. Created comments and a very lively discussion. All participated. Asked leader to bring facts on alcoholism next meeting.

5. Leader gave short talk on facts on alcoholism. All commented and discussed. Seemed to appreciate material presented and admitted better understanding. J. H. brought up recreation center needed in small town. Leader encouraged J. H. to find out and ask prominent members in town what could be done and what was available. J. H. dropped out to get married. This left A. H. only girl, so decided to move to other group.

6. Discussed grading. T. S. was on down list and had two "F" marks. Said it didn't bother him to see it on the bulletin board. Thought he would have to pick up one more course to graduate. Discussed recreation center at radishes. Didn't like stairway situation which was on trial basis this week.

7. J. H. summarized what we had done thus far. Spring session on teachers who have pets. Teachers unfair. Examples were given. Reacted by saying what they did when they felt this way. Here are some: take it out on brother, hit hand on the wall, throw the cat against a wall, shoot a dog or cow, some hold to themselves and carry a grudge. Decided they did this because they wanted to see something else suffer and feel bad. Seemed to help temporarily.

8. Discussed possibility of taking Strong Interest Inventory and what they could learn from the results. Too's wrote on board when they came in two or three minutes and then sat down voluntarily. Also voluntarily erased board before sitting. Have Strong Interest Test, etc.

9. Discussed results of Koney problem checklist. Talked about 30 may people to collect first 15 minutes. All agreed it was good training. For job or get better job. 51% on Discussion topic list and decided all items selected grades. Would want if two. M. S. didn't like to write stories when he didn't like the subject given wanted stories on his own subject.

10. Ried record player--concerted effort and took several to help. J. B. had one at home. Mentioned Omaha Training School not too well recommended. J. A. and
J. L. and J. M. wanted to go there. Interested in auto mechanics. L. S. came back--had been out for last two sessions. Good talker. D. S. back--had decided to drop out but came back after one week. Listened to tape recording; mostly laughed and commented on each other's voices and comments. Seemed to enjoy session.

11. D. S. said he had decided to stay in school--passed all subjects first semester. Would lack ½ credit to graduate next year. J. M. wanted to discuss grades. Average semester grade. Passed all subjects 1st semester. J. D. discussed an unexcused week absence he had after going to Florida with folks. He went down in Geometry. Discussed staying for detention after school. Stayed one hour instead of ½ hour. L. S. and T. C. transferred to geography class this semester so were absent from the group.

12. All dressed for Crazy Day except J. A. J. A. named subjects failed. J. A. was sick with flu one week. Watched TV at home. Talked about some programs. Discussion of Strong Interest Blank for next session.

13. Strong Vocational Interest Blank


15. Tech High Film


**Sociometry of Groups**

Groups were small enough so that all members seemed to be concerned about other members of the group. Group I--Two girls were friends, one girl isolate, although improved toward end of sessions. Group II--Three boys were close friends, living in the same town. No dislikes noticed.
Group Structure

Elective leadership was maintained. Whenever possible free discussion was encouraged. However, it seemed necessary for the group leader to interject and set all members involved. Group I--Structure 4 (leadership-free discussion) was used as often as possible. The leader usually started the sessions, but free discussion was allowed to go in any direction. The leader often directed corrents toward quiet members. Group II--Structure 3 (topic known in advance by the group, but approach to it is not planned) was used in the sessions. The leader usually summarized for the group. The leader tried to bring all members of the group into the discussion.

Auxiliary Activities

A rating sheet for good and poor teachers can be found in Appendix 1. This was prepared by the leader from a bulletin prepared by the Counseling Center at Michigan State University. The bulletin was entitled "How Students Rate Their High School Teachers." Students read over the contents and made comments on various items. The discussion proceeded in the group where rating their own teachers and was a good starting point for discussion.

Students made the following list of social emotions and characterization they considered undesirable:
Group I. (1) long hair for boys; (2) bleached hair for girls; (3) unmatched outfits; (4) baggy pants for boys; (5) blue jeans on boys in school; (6) smoking; (7) fast driving; (8) drinking; (9) no mufflers; (10) jaywalking; (11) being on streets late at night; (12) sweatshirts in school. The discussion continued in an attempt to answer the question: Why do we do things of which society disapproves?

Group II. (1) long hair for boys; (2) short hair for girls; (3) clothing fashions; (4) smoking; (5) drinking; (6) eating up on other people; (7) loafing in places; (8) gangs; (9) destroying other people's property; (10) profane language; (11) going out of town for entertainment. Discussion was quite lively. The members tried to understand why society disapproves of this behavior and why students act this way. The discussion led to group wanting more information on alcoholism.

Looney Problem Check List

This presents a wide range of problems typical of high school students. The Check List was given to the counseling groups for the following purposes: (1) to prepare the students for group discussion by giving them a chance to review and summarize their own problems and discover what they might want to discuss; (2) to locate the most
prevalent problems of the group as a basis for group counseling sessions; (3) to increase leader understanding of the particular problems of the group.

The problems checked by over half of the Experimental Group are listed below:

(The number of the problem in the Rooney Problem Check List precedes the problem)

2. Being overweight

6. Needing to learn how to save money

10. Having no regular allowance (or income)

30. Worrying

31. Not going to church often enough

50. Not spending enough time in study

78. Worrying how I impress people

98. Restless to get out of school and into a job

105. Afraid to speak up in class discussions

116. Wanting to earn some of my own money

213. Weak in spelling or grammar

216. Classes too dull

217. Teachers lacking personality

220. Not getting personal help from the teachers

234. Wanting to improve my appearance

275. Grades unfair as measures of ability

281. Getting too much

283. Afraid of failing in school work

329. Lunch hour too short
330. Poor assemblies

The problems checked by over one-third of the experimental group are listed below:

21. Being made fun of
39. Parents not understanding me
51. Daydreaming
100. Want to be on my own
107. Teachers too hard to understand
119. Needing to find a part-time job now
134. Getting embarrassed too easily
143. Parents old-fashioned in their ideas
147. Parents favoring a brother or sister
196. Can't forget some mistakes I've made
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports
219. Teachers not friendly to students
227. Not having certain conveniences at home
231. Wanting to learn how to dance
241. Wanting to be more popular
253. Having a certain bad habit
266. Slow in reading
269. Worrying about grades
270. Worrying about examinations
79. Unfair tests

Family quarrels
Whether this is an indication of the typical problems of failing high school students, the researcher could not say, but at any rate, this survey did bring out the problems of this particular group. Students were interested to discover that other members of the group had similar problems and they could help each other by discussing solutions or alleviations of the problems they had in common.

Role-playing

Driver defined role playing as follows: "Any kind of action in which a person attempts to portray the character, attitudes, feelings or actions of another person." Informal role playing occurred several times in portraying teacher's actions. Formal role playing was included during two of the sessions with Group I. The first was when four of the members of the group took the part of student and teacher in two different episodes for the purpose of helping one of the group members with the proper approach necessary with his teacher. The member did meet with his teacher and reported back to the group. He said, "The meeting with the teacher was not nearly as bad as he anticipated." In fact, he was quite relieved and felt better about his particular problem which concerned a low grade and what he could do about it.

1Driver, op. cit., p. 109.
The second session of formal role-playing was when members of the group acted out a situation as a member being the only Negro in the school. Following this, the same group acted out the situation of a new member coming into the school and what members of the school could do to make the boy feel accepted and acquainted.

**Strong Vocational Interest Blank**

The test can help determine whether one would like certain occupations or not. It measures the extent to which one's interests agree or disagree with those of successful men or women in a given occupation. Results of the Strong can be found in this report on the individual psychograms of the students. Some agreed and some did not agree with previously stated interests of the students.

**Film: Tech High Story**

The students indicated a desire to visit Tech High School in Des Moines, Iowa. It became impossible to do so, and therefore the film was obtained free of charge and shown to the groups. A supplementary sheet, Program of Courses at Des Moines Technical High School, was given to each member. Most of the students were not aware that courses of this nature were taught in a high school in Iowa. A few questions were asked following the film, but not too much time was available for a good discussion.
Adjunctive Counseling

There were no briefing interviews. Individual evaluation interviews followed the group counseling sessions during the last nine weeks of the school year. These were the only individual interviews conducted by the leader in addition to the regular group counseling sessions.
CHAPTER III

RESULTS OF THE STUDY

I. SCHOOL MARKS

Since the main objective of the group counseling project was to bring failing school marks to passing, a comparison of the school marks before and after counseling will be given first in this report. Four academic subjects were required each semester of the school year, so each student could receive eight possible passing school marks during one school year. Prior to counseling, the 12th grade students had completed six semesters of school with a possible 24 passing marks each. During the period before counseling, the five 12th grade students in the Experimental Group failed a total of 28 out of the possible 120 total subjects or 23 per cent of the subjects. In the 1966-67 school year, these same students failed 18 out of a possible 120 subjects or 15 per cent of the subjects. This indicated an increase in "F" marks during the experimental year of 22 per cent. Three out of the five seniors dropped out of school during the year, which helped to raise the number of "F" marks. Two girls dropped out to get married during the first semester and one boy dropped out during the second semester.
The Control Group was made up of nine 12th grade students who had completed six semesters of school in which they failed 42 out of a possible 210 subjects or 19 per cent of the subjects. During the experimental year, the nine students failed 19 out of a possible 72 subjects or 26 per cent of the subjects. The result showed a 7 per cent increase in failing marks during the experimental year. Four out of the nine seniors dropped out of school (two boys and one girl the first semester and one boy during the second semester). One girl moved to Marshalltown, Iowa.

In the Experimental Group, one out of the two remaining students decreased "P" marks and in the Control Group, all four remaining students decreased "P" marks. It can be noticed, however, in Table I and Table II, that the remaining students in the Control Group had fewer failing marks in the period prior to the counseling project than did the students in the Experimental Group. This could account for a greater decrease of "P" marks of students in the Control Group.

In 11th grade students had completed four semesters of school prior to the project with a possible 10 passing marks each. In the Experimental Group, seven participants failed a total of 70 out of a possible 110 subjects or 64 per cent of the courses taken in the experimental year. Nineteen out of 59 subjects were failed in the first-
school year or 23 per cent of the subjects. The per cent of "F" school marks remained the same. One student moved to the state of Kansas during the first semester. Two out of the seven 11th grade students increased in "F" school marks, which increased the failing marks for the group. Three students had no failing marks in the 1966-67 year and one of the students had only one failing mark. Improved marks were noted in all but two of the 11th grade students.

Eight 11th grade students in the Control Group during the first four semesters received a total of 30 "F" marks out of a possible 128 subjects, or 24 per cent of the subjects. During the 1966-67 year they received 14 out of 64 possible failing marks in subjects, or 22 per cent of the subjects. The per cent of failures in the experimental year was decreased by 2 per cent. Two students who had more than three "F" marks before the project dropped out of school during the first semester. One student increased the number of "F" marks. The remaining five students received no "F" marks during the project year. Four of these students had only one "F" mark during the first four semesters and one had three "F" marks during the before counseling period.

In comparing the two 11th grade groups, the Control Group had two drop-outs (boys), the Experimental Group had no drop-outs. Four out of the six students completing the counseling sessions in the Experimental Group had a noticeable
decrease in "F" marks. Two students increased in "F" marks. The remaining five students decreased in "F" marks, but had considerably fewer "F" marks before counseling than did members of the experimental group.

The 10th grade students had completed two semesters of school prior to the project, with a possible eight passing marks for each. Four students in the experimental group had 7 "F" marks out of a possible 32, or 22 per cent failing marks in subjects before counseling. Three out of 32 subjects were failed in the 1966-1967 school year or 10 per cent of the subjects. The result showed a 12 per cent decrease in failing marks during the experimental year.

In the control group, the five 10th grade students failed 7 out of a possible 40 subjects, or 17 per cent of the subjects. In the 1966-1967 school year, these five students received 3 "F" marks out of a possible 15 subjects, or 20 per cent of the subjects. This indicated a decrease of 9 per cent in failing marks during the experimental year.

Three members of the Experimental Group decreased the number of "F" marks during the 1966-1967 year, one remained the same. Four of the five members in the Control Group decreased in "F" marks during the experimental year. One student increased the number of "F" marks. The Experimental Group's improvement over the Control Group was shown
by the fact that it (Experimental Group) had 3 per cent
loss failing marks during the experimental period.

Table I presents the number of failing marks in
academic subjects of the Experimental Group before and after
group counseling. Table II shows the number of failing
marks in academic subjects of the Control Group before and
after the project.

**TABLE I**

**NUMBER OF FAILING MARKS IN ACADEMIC SUBJECTS
OF THE EXPERIMENTAL GROUP BEFORE AND AFTER
GROUP COUNSELING**

<table>
<thead>
<tr>
<th>Students and Grade</th>
<th>Failing Marks Before Project</th>
<th>Failing Marks 1966-67 Year</th>
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<td>4</td>
<td>drop-out Sen. 1</td>
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<tr>
<td>T. K. (12)</td>
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<td>1</td>
<td>drop-out Sen. 1</td>
</tr>
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<td></td>
</tr>
<tr>
<td>T. C. (12)</td>
<td>5</td>
<td>6</td>
<td>drop-out Sen. 2</td>
</tr>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>E. D. (11)</td>
<td>4</td>
<td></td>
<td>moved Sen. 1</td>
</tr>
<tr>
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<td>Failing Marks 1966-67 Year</td>
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<td>J. R. (10)</td>
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<tr>
<td>K. S. (10)</td>
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II. OTHER RESULTS OF THE STUDY

Three measures of learning in addition to school marks were utilized in evaluating the success of the project.

1. The participants own idea of what he learned: ways in which his self-concept, attitudes and behavior patterns changed. (See: Self-Report—Students Evaluation in Interview.)

2. The leader's observations and interpretations of behavior changes which showed evidence of group project influence.

3. The teacher's evaluation of attitude and behavior changes of their students in the group counseling project.

These tools were developed by the researcher in order to reveal each group member's development throughout the project. They include the following information on each student:

1. Biographical data—family, school, etc.
2. Appearance, impression, manner, etc.
3. Role in the group
4. Group reaction to him
5. Participation—quantity, quality
6. Occupational aim and results of Strong Vocational Interest Inventory
7. Personal strengths and weaknesses

The above information was presented as follows:

1. Status at beginning of project
2. Observations during project
3. Status of student at end of project
4. Valuation of students obtained during personal interview
5. Researcher's summary of observations and interview

Psychographs on the sixteen members of the experimental group are presented as follows:

Psychograph #1 Group I
Student: B. B. (girl) 11th grade

Biographical Background: Father, a boilermaker, dropped out of school in 6th grade. Other, a housewife, completed 11th grade. Attendance in school--good. Mean I.Q. 95.

Appearance, Impression, Manner: Heat attractive.

Role in Group: Answered questions at first, seemed to open up as time went on and contributed more direct questions to others. Became quite frank and stated opinions toward end of project.

Group Reaction to Her: Friendly reaction.

Participation: Quantity, Quality: Contributed above average share in discussion. Took active part in role playing as teacher and student. Sincere thinker. Brought forth examples of poor teachers (who had trouble getting order and yelled at students). Didn't think students cheated here at school. Once asked teacher what to do to improve grade but didn't get any suggestions from teacher. Love most important in marriage. Wanted to use tape recorder but wanted it erased so none else could hear it. History outlined on board easier to understand. Did some art work at table.


Personal Strengths and Weaknesses: Strengths--good personality, honest, sincere, attractive. Weaknesses--afraid of failure, nervous on tests--too frank at times but said what she thought.

Student's Evaluation: More self confidence. Interesting to hear what others thought of teachers, enjoyed listening and friendly discussion. Results of Strong helped become more aware of vocations. Changed attitudes, felt more at ease in a group. Studied more and tried to concentrate on subjects to improve grades. Gained satisfaction from friendly argument, asking questions, making jokes and laughing with the group. Wanted group to last all year. Said A. B. and S. T. changed.


Psychograph #2 Group I

Student: J. S. (girl) 10th grade

Biographical Background: Father, section laborer, high school graduate; mother, waitress, 9th grade. One older brother, a carpenter. Attendance--improved absences from previous year from 11 to 4. Mean I. Q. 95.

Appearance, Impression, Manner: Very shy and quiet at beginning of sessions. Became less reserved and contributed comments toward end of sessions. Remained reserved, but appeared more relaxed and joined in conversation.

Role in Group: Isolate. No close friends in group, few friends outside of group.

Group Reaction to Her: Teachers did not direct questions to J. S. Later commented on remarks made by J. S. 
Participation: Quantity, Quality: Very quiet. Answered when called upon. Commented on personal hair color. Worried about being overweight. Others didn't think she was overweight. Friendly with . . . in later sessions.


Personal Strengths and Weaknesses: Strengths--average appearance (self concept improved). Weaknesses--felt she was too short, fat, and worried about hair. Fears about subjects, religious beliefs, boys. Wanted to be more socially acceptable.

Student's Evaluation in Interview: Thought the project helped her a lot. Contributed in class discussions now but never did before. Classes more interesting. Not to know people and understand better, learned other people's opinions. Tried to understand what she was doing in the subjects instead of just doing it and trying to get it done. Enjoyed relating personal experiences and listening rather than talking. To suggestions for improving group project. Commented that J. S. had changed a lot. Discussed another girl not in project that was failing subjects and encouraged her to try harder to pass.

Researcher's Evaluation: Checked 31 problems on money problem check list. J. S. felt that she had improved more than researcher thought she had. Self confidence greatly improved. Better discussion toward end of project. Failed one subject--biology.

Psychograph #3 Group I

Student: H. R. M. (boy) 10th grade


Appearance, Depression, Temperament: Clean and neat appearance. Very quiet during first four sessions. Contributed to discussion in later sessions.
Role in Group: A good listener. Always answered questions. Contributed to discussion in later sessions.

Group Reaction to Him: Friendly.

Participation: Quantity, Quality: Answered questions when asked at first. Said he wasn't dated. Agreed with other students—thought teachers had pet students. Talked more freely after fifth session. Mentioned some teachers allowed gum chewing and others didn't. Felt he was having less trouble with subjects in later sessions.

Occupational Aim: 1. Farming 2. Woodworking

Results of Strong: 1. Farmer 2. Carpenter 3. Aviator


Student's Evaluation in Interview: Better acceptance of self. Discussions most helpful were improving study habits and learning how to save money. Group experience helped make more freedom in speaking and feeling more at ease in a group. Studied harder and tried to improve more. Enjoyed listening rather than talking and relating personal experiences. No suggestions for improving group. Would join another group. Would benefit from talking with Mr. Strong. Inventory agreed with his interests.

Researcher's Evaluation: Checked 66 problems on Kohske Problem Check List. Very quiet, worried a lot about being unable to express himself. Unsure about vocational choice. Worried about school marks. Wanted to improve personality and be more popular. Lost improved member of group; became relaxed and enjoyed contributing to discussion.

Psychograph: Group I

Student: S. T. (girl) 11th grade

Biographical Background: Father—factory worker, high school education; mother—housewife. Two younger brothers and 1 younger sister. Modest home. Attendance poor, improved from previous year absences 44 to 25.

Mean I.Q.: 110.
Appearance, Impression, Manner: Plain appearance. Tense with complexion. Relaxed socially in group. Hair could be improved.

Role in Group: Played active part in discussion. Always interested in subjects discussed and interested in others in group. Made complimentary remarks to others. Good in role playing. Played part of teacher and also student.

Group Reaction to Her: Friendly reaction. Accepted by both boys and girls.

Participation: Quantity, Quality: Directed questions and comments to others. Was in New York with relatives previous summer and liked out of state. Concerned with slum conditions and wanted to work there and help people. Discussed personal problems. Difficulty with parents understanding her. Trouble with boy and girl relations. Worried about low grades and possibility of getting into college. Wanted to know how to study more effectively. Religious doubts. Kept things to herself generally. Wanted to be more popular.


Results of Strong: 1. Stenographer-Secretary 2. Elementary teacher 3. Occupational therapist

Personal Strengths and Weaknesses: Strengths: goals and values good. Concerned with contribution to society. Concerned with others. Able to express feelings and good in discussion. Realized her strengths and weaknesses. Absence due to illness during previous year.

Weaknesses: Many worries. Uncertain about proper vocation. Appearance could be improved. Health improved but lost out in past school years in high school. Lack of understanding with parents.

Parent's Reaction in Interview: Well-spoken voice. Quick mind. Active discussion on many different subjects. Good in discussion on literature. Attentive to others in group. Anticipating. Concentrated on studies. Very eager to learn something new. Often able to follow discussion. Sometimes too talkative. Not interested in much outside school. Often has work to do, often not interested in doing outside work.

Religious Training: At East Coast.
Wanted to keep the group friendly and informal and would like to join another group. Felt group benefits of understanding people would be helpful and carry on in the future.

Researcher's Evaluation: Checked 67 problems on Mooney Problem Check List. Didn't realize girl was concerned about so many things by outward appearance. Always friendly. Noticeable improvement in English and Sociology. Received no "F" marks this year. Improved appearance. Understood results of Strong. Observed she got things off her chest that she had been keeping to herself. This helped the girl relax and do better in school.

Psychograph #5 Group I

Student: A. M. (girl) 11th grade

Biographical Background: Father--factory work, 10th grade; Mother--housewife, 12th grade. Two younger brothers and 1 younger sister. Attendance--good, from 0 to 3 absence this year. Mean I.Q. 99.

Appearance, Impression, Manner: Concerned with appearance. Hair--very neat, attractive and well dressed. Relaxed.

Role in Group: Good talker, a leader. Enjoyed arguing, especially with boys.

Group Reaction to Her: Very friendly

Participation: Quantity, Quality: Active in Discussions. Thought boy should be president, not girl. Didn't know how to fix flat tire. Girls shouldn't be drafted. Didn't like to drink at home. Thought recreation idea good. Felt not necessary to know what each word was in a sentence. Difficulty with writing short story. Didn't like new teacher. Thought subjects should be grouped to ability. Teachers should speak on level of group--good ones wouldn't be bored. Seemed to adjust well with group. More argument when in first group which was Group II.

Occupational Aim: 1. Store clerk 2. Factory work

Personal Strengths and Weaknesses: Strengths—nicc appearance. Had definite opinions and stated them. Socially acceptable. Good personality. Weaknesses—unsure about vocations, worrying about religion, inferiority complex, feeling depressed at times, losing her temper with parents and friends.

Student's Evaluation in Interview: Gained some self-confidence. Enjoyed discussion on alcoholism and student council. Studied more and resulted in better grades. Didn't agree with Strong results. Enjoyed acting the way she felt, blowing off steam, friendly argument and asking questions. Better understanding of others. Suggestions for future group thought all members should talk more—first group better. Should meet twice a week.

Researcher's Evaluation: Checked 34 problems in Cronen Problem Check List. Nervous type. Had to be active in discussions. Helped liven up the group by arguments. Needs further help with vocational choice.

Psychograph #6 Group 1

Student: M. S. (boy) 11th grade

Biographical Background: Father—farmer, 9th grade; Mother—housewife, 9th grade. Two older brothers and one older sister. More absences 10 to 22. Mean I.Q. 95.

Appearance, Impression, Manner: Dress satisfactory, I don't care attitude at times. Slouchy posture.

Role in Group: Listener most of the time.

Group Reaction to Him: Friendly but ignored.

Participation: Quantity, Quality: Agreed mostly with others. Discussed courses he was failing. Accused of taking road signs down and had to help put them back up. Did little talking unless asked. Did not improve.


Results of Strong: 1. Real estate salesman and Author-Journalist 2. President of a Mfg. concern 3. Artist
Personal Strengths and Weaknesses: Strengths--appearance good, respectful to superiors. Weaknesses: poor at discussion and academic work, too much a follower, unsure of social techniques, lazy, turns in work late, unsure on values, feeling inferior, thoughts of suicide, family quarrels, lacks self-control.

Student's Evaluation in Interview: Did not feel he understood self better. Negative attitude on test items. Some feeling of more ease in group. Did not study harder. No suggestions for improving group but would join another group if available.


Psychograph #7 Group 1
Student: A. D. (boy) 12th grade


Appearance, Impression, Manner: Clean Appearance. Relaxed, enjoyed discussion. Gave up easily and didn't try too hard academically. Tired.

Role in Group: A good talker. Definite opinions.


Participation: Quantity, Quality: Very frank, talkative. Said boys and girls both undependable. Discussed snap course. Said students did cheat but teachers weren't looking for it. Smoked for long time. Resistant in approaching teacher. Didn't want to go to summer school so wanted to pass subjects, often gave up trying. Wanted to visit Eldora Training School. All girls wanted his senior pictures. Liked to be chairman of group. Worked nights until 9 p.m. No time to study--one study hall a day. Correspondence course was 23 and didn't want to take it.

Results of Strong: 1. Carpenter 2. Advertising man

Personal Strengths and Weaknesses: Strengths--nice appearance and socially accepted, good talker. Weaknesses--gave up too easily, inferiority complex, restless to get out of school but vocation uncertain. Worried a lot about dates, money, what happens to people when they die. Too little social life, lacking self-control, bothered by a physical handicap, family quarrels.

Student's Evaluation in Interview: Most helpful topics were values and goals and personal philosophy. Enjoyed arguing, griping, making jokes and getting laughs. Negative attitude on most questions asked. Know he couldn't graduate this year so planned to go to work.

Researcher's Evaluation: Checked 14 problems on Hooven Problem Check List. Home and social life bothered him. Put on a good front most of the time with an I don't care attitude. Really enjoyed sessions. Felt he improved socially more than he admitted. Probably won't finish school after he leaves. A popular member of the group and one others wanted to help. Absent from school too much.

Psychograph #6 Group 1
Student: E. B. (girl) 11th grade

Biographical background: Parents separate, living with father a farmer, 6th grade; mother a housewife, older brother, one older sister and one younger brother or charcoal fuel. Tended to live with mother in winter.

Appearance, Impression, Manner: Casual appearance did what she wanted to. Good in discussion.

Role in Group: Very active.

Group Reaction to Her: Disagreed but enjoyed her comments. Accepted.

Participation: Quantity, Quality: Contributed on dating discussion. Admitted she didn't say much in class. Asked if all right to read up on topic for next class. Thought could dress and wear hair as one liked. Commented
on smoking, said girls did as much as boys but didn't see them. Talked about duties at home, got along fine with father. Got two "F" marks on 9 week report card, didn't show father. Told him she didn't do too well and tore up card. Said she could do as she wanted. Lots of freedom but didn't dare get into trouble. Said might not talk with tape recorder.oved.

Psychograph #9  Group I

Student: C. B. (girl) 12th grade

Biographical Background: State took C. B. away from home in 1961 as a neglected and dependent child. Sent to State Juvenile Home. In own family were 13 children, Catholic religion. Mean I.Q. 75. Foster home now.

Appearance, Impression, Manner: Nice appearing. Seemed emotionally independent. Quiet in group.

Role in Group: listener, little talking.

Group reaction to Her: Friendly.

Participation: Quantity, Quality: Didn't want to talk about self in introduction. Asked questions directed to boys. Dropped out of school in October with plans to get married.

Psychograph #10  Group II

Student: J. L. (boy) 10th grade


Appearance, Impression, Manner: Overweight, respectful, and considerate, polite to teacher. Astal manner.

Role in Group: Active in discussion.

Group reaction to Him: Friendly.

Participation: Quantity, Quality: Interested. Helped with tape recorder. Teacher unfair and said he told teacher how he felt. Mentioned family accident when talking
on alcoholism. Heard babies and drunks less apt to get hurt. Family very religious, couldn't do many things, no television and couldn't go to movies. Dressed as leroo on Crazy Day.

**Occupational Aim:** 1. Government job  
2. Service station  

**Results of Strong:** 1. Policeman 2. Aviator  
3. Forest service man or Farmer  

**Personal Strengths and Weaknesses:** Strengths: good manners, values, good, academic ability, grades better than most. Weaknesses: gets rattled easily, inclined to keep silent on confidential matters, feelings easily hurt, doubts on religion.

**Student's Evaluation in Interview:** Better acceptance of self. Enjoyed saying what he wanted to, blowing off steam, friendly argument. Studied more. Some change in attitudes and understanding people. Liked better when both sexes were present in group—better discussion. Suggestions for group were more arguments, more topics, more sessions and larger group.


**Psychograph # 11 Group 2**

**Student:** J. M. (boy) 10th grade

**Biographical Background:** Father—carterender, 11th grade; mother—housewife, 12th grade. Two older brothers and 1 younger brother. Attendance improved from 5/8 to 3/8 absences. Mean I.Q. 108.

**Appearance, Impression, Manner:** Overweight. Relaxed. Careless in appearance at times.

**Role in Group:** Definite leader.

**Group Reaction to Him:** Friendly.

**Participation:** Quantity, Quality: Very active participant. Usually summarized for group. Brought up need for recreation center. Asked for information on alcoholism. Liked attention but seemed well liked.
**Occupational Aim:** 1. Business owner 2. Auto-mechanics

**Results of Strong:** 1. Aviator 2. Printer 3. Real Estate salesman

**Personal Strengths and Weaknesses:**
Strengths: a leader, gets across a point well, gift of gab, self confidence.
Weaknesses: awkward in social affairs, worrying about religion, some difficulty with parents not understanding him, setting low grades.

**Student's Evaluation in Interview:** Nice to know someone will listen and can say what you want and not worry about it. Enjoyed talking, arguing, listening and friendly discussion. Finding activities to do outside of school hours helped study better in school. Suggested a project after school for improving the group.

**Researcher's Evaluation:**
Checked 70 problems on Hume-Peabody Problem Check List. Enjoyed being a leader and liked attention. Good at discussion and had several good ideas. Fairly well adjusted except for boy-girl relations.

**Psychograph # 12 Group 2**

**Student:** C. A. (boy) 11th grade

**Biographical Background:** Father--farmer, 11th grade; mother--housewife, 12th grade. Two older brothers, one older sister, 1 younger sister. Broke leg in 1960 and broke arm in 1961. Had definite limp. Attendance did not improve 6% to 14% absences. Mean I.Q. 95.

**Appearance, Impression, Manner:** Poor complexion, sloppy dresser. Not too relaxed although improved in later sessions.

**Role in Group:** A listener; talked when asked questions.

**Group Reaction to Him:** Friendly.

**Participation:** Quantity, Quality: Didn't say too much. Listened and supported others. College for smart people.

**Occupational Aim:** 1. Factory 2. Mechanic

Personal Strengths and Weaknesses: Strengths—likes to tell jokes, can remember faces, names and incidents. Weaknesses—poor appearance, crippled, not such ability, feelings easily hurt, worries a lot, not interested in school, not having a room of his own, needing money and training in a job.

Student's Evaluation in Interview: Discussion on fear of failure in school work most helpful. Some improvement in acceptance of self and understanding others. Enjoyed saying what he wanted to, relating personal experiences, listening rather than talking. Wanted sessions to continue.

Researcher's Evaluation: Boy has very few assets. Needs encouragement and definitely needs specific training for job due to his physical disability. Loner much of the time.

Psychograph # 13  Group 2

Student: L. S. (boy) 12th grade

Biographical Background: Father—farmer, 8th grade; mother—housewife, high school. One older brother, one older sister, one younger brother and two younger sisters. Absences from 5 to 10. Mean 1.6. 95.

Appearance, Impression, Manner: Poor complexion, rt, daydreamer, doesn't take things seriously.

Role in Group: Listener

Group Reaction to Him: Friendly

Participation: Quantity, Quality: Very little. Planned to go to service. Discussed teacher treating him unfairly.


Results of Strong: 1. Farmer 2. Office man 3. Printer
Personal Strengths and Weaknesses: Strengths--friendly even though quiet, work experience. Weaknesses--uncertain about vocation, timid and shy, daydreaming, failing in many things he tries to do, poor complexion, afraid of unemployment, poor teeth, thoughts of suicide.

Student's Evaluation in Interview: Felt talking about feelings helped self-concept. He stopped goofing off in class and study library to help improve grades. He enjoyed saying what he wanted to, relating personal experiences, asking questions. Thought group helped a great deal--everyone who wanted to should be in a similar group.

Researcher's Evaluation: Checked 63 problems on Mooney Problem Check List. Should have been helped earlier in many ways. Had a variety of problems but mostly unsure about vocation. Recommended taking CATB at employment office.

Psychograph # 14 Group 2

Student: D. S. (boy) 11th grade

Biographical Background: Father--grocer, 12 grade; mother--helped in store, 12th grade. One older sister, two younger brothers and 1 younger sister. Attendance did not improve--18% to 21%. Mean I.Q. 106.

Appearance, Impression, Manner: Neat appearance. Casual manner, slouched in chair, appeared tired.

Role in Group: Isolate. Very quiet.

Group reaction to Him: Ignored until after he decided to drop out of school. The group encouraged him to stay.

Participation: Quantity, Quality: Spoke when asked questions. Admitted wanting to go to trade school--then service--and would enlist. Absent four sessions in a row. After leader encouraged to come back, did so. Liked to run tape recorder. Had to leave early several times.

Occupational Aim: 1. Farming 2. Factory

Results of Strong: Did not take Strong; so do not
Personal Strengths and Weaknesses: Nice looking boy, worked in store, independent. Weaknesses—too much to himself, wake up easily, very quiet. Tried to study harder and improved grades.

Student's Evaluation in Interview: Admitted better acceptance of self, some understanding of others, tried harder in his subjects and enjoyed listening rather than talking.

Researcher's Evaluation: Missed too many sessions, did not take Toccey Problem Check List or Strong Vocational Inventory. After returning to school seemed more interested in group discussion. Some improvement noted late in project.

Psychograph #15, Group 2
Student: M.K. (girl) 12th grade

Biographical Background: Father—carpenter, 6th grade; mother—housewife, 12th grade. One older brother and one older sister. Mean I.Q. 96.

Appearance, Impression, Manner: Not too neat, lazy, friendly.

Role in Group: Participated in discussion to some extent.

Group Reaction to Her: Friendly

Participation: Quantity, Quality: Thought girls should be drafted. Women could do some work. Her mother fixed furnace when dad didn't. Dropped out of school to get married end of October.

Psychograph #16, Group 2
Student: T.C. (boy) 12th grade

Biographical Background: Father—factory worker; Mother—housewife. Two brothers and five sisters. Missed 10 days 1st semester against 19% for year before. Mean I.Q. 113.

Appearance, Impression, Manner: Clean but wore old clothes at times. Very polite and courteous. Contributed to discussion.
Role in Group: Listened more than he talked.

Group Reaction to Him: Friendly.

Participation: Quantity, Quality: Agreed or added to J. R. and D. S. comments on drafting girls. Parents should teach children drinking at home—know what they could handle. Liked recreation idea for his town. Wanted to bring up grades. No particular goals—may go to Navy. Worked on bookkeeping in group one session. Dropped out at end of first semester as figured he couldn't graduate without extra courses in the summer.

Occupational Aim: 1. Farmer 2. Factory
3. Electronics

Results of Strong: No results—left before taking test.

Student not available for Evaluation Interview.

Researcher's Evaluation: Checked 58 problems on Looney Problem Check List. Very disappointed to see T. C. drop out of school. Felt he had potential to succeed in courses. Many outside worries and problems. Father was in car accident and in hospital at time T. C. dropped out. Poor home and researcher believed T. C. thought he needed to support family—only one in family that could work.

Other outcomes which appear to have resulted from the counseling project have been compiled as follows:

1. Growth toward maturity by free expression of hostility.

2. Assessment of occupational interests.

3. Personal goals and life values examined in terms of planning for the future.

4. Increased feeling of security, reassurance of vocational choices and decisions, encouragement from peers or leader.

5. Better understanding of peers.
6. Improved study habits.
8. Improved conversational habits.

No evidence of unreliability of teachers' marks was discovered. On the Teacher Questionnaire (Appendix A), six out of eighteen teachers indicated some knowledge of the project. Two out of eighteen teachers admitted knowledge of the main objective. Only four teachers listed names of students they knew were in the project. All eighteen teachers denied any influence on the marks they gave their students.

After the Teacher Questionnaire was filled out by the teachers, the researcher gave them a full explanation of the group counseling project and its objectives. Names of students in the project were released. After all school marks were recorded at the end of the school year, teachers that had students in the academic classes were asked to fill out the Teacher Evaluation Check Sheet (Appendix F). No students who had dropped out of school or moved were included in this survey. Twelve members of the Experimental Group were evaluated by teachers in terms of attitude, cooperation, attention, attendance, class behavior, social behavior, contribution to class discussions, promptness in turning in assignments, and work habits. One teacher added "effort" to the above list. Results of the tabulation can be
summarized in three categories: Three students showed "little or no improvement" in most of the areas. Six students showed "average improvement" in the majority of areas. Three members showed "a great deal of improvement" in most of the areas.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study to determine whether group counseling could have a positive effect on improving failing school marks with 10th, 11th, and 12th grade boys and girls. A comparison was made between two groups of failing high school students: (1) the Experimental Group; and (2) the Control Group. The criteria for the success of the Experimental Group included: (1) a decrease in the per cent of failing school marks of students in the 10th, 11th, and 12th grades as compared to the per cent of failing school marks of these same students in high school prior to the counseling project; (2) a smaller per cent of drop-outs as compared with the total number of students in the Experimental and Control Groups; (3) an increase in the number of students in each grade classification who completed the school year and had fewer "F" school marks; (4) an increase in the number of students in the 9th, 10th, and 11th grades who had no failing school marks during the project year; and (5) positive results of the above when compared with the Control Group.

The project was carried on with the cooperation of the principal and full-time counselor. Teachers assisted
in evaluating students at the conclusion of the sessions. Sixteen students comprised the experimental group who volunteered for the sixteen sessions of group counseling covering the first semester of the school year. Individual counseling, mainly used as evaluating conferences for the counselors, continued in the second semester. The control group was made up of twenty-two students who had failed one or more subjects, but did not volunteer or participate in group counseling.

Measures of successful production of positive effects in the experimental group, in addition to school marks, were determined by: (1) the participant's own idea of what he learned: ways in which his self-concept, attitudes and behavior patterns changed; (2) the leader's observations and interpretations of behavior changes which showed evidence of group project influence; and (3) the teachers' evaluations of attitude and behavior changes of their students in the group counseling project.

II. CONCLUSIONS

School marks before and after counseling of the experimental group and control group were compared. Since the two groups did not contain the same number of students, it was difficult to make an accurate comparison. With this in mind, the researcher arrived at the following conclusions:
1. Three out of 16 members (19 per cent) of the Experimental Group were drop-outs during the experimental year. Six out of 22 members (22 per cent) of the Control Group were drop-outs during the same period. The Experimental Group, then, had three per cent less drop-outs, a smaller per cent of drop-outs than did the Control Group.

2. Five students in the 12th grade participating in the Experimental Group showed an increase of "F" marks during the experimental year compared with the prior grading periods of 22 per cent. The nine 12th grade students in the Control group showed an increase of failing marks of 7 per cent during the experimental year. Both 12th grade groups showed an increase of "F" marks. The Experimental Group indicated a 15 per cent greater increase in failing marks during the experimental period than did the Control Group.

3. Both groups increased in the number of 12th grade students who completed the school year and had fewer "F" marks for the experimental year. One out of two remaining students increased "F" marks that were in the Experimental Group; all four remaining students in the Control Group decreased
4. There was an increase of three 12th grade students in the Control group who had no "F" marks during the experimental year. These students had only one "F" mark each prior to the project. There was no increase of 12th grade students in the experimental group having no failing marks.

5. The per cent of "F" school marks remained the same (23 per cent) for seven 11th grade students in the Experimental group. The eight 11th grade students in the Control group decreased their per cent of failures in the experimental year by 2 per cent. This shows a 2 per cent greater decrease in per cent of failing marks possible by the Control group when compared with the Experimental Group.

6. In comparing the two 11th grade groups, the Control group had two drop-outs (boys) and the Experimental group had no drop-outs, so the Experimental group had fewer drop-outs than did the Control group.

7. Both groups of 11th grade students increased in the number of students who completed the school year and had fewer "F" marks for the experimental year. Five out of seven students in the experimental group decreased "F" marks. Five out of the six
students in the Control Group who completed the school year decreased in the number of "F" marks. Students in the Experimental Group had a greater number of "F" marks than did the members who completed the year in the Control Group during the prior grading periods, so the students in the Experimental Group showed a greater decrease in the number of "F" marks received during the experimental year.

8. Both groups of 11th grade students showed an increase in the number of students who had no "F" marks during the experimental year. Three out of five 11th grade students in the Experimental Group received no "F" marks; and five out of eight 11th grade students in the Control Group received no "F" marks during the experimental year. Because the number of "F" marks in the prior grading periods were greater for these non-failing students in the Experimental Group, the Experimental group showed a greater per cent of improvement.

9. Both groups of 10th grade students showed a decrease of failing marks during the experimental year. The Experimental group showed a three per cent greater decrease of failing marks when compared to the prior grading periods than did the Control
10. Both groups increased in the number of 10th grade students having fewer "F" marks for the experimental year. Three out of four 10th graders in the Experimental Group decreased the number of "F" marks as compared to the prior grading period; and four out of five 10th graders in the Control Group decreased in "F" marks.

11. There was an increase of one 10th grade student in the Experimental Group who had no "F" marks during the experimental year. Three out of six 10th grade students in the Control Group had no "F" marks during the experimental year.

From the data on school marks, group counseling had an apparent positive effect in decreasing "F" marks with the Experimental Group. Comparisons of results between the Experimental and Control Groups are inconclusive.
BIBLIOGRAPHY

A. BOOKS


PERIODICALS


APPENDIX
APPENDIX A

INFORMATION BLANK
(Discussion Group Members)

Directions: A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. All information is confidential and will not be released to anyone without your consent.

Name ___________________ Age _______ Date of Birth ____________

Address __________________________ Street or Rural Route City State Telephone No.

Place of birth _________________________ Elementary _______________________

Father's age _______ Education _________ Occupation _________

Mother's age _______ Education _________ Occupation _________

No. of older brothers _______ No. of younger brothers _______

No. of older sisters _______ No. of younger sisters _______

List occupations of older brothers and sisters not now in high school or college.

List extracurricular activities you have belonged to in high school for at least one semester.

List any serious accidents, illnesses or defects (give approximate age of occurrence).

Name of subjects taken in H. S. according to the following categories:

1. 2 Best Marks 2 Worst Marks 2 Best Liked 2 Least Liked

2. ________________________________

List any work experiences you have had up-to-date in which you got paid.
List in order of preference five occupations in which you would like to earn a living:

1. __________________________  Reason for your interest __________________________  
2. __________________________  
3. __________________________  
4. __________________________  
5. __________________________  

Have you made a vocational choice? ___ If so, what is it? ___ 

How certain are you that this occupation is the one you really want? (Check one)

Very certain ___ Somewhat certain ___ Very uncertain ___ 

How much information have you on this vocation? (Check one)

None ___ Some ___ Extensive ___ 

Where did you get this information? (Specify books, talks with people, lectures, work experience, counselor, acquaintances working in the occupation) __________________________ 

What has been your most important achievement related to this vocation? (Activities, grades in school, work experience, etc.) __________________________ 

If you were free from all restrictions (if you could do what you wish)—what would you want to be doing 10 or 15 years from now? __________________________ 

What additional information can you give as to your skills and interests? __________________________ 

Are there any particular subjects which you would rather not discuss in a group discussion?
APPENDIX B

DISCUSSION TOPIC POLL

1. What is an attractive personality: differences of opinion among boys and girls as to desirable traits. What makes for high school popularity and leadership?

2. What makes a good teacher; a poor one?

3. Which is the most important basic drive (to live to love, to belong, to be recognized)?

4. Is it possible to be honest in our American culture? Why do students cheat?

5. What is happiness; what is the definition of a well-adjusted person?

6. What kind of a date do you like; dislike?

7. What is your idea of success in life; what would you like to be in ten years?

8. Why do people go to college; for prestige, to find a mate, or to train for a job? Is college worthwhile or can you do better training on the job?

9. How much parental control is fair in the case of a high school Sophomore, Junior, or Senior? How much rebellion and freedom of action can be taken and still be fair to parents? Is there a certain age or point in one's life when independence from father or mother is attained?

10. What causes alcoholism, homosexuality, be-bopism and other behavior of which society disapproves? How rigidly should a person conform to conventions?

11. How do different people react when they feel inferior; how would you act if you were a Negro in this kind of school?

12. Should women be drafted into service as well as men?

13. Do any of the following have an effect on grades: study habits, interest in the subject, importance of the subject, learning techniques?
14. How do we use defense mechanisms: identification, projection, sublimation, rationalization, compensation?

15. How can one improve his personality and ability?

16. Pet gripes: feelings of hostility, prejudices, etc.

17. Personal philosophy, values, goals.

ADDITIONAL TOPICS
APPENDIX C

CHOICE OF METHOD USED IN THE GROUP DISCUSSIONS

(Please check the procedure which you would enjoy most; or which you believe to be most beneficial to yourself as a participant in the group.)

( ) 1. Completely structured discussion sessions: topic is known in advance so that participants can think about it; leader keeps discussions focused on the topic; conclusions are sought; summary at end of session; plan for next session is formulated.

( ) 2. Modified structure: topic is known in advance, but if group wishes to change discussion focus during the session, it may do so; leader serves only as moderator, letting discussion go in any direction; leader summarizes discussion content but conclusions are not definitely sought; plan for next session is made.

( ) 3. Slightly structured: topic is known in advance by the group, but approach to it is not planned; no attempt to focus discussion or draw conclusions; leader does not moderate except in instances where monopoly of time by one participant is unfair to others. Group votes on topic for next session.

( ) 4. Unstructured: no topic is assigned. Participants talk about anything they wish. No leader or moderator. (Leader becomes participant-observer and gives information when asked.) Time allotments for individuals having the floor are not controlled except by the group itself. No decisions regarding discussion topic for next session.

What is the reason for your choice? ________________

VOTE ON TYPE OF INDIVIDUAL PARTICIPATION

Which do you prefer: impersonal group discussions in which you don't have to talk about your feelings and personal problems—or—confidential presentations of problems of individual members? ( ) Impersonal ( ) Personal

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1. River, op. cit., p. 64.
1. Do you think you understand yourself better because of the group project?
   a. Acceptance of self
   b. Self-confidence
   c.

2. Which discussion topics were most helpful?

3. In what way did you enjoy contributing to the group discussions?
   a. talking
   b. arguing
   c. listening
   d. friendly discussion
   e. counseling by group leader

4. What influence did the following have on you?
   a. Kohler: Problem Check List
   b. Strong: Vocational Inventory

5. Do you think you understand others better because of the group experience?

6. Did the group experience help you change attitudes, feelings or ways of acting?

7. Did you learn to feel more at ease in a group?

8. Did you try harder to improve your grades and pass all subjects? In what way?

9. Did you gain satisfaction from any of the following?
   a. acting the way you felt
   b. saying what you wanted to
   c. griping
   d. blowing off steam
   e. relating personal experiences
   f. listening rather than talking
   g. friendly argument
   h. asking questions
   i. friendly contacts
   j. making jokes, getting laughs from the group

10. Is the group experience benefits temporary or do you think there is something you have derived that can be used in the future?

11. Have you some suggestions for improving the group project?

12. Would you want to join another group of this nature in the future?
APPENDIX E

TEACHER QUESTIONNAIRE

1. Were you aware that group counseling projects were carried on during the first semester of this school year? 

2. Were you knowledgeable as to the objectives—or at least the main objective of these group counseling sessions? 

3. Which of your students were in the group counseling sessions? 
   Please Name ________________________________

4. Did you feel that knowledge of group counseling had any effect on the school marks you gave any of these students at the end of the first semester? 

5. Please make further comment if answer to #4 was yes.
APPENDIX F

TEACHER EVALUATION CHECK SHEET

Teacher __________________________ Course __________________________

During the first semester of the 1966-67 school year, group counseling sessions were held one day a week for students, who had received one or more "F's" as school marks during their high school education. The students had to be in 3rd or 4th period study hall on Friday and had to volunteer for group counseling. The main objective was to improve school marks from failing to passing with 10th, 11th, and 12th grade boys and girls. I would appreciate teacher's evaluations of any noticeable changes in behavior, attitude, and work habits of any of the students participating in the project.


Please fill out one form for each student for each separate subject he or she took during the first semester of this school year.

Circle one number in each row.
If you circle No. 1 this means little or no improvement noticed.
If you circle No. 7 this means a great deal of improvement.
Numbers in between will indicate amount of improvement shown.

1. Attitude 1 2 3 4 5 6 7
2. Cooperation 1 2 3 4 5 6 7
3. Attention 1 2 3 4 5 6 7
4. Attendance 1 2 3 4 5 6 7
5. Class behavior 1 2 3 4 5 6 7
6. Social behavior 1 2 3 4 5 6 7
7. Contributing to class discussions 1 2 3 4 5 6 7
8. Turning work in on time 1 2 3 4 5 6 7
9. Work habits 1 2 3 4 5 6 7
10. Other, (name) 1 2 3 4 5 6 7

If any further comments, please add for help in evaluation.

______________________________
Mrs. Mc Donough
APPENDIX G
HOW STUDENTS RATE THEIR HIGH SCHOOL TEACHERS

Best Teachers

Those who set high standards for their students.
Those who made students think for themselves.
Those who knew their subject matter well.
Those who made classes interesting.
Those who were firm, but just.
Those who worked hard for students.
Those who gave a tough course.
Those who seemed to understand students.
Those who were fair in their grading.
Those who spent time with students who needed help after school.
Those who answered questions willingly.
Those who had a good sense of humor.
Those who were frank and honest.
Those who were respected by others.
Persons the students would like to be like.

Inastic teachers.

Those who taught students how to take notes from a lecture.
Those who accepted criticism of their teaching.
Those who explained the grading procedures thoroughly.
Those who supported student activities.
Those who permitted class leaders to disagree with them.
Those who emphasized the purposes and goals of the course being taught.
Those who were businesslike.
Those who told students how to study for the course.
Those who used any illustrations in their teaching.
Those who were over-handed.

Worst Teachers

Those who never admitted being wrong.
Those who were overly impatient with others' mistakes.
Those who gave a snap course.
Those requiring not much outside work for a passing grade.
Those who expected them to memorize what they told them.
Those who were suspicious that their students cheated.
Those who were dictatorial, cold and unfriendly.
Those who were frequently angry.
Those who embarrassed students who were unprepared.
Those who gave better grades to the popular students.
Those who lost control over the class in arguments.
Those who told too many jokes.
Those who made students feel they didn't like them.
Those who changed test grades under pressure.
Those who acted too important.
Those who dominated.
Those who made fun of other teachers.