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MID-20TH CENTURY RE-SURVEY OF EDUCATIONAL
AND VOCATIONAL GUIDANCE IN MONTANA PUBLIC HIGH SCHOOLS

by

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B. A., Montana State University, 1950

Presented in partial fulfillment of the
requirement for the degree of
Master of Education

Montana State University

1951

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May I thank H. C. Olson, whose thesis, "A Survey of Vocational and Educational Guidance in Montana High Schools", served as an inspiration and guide.

I am grateful for the cooperation of all the school administrators and counselors who participated in completing the lengthy questionnaire. Also in the ledger is my indebtedness to the State Department of Public Instruction officials, Mary M. Condon, State Superintendent; William I. King, High School Supervisor; and Truman Cheney, Supervisor of Occupational Information and Guidance, for their support and endorsement of the study. For the numerous calculations and other clerical work on the manuscript, I am deeply grateful to my wife, Margaret.

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CHAPTER I.

THE PROBLEM, DEFINITIONS OF TERMS AND ORGANIZATION OF THE PROFESSIONAL PAPER

Since a survey of guidance in Montana high schools was made in 1930 considerable work has been done in this field. Specific studies, though significant in revealing existing conditions, have not disclosed general trends in the guidance program.

I. THE PROBLEM

Statement of the problem. The object of this study was (1) to obtain information of the existing conditions in the field of guidance by a survey of all the public high schools in the state; and (2) to discover general trends in the guidance movement by comparing the present findings with those in the study made by H. C. Olson in 1930.

The value of this study. Before any program can be geared to our rapidly changing society, it must continually take inventory of its present characteristics and make adjustments accordingly. In making these adjustments, counselors may begin by evaluating their services in the light of the findings of this survey. Counselors need also the leadership and direction of educational institutions. Results of this survey may assist these institutions in lo-

cating problems and trends for further study and recommendations. Only by continuous evaluation and study can effective counseling services be guaranteed.

II. DEFINITION OF TERMS USED

Guidance services. Guidance services was defined as all those services that are offered by the schools to assist students to achieve success in self-realization and self-direction. Realizing that more students need counseling concerning educational and vocational problems than any other problem this survey was limited to cover only the educational and vocational aspects.

Problems of adjustment course in occupations. This course was defined as a formally organized course in the study of occupations and their relationship to the worker. Studies of occupations made in other courses such as English and sociology are not included in this definition.

Distributive education. It is that period of business education which offers students training in distributive occupations such as wholesaling, retailing and service trades.

First, second, and third class school districts.¹

¹ School Laws of the State of Montana, State Department of Public Instruction, 1949, Chapter 95, Sec. 1021, p. 68

All districts having a population of eight thousand (8,000) or more shall be districts of the first class. All districts having a population of one thousand (1,000) or more, and less than eight thousand (8,000) shall be districts of the second class, and all districts having a population of less than one thousand (1,000) shall be districts of the third class. In districts of the first class the number of trustees shall be seven (7); in districts of the second class the number of trustees shall be five (5); and in districts of the third class the number of trustees shall be three (3).

Data reported in this survey were grouped into three categories representing the schools in the three classes of districts as defined above. Since Olson's survey employed this method of grouping, a comparison of the two surveys necessitated the utilization of this method in the 1950 survey. Schools in the three classes of districts are referred to in the survey as the first class schools, second class schools, and third class schools. High schools known as county high schools were classified as belonging to the class of district in which schools were located.

III. THE RE-SURVEY OF GUIDANCE IN MONTANA

A survey is of greater value when it not only presents the present picture, but when its findings can be compared with those of a previous survey. The ultimate objective of this survey was to discover trends in the guidance movement by comparing Olson's survey in 1930 with the results of the present survey. To insure a true comparison, Olson's

questionnaire was utilized. A number of questions of current value supplemented the original questions. A copy of the questionnaire can be found in the appendix.

Two copies of the questionnaire were mailed to each of the one hundred seventy-seven public high schools in Montana, February, 1951. All answers were indications of the conditions and practices of the guidance programs during the school year, 1949-1950. One hundred forty-nine schools, representing 84 per cent of the public high schools of Montana, returned completed questionnaires. Of these schools, six schools or 86 per cent were in the first class districts, 62 schools or 83 per cent were in the second class districts, 81 schools or 85 per cent were in the third class districts. To make a comparative study of the schools in the different classes of districts, data were grouped into the three categories representing the schools in the first, second, and third class districts. As was previously mentioned, these categories are indicated in the survey as the first, second, and third class schools.

IV. ORGANIZATION OF REMAINDER OF THE PROFESSIONAL PAPER

The main body of the paper, like the questionnaire, is divided into two sections, occupations courses, and guidance and placement. Findings are indicated as the per cent of schools reporting. Fractional percentages, one-half or more, were rounded off to whole numbers. After a presen-

tation of the current findings concerning occupations courses, a comparison is made with the findings reported in Olson's survey. For simplicity, Olson's survey is referred to as the 1930 survey, the 1930 study, and the early survey. A comparative study of two surveys reveals various trends in the guidance movement.

The second section, guidance and placement, includes the present conditions of the organization of the program, qualifications of counselors, scope of guidance services, personnel records, and placement services. As in the first section, a comparison is made with the findings of the early survey.

The third section contains information about methods now being used in evaluating the guidance program and the prevailing problems in the field.

In the fourth section, findings and comparative relationships of the two surveys are summarized.

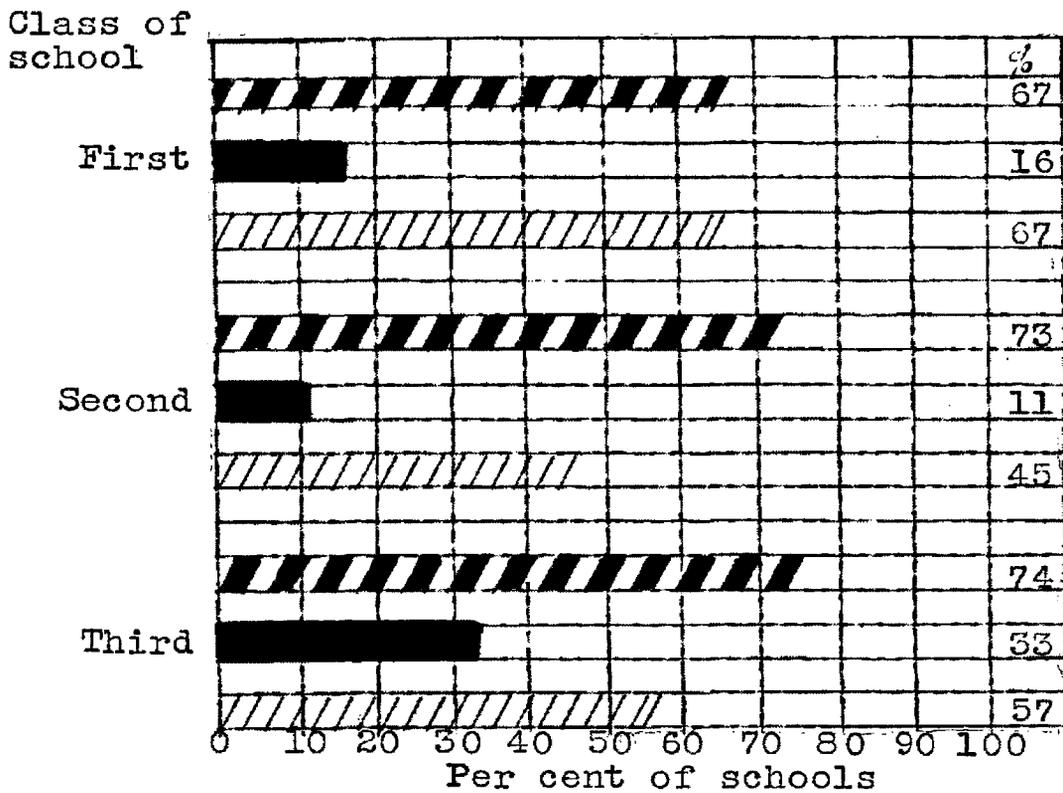
CHAPTER II

VOCATIONAL INFORMATION OFFERED THE STUDENT

At present the picture of occupations courses in Montana high schools appears to be changing. Both varied and inconsistent methods have been reported. The place of the study of occupational information in the curriculum is still being challenged. The objective of this survey was to obtain knowledge of the present practices and then determine general trends. It is beyond the scope of this paper to discuss in detail the implications of variations noted in the comparative study made of Olson's findings.

Textbook courses and supplementary materials. To best illustrate the existing methods of presenting vocational information to students, a graph was constructed on page seven. This graph reveals that many schools do not offer the traditional course in occupations. Also illustrated for comparative reasons are the percentages of schools offering the course in 1930. The trend today is to offer students information about the world of work through other courses such as English, social studies, home economics and life adjustment courses.

When considering both the offerings of the traditional occupations course and the instruction about occupations through other courses, there are fewer schools today



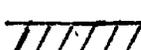
 Per cent of schools reporting occupations courses in 1930
 Per cent of schools reporting occupations courses in 1950
 Per cent of schools reporting combined offerings of occupational information through traditional course and other courses in 1950

FIGURE 1

PER CENT OF SCHOOLS OFFERING TRADITIONAL OCCUPATIONS COURSE AND OCCUPATIONAL INFORMATION THROUGH OTHER COURSES IN 1930 and 1950

offering occupational information than in 1930. One cannot hastily conclude that students today receive less occupational information than those of twenty years ago. The need for informing the student about vocations still persists regardless of the change in methods. Nevertheless, as is revealed in Figure 1, the formalized course for study of occu-

pations is rapidly becoming a thing of the past.

Administrative policies concerning the course in occupations. With the exception of four, all schools have the boys and girls in the same class. With the exception of the first class schools this arrangement was the common practice of the schools mentioned in the 1930 report. There was an equal number of boys and girls taking the course.

Since the present grade placement status of the course is so much unlike that reported in the earlier survey, only general comparisons can be made. In the previous study each school specified only one year in which the course was given. The present survey discloses a flexibility in the placement of the course with some schools offering it every year. The numerous subjects in which occupational information is studied, other than the course in occupations, can probably account for these placement variations. In Table I one can find that over one-half of the second class schools give the course in the 9th grade, whereas only 16 per cent of the third class schools offer it in the same grade. A greater per cent of the third class schools offer the course in the 10th grade than in any other grade. Of special interest are those third class schools that offer the course in all the four years of high school. Though this includes only 12 per cent of the third class schools, there are no

second class schools with this arrangement. An inspection of the following table will reveal not only differences among schools of the three classes, but differences among the schools within their class.

TABLE I

PER CENT OF SCHOOLS OFFERING THE COURSE
IN OCCUPATIONS AND OCCUPATIONAL INFORMATION
IN OTHER COURSES IN VARIOUS GRADES

Grades	Class of School		
	First	Second	Third
9	25	57	16
9-10	0	4	22
9-10-11	0	0	2
9-10-11-12	25	0	12
9-11	25	0	2
9-11-12	0	4	0
9-12	25	11	4
10	0	4	0
10-11	0	0	6
10-11-12	0	0	6
11	0	4	0
11-12	0	4	8
12	0	7	8
No Answers	0	5	14

Credit toward graduation and required or elective.

Table II indicates the policies adhered to in credit evaluations of the course and also whether it is offered as an elective or is a required course. Though a greater per cent of schools require the students to take occupational studies than in 1930, the increase has not been great. The second class schools made the most significant increase toward requiring the course for the students. Another factor contributing to the importance of this course in the curriculum is the amount of credit granted. The great range from no credit to two units shows that the evaluation of the course is still a controversial issue. Though there was a slight increase in giving no credit, the existing trend is toward giving one unit rather than one-half unit. As the table

Status	Class of schools and dates of surveys							
	First		Second		Third		Total	
	1930	1950	1930	1950	1930	1950	1930	1950
Required	40	50	28	43	45	48	39	47
Elective	40	17	68	46	54	35	57	39
Ex. Curric.	20	0	4	0	1	2	4	1
No Answers	0	33	0	11	0	15	0	13
2 units	0	0	0	4	0	0	0	1
1½ units	0	25	0	0	0	0	0	1
1 unit	0	25	21	46	22	46	20	45
½ unit	100	25	77	25	78	33	79	30
1/8 unit	0	0	0	0	0	2	0	1
No credit	0	0	2	11	0	6	1	8
No Answers	0	25	0	14	0	13	0	14

indicates, the per cent of schools now giving one credit has doubled since 1930. Reports also indicated that more

schools offering only one-half credit were dissatisfied with the course than those offering one or more credits; the chief complaint was the lack of time to do a thorough study.

Textbooks containing occupational information. As was revealed in Figure 1, page 7, the traditional occupations course is not found in very many high schools at the present. This particular change in the curriculum has reduced the number of occupational textbooks used in the schools. This sudden decline was noted when the frequency of their use dropped from 138 reported in the 1930 survey to 62 reported in the re-survey made in 1934.² Table III below indicates a few of the books still being used. More and more schools have adopted the National Forum Series. These books are not strictly textbooks on occupations. All other books

TABLE III

NUMBER OF VARIOUS TEXTBOOKS ON
OCCUPATIONS STILL BEING USED IN SOME HIGH SCHOOLS

Title		Class of Schools		
		First	Second	Third
Nat'l Forum Series	Nat'l Forum Inc.	2	9	11
Occupations Today	Ginn & Co.	1	3	11
Occupations	Ginn & Co.	0	1	3
Being A Citizen	Amer. Bk. Co.	0	0	2
Everyday Occupations	D.C. Heath & Co.	0	1	1

² H. C. Olson, "A Survey of Vocational and Educational Guidance in Montana High Schools," (unpublished Master's thesis, State University of Montana, Missoula, 1935), p. 35.

reported only once or used as a supplement are not included in the table. Occupations Today,³ the most popular textbook in 1930 and 1934 is still being used in some schools as was indicated in Table III. Since the other textbooks used in 1930 are no longer used today, a comparison cannot be made with the books reported in the 1950 survey.

Reference books, magazines, bulletins and pamphlets dealing with occupations or professions. The diminished use of the textbook in occupational studies has brought about an increase in the utilization of other materials. Since the 1930 survey indicated the amount of materials by utilizing the average, it was necessary for comparative reasons to include the present figures as averages. The median was also employed to give a better picture since the range was from one item to 1,200 in some instances. Examination of Table IV will reveal a slight decrease in the use of magazines in all schools. The number of bulletins reported was about equal to the number reported in 1930.⁴ Establishing a file on occupational information stimulated purchase of pamphlets such as occupational briefs, monographs, and job descriptions, which accounted for the significant increase in the number of

³ Ibid., p. 35

⁴ Ibid., p. 39

pamphlets. The median number of pamphlets for the third and second class schools was approximately the same. The largest increase in the average number of pamphlets was noted by the second class schools. For these schools the average number of pamphlets reported in 1930 was 21 as compared to an average of 116 pamphlets reported in the 1950 survey. The second class schools also showed the greatest increase in the average number of reference books used in connection with studies of occupations. The following table offers a comparison of various kinds of materials reported in the 1930 and 1950 surveys.

TABLE IV

AVERAGE AND MEDIAN (Md.) NUMBER OF VARIOUS
TYPES OF MATERIALS USED IN 1930 AND 1950

Materials	Class of Schools								
	First			Second			Third		
	1930 ^x	1950	Md.	1930 ^x	1950	Md.	1930 ^x	1950	Md.
	Av.	Av.	Md.	Av.	Av.	Md.	Av.	Av.	Md.
Reference books dealing with occupations	52	66	45	15	41	25	18	23	13
Magazines	21	7	5	9	6	4	6	4	2
Bulletins	35	39	21	70	71	25	22	32	18
Pamphlets	105	211	200	21	116	40	14	52	41

^x Ibid., p. 39

Periodicals containing vocational information. An attempt was made to have schools report the availability of those periodicals that are particularly useful in occupational studies. Table V shows that the most popular periodical reported was "Business Education" with "Occupations" next in order of frequency. Since the periodical, "Vocational Trends", was no longer in print at the close of this survey, some of the schools did not report it. When asked to name other magazines that they have found helpful in vocational guidance, a great variety of periodicals were mentioned. This variety suggests that some issues of most publications may contain occupational information. Most of the periodicals mentioned could be grouped into the following categories: science, mechanics, and shop, news magazines, business and secretarial, periodicals specifically published for students, home economics magazines, and professional journals.

TABLE V

PER CENT OF SCHOOLS REPORTING VARIOUS
PERIODICALS AVAILABLE IN THEIR SYSTEMS

Periodical	Class of School		
	First	Second	Third
Business Educ.	50	40	40
Occupations	33	34	26
Vocational Trends	17	31	21
Monthly Labor Review	33	18	9
Guidance Index	33	15	25
Occupational Index	33	13	21
No Answers	33	27	26

File of materials on occupational information. All of the first class schools reported having a file of occupational information. Of the second class schools, 82 per cent of them reported this facility, while only 76 per cent of the third class schools had a file of occupational information. The mere presence of an occupational information file does not guarantee an adequate supply of information. As was shown in Table IV, page 13, many schools do not have an extensive supply of materials. Though many files are still inadequate, these files will serve as a nucleus for further development.

Visual aids and outside sources used in the study of occupations. There is no notable change in the number of schools employing talks and interviews from the number indicated in the 1930 survey.⁵ None of the schools twenty years ago reported using motion pictures or slides in their program. Today, two-thirds of the schools are using motion pictures as aids in the studies of occupations. Of special interest in Table VI is the evidence that schools of the third class are maintaining an equal pace with other schools in the use of motion pictures. When making comparisons with the 1930 survey there is a much greater number of schools

⁵Ibid., p. 45

conducting trips to factories, stores, and other industries today, than twenty years ago. In the 1930 survey only 17 per cent of the first class schools reported these trips while 33 per cent of the first class schools reported these trips in the 1950 survey. Forty-eight per cent of the second class schools conducted these trips in comparison to 21 per cent of the same class schools in the early study. The present survey reports that 46 per cent of the third class schools utilized trips in connection with instruction about occupations as compared to 18 per cent in the former survey.

TABLE VI

PER CENT OF SCHOOLS UTILIZING VISUAL AIDS AND
OUTSIDE SOURCES IN CONNECTION WITH STUDIES OF OCCUPATIONS

Sources	Class of Schools						Total Per Cent
	First		Second		Third		
	1930	1950	1930	1950	1930	1950	1950
Interviews	34	50	41	47	30	32	39
Talks	33	33	42	48	26	29	37
Motion pictures	0	66	0	65	0	63	65
Slides	0	17	0	27	0	21	23
Trips to factories	x17	33	x21	19	x18	17	19
Trips to stores		33		42		32	36
Trips to other indus.		33		24		29	27
Pictures, posters		33		48		49	48
No Answers		33		24		17	21

^xThese figures represent the per cent of schools conducting all the various trips listed, hence no figures are shown for the other trips listed.

The activity with the least number of schools participating is the "Trip to the factory" which is understandable when

considering the few factories in this State. Approximately 50 per cent of the schools taking part in the 1950 survey reported using pictures, posters, and displays as aids in the study of occupations. These aids were not mentioned in the early survey.

Try-out or exploratory courses. Another aid to learning is the try-out or exploratory course which gives the student concrete experiences about vocations. The 1930 survey reports that about half of the schools reported using the exploratory course which is the same number reporting this course in the 1950 survey. Of the courses offered, shop ranked first, with home economics, commercial, and agriculture next in order of frequency.

Evaluation of the course in occupations. When asked whether the present course was satisfactory, 43 per cent of all the schools reported that it was not satisfactory. Only one school of the first class schools was not satisfied with the present course in occupations. Of the second class schools 53 per cent voiced the opinion that it was not satisfactory as against 17 per cent who said it was satisfactory. Thirty-seven per cent of the third class schools indicated displeasure with the course and 28 per cent were satisfied. Some of the suggestions offered by the schools for improving their courses are as follows in order of frequency:

1. Acquire more and better materials such as books, pamphlets, films, and periodicals.
2. Obtain qualified instructor and counselor.
3. Use more community resources to give students practical experience in the world of work.
4. Allow more time for the course in curriculum.
5. More emphasis upon the study of occupations when it is part of other courses.
6. More money budgeted to this phase of instruction.

Though the item of money was the least mentioned, it is still the major factor affecting all the others. More second class schools than other schools expressed the suggestion that the study of occupations should be emphasized more when given as a part of other courses. Some suggested that the study of occupations should be separated from other courses in order to give it the necessary emphasis. A lack of proper balance among subject areas in integrated courses is a potential problem. Every instructor that integrates the study of occupations as a part of another course should be fully aware of the problem just mentioned.

CHAPTER III

GUIDANCE AND PLACEMENT

Schools reporting vocational guidance. The 1950 survey shows an ever expanding vocational guidance program present in the Montana high schools. Table VII discloses that more than 90 per cent of the schools reporting are making some effort toward vocational guidance. Most notable increase was the 43 per cent gain made by the second class schools.

TABLE VII

PER CENT OF SCHOOLS IN THE 1930 SURVEY AND THE 1950 SURVEY ANSWERING THE QUESTION, "DOES YOUR SCHOOL PROGRAM INCLUDE ANY EFFORT TOWARD VOCATIONAL GUIDANCE?"

Answers	Class of Schools					
	First		Second		Third	
	x1930	1950	1930	1950	1930	1950
Yes	83	100	52	95	71	90
No	17		27	3	18	6
No Answer			21	2	11	4

Organization of guidance services. The guidance services are organized in a manner similar to those reported in the 1930 survey. This form of organization consists of guidance done by principal in an informal manner, guidance

x Ibid., p. 63

advice given by teachers or principal when students ask for it, and teachers are asked to keep guidance in mind while in the classroom. One of the objectives of a good guidance program is to obtain permeation of the guidance attitude through all school courses. The ever increasing emphasis on guidance through classroom activities can be noted in the percentage increase of 34 per cent made by the second class schools and the percentage increase of 25 per cent made by the third class schools over that reported twenty years ago concerning the type, "teachers keep guidance in mind in presenting other subjects." Table VIII on the next page also indicates that 30 per cent of the schools have a formally organized guidance department in contrast to only 7 per cent reporting this organization in 1930. Though only 11 per cent reported using a full-time counselor and guidance committee, 70 per cent of the schools have part-time counselors. In the former survey 16 per cent of the schools reported no formal effort toward guidance as in contrast to only 4 per cent of all the schools surveyed in 1950. Practically all the first class schools have now a formally organized department with part-time counselors. Some of the other plans used, but too few to indicate in the table, were weekly required group classes, each teacher was assigned a group of students and the interviews scheduled by the principal. The most significant difference noted when comparing the organization of the

TABLE VIII

PER CENT OF SCHOOLS REPORTING VARIOUS TYPES
OF GUIDANCE PROGRAM ORGANIZATION

Types	Class of School							
	First		Second		Third		Total	
	1930	1950	1930	1950	1930	1950	1930	1950
Formal organization	17	83	2	31	0	26	7	30
Part-time counselor		100		76		64		70
Special Teacher or full-time counselor	33	33	4	0	0	0	12	1
Guidance committee	33	33	5	14	0	6	13	11
Teachers keep guid. in mind in presenting other subjects	66	66	50	84	55	80	57	81
Informal guid. by the principal	50	66	54	50	65	64	56	52
Guidance upon request of pupil	33	66	51	53	46	54	43	54
No formal effort	33	0	6	2	8	4	16	4
No Answers		0		3		7		5

guidance programs was the increased use of part-time counselors.

Guidance services in connection with other subjects.

To make schools subjects more meaningful, the teacher should employ good guidance techniques in the instruction of these subjects. As indicated by Table IX there has been a general increase in the number of schools applying guidance practices in subjects taught. Table IX also reveals that very few schools report guidance in connection with the course in occupations. This does not mean, necessarily, that there is very little guidance in connection with the study of occupations. As has been mentioned before, many of the schools today conduct occupational studies in the social science subjects. This can in part account for the increase in the number of schools that have guidance in connection with the social studies. The studies in which most schools applied some form of guidance services were the commercial subjects, which was also true twenty years ago. With emphasis on the course in occupations in 1930, more schools reported guidance services in connection with this particular subject than was found in the 1950 survey. Ranking next to commercial subjects in the frequency that schools apply guidance, are the social science subjects. However, there are just as many first class schools employing guidance in the science subjects as in the social sciences. Some of the other subjects

mentioned in which attention is directed toward guidance were home economics, vocational agriculture, psychology, driver training, bookkeeping, art, music, and industrial arts.

TABLE IX
PER CENT OF SCHOOLS UTILIZING GUIDANCE
IN CONNECTION WITH PARTICULAR SUBJECTS

Subject	Class of School						
	First		Second		Third		Total
	*1930	1950	1930	1950	1930	1950	1950
Occupations	50	33	42	31	49	38	35
Jr. Business Trng.	33	66	21	24	18	35	31
Commercial Subjects	67	100	54	85	59	76	81
Vocational	33	63	34	58	24	32	44
Social Science Subj.	17	83	32	77	54	63	70
English Courses	17	50	21	45	31	53	43
Science	17	83	36	58	43	48	53
Mathematics	17	33	26	40	34	43	41
No Answers		0		3		10	7

School official responsible for the coordination of the guidance program. In most Montana high schools the principal is in charge of the guidance program; this was also the common practice reported in the 1930 survey. Of the first class schools, 50 per cent reported having the principal in charge, whereas 63 per cent of the second class schools and 80 per cent of the third class schools had this arrangement. There has been an increase of approximately 20 per cent in the number of second class schools that have delegated

* Ibid., figures from p. 69

the responsibility to the part-time counselor. The 1950 survey did not indicate any full-time counselor as being responsible for the program. However, 17 per cent of the first class schools reported that the director was in charge. Some schools reported a dual system of control, the principal and part-time counselor.

TABLE X

PER CENT OF SCHOOLS REPORTING ANSWERS TO QUESTION,
"WHO IS IN CHARGE OF YOUR GUIDANCE WORK?"

Faculty member	Class of Schools						Total 1950
	First		Second		Third		
	x1930	1950	x1930	1950	x1930	1950	
Principal	50	50	63	63	60	80	72
Teacher	66	0	23	11	22	5	7
Part-time counselor	50	33	5	24	2	9	16
Full-time counselor	0	0	0	0	0	0	0
Director		17		0		0	1
No Answers		0		2		6	4

Training or preparation of counselors. The 1930 survey reported that counselors at that time had very little specialized training. Table XI indicates the per cent of counselors reporting training or preparation in the field of counseling. In the 1930 survey only 19 counselors had taken a course in educational and vocational guidance, whereas 81 per cent of 154 counselors reporting in the 1950 survey had

^x Ibid., pp. 65-66

received credit for this course. The meager amount of information in the 1930 survey about the preparation of counselors makes any further comparison with the present status of counselors impossible. As many counselors that indicated having taken the course in educational and vocational guidance had also taken educational measurement. Practically the same number of counselors in the three classes of schools indicated that they have studied a course on occupational information. Only 29 per cent of the counselors in the third class schools had had a course in techniques of counseling. A better picture was indicated in the second and first class schools, with 49 per cent and 78 per cent of the counselors respectively reporting that they had completed a study in counseling. Completing the study of the four subjects mentioned does not qualify one as a counselor but these subjects should be a minimum requirement for all those who plan to counsel.

An attempt was made to obtain information about the counselors' major and minor fields of study. Since most of the persons in charge of counseling were principals, Table XI indicates that over 90 per cent of the counselors in all schools reporting had either a major or minor in education. The second most popular field was sociology with 48 per cent of the counselors in these schools reporting this field. Though sociology was second in frequency for all school counselors, the picture is somewhat changed when each class

of schools are studied separately. For the first and second class schools, the second most mentioned field of study was not sociology but psychology. Psychology was mentioned by 56 per cent and 67 per cent of the counselors in the first and second class schools respectively.

TABLE XI
PER CENT OF 154 COUNSELORS REPORTING
PARTICULAR TRAINING OR PREPARATION

College courses completed	Class of Schools			Total Per Cent
	First	Second	Third	
Occupational Infor.	44	48	44	46
Educ. & Voc. Guid.	89	83	77	81
Educ. Measurement	89	80	81	81
Tech. of Counseling	78	49	29	42
<u>Major or Minor fields</u>				
Education	89	91	93	92
Psychology	56	67	30	36
Sociology	33	43	57	48
Economics	22	31	36	32
Commercial subjects	11	19	9	14
Science	0	11	11	10
Mathematics	0	12	14	12
History	0	5	13	8
Music	0	3	0	1
English or Foreign Lang.	0	3	0	1
Home Economics	0	1	1	1
Physical Education	0	5	3	4
Industrial Arts	0	1	1	1
<u>Various job exper.</u>	89	37	40	42
<u>Median number of years counseling exper.</u>	7.5	4.5	3.14	All Schls. 4

None of the first class school counselors mentioned training in the mathematics and science fields; however, the second class and third class schools reported 11 per cent of the counselors had had preparation in this area. Further information about the number of counselors having training in other fields may be found in Table XI.

For the schools as a whole, only 42 per cent of the counselors were reported as having work experiences. The highest number of counselors reporting as having various work experiences were the first class school counselors, with 89 per cent reporting. The second class and third class schools reported approximately equal number of counselors, 37 per cent and 40 per cent respectively, as having work experiences.

The range in the number of years of counseling experience ranged from no experience to thirty years. In order to obtain a more meaningful concept from such a great range, it was necessary to employ the median. The median number of years counseling experience of all counselors reporting was four years. Reporting the highest median, 7.5 years, were the counselors of the first class schools. They were followed by the median, 4.5 years, of the second class school counselors, and finally, the median, 3.14 years experience of the third class school counselors.

Availability of counseling rooms. Queried as to the availability of a private room for counseling, 30 per cent of all the schools reported this facility. The first class schools reported 83 per cent of the schools having a room for counseling. A counseling room other than the principal's office was reported by 37 per cent of the second class schools and 21 per cent of the third class schools. Since no inquiry was made in the 1930 survey about the availability of a private counseling room, a comparison was not made.

Time available for counseling. Of all the schools reporting, 61 per cent had daily counseling periods. Of these schools, 34 per cent scheduled one period per day for counseling. Only 10 per cent of all the schools reported two periods per day. None of the third class schools indicated

TABLE XII

PER CENT OF SCHOOLS REPORTING
VARIOUS AMOUNTS OF TIME FOR COUNSELING

Amount of time per day	Class of Schools			Per Cent of all schools
	First	Second	Third	
$\frac{1}{2}$ hr.		6	8	7
1 hr.		24	43	34
2 hrs.		22		10
3 hrs.		11		5
4 hrs.	x1			
5 hrs.	1	x1		
7 hrs.	1			
9 hrs.	1			
12	1			
22	1			

^x Since only one school was reported for each time allotment, figures represent number of schools and not percentages.

two periods or more per day. The second class schools offered more time with 22 per cent of the schools having two periods and 11 per cent having three periods per day for counseling. Of all the schools reporting, 14 per cent did not indicate any answer.

The first class schools had the greatest range from one school having four periods to another having a total of 22 periods per day. The school reporting 22 periods had 22 part-time counselors, each devoting one hour per day to counseling.

Of all the schools, 25 per cent did not indicate any daily counseling periods, but reported that a certain amount of time was scheduled per week. Since all first class schools indicated daily counseling periods, none of them reported any weekly periods. However, more third class schools than second class schools reported weekly counseling periods.

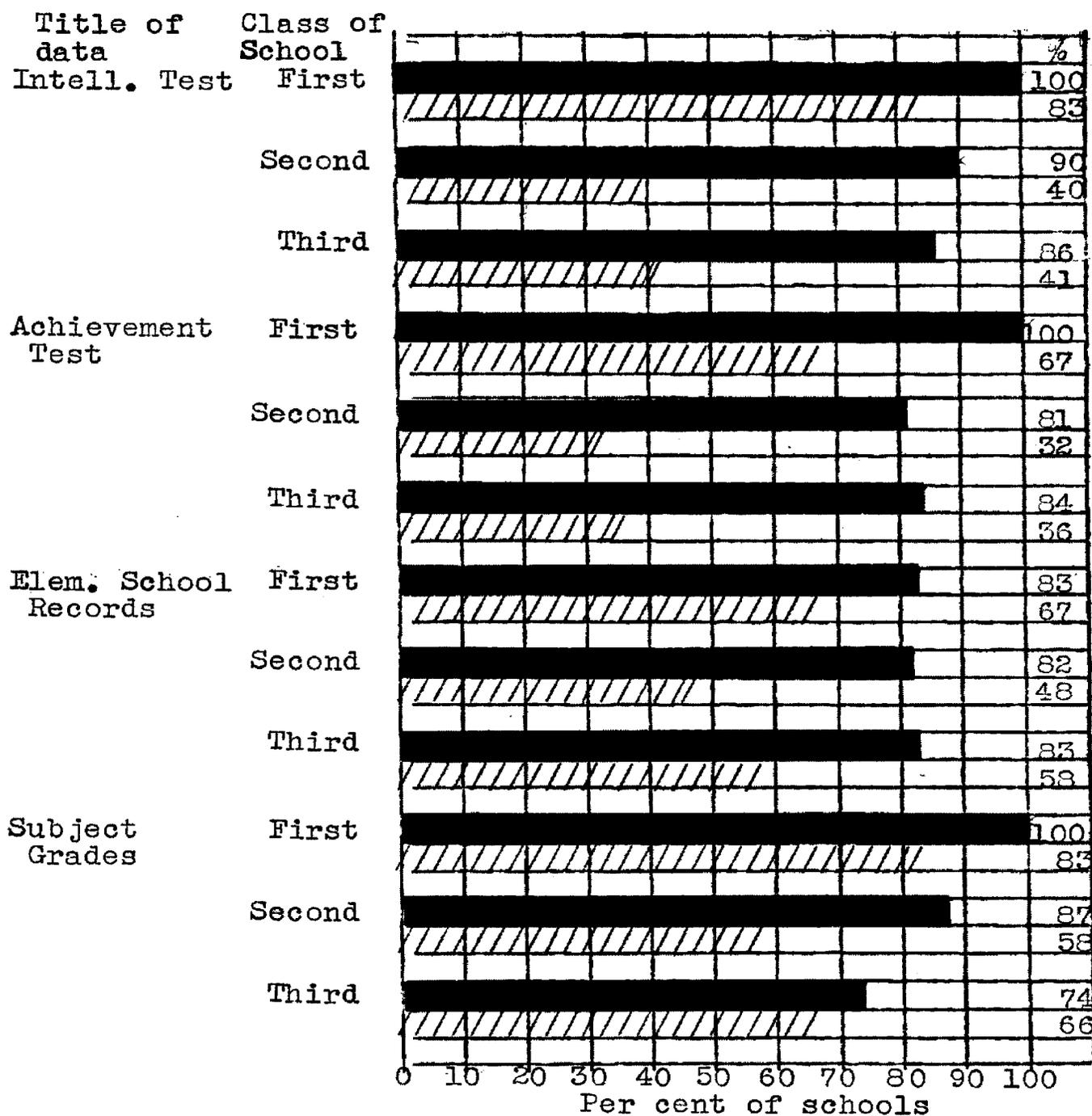
TABLE XIII

PER CENT OF SCHOOLS REPORTING.
VARIOUS AMOUNTS OF TIME FOR COUNSELING

Amount of time per week	Class of Schools		
	First	Second	Third
$\frac{1}{2}$ hr.			2
1 hr.		3	7
2 hr.		5	5
3 hr.		1	4
4 hr.			1
5 hr.			1

When considering the small enrollments of some of the third class high schools, several counseling periods per week would be sufficient.

Content or character of personnel records. The 1950 survey indicates a general increase in number of schools reporting availability of various personnel records. Since most of the first class schools had already an adequate set of records in 1930, their increase in number was not as great as that of the second and third class schools. The particular set of records that have been adopted by more schools than any other group were the records of the intelligence, achievement, and special aptitude tests. Outside of test records, the greatest increase was in the number of schools keeping health records. At present the records that are kept by the least number of schools are the follow-up records. These follow-up records include the name of the school the student is attending after high school graduation, titles of jobs obtained after high school or college graduation. As is indicated in Figure 2, 100 per cent of the first class schools have records of the following: intelligence tests, achievement tests, subject grades, extra-curricular activities, personal data as to parents and vocational interest inventories. Since most first class schools have part-time training, there is a greater per cent of these schools reporting these part-time



 Reports of the 1950 Survey
 Reports of the 1930 Survey

FIGURE 2

PER CENT OF SCHOOLS REPORTING DATA AVAILABLE IN PERSONNEL RECORDS

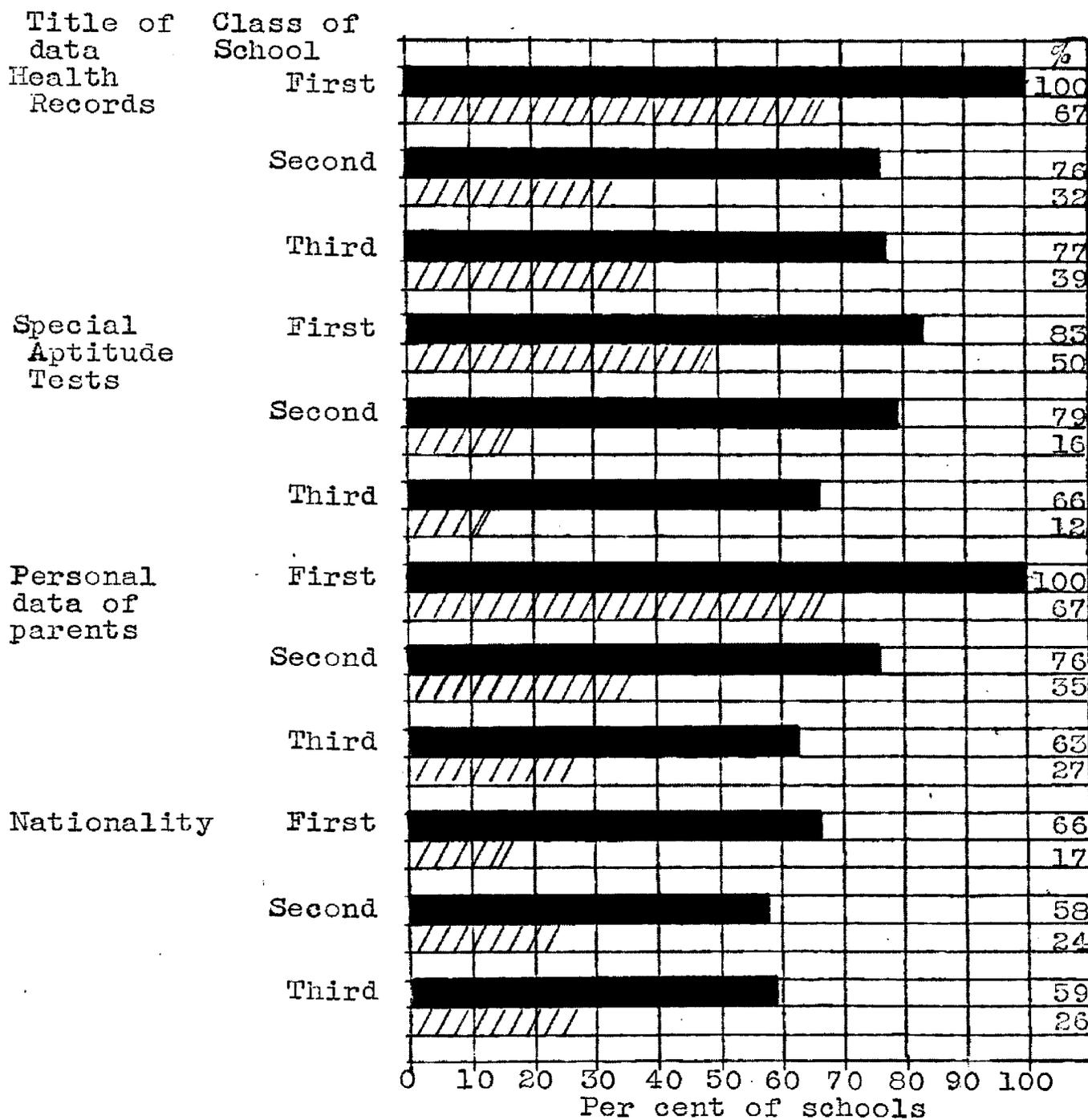
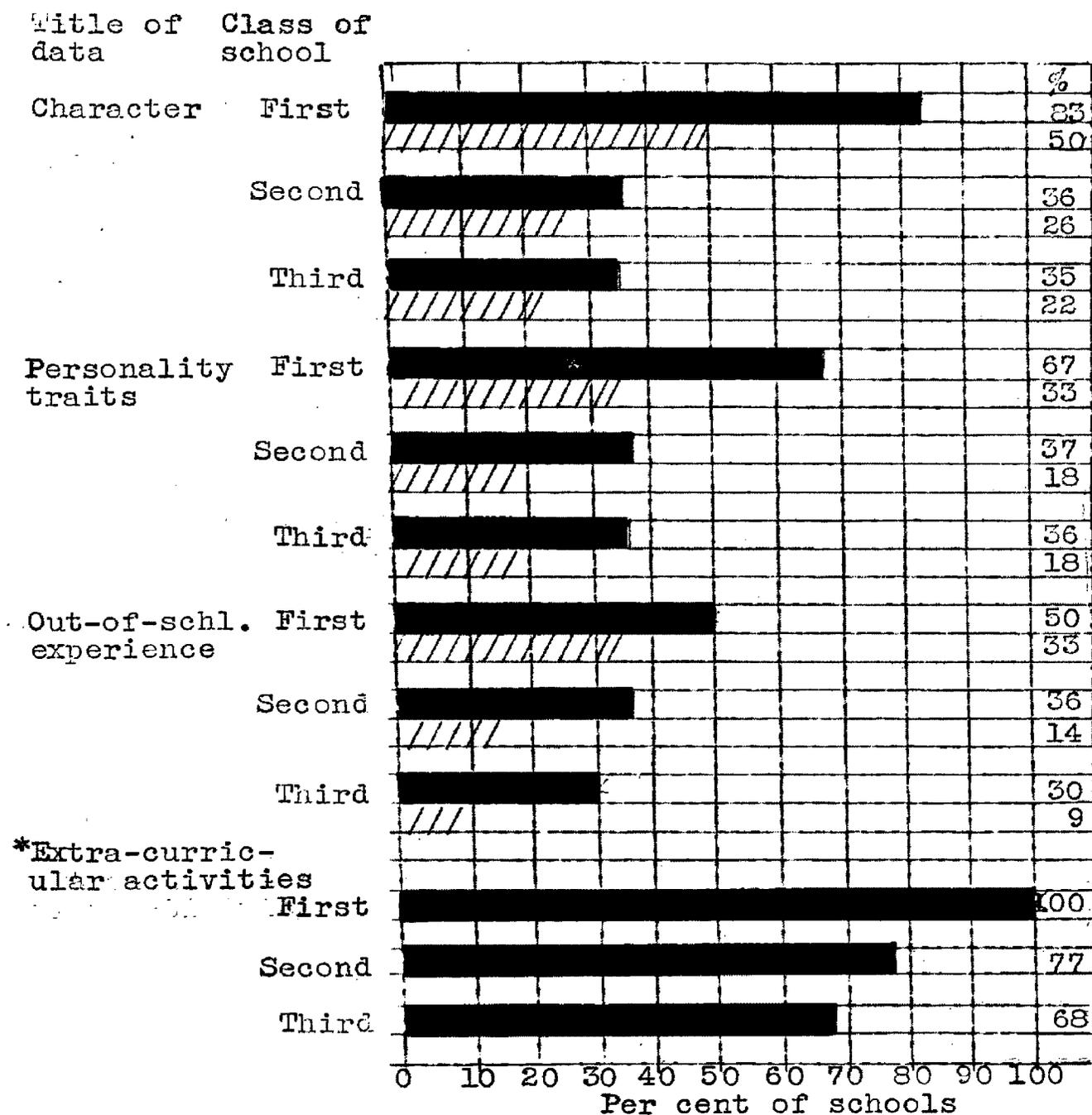


FIGURE 2 (continued)

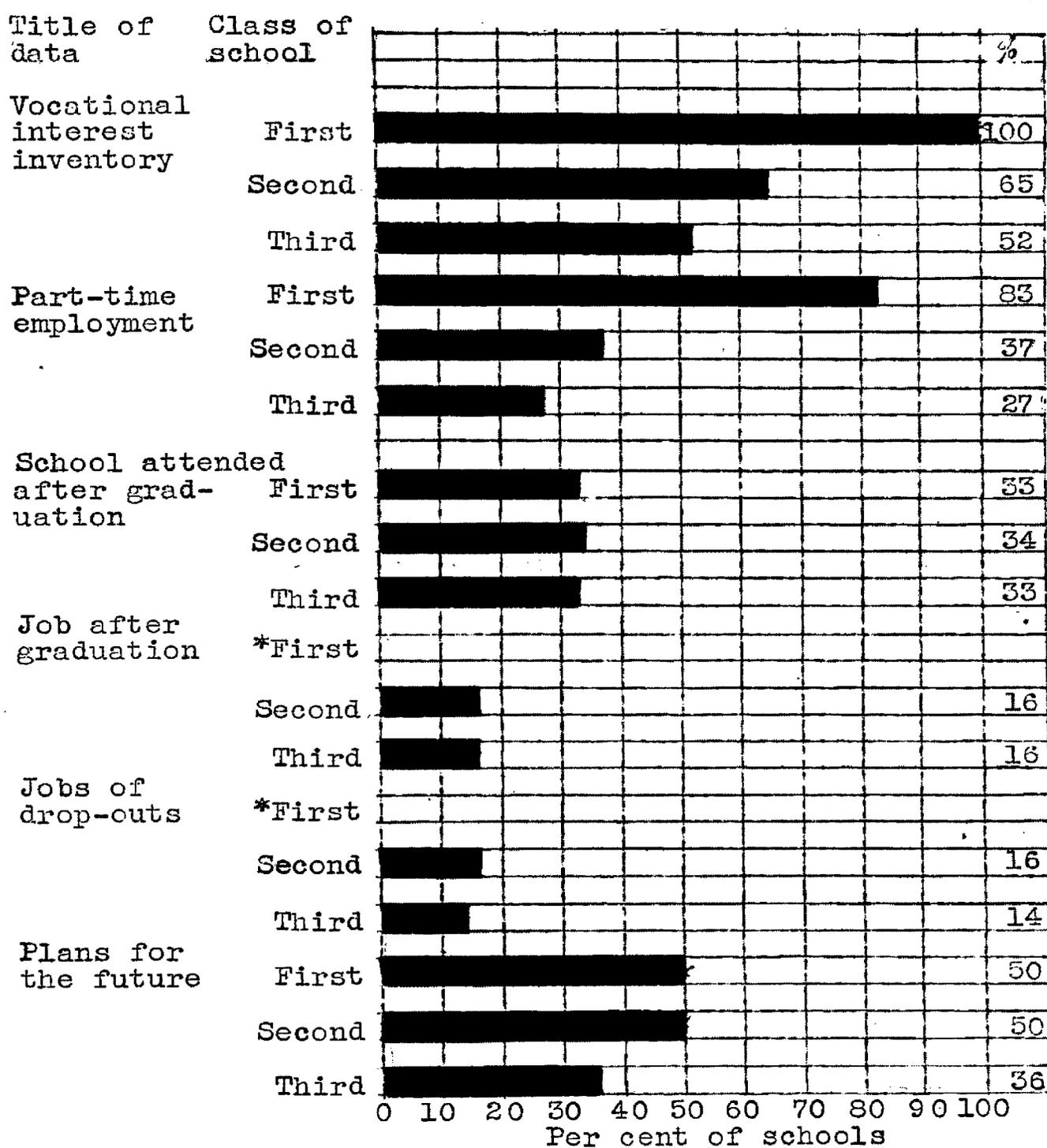
PER CENT OF SCHOOLS REPORTING
DATA AVAILABLE IN PERSONNEL RECORDS



*These activities and the records shown on the graph on the next page were not indicated in the 1930 survey.

FIGURE 2 (continued)

PER CENT OF SCHOOLS REPORTING
DATA AVAILABLE IN PERSONNEL RECORDS



*First class schools did not indicate data

FIGURE 2 (continued)

PER CENT OF SCHOOLS REPORTING
DATA AVAILABLE IN PERSONNEL RECORDS

work records than any of the other schools. In general there is a greater per cent of first class schools having all the records mentioned than second class schools. Likewise, there is a greater per cent of second class schools having these personnel records than third class schools. The State-wide testing program has stimulated testing and the increase of the number of schools having test records can be partly attributed to the influence this program has had on the schools throughout the State.

Use of problem check lists, guidance experts, and civic clubs in guidance activities. Very little use was made of self-analysis or problem check lists in vocational guidance. Only 33 per cent of the first class schools, 36 per cent of the second class schools, and 44 per cent of the third class schools reported using problem check lists.

The service rendered by guidance experts who go from school to school putting on guidance programs is not a common practice in Montana. Only 33 per cent of the first class schools, 29 per cent of the second class schools, and 17 per cent of the third class schools reported this practice. This practice was not very popular twenty years ago. The 1930 survey reported only two schools of the first class, four of the second class, and two of the third class schools. The existence of these services as reported in the 1950 survey could partly be attributed to visits made by the State

Supervisor of Occupational Information and Guidance Services. A number of schools indicated on the questionnaire that the State Supervisor had made visits to the schools and given talks about guidance.

Some of the first and second class schools received assistance in vocational guidance from civic clubs in the community. Only three third class schools reported receiving this assistance. This was a decrease when compared to 13 third class schools reporting these services in the 1930 study. Table XIV indicates names of the service clubs that aided the schools. The Kiwanis and the Rotary clubs were mentioned more times than any other club as contributing their services to the school guidance program. With the

TABLE XIV

CIVIC ORGANIZATIONS ASSISTING VARIOUS SCHOOLS
IN VOCATIONAL GUIDANCE ACTIVITIES

Number of schools reporting these clubs					
<u>First class school</u>		<u>Second class school</u>		<u>Third class school</u>	
Kiwanis	6	Kiwanis	6	Kiwanis	1
Rotary	2	Rotary	6	Amer. Legion	1
		Lions	4	Commercial C.	1
		Amer. Legion	3		
		Community Club	2		
		Womens' Club	1		
		Rifle Club	1		
		P. T. A.	1		
		A. A. U. W.	1		
		4-H Club	1		

exception of the Womens' Club, the Rotary and the Kiwanis clubs were the most popular clubs reported in the 1930 survey. Not reported in the early survey, but indicated in the table above are the Rifle Club and the American Legion.⁶

Educational guidance and methods employed. Outside of the first class schools there has been a significant increase in the number of schools offering educational guidance. Of the first class schools, 100 per cent reported educational guidance. The same percentage was reported in the early survey. As compared to 60 per cent twenty years ago, 84 per cent of the second class schools reported as compared to 60 per cent twenty years ago.⁷ The third class schools indicated the greatest increase with 78 per cent of them reporting educational guidance as compared to 52 per cent of the third class schools mentioned in the first survey.

For the schools as a whole, the faculty advisor method was used the most. The faculty advisor method was also the most popular method reported in the 1930 survey. A significant increase was made in the number of schools having talks by representatives from institutions of higher learning. The number of second class schools using this method had increased

⁶ Ibid., p. 84

⁷ Ibid., p. 94

39 per cent, the third class schools increased 29 per cent and the first class schools increased 16 per cent over the percentages stated in the 1930 survey. Table XV indicates that the interview method was used in more second class schools than in the first and third class schools. Group guidance, lectures by professional and business men, student councils, and the bulletin board were other methods employed. Student handbooks are very helpful in the guidance of students if they contain reliable information about the curriculum. As is noted in the table not all first class schools reported the use of the handbook in educational guidance. As would be expected with their limited course offerings, only 16 per cent of the third class schools indicated the use of the handbook.

TABLE XV

PER CENT OF SCHOOLS REPORTING ON VARIOUS
METHODS EMPLOYED IN EDUCATIONAL GUIDANCE

Method	Class of Schools					
	First		Second		Third	
	1930	1950	1930	1950	1930	1950
Faculty advisors	86	66	51	66	53	49
Assembly programs	67	33	35	36	26	21
Talks by representatives of higher institutions	50	66	29	68	17	46
Home room teacher	67	50	15	27	13	22
Student handbook	x	66		31		16
Visits to Univ.						1
Interviews				15		5
In subject matter						2
No Answers		0		15		22

^xThe last four methods were not in the 1930 survey

Supply of current school catalogs. To assist the student in deciding upon an educational career beyond high school, counselors should have an ample supply of current catalogs from colleges, trade schools, business schools, and correspondence schools. All the first class schools had over 50 catalogs. Approximately 60 per cent of the second class schools reported having more than 26 catalogs. One-half of the third class schools had between 11 and 25 catalogs. Practically all the schools had 11 or more catalogs. Table XVI indicates the per cent of schools reporting the approximate number of current school catalogs on hand.

TABLE XVI

PER CENT OF SCHOOLS REPORTING NUMBER
OF SCHOOL CATALOGS IN LIBRARY

Number of catalogs	Class of Schools			Per cent of all schools
	First	Second	Third	
10 or less		8	11	9
11 to 25		29	50	39
26 to 50		36	22	27
Over 50	100	24	7	18
No Answers	0	3	10	7

Placement services for students. When queried as to the availability of an employment or placement bureau in school, all of the first class schools reported this service. In contrast, only 17 per cent of the first class schools reported this service in the 1930 survey. Of the second class schools 15 per cent reported having this service for the

students; this was the same per cent mentioned in the 1930 survey.⁸ Only one of the third class schools had a placement bureau. Some of the schools mentioned assisting students informally in the location of jobs.

The adoption of a part-time cooperative employment program is one method of assisting in the placement of students. In some schools part-time cooperative training in distributive trades is known as distributive education. At present not very many schools have a distributive education program that is financed by the vocational education department. All of the first class schools have a part-time cooperative training program. In contrast, only 33 per cent of the first class schools reported this service in the 1930 survey.⁹ Of the second class schools, 29 per cent reported having cooperative employment as compared to 6 per cent reporting this training in 1930. The third class schools did not report any cooperative employment programs in 1930, whereas, 16 per cent of these schools reported this kind of program in the 1950 survey.

Follow-up work. An attempt was made in the survey to obtain information about specific kinds of follow-up work. The greatest per cent of schools reported some follow-up work

⁸ Ibid., p. 128

⁹ Ibid., p. 128

with students attending colleges or trade schools. The follow-up work that was done in the least number of schools was with students who drop out before graduation. The first class schools have made provision for more follow-up work than any of the other schools. Slightly more third class schools than second class schools follow up students who drop out before completion of high school course. However, twice as many second class schools as third class schools do follow-up work with graduates or students placed in employment. As Table XVII indicates, the 1930 survey reported very little work done in following up students in employment. Comparison can be made only with this aspect of follow-up work since this was the only kind mentioned in the early survey.¹⁰ When comparing the findings of the two surveys, a general increase has been made in the number of schools doing follow-up work with graduates or students placed in employment.

TABLE XVII

PER CENT OF SCHOOLS DOING VARIOUS KINDS
OF FOLLOW-UP WORK WITH STUDENTS

Class of School	With students in employment			With student drop-outs			With students who went to college		
	1930	1950	^x No. Ans.	1950	^x No. Ans.	1950	^x No. Ans.		
First	17	50	0	50	17	67	0		
Second	13	36	16	18	23	37	23		
Third	9	17	14	21	20	35	22		

^x No answers are indicated only for the 1950 survey.

¹⁰ Ibid., p. 135

CHAPTER IV

EVALUATIONS AND PROBLEMS IN THE GUIDANCE PROGRAM

Evaluating the guidance program. Evaluations made of the guidance programs was mentioned in 83 per cent of the first class schools, 31 per cent of the second class schools, and 40 per cent of the third class schools. The most common method of evaluation employed was the follow-up study of the success of graduates, or student in part-time employment. The next most used method was the rating and recommendations made by the State Supervisor of Occupational Information and Guidance Services. There was no necessity to make comparisons of the methods among the three classes of schools since the methods were mentioned relatively an equal number of times in each class.

Some of the other methods of evaluations used were as follows: evaluations made by counselor, faculty and students, comparing techniques with other schools, tests and check lists, evaluative criteria furnished by Office of Education, Washington, D. C., further college study, evaluation by Northwest High School Accrediting Association, statistical studies made of the number of drop-outs, scholarships, job placements, college attendance, college drop-outs and transfers, surveys, and the number of conferences, and records.

Problems in the guidance program. The primary prob-

lem for most schools was finding time for adequate guidance services. This obstacle loomed twice as large in the second and third class schools than in those of the first class. Realizing the small number of first class schools, one is again cautioned regarding comparative studies with the second and third class schools.

The second contending factor was that of obtaining trained personnel. Included in this category was not only a

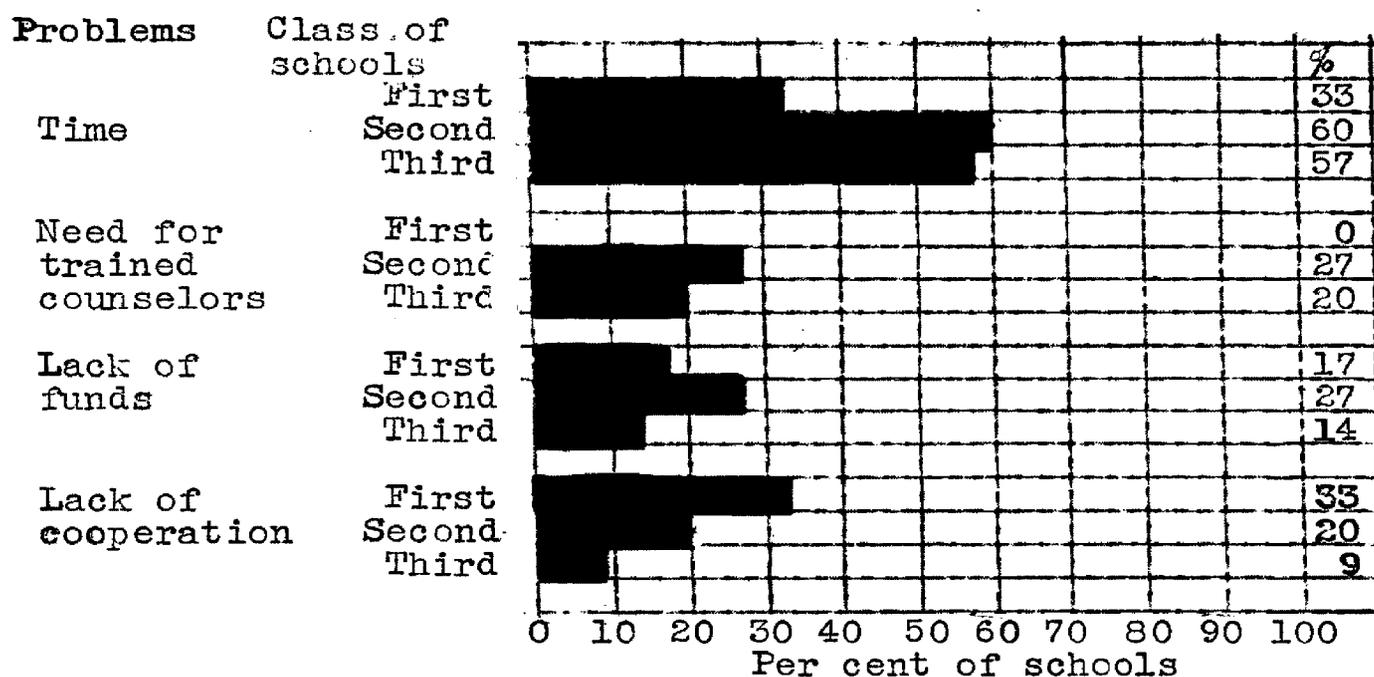


FIGURE 3

PER CENT OF SCHOOLS REPORTING VARIOUS OBSTACLES
IN THE GUIDANCE PROGRAM

need for trained counselors, but a need for teachers with sufficient training to understand and apply guidance principles in their teaching relationships with the student.

The problem, "lack of funds", was mentioned more often by the second class schools than first and third class schools. Lack of cooperation of faculty members and parents was the least mentioned problem. These problems are very closely related. If one of these problems exists in the program, one of the other obstacles will also be present.

CHAPTER V

SUMMARY OF FINDING

The most significant finding revealed that there has been a definite trend away from offering occupational information in occupations courses as such. Most schools today, that do offer occupational studies integrate them with other courses.

Though quite a few schools offer the course in the 9th and 10th grade, the trend is toward a greater flexibility in the placement of this course. Some schools will offer the study of occupations in all the four grades of the high school.

Twice as many schools today offer one credit for this course, even though there has been no change in establishing the course as a requirement for graduation since the first survey.

There are approximately the same number of girls as boys attending occupations courses. Also, the boys and girls are in the same class, which was, with the exception of the first class schools, the common practice twenty years ago.

The file of occupational information, containing occupational monographs, briefs, and abstracts, has replaced the traditional textbook of occupations in most schools.

In the 1930 survey none of the schools reported using

motion pictures in connection with the course in occupations, whereas two-thirds of the schools in 1950 reported this source. Approximately 50 per cent of the schools reported utilizing pictures, posters, and displays as compared to none of the schools reported in the early study. More schools today are conducting trips to factories, stores, and other industries than those in 1930.

Over 90 per cent of the schools reported offering vocational guidance to the students. This was a substantial increase in comparison to the data in the 1930 survey.

The guidance services present in the schools is organized in a manner similar to those reported in the 1930 survey. Organization consists of guidance done by principal in an informal manner, guidance advice given by teacher or principal when students ask for it, and teachers are asked to keep guidance in mind while in the classroom.

In most Montana high schools the principal is in charge of the guidance program; this was the common practice reported in the 1930 survey. However, this practice was the most common in the third class schools. An increase of approximately 20 per cent of the second class schools have delegated the responsibility to the part-time counselor.

The 1930 survey reported that counselors at that time had very little specialized training. In the present survey an attempt was made to have counselors report specifically

the kind of training they have had. Of 154 counselors, 81 per cent had completed a basic course in guidance. Approximately the same per cent of counselors had also completed a course in educational measurements. Approximately one-half of the counselors in the second class schools had had a course in the techniques of counseling. Of the second class school counselors, about one-third had had such training. The field of study for most counselors was Education, with Sociology next in popularity. Approximately 42 per cent of all the counselors have had some work experience other than teaching. The median number of years counseling experience for all counselors was four years.

Only 30 per cent of all schools reported having a private room for counseling.

Of all schools reporting, 61 per cent have daily counseling periods. Of these schools, 34 per cent scheduled one period or one hour per day for counseling. The first class schools had the greatest range from one school having four periods to another having a total of 22 periods per day. Of all the schools, 25 per cent did not indicate any daily counseling periods, but reported that a certain amount of time was scheduled per week. The practice of having weekly counseling periods was found to be more common in the third class schools.

Being in more schools than any other records were the

records of tests. Outside of test records, the greatest increase was noted in the number of schools keeping health records. There is still a scarcity of follow-up records.

Very little use is being made of problem check lists and guidance experts in the field of guidance. Kiwanis and Rotary clubs are the most active clubs in assisting the schools with guidance services.

Outside of the first class schools, there has been a significant increase in the number of schools offering educational guidance since the 1930 survey. All of the first class schools report educational guidance. Of the second class schools, 84 per cent report this service. Though the third class schools showed the greatest increase, only 78 per cent of those schools reported educational guidance. The most popular method used in educational guidance, which was also the most popular twenty years ago, was the faculty advisor method. To assist in educational guidance, all the first class schools reported more than 50 school catalogs. Approximately 60 per cent of the second class schools had more than 26 catalogs. Though the third class schools had the least number of catalogs, over one-half of them had between 11 and 25 catalogs.

Since the 1930 survey, the first class schools have made progress in establishing a placement bureau in school. In contrast to only 17 per cent of the first class schools

having a placement bureau in 1930, the 1950 survey reported that all first class schools have this facility. Very little progress has been made in the second and third class schools since the 1930 survey.

In the 1930 survey, only one-third of the first class schools had part-time cooperative training, whereas the 1950 survey reported that all of them have this training. The second and third class schools have more cooperative programs than they did in 1930.

Very little follow-up work is being done in the schools. Follow-up work with student drop-outs is very little. Most of the follow-up work is done with students who have gone to college after high school graduation.

Methods of evaluating the guidance program are many and varied. The most common method is the follow-up study of the success of graduates, or student in part-time employment. The next most used method was the rating and recommendations made by the State Supervisor of Occupational Information and Guidance Services.

Of all problems, time stood out as the most contending factor in the program. Other problems listed in order of their frequency were the need for trained personnel, lack of funds, and lack of cooperation.

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APPENDIX

Feb. 7, 1951

Dear Superintendent or Principal:

We are writing in support of a survey of guidance being made by Eugene Sorenson. This is the survey mentioned in the Guidance Newsletter.

A complete re-survey is being made of the guidance work done in the state. All the high schools of the state are to be represented in this survey and it is planned to make the report for the state as a whole and not for individual schools.

If the findings are considered significant, Mrs. Sorenson will mail each school a mimeographed report of the survey. However, this report will not be mailed if the findings are published in the MEA Journal. The value of the report will depend, to a large extent, upon your responses to the questions in the enclosed questionnaire.

Although we realize you are very busy, we are confident that you will cooperate in furnishing facts, not for supervisory purposes, but in order that the truest picture of present conditions may be drawn.

Sincerely yours,

Mary M. Condon
Mary M. Condon
State Superintendent

William I. King
William I. King
High School Supervisor

Truman Cheney
Truman Cheney
Supervisor of Occupational
Information and Guidance

QUESTIONNAIRE FOR HIGH SCHOOL GUIDANCE SURVEY

Again the State Department is sponsoring a survey of guidance. The first survey was made in 1930. In order that a true comparison can be made, questions from the first questionnaire have been retained in their entirety. Questions that have been added to the original questionnaire are indicated by an asterisk.

While this questionnaire is exhaustive most of it may be filled out by checking items. Where numbers are asked for, the best approximations possible should be given. All numbers refer to school year, 1949-1950.

It is desired that this report be filled out in duplicate as soon as possible. Keep the second copy for your files. Mail the completed original copy to Eugene Sorenson, 9 Lake, Missoula, Mont. Do not return the cover letter.

Your cooperation will certainly be appreciated.

I. OCCUPATIONS COURSES

1. Name of person giving information _____
2. Name of school _____

	Boys	Girls	Total
3. Number of pupils in 9th grade	_____	_____	_____
10th grade	_____	_____	_____
11th grade	_____	_____	_____
12th grade	_____	_____	_____

4. Do you offer a "problems of adjustment" course in occupations or vocations? Yes ___ No ___
5. Required ___ Elective ___ Extra Curricular ___
6. Year course is given, 9th ___ 10th ___ 11th ___ 12th ___
7. Credit toward graduation, 1 Unit ___ $\frac{1}{2}$ Unit ___ No Credit ___
8. Are boys and girls in same class? ___ Different classes ___
9. Number of pupils in Occupations Courses, Boys ___ Girls ___

10. TEXTBOOKS FOR OCCUPATIONS COURSES

- a. Name of textbook used last year _____
 Publisher _____
- b. Is this text satisfactory? Yes ___ No ___
- c. Was textbook changed this year? Yes ___ No ___
- d. Name of textbook used if change was made _____
 Publisher _____
- *e. Names of supplementary textbooks used _____

11. Approximate number of reference books in your library dealing with occupations or professions (See 371.4 under Dewey Decimal System) _____.

12. Other materials available for study of occupations:
 No. of magazines ___ No. of bulletins ___ No. of pamphlets ___

- *13. Check below the periodicals available in your school.
 Business Education ___ Monthly Labor Review ___
 Occupations ___ The Occupational Index ___
 Guidance Index ___ Vocational Trends ___

Name other magazines you have that are helpful in Vocational Guidance _____

- *14. Do you have a file of materials on occupational information?
 Yes ___ No ___

6. Check types of data which may be found in your records for pupils which may help the counselor in vocational guidance of the pupil.

- | | |
|---|---|
| <input type="checkbox"/> *Special aptitude tests | <input type="checkbox"/> Character |
| <input type="checkbox"/> *Vocational Int. Inventories | <input type="checkbox"/> Nationality |
| <input type="checkbox"/> Elementary school records | <input type="checkbox"/> Subject grades |
| <input type="checkbox"/> Personal data as to parents | <input type="checkbox"/> Health records |
| <input type="checkbox"/> Personality characteristics | <input type="checkbox"/> Intelligence tests |
| <input type="checkbox"/> *Extra-curricular activities | <input type="checkbox"/> Achievement tests |
| <input type="checkbox"/> Out-of-school experience | <input type="checkbox"/> Plans for the future |
| <input type="checkbox"/> *Summer or part-time employment | |
| <input type="checkbox"/> *Name of school attended after leaving high school | |
| <input type="checkbox"/> *Jobs obtained after dropping out of high school before graduation | |
| <input type="checkbox"/> *Jobs obtained after high school or college graduation | |
| Other types of data _____ | |

7. Are there civic or service clubs in your community which take an active interest in the work of vocational guidance in your school? Yes ___ No ___ Give names if any _____

8. Do you have any organized employment or placement bureau in school to whom those who desire to employ students may apply? Yes ___ No ___

9. Approximately how many pupils were placed in part-time work last year? _____

10. Approximately how many pupils were placed in full-time employment? _____

11. Does your vocational guidance program include any follow-up work with graduates or students placed in employment? Yes ___ No ___

*Any follow-up work with students who drop out before completion of high school course? Yes ___ No ___

*Any follow-up work with students who go on to college or trade school? Yes ___ No ___

12. Who is in charge of your guidance work? Principal ___ Teacher ___ Part-time Counselor ___ Full-time Counselor ___

*13. Indicate, by check marks, the kind of training or preparation of the counselors in your system.

Name of Counselor _____	Title _____
Name of Counselor _____	Title _____

<u>Courses</u>	<u>Full-time Counselor</u>	<u>Part-time Counselor</u>	<u>Part-time Counselor</u>
Occupational Information	_____	_____	_____
Educ. & Voc. Guidance	_____	_____	_____
Educational Measurement	_____	_____	_____
Techniques of Counseling	_____	_____	_____
<u>Minor or Major in:</u>			
Education	_____	_____	_____
Psychology	_____	_____	_____
Sociology	_____	_____	_____
Economics	_____	_____	_____
Commercial Subjects	_____	_____	_____
Others _____	_____	_____	_____

Various job experiences _____
No. of years counseling exper. _____

14. Have you used the services of guidance experts who come to your school and put on intensive guidance programs for a day or two? Yes ___ No ___

15. Do you use self-analysis blanks or problem check lists in your guidance? Yes___ No___
16. Do you attempt work in educational guidance? Yes___ No___
 If so, what methods are employed? Please check.
 ___ Faculty Advisors ___ *Handbooks for students
 ___ Assembly Programs ___ Home Room Teachers
 ___ Talks by representatives of higher educ. institutions
 Other methods used _____
-
- *17. Check the approximate number of current college, trade, business, and correspondence school catalogs in your library.
 10 or less___ 11 to 25___ 26 to 50___ Over 50___
18. Does your course of study include definite tryout courses as shop, carpentry, etc., which are planned to enable the students to discover likes and aptitudes? Yes___ No___
 If so, what courses are offered? _____
19. Do you have part-time cooperative employment (Distributive Education) and training for definite occupations? Yes___ No___
 If any, how many pupils took such training last year _____
 For which occupations? _____
-
- *Was this program reimbursed by vocational education?
 Yes___ No___
- *20. What methods have you used in evaluating your guidance program? _____
-
- *21. In trying to establish adequate guidance services in your school what have you found to be the most difficult problems or obstacles? Please list in order of difficulty.