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AN ASSESSMENT OF THE REACTIONS TO THE GUIDANCE PROGRAM
AT MISSOULA COUNTY HIGH SCHOOL BY CERTAIN
SELECTED AFFECTED PERSONS

by

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B. S. (For) University of Idaho, 1952

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Master of Education

MONTANA STATE UNIVERSITY

1957

Approved by:


Chairman, Board of Examiners


Dean, Graduate School

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CHAPTER I

AN INTRODUCTION TO THE PROBLEM

I. SETTING AND SIGNIFICANCE OF THE PROBLEM

Missoula County High School, located in Missoula, Montana, provides the setting for this study. The professional personnel consist of sixty-nine classroom teachers, two librarians, three administrators, and four guidance personnel, including a guidance director, two assistant counselors, and one part-time counselor. Approximately 1700 students, who attend grades nine thru twelve in two separate buildings, comprise the student population.

The need for a guidance program as a part of the school curriculum has been pointed out by many writer. Representative of these is the view presented by Chisholm, "... , guidance needs to help the individual discover his own tasks in comparison to the opportunities of the world and help him prepare himself so that he can find or develop a place in which he can live a well-balanced life and contribute his part to the welfare of his fellow man."¹ This view includes the concept of guidance as a program which pervades all of the educational efforts. There has come the realization that the personal-social needs of the individual need to be met in order to

¹ Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 3.

facilitate learning. This function has been labeled in the school as guidance.

The guidance program is implemented by services which seek to aid students in their development toward the aims of education. It is, then through these services that assessments of the guidance program are made.

II. THE PURPOSE OF THE STUDY

The purpose of this study was to assess the reactions of administrators, guidance personnel, teachers, parents, businessmen, students, recent graduates, and drop outs to the guidance program at Missoula County High School according to certain objectives and operations of the services of the guidance program as agreed upon by the authorities in the field of guidance.

III. PROCEDURES

The data concerning the guidance program at M. C. H. S. were collected by interviewing administrators and guidance personnel, sending questionnaires to teachers, students, parents, dropouts, recent graduates, and businessmen, and observation by the investigator.

The schedules used to gather the data for this study were devised to collect information about the operations of the guidance services. This was done to determine the composition of the guidance program so that the actual operations of the services at M. C. H. S. could be compared to the operations as developed from the literature in the field of guidance.

The data from the interviews were compared with each other, then the information from this comparison was used to aid in the analysis of the guidance services. The data gathered by observation were combined with the other data in making the analysis of the guidance services.

IV. ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, AND DEFINITIONS

Assumptions. The assumptions to be made about this study are that the operations developed in this study are valid, that the schedules used have extracted the desired information, and that all persons contacted actually said what they thought about the guidance program.

Delimitations. The only operations to be investigated are those of the guidance services within Missoula County High School. The population affected was the school and the community. This population was divided into two main areas those in the school and those outside the school. The in-school group was divided into administrators, guidance personnel, teachers, and students. The out-school group was divided into parents, businessmen, dropouts, and recent graduates of the school.

Limitations. The limitations of this study are the small percent of the population sampled, the short space of one school year used to collect the data, and the splitting of the high school student body in the middle of the 1956-57 school year. This splitting was caused by the completion of a new high school building to which the upper three grades were moved.

Definitions. A few terms were necessarily defined within the chapters of this study. These were words that do not have standard definitions. For any words that have standard definitions, Good's Dictionary of Education was used.

CHAPTER II

DEVELOPMENT OF THE OBJECTIVES AND THE OPERATIONS OF THE SERVICES OF THE GUIDANCE PROGRAM

Moving from the area of introduction of the problem to the criteria for the problem will be the next step in this study. To develop some sort of measuring device is the purpose of this chapter. In this chapter the criteria for measuring the guidance program at Missoula County High School will be developed. These criteria will be broken into three areas: the objectives of the guidance program, the operations of the services of the guidance program, and the operations related to the guidance program. These criteria were formulated from the literature in the field of guidance.

I. OBJECTIVES OF THE GUIDANCE PROGRAM

To enable the pupils to adjust to their environment. The authorities in the field of guidance agree nearly unanimously on this objective. Arthur J. Jones in his book, Principles of Guidance, states:

The amazing and rapid increase in the complexity of industrial and economic life, the changes in the conditions of living, and the phenomenal development of educational facilities beyond the elementary school have greatly increased the dependence of the individual upon outside help, and this dependence is steadily becoming greater. The young person is now confronted with a bewildering complexity of choice, not only of occupations and of jobs within an occupation, but also of future schools and kinds of specialized training for life work. Intelligent choice can result only where the young person has adequate facts and experiences and receives careful counseling at all stages of his progress. These

society must provide. Delicate adjustments are necessary in the life of the youth of today that were not necessary half a century or more ago. The individual needs assistance as never before.¹

To enable pupils to make future plans taking into account their abilities, interests, aptitudes, and personality. This is probably the main objective of all guidance programs along with the first stated objective, for the idea of vocational guidance was one of the original motives for adding guidance to the schools. This objective has been stated in many ways perhaps Strang has stated this need for guidance quite well. Strang says:

One of the aims of educational guidance is to help young people recognize clearly that "no man is an island" living unto himself alone; that each has a responsibility to use his talents and educational opportunities for the social good as well as for his personal happiness.²

To enable the teacher to more effectively guide the pupil in the homeroom and classroom. There seems to be a some general agreement about this objective, for the statement is often made that "all teaching is guidance, but all guidance is not teaching". The Association of Supervision and Curriculum Development in their 1955 year book state this though very clearly.

The teacher has the dual role of making these necessary adjustments in the instructional program and of helping pupils adjust themselves to those of its aspects which societal need renders less flexible. Classroom teaching is regarded as inseparable from guidance; the teacher guides as well as teaches.³

¹Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1951), p. 53-54.

²Ruth Strang, Educational Guidance: Its Principles and Practice (New York: Macmillan Company, 1947), p. 20.

³Association for Supervision and Curriculum Development, Guidance in the Curriculum(1955 Yearbook, Washington, D.C.: N.E.A., 1955), p. 5.

In his booklet, "The Classroom Teacher and Guidance," Barr states that, "A guidance program, then, should place emphasis on making the classroom teacher an effective guidance person through a better understanding of guidance processes."⁴ Since usually the classroom teacher is also a homeroom teacher, what has been said for the classroom teacher is also applicable for the homeroom teacher.

To provide individual guidance service, group guidance service, and information service. These are basic guidance services that any guidance expert will say must be in the guidance program in order for this program to be effective. Clifford E. Erickson mentions that a careful, systematic, and continuous study of the individual pupil is the concern of the guidance program. This program should contain an information service, a counseling service, a placement service, and other needed services.⁵

To utilize all qualified persons in the school and community as resources. This objective is one that is recognized by a great number of authorities with special emphasis being placed usually on those resource persons available in the school. The A. S. C. D. yearbook on guidance stresses this objective. This yearbook states:

If the superintendent is to be a resource person, he cannot stay in his office and play solitaire with the record cards. He must maintain face to face contacts with his staff members and provide encouragement, suggestions, and advice.

⁴John A. Barr, "The Classroom Teacher and Guidance" (Seattle, Washington: University of Washington, 1955), Introduction. (Mimeographed.)

⁵Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 2.

The principal is in a strategic position to be of great value as a resource person to teachers. He is closely associated with members of his faculty. He is readily available at the time when a problem arises which requires immediate attention. The principal helps the teachers develop the policies and philosophy under which the school operates.⁶

To foster desirable relationships between the school and the home.

This objective is of course not the soul property of the guidance program, but belongs to the entire school. The concensus of the guidance experts would be reflected by this statement from the A. S. C. D. yearbook.

Parents and teachers are the principal guides of children, and only by working together can either hope to accomplish their objectives. It is essential that there be mutual understanding and cooperation between the school and the home, if the needs of each child are to be met.

No good school curriculum or guidance program can satisfactorily accomplish its purposes unless a two-way avenue of communication between schools and homes is kept open and in fairly constant operation. The school cannot understand the individual pupil and his needs unless it has some knowledge and understanding of the home and family from which he comes. Similarly, the parents cannot fully understand their child unless they know something about the experiences he is having under school auspices.⁷

To foster desirable relationships between the school and the community. Th authorities agree that this objective is of utmost importance, for the community is the employer of the school; therefore, wishes to know the methods used on the products that enter the community and effect the community by the virtue of their training. Jones makes some statements about what type of organization should be set up to facilitate the relationships between the school and the community.

⁶A. S. C. D., op. cit., p. 129 and 136.

⁷Ibid., p. 174.

A quotation from these statements will indicate this objective.

... , there should be a central guidance organization the chief function of which is to promote and coordinate the work of guidance in the city, not only in the schools but also in and among the various service agencies interested. It should be placed directly in charge of someone who has the vision of what guidance is and has the ability to secure cooperation and coordination. ... , he should have the assistance of a carefully selected group or committee from the city as a whole. ... The function of the director and his committee would be to stimulate interest in guidance, promote a real understanding of the nature of the work, and secure the cooperation of principal and teachers within the school and of agencies and business houses outside the school.⁸

To lead all pupils and teachers toward the full utilization of the guidance program. To define this objective is somewhat difficult; however, by showing school relationships could be one way in which to illustrate this objective. The A. S. C. D. yearbook puts the function of leading by the counselor as follows:

It is one of the primary functions of the counselor to establish a relationship of mutual helpfulness between counselor and teacher and between teacher and teacher, for it is the quality of these relationships which may mean the difference between a successful high school guidance program and a failure.⁹

The administrator might also be included in this area of leading, for he is in contact with all participants in this program. The A. S. C. D. yearbook says:

The superintendent, as chief personnel officer as well as administrator, sets the tone for the whole school system so that every staff member can operate freely within a value system which places the good of the individual pupil in the central position.¹⁰

⁸Jones, op. cit., p. 521-22.

⁹A. S. C. D., op. cit., p. 114.

¹⁰Ibid., p. 127.

II. GUIDANCE SERVICES AND THEIR OPERATIONS

Counseling. There are several administrative operations for the counseling service. Ruth Strang in her book, Educational Guidance: Its Principles and Practice, mentions one of these operations by saying that one of the main prerequisites for a counseling program is that adequate and comfortable counseling areas be provided.¹¹ Authorities list several more operations. The United States Office of Education has developed a guidance program criteria checklist, which was edited by Arthur L. Benson. This was developed by using the experiences of many of the authorities in the field of guidance; therefore, this checklist represents an adequate cross-section of the experts in the guidance field. This checklist mentions three other provisions that should be made by the administration. These are that adequately trained personnel are provided, that enough time during the school day is devoted to counseling, and that the counselors do not have duties that will interfere with their relationships with pupils, parents, teachers, or the community.¹²

The operations of the counseling service, as indicated by the authorities, are to counsel all the pupils in the school and to counsel with the aid of all existing records. Strang states the operation of

¹¹Strang, op. cit.

¹²Arthur L. Benson(ed), Criteria for Evaluating Guidance Programs in Secondary Schools (Washington, D.C.: Form B, U.S. Office of Education, Division of Occupational Information and Guidance Services, Misc. Pub. 3317, 1949), p. 4.

the interview when she says, "Counseling is a face to face relationship in which a person who needs aid in developing his own self or in solving his problems by helping him to gain insight in an accepting atmosphere."¹³

Placement. Benson mentions that the operations of the placement service can be divided into two areas that of occupational placement and that of educational placement. The operations of occupational placement are to help the students find part-time and vacation employment, to help dropouts and graduates obtain employment, to help in modifying any students' schedule to fit the employment needs of the student, and to cooperate in any vocational surveys that are being carried on in the area. The educational placement consists of helping students to secure suitable extra-school education and training, to help students in entering extra-curricular activities, to aid dropouts and graduates in securing additional education and training, and to help school leavers and students to enter out-of-school activities.¹⁴

Follow-up. Jones states the need for this service when he says, "Follow-up and employment supervision are in many respects more important than mere placement. ... This is the part of the guidance program that is the most difficult to finance and to administer."¹⁵ Benson's criteria checklist makes this evident when the operations mentioned

¹³Ruth Strang, Counseling Techniques in College and Secondary Schools (New York: Harper and Brothers, 1949), p. 10.

¹⁴Benson, op. cit., p. 5.

¹⁵Jones, op. cit., p. 408.

are to determine how the school leavers have adjusted and progressed in the community, to identify all the school leavers who could be helped by the present school facilities and services, and to aid the school by having the students cooperating in performing this service. Other operations are to acquaint the community with the work of the school, to acquaint the teachers with the needs of the youth and the community, and to aid in evaluating the curriculum, organization, and the guidance program of the school.¹⁶

Referral. There is some agreement among guidance experts that the operations of the referral service should be to provide absent students with some type of teaching, to have a means of checking the attendance, to provide some means of uniform punishment, and to provide medical, dental, psychiatric, and psychological attention.

Information. There appears to be a fair amount of agreement on the operations of the information service by the authorities. Benson has labeled these operations as to provide the school with vocational, educational, community, religious, recreational, and guidance information. In addition to identify any persons in the school or community who can aid in any of these areas of information.¹⁷

Records. The agreement of the experts in the field of guidance is quite varied on the operations of this service. To determine what

¹⁶Benson, op. cit., p. 6.

¹⁷Ibid., p. 5.

information to gather is the point of disagreement among the authorities. The criteria checklist records these operations as providing the school with information about students home and family background, physical and health status, mental status and development, personal status and development, social status and development, and scholastic development.¹⁸

Testing. The guidance authorities have several viewpoints on the type of test service to have in the guidance program. These viewpoints seem to vary as the philosophy of the expert varies. The consensus seems to indicate that the operations of the testing service are to aid qualified personnel in guiding students, to provide information for the records about the students mental, social, and scholastic status and development, and to supply interpretations of all tests.

III. RELATED OPERATIONS

Homeroom. The operations of the homeroom deal not only with the individual but also with the group. Here the authorities seem to reach some agreement on the operations of this service, but not on the implementation of this service. Harry C. McKown has pinpointed most of these operations for he mentions that the homeroom is to develop desirable pupil-teacher relationships, to assist in the guidance of pupils, to develop desirable ideals and habits, personal and civic, and to expedite the handling of administrative routine educatively.¹⁹

¹⁸Ibid., p. 5.

¹⁹Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1946)

One other operation that seems to be connected with the homeroom is that of developing desirable home-school relationships.

Classroom. These operations can be listed quickly; however, these operations cover a great deal that is left unsaid. These operations are to develop desirable teacher-pupil relationships and to aid the guidance of students.²⁰

Extra-curricular. The authorities in guidance would agree that to provide activities for special groups of students and to aid in the guidance of students are two major operations of the extra-curricular service.²¹

Group activities. This is a catch-all service where anything that does not fit any other service is placed. These various operations include that some type of orientation is given to incoming classes and new students. This operation is one of the first items to be considered in a successful guidance program says Clifford E. Erickson.²² There are two other operations that might be mentioned these are to provide an opportunity for students to discuss vocational and educational possibilities with resource persons.

²⁰Barr, op. cit., Ch. 1.

²¹Jones, op. cit., p. 155-56

²²Erickson, op. cit., Ch. 1.

CHAPTER III

PURPOSES AND CONSTRUCTION OF THE SCHEDULES AND METHODS OF COLLECTION OF THE DATA

I. PURPOSES AND CONSTRUCTION OF THE SCHEDULES

Purpose. The interview and questionnaire schedules were devised to gather data about the guidance program objectives, services, and their operations at Missoula County High School. This was done in the light of the operations as recommended by the synthesis of expert opinion as outlined in Chapter II.

Construction. In view of the above purpose of the schedules, there were two general types developed: a questionnaire and an interview. The interview schedules were developed for two groups of people, the administrators and the guidance personnel. The interview form for the administrators¹ was divided into ten areas: (1) general information about the interviewee, (2) personal ideas of guidance, (3) foundations of the guidance program at M.C.H.S., (4) organization of the guidance program, (5) testing service, (6) records service, (7) group guidance program, (8) counseling service, (9) referral service, and (10) placement service. Within each of these areas questions were asked trying to determine

¹See Appendix, pp. 57-58.

these persons ideas about the composition of the guidance program. This was based largely upon the criteria checklist edited by Arthur L. Benson.²

The interview form constructed for the guidance personnel³ followed the same area arrangement. The difference being that the areas of personal ideas of guidance and foundations of the guidance program remained the same while the other areas were expanded to gather additional data available from the guidance personnel.

The questionnaires were developed for six groups of people the teachers, students, parents, dropouts, recent graduates, and businessmen. The idea here was to get the ideas of these various people on the composition of the guidance program, for all of these people are affected in some manner by the guidance program.

The teachers⁴ were questioned on five areas to find out the composition of these guidance areas as they affected the teachers. These areas were: training that the teacher had had in guidance, personal ideas of guidance, records available for their use, their group guidance techniques, and their understanding of the referral service. Comments were added under each of the questionnaires. The teachers were able to answer the questions in each area by yes or no. The remaining questionnaires were constructed on the same style

²Arthur L. Benson(ed), Criteria for Evaluating Guidance Programs in Secondary Schools (Washington, D.C.: Form B, U.S. Office of Education, Div. of Occupational Information and Guidance Services, Misc, Pub. 3317, 1949).

³See Appendix, pp. 59-61.

⁴See Appendix, pp. 62-63.

with the variation coming in the different areas that are covered, for each of these groups is affected by somewhat different areas of the guidance program.

The pupil or student questionnaire⁵ was divided into four groups that seemed to affect these people the most of any area of the guidance program. These areas were the individual guidance that they had received, their knowledge of the testing service, their thoughts on group guidance, and their personal ideas of guidance.

The parent questionnaire⁶ was divided into four areas. These were teacher conferences, to determine home-school contact; counselor conferences, for the same reason; personal ideas of guidance; and questions about your child and the information that he brings home from school about guidance.

The dropout questionnaire⁷ consisted of five areas including the individual guidance the person had received, his idea of the testing service, his experiences with group guidance, his personal needs, and his personal ideas of guidance.

The recent graduate questionnaire⁸ consisted of the same five areas as that of the dropouts with the only difference being in the questioning of their personal needs.

⁵See Appendix, pp. 64-65.

⁶See Appendix, pp. 66-67.

⁷See Appendix, pp. 70-71.

⁸See Appendix, pp. 68-69.

The businessmen questionnaire⁹ contained two areas the contact with the placement service of the high school and their personal ideas of guidance.

II. METHODS OF COLLECTION OF THE DATA

Interviews

The interviewees were divided into four groups: the administrators, which included the high school principal and the two vice-principals; the guidance personnel, which included the boys and girls advisors from both buildings; the teachers of both schools; and groups of pupils from both schools. The administrators and guidance personnel were interviewed; however, a time limitation forced the exclusion of teachers and pupils from the interview group.

Administrators and guidance personnel. Three administrators were interviewed. The questions asked were not necessarily in the order shown on the interview schedule, but all the questions were covered during the interview. There were four guidance personnel interviewed with the same method being used as with the administrators. The time spent with each person was approximately three-quarters of an hour.

Questionnaires

The questionnaires were the main source of gathering information for this study. These schedules were given to several groups that

⁹See Appendix, pp. 72.

were affected by the guidance program. As mentioned before these groups were teachers, students, parents, dropouts, recent graduates, and businessmen.

Teachers. The teacher questionnaire was given to all the classroom teachers in M.C.H.S., 71 in all including two librarians. These questionnaires were placed in each teacher's mail box, with a not attached asking that they be returned to the investigator's mail box. There was not a set time limit on the return of the questionnaires. A notice was placed in the daily bulletin two weeks after the questionnaires had been distributed to remind the teachers to return the completed questionnaires. There was absolutely no code system; therefore, there was no way in which to tell who had not returned the schedule. Two weeks later another announcement in the bulletin stated that the cooperation had been fine, but if any questionnaires were still out to return them immediately. One more notice was made in the bulletin before the end of the school year.

Students. The student questionnaire was given to 80 students from the total school population of approximately 1725, which would make the sample 4.6 percent. This approximates the aim of a 5 percent sample. In selecting these students the homerooms were used, for all students are placed in a homeroom. There were seventeen homerooms in the ninth grade, fourteen in the tenth, thirteen in the eleventh, and eleven in the twelfth grade. Ten homerooms from each grade were selected. To reduce the homerooms to desired number per grade, slips of paper with numbers written on them equivalent to the number of

homerooms per grade were placed in a box. Then slips were drawn one at a time, the number on the slip was the number of the homeroom that would be eliminated from consideration. This was done for each grade separately. This was done until the desired number for each grade was reached. It should be mentioned that the homerooms were numbered according to their room number which followed a numerical sequence. From each of these homerooms two students were chosen. This was done by placing slips numbered from 1 to 32, 32 was used as it was the average number per homeroom, in a box. From this box two slips were drawn per homeroom. The cumulative records are filed according to homeroom then in alphabetical order. These alphabetically arranged cards were given the numbers 1 to 32 then when selecting two numbers, for instance 12 and 27, these two cards numbered from the first card alphabetically would be used as the students to participate in the sampling. If for some reason one or both of the numbers chosen were students no longer in school, a new number was drawn.

The method of distribution was through the homerooms. In the South Avenue school the questionnaire forms were placed in the selected homeroom teachers mailbox and that person was asked to distribute them to the indicated students. The students involved were then asked to return the completed questionnaires to the investigator's room. This information was transmitted to the teachers and students by means of the daily bulletin. In the Higgins Avenue school the questionnaires were placed in the selected homeroom teachers mailbox and that person asked to distribute them to the students. Then they were asked to pick up the completed forms from the students and place them in a folder

in the central office. This information was disseminated to the teachers by the daily bulletin.

Parents. A parent was defined as the adult or adults responsible for the pupil who is registered in the high school.

There were 80 parents sampled, which approximates the desired 5 percent sample. This selection of participants was done in the same manner as the selection of the students. There was one limitation to being selected, this was that if the student had been selected the parent was not selected for fear of pupil-parent contamination. By this contamination is meant that the students could not go home with their questionnaire and have the results placed on the questionnaire or strongly influence by the parent, or vice versa.

Dropouts. A dropout was defined as a student who had left school for reasons other than transferring to another school or graduating.

The cumulative record cards of all persons leaving school other than by graduation are filed alphabetically starting with the year 1931. From these were selected one name per letter of the alphabet for a total of 26, to round this total to 30 in order to approximate a 5 percent sample, the first four dropouts from the school year 1956-57 were selected. The manner of selecting the name was by picking a number from 1 to 32 from a box then looking through the file until the number was reached. If that card was a dropout from 1955 or 1956 then the name was used, if not the cards were leafed through until a dropout from these years was found. This was done for each letter of the alphabet.

Recent graduates. A recent graduate was defined as a student who had received a diploma, signifying completion of the high school, in the classes of 1955 and 1956.

The selection of the recent graduates was done by selecting fifteen from the 1956 graduating class and fifteen from the 1955 class. This approximated the desired 5 percent sample.

The 1956 graduates cumulative records were filed alphabetically. A number was drawn from a box, any number from 1 to 32, then looking into the "A" file a name was selected. This was accomplished for each letter of the alphabet until the total of fifteen was reached.

The manner of selecting the 1955 graduates was somewhat different because the 1952 through 1955 graduates were filed together alphabetically. Again the box with numbers 1 to 32 was used. One number was drawn from each letter of the alphabet until a total of fifteen was reached. If the number drawn was not a 1955 graduate, the cards were turned until a 1955 graduate was found.

Businessmen. A businessman was defined as any person operating any type of private enterprise within the confines of metropolitan Missoula.

A total of fifty businessmen were selected. This was thought to be approximately a 5 percent sample. These names were selected from the classified section of the Missoula telephone directory. A shuffled deck of 50 cards was used to select each name. Since some pages did not contain 50 businesses, one and two-thirds pages were used in

selecting each name. After selecting a card, that number of telephone numbers would be counted disregarding whether a phone number appeared twice. If the number selected was of an out-of-town business then the phone numbers were followed until a local business was found.

In distributing these questionnaires, the addresses were taken from the telephone book. Envelopes were addressed, a form letter¹⁰ enclosed, a self-addressed, stamped envelope enclosed, the questionnaire enclosed, and then the envelope sealed and sent to the addressee. Two to three weeks later a post card¹¹ was sent to the addressees reminding those who had not returned the completed questionnaire to please do so at once. This could be accomplished for the questionnaires were coded. This same method was used for the parents, dropouts, and recent graduates.

¹⁰See Appendix, pp. 73.

¹¹See Appendix, pp. 74.

CHAPTER IV

THE REPORTING OF THE DATA COLLECTED CONCERNING THE OBJECTIVES AND THE OPERATIONS OF THE SERVICES OF THE GUIDANCE PROGRAM AT MISSOULA COUNTY HIGH SCHOOL

This chapter reports the data that were acquired by interviews and by questionnaires. The information will be presented to show what the persons contacted said about the Missoula County High School guidance program with respect to the objectives and operations as stated in Chapter II. The data concerning objectives will be followed by the data concerning the operations of the services of the guidance program, and finally the data on related operations of the guidance program will be presented. The data will be presented in percent of those affirmative replies. Conclusions to be drawn will be stated in the following chapter.

The method used to gather information for this study was by questionnaires and interviews. Table I has been devised to show the number of schedules sought, the number completed, and the percent of completion of the schedules. These schedules have been broken into the various groups to show the comparison between the returns of the various groups.

TABLE I

NUMBER AND PERCENT OF INTERVIEW AND QUESTIONNAIRE RETURNS

Schedule	Number sought	Number completed	Percent of completions
INTERVIEWS			
Administrators	3	3	100
Guidance personnel	4	4	100
QUESTIONNAIRES			
Teachers	71	61	86
Parents	80	50	63
Businessmen	50	30	60
Students	80	70	88
Recent graduates	30	18	60
Dropouts	30	17	57

The breakdown of the enrolled student population sampled by questionnaire is as follows:

	<u>Number of students per grade</u>	<u>Number of students sampled per grade</u>	<u>Percent of students sampled</u>
Ninth grade	544	20	3.7
Tenth grade	448	18	4.0
Eleventh grade	416	19	4.6
Twelfth grade	352	15	4.3

I. OBJECTIVES

A number of objectives were developed in Chapter II. These objectives can be met in part by the various services and operations of these services, but some of these objectives are outside the actual services.

When interviewing the guidance director, a statement of the general objectives of the guidance program was obtained. This statement is not inclusive of all the objectives, but will give some idea as to the objectives of the guidance program at Missoula County High School. This statement of Miss Della V. Carr is as follows:

The guidance and personnel department centers its efforts on the individual student in an attempt to help him to get the most out of his high school educationally and socially with the hope of pinpointing his goals for his entire life. There are many conferences with students about their own personal problems and also with the student, and often with the parent, about academic achievement or non-achievement. The gifted and honor roll student is encouraged personally to take certain studies with an eye toward his attaining scholarships for further education. There are tests given which indicate a student's potential and by conferences in his first year he is encouraged to pursue certain courses of study. Subsequent conferences explain their permanent records, their interest test scores, their character profiles, and in the senior year their probable vocational choices based upon the criteria of their tests and their overall school experience.

In dealing with other objectives, the interviews with the administrators and guidance personnel brought out agreement in their opinions that the community and P-TA play a part in developing the guidance program. Also that the community, teachers, parents, and students cooperate to build a guidance program. In this same area results of the questionnaire indicated that the students, recent graduates, and dropouts, did not have any part in building the guidance program with the percent-

ages respectively 9, 0, and 0. Of the teachers sampled, 10 percent indicated they had served on a guidance committee. Going back to the administrators and guidance personnel, there was agreement that there were neither teacher nor student guidance committees, and that the guidance policy was determined completely by the guidance department in conjunction with the administrators.

To obtain further information on objectives, questions were asked of the persons participating in this study about their personal ideas of guidance. The degree of agreement with the tenet that guidance is needed in the high school, that a more comprehensive guidance program should be developed, and that they would serve on guidance committees is shown in Table II on page 28. In addition the teacher questionnaire returns indicated that 72 percent would give more time to guidance provided they had more training and more time.

The guidance personnel and administrators agreed that the community was ready to accept a more comprehensive guidance program. While from the teacher questionnaire replies, 42 percent believed that the community was ready for a more comprehensive guidance program, but 42 percent also had no opinion on this question.

Each person participating in this study was asked for their definition of guidance. The following samples of these definitions appear to be, in the judgment of the investigator, representative of each of the groups sampled.

Administrators: Guidance is a broad concept with every experience either in school or the community providing some sort of guidance.

TABLE II

A DESCRIPTION OF THE PERSONAL BELIEFS ABOUT THE GUIDANCE PROGRAM AS
 MANIFESTED BY THE STUDENTS, RECENT GRADUATES, DROPOUTS,
 PARENTS, BUSINESSMEN, TEACHERS, GUIDANCE
 PERSONNEL, AND ADMINISTRATORS

Participants	N	Results shown in percent of yes answers			
		Guidance program necessary	More comprehensive program needed	Serve on guidance committee	Community ready for comprehensive guidance program
Students	70	86	69	83	
Recent graduates	18	88	66	66	
Dropouts	17	88	59	76	
Parents	50	98	78	64	
Businessmen	30	100	77	43	
Teachers	61	95	77	76	42
Guidance personnel	4	100			100
Administrators	3	100			100

Within the school, guidance cannot be separated from teaching.

Guidance personnel: Guidance is helping the individual to fully realize himself.

Teachers: Guidance is helping a person to help himself.

Parents: Guidance is the study of abilities of a pupil in relation to his future.

Businessmen: Guidance is helping a student determine the type of vocation to which they would be best suited.

Students: Guidance is helping of students to choose between the right road and the wrong road. This should include a students vocation, social life, studies, and personal development.

Recent graduates: Guidance is the assisting or directing one towards the right goal or right direction.

Dropouts: Guidance is having someone help you make up your mind to do what is best or right.

II. GUIDANCE SERVICES AND THEIR OPERATIONS

Counseling. According to the interviews of the administrators and guidance personnel there are rooms for counseling, in fact there are four offices and four counseling rooms. In addition these persons indicated that there are three full time counselors and one part-time counselor. The guidance personnel indicated that the counselors spend approximately four-fifths of their time on counseling.

From other information received during the guidance personnel interviews, one full time and one part-time counselor interview all the ninth grade students as well as any problem students in this grade.

The other two full time counselors devote their time and energy to counseling students in the upper three grades. All of these counselors have access to cumulative records, occupational and educational information, and testing materials. These counselors have time during the day for counseling and are able to arrange case conferences when necessary.

There was complete agreement among the guidance personnel that all the interviews concentrated on the individual, that these persons accepted voluntarily the counseling relationship, that the decisions were made by the students being interviewed, that these decisions were carried out by the pupil with the aid of the counselors, and that all interview information was held in strict confidence.

The variance at which the students, recent graduates, dropouts, and parents had conferences with the counselors is shown in Table III. Also Table III shows the percentages of students, recent graduates, and dropouts who had talked with teachers about their future and how many knew the counselors.

TABLE III

PERCENT OF USE MADE OF QUALIFIED SCHOOL PERSONNEL BY STUDENTS,
RECENT GRADUATES, DROPOUTS, AND PARENTS

Participants	N	Had counselor conference %	Had talked to teachers %	Had known counselors %
Parents	50	20	62	
Students	70	54	60	96
Recent grads	18	82	82	82
Dropouts	17	65	41	82

Of the twenty percent of parents sampled who were interviewed by counselors, 6 percent indicated that the counselors had used records or had given them information to use during the interview. Of the sampled parents, 56 percent indicated that a conference with the counselor would help them in guiding their child.

Placement. In interviewing the administrators and guidance personnel, there was complete agreement that there is a staff officer assigned to placement, that there is contact between the placement officer and employers, that schedules are fitted to meet the work needs of students, and that placement in higher education is accomplished. There are four educational placement officers, the counselors, and one vocational placement officer, the commercial department chairman.

From other information obtained by observation or informal talks, the vocational placement officer aids in placing students in part-time and vacation employment. The counselors also aid students to enter extra-curricular activities, extra-school education, and out-of-school activities.

The results of the teacher questionnaires indicate that 68 percent of the sampled teachers have sent students to persons in the community for occupational information.

Of the parents sampled, 44 percent indicated that their youngsters had brought home occupational and educational information, and that 54 percent had investigated their youngsters occupational choice.

Of the businessmen sampled, 30 percent noted that they had been contacted by the placement service of the high school, while 20 percent indicated a use of the high school placement service. Also these businessmen indicated that 47 percent used part-time high school help, 40 percent used high school graduates for full time work, and 13 percent used high school dropouts for full time work. In addition these businessmen indicated 27 percent thought high school graduates were more stable on the job, 43 percent thought that high school graduates do more work, and 27 percent thought that high school graduates stay on the job longer than non-graduates. A training program for high school graduates was noted by 64 percent of businessmen sampled, while 47 percent indicated a need for a training program for dropouts.

According to the interviews of administrators and guidance personnel, there were no occupational surveys of the community.

Follow-up. There was complete agreement among administrators and guidance personnel that there was no formal follow-up studies of graduates and dropouts.

Table IV on page 33 indicates that less than half the recent graduates and dropouts are satisfied with their present positions. Also this table indicates that approximately 70 percent of the recent graduates and dropouts could use more vocational training. The school could have helped 71 percent of the dropouts and 56 percent of the recent graduates is shown in Table IV.

TABLE IV
FOLLOW-UP INFORMATION ABOUT RECENT GRADUATES AND DROPOUTS

Questions	Percent of Recent graduates N = 18	Percent of Dropouts N = 17
Satisfied in present position	42	47
Vocational training needed now	72	71
Should school have helped more	56	71

The recent graduates questionnaire results indicated that 47 percent now had jobs, 42 percent were going on to college, and 6 percent were in trade schools.

Of the dropouts sampled, 59 percent indicated that they would like to return to school.

Referral. The administrators and guidance personnel were in complete accord in their interviews that teachers could refer students to the counselors, that referral agencies are available, that people in the community were used for referral, and there is no set pattern of referral procedure.

Of the teachers sampled, 92 percent indicated that they had referred students to the counselors, and 68 percent had referred students to persons in the community for occupational information. In addition

these teachers indicated that 67 percent sent low ability students to the counselors, 63 percent sent high ability students to the counselors, 59 percent sent students to the discipline officer, 96 percent sent students to the school nurse, 5 percent sent students to the school doctor, and 9 percent indicated they could refer students directly to the mental hygiene clinic.

The guidance personnel indicated that checking attendance is part of their job to which approximately 15 percent of their time is devoted, that counseling occupies approximately 80 percent of their time, and the other 5 percent is occupied with discipline and other administrative and supervisory duties.

Information. There is complete agreement among the administrators and guidance personnel that educational and occupational information is available.

Records. The teachers replying to the questionnaire indicated that 91 percent of them knew that cumulative records were available and 93 percent knew these records to be accessible.

The administrators and guidance personnel agreed completely that cumulative records were available and accessible.

According to the teacher questionnaire replies, 76 percent used these records for problem students, and 46 percent used them for all students.

The administrators and guidance personnel agreed that the

teachers, counselors, and administrators use the cumulative records.

According to the replies from the teacher questionnaires, 8 percent indicated that a records clerk kept the cumulative records, while 51 percent indicated that the teachers kept these records. The teachers also indicated that 61 percent completely understood the cumulative records. In contrast the administrators indicated that the vice-principal kept these records.

Testing. The administrators and guidance personnel agreed that the testing program consists of group intelligence tests, group interest tests, group achievement tests, individual intelligence tests, special aptitude tests, and special adjustment tests.

The students, recent graduates, and dropouts sampled indicated their impressions of the testing program by the percentages shown in Table V on page 36. Of these groups the means indicated that 74 percent recall having taken a group intelligence test, 50 percent a group interest test, 50 percent a group aptitude test, 12 percent a group adjustment test, 60 percent a group achievement test, 3 percent a group sociometric test, and 21 percent an individual intelligence test.

The teachers sampled indicated 13 percent use of sociometric devices in the homeroom and 27 percent use of these devices in the classroom. The students indicated in an indirect manner the social structure of the homeroom and classroom when answering the questions about sitting next to the person they liked best in these rooms. This question was answered affirmatively in the following manner:

TABLE V
ANALYSIS OF THE TESTING PROGRAM FROM THE VIEWPOINT
OF THE STUDENT, RECENT GRADUATE, AND DROPOUT

Tests believed to have been taken	Participants Results shown in percent of yes answers		
	Students N = 70	Recent graduates N = 18	Dropouts N = 17
Group			
I. Q.	83	76	65
Interest	52	58	41
Aptitude	54	66	35
Adjustment	17	6	12
Achievement	86	53	76
Sociometric	6	6	0
Individual			
I. Q.	31	16	12

	<u>In the homeroom</u>	<u>In the classroom</u>
Students	36%	54%
Recent graduates	41%	60%
Dropouts	35%	59%

There was agreement among the administrators and guidance personnel that the guidance department gives the guidance tests, that the teachers score these tests, and these scores are available to teachers and counselors. There are no profiles of tests in the student records.

III. RELATED OPERATIONS

Homeroom. According to the guidance personnel and administrators interviews there are homerooms in the curriculum with each homeroom having student officers.

The results of the teacher questionnaire indicated that 84 percent of the teachers have a homeroom with student officers in each homeroom.

Of the teachers sampled who had a homeroom, 91 percent did pupil personnel work in the homeroom, 31 percent had a structured homeroom program, and 85 percent recognized adjustment problems in the homeroom.

The students, recent graduates, and dropouts sampled recognized the structure of the homeroom and the pupil personnel work to the degree indicated in the following table, Table VI. In addition this table shows the percent of persons sampled who were student officers.

TABLE VI

HOMEROOM SERVICE AS VIEWED BY STUDENTS, RECENT GRADUATES, AND DROPOUTS

Questions	Students	Percent of yes answers	
	N = 70	Recent Graduates N = 18	Dropouts N = 17
Pupil personnel work in homerooms	86	82	88
Structured homeroom program	30	12	29
Had been student officer	33	24	6

Of the parents sampled the following percentages were figured about the connection of home and school, which could be considered part of the homeroom service. About 12 percent of the parents had had someone from school visit their home, none had an informal talks at home with any teacher, and 2 percent had had a formal talk at home with a teacher. The visitations at school by the parents were that 64 percent had talked with teachers at Open House, 34 percent had had teacher conferences, and 48 percent had wanted to talk with a teacher but did not.

Classroom. The percent relationships shown on Table VII indicate how the students, recent graduates, and drop outs sampled reacted to questions about types of teaching methods in the classroom and if a unit on occupations had been taught in the classroom. Table VII follows on page 39.

TABLE VII
ELEMENTS OF CLASSROOM GUIDANCE AS DISTINGUISHED BY
STUDENTS, RECENT GRADUATES, AND DROPOUTS

Questions	Percent of affirmative replies		
	Students N = 70	Recent Graduates N = 18	Dropouts N = 17
Had group teaching methods	94	88	82
Had individual teaching methods	97	88	100
Had a unit on occupations	52	64	59

According to the results of the teachers questionnaire, 58 percent indicated a unit taught on occupations, 76 percent used group teaching methods, and 93 percent recognized individual differences. Also 50 percent of the teachers sampled integrate their subject field with some other subject field, and 76 percent have units in their subject field on common social problems.

The interviews with the administrators and guidance personnel revealed that all were agreed that some teachers integrated their subject fields, some units on occupations were taught, and some units on common social problems were taught.

Extra-curricular. From observation there is an extra-curricular activities program being carried on in the school. No specific data were collected on these activities.

Group activities. From observation there are group activities being carried on in the school; however, now specific data were acquired about these activities.

IV. SUMMARY

The foregoing chapter has stated the results of the data obtained by interview and questionnaire in this study. There has been no attempt to make conclusions from the data. This will be done in the following chapter.

The presentation of this data has been accomplished by stating the number and percent of returns at the beginning of the chapter. The data were presented next that seemed to involve only objectives of the guidance program. After this data were presented, the data gathered concerning the services and the operations of these services were presented. Finally the data concerning the related operations of the guidance program were presented.

CHAPTER V

CONCLUSIONS

The conclusions to be drawn from the data will be presented in a similar organizational fashion to Chapters II and IV. First will come the conclusions concerning the objectives, then the conclusions concerning the services and their operations, and finally the conclusions concerning the related operations. Only those conclusions that can be drawn from the data that affect certain guidance operations will be made. If there is no data on some operations then nothing will be attempted to be concluded about these operations.

The limitations have been stated; however, on completing this study other limitations have appeared. These limitations are concerned with the reliability and validity of the methods used in collecting the data.

The limitation that was in effect on the enrolled student population was that the sample was overbalanced in favor of the upper grades in the school.

The returns of the questionnaires sent to persons outside the high school were not of the highest desirable percent. This could have been caused by lack of motivation in the questionnaire, and the accompanying letter, by not enough follow-up, and by the method of selection. The possible result of this is to lessen the significance

of the information derived from these questionnaires.

The fact that the sampling method of the students would give only information about homerooms and that this method was over balanced in favor of the upper grades, indicates that some of the figures concerning the students could be somewhat inconclusive. Since the parents of students already participating in the study were excluded, this would again limit the reference that could be made to the population of all the school parents. The sampling method used for the businessmen, recent graduates, and dropouts could be questioned as to the reference that might be made to these whole populations, for this method did not take into account the variance in the number of the different groups under the various letters of the alphabet.

Apparently the methods used have some weak areas; however, there appears to be some valid remarks that can be made from these data.

I. OBJECTIVES

Generally accepted objectives were also accepted at Missoula County High School.

The administrators and guidance personnel have a different picture of the parts played in building the guidance program by the students, recent graduates, dropouts, and teachers than these people themselves picture their roles. This could be the reason for some differences in interpretations of the guidance program in the high school.

Since there are neither guidance committees for students nor one for teachers, and the guidance policy is formulated in the main by the guidance department, then apparently the students and teachers do not play an active part in building the guidance program.

There is strong agreement that guidance is needed in the school, that a more comprehensive guidance program is needed, and that many persons would be willing to serve on committees to work on the problem of building a more comprehensive guidance program. This would seem to fortify the administrators and guidance personnel contentions that the community is ready for a more comprehensive guidance program in the high school. Since the majority of teachers sampled indicated a willingness to work more on guidance, the stage appears to be set for a more comprehensive guidance program to be instituted at Missoula County High School.

Since there appears to be such a great variance in the definitions of guidance as listed by the participants in this study, the conclusion might be drawn that a more comprehensive guidance program is needed to better inform the affected persons as to the actual meaning and purpose of guidance.

II. GUIDANCE SERVICES AND THEIR OPERATIONS

Counseling. The required minimum counseling time per day, according to the Montana State regulations,¹ for a high school of

¹State Supervisor of Guidance Services, "Definition of Standard #24" (Helena, Montana: State Department of Public Instruction, Vocational Education Division, 1954), p. 1. (Mimeographed.)

1700 students is thirteen hours per day. Apparently the time spent per day in counseling at Missoula County High School is 16.2 hours, which would place this time factor well over the minimum as set up by the State regulations. This would indicate that enough time is being devoted to counseling, unless of course this counseling is devoted entirely to problem cases.

Evidently the facilities provided are adequate for the present status of the guidance program.

From the data collected, the student appears to be considered the central figure in counseling.

Since the counselors are well known, the majority of students are interviewed, and practically all students have had individual contact with a teacher, the conclusion might be drawn that there is a counseling service in the high school that is functioning to some degree. There might be some question as to the use of the counselors interviewing time for not all students have been interviewed. Possibly too much time is spent on problem cases to allow everyone to be interviewed.

The relationship between the counselors and the home appears to be somewhat incomplete, for better than 50 percent of the parents sampled indicated that a conference with the counselor would be of benefit to their youngsters future plans.

Over all the guidance service of counseling appears to meet most of the operations as developed in this study.

Placement. The personnel and facilities available for placement apparently are adequate for the program as is now being carried on in the high school.

The data seems to indicate that there could be more information and understanding of occupational opportunities in the community by the teachers. This would indicate the need for an in-service training program for teachers.

The fact that only approximately half the parents sampled had looked into the occupational choices of their children could be an indication that more cooperation and explanation should be carried into the home.

Noting that the businessmen sampled indicated an extensive use of high school persons yet a comparatively small number were using the high school placement service, a conclusion might be drawn that more connection between employers and the placement service should be encouraged. That only a small percent of the businessmen sampled used dropouts for full time work could indicate that a high school education is almost a necessity in obtaining full time employment. There appears to be little basis on which to make any conclusions about the stability and working ability of high school graduates and high school dropouts.

Since there has been no occupational survey made of the local area in the past ten years, the conclusion is that there is little factual information concerning the occupational opportunities available for use by the placement officer. From later information acquired from

the school, there is now underway an occupational survey of the community in which the high school is cooperating with other agencies in the community.

The placement program as carried out at Missoula County High School appears to be meeting some of the needs of the youth especially in the field of educational placement.

Follow-up. Since there have been no follow-up studies made, the conclusion must be made that this service of the guidance program needs to be developed.

Since more than half of the recent graduates and dropouts sampled are not satisfied in their present positions, there is an indication that guidance could be used or could have been used to lessen this dissatisfaction for the betterment of the individual and the community.

Even with the difference between the reports of the recent graduates and dropouts sampled about the help the school could have given them, there appears to be sufficient evidence that more research should be done in this area to determine if the school is meeting the needs of the students. This conclusion might be strengthened by the fact that the majority of recent graduates and dropouts sampled believed that more vocational training would be of use to them at the present time.

If this is a true sample, then approximately two-fifths of each graduating class is going on to some type of higher education. From this the conclusion could be that more investigation is needed in this operation to determine if the needs of these students are being met by

the high school guidance program as it now exists.

Since nearly six of ten of the dropouts sampled indicated that more educational training would help at the present time, then possibly the high school would be in the position to offer the facilities to help alleviate this condition.

This service of follow-up is evidently in need of more research and investigation, for there is little or nothing being done in this area at the present time.

Referral. In all probability the referral service is known to the teachers and counselors even though some teachers do not refer students to the counselors, for a majority of the teachers sampled did send youngsters to the counselors. There is some confusion about the discipline officer for a majority of teachers indicated they had sent students to this officer. There is no discipline officer as such, for the counselors handle most of this work.

From the data the operations of discipline and attendance consume more than 15 percent of the counselors time. One conclusion that could follow is that these two operations are considered to be important by the counselors and the administrators. Also that these operations do not interfere with the counselors relationships with the student, teacher, parent, and community. From the literature a more strongly backed conclusion could be drawn. The authorities agree that discipline and attendance have no place in the guidance services; therefore, the counselor should not be charged with the responsibility of these operations.

Case conferences can be utilized as the need arises. This leads to the conclusion that possibly there is some use being made of outside referral agencies.

Apparently some referral work is being accomplished; however, there appears to be a need to reassess the operations of the referral service to determine if proper use is being made of referral persons and agencies.

Information. Evidently the needs of this service at the present operational rate are being met adequately for occupational and educational information is available.

Records. A large majority of all qualified school personnel are cognizant of the cumulative records, their availability, and their accessibility. These records are utilized by qualified personnel; guidance personnel, administrators, and teachers. However, less than half the teachers sampled use these records for all students. This could possibly lead to the conclusion that even though most of the school personnel know about these records, for some reason or another quite a number do not utilize these records. A conclusion could be reached from this information, this could be the instigation of an in-service training program for teachers to combat this apparent negligence or lack of understanding.

As there is little unanimity concerning who keeps the cumulative records, the conclusion might be made that possibly there is a need for clarification of this operation or a definite change in the record keeping operation.

The evidence points to a serious lack of understanding of the cumulative records, for four of ten teachers sampled did not have a complete understanding of the cumulative records. The need for an in-service training program for teachers is emphasized by this lack of understanding, for most certainly this lack of understanding has caused some lack of proper guidance in the school.

The records service appears to be somewhat complete; however, there is apparently room for improvement and investigation to determine the completeness and effectiveness of the records service in meeting the needs of the guidance program and of the students in the high school.

Testing. Evidentially there is quite a complete testing program. However, there is an area of disagreement between the students, recent graduates, and dropouts on one hand, and the administration and guidance department on the other, about the meaning and type of tests given. This apparent disagreement could possibly be an indication that in administering the tests more meaning should be attached to the tests by the students in the school.

From the evidence little use is being made of sociometric devices in either the homeroom or the classroom. Possible conclusions that could be drawn are that the teachers are unaware of these guidance techniques, are unmindful of social adjustment, or have developed other means of determining and identifying social adjustment problems. This could lead to the in-service training program again.

There appears to be a breakdown in the professional handling of

tests for the teachers of the high school are scoring these tests, and there is no test profile available after scoring. The conclusion might be drawn that these tests once given are considered to be of little importance, for if they are not scored properly there is the likelihood that the results will not be reliable. From this the next step could be to conclude that some professionally trained persons should score and interpret these tests.

The overall testing service appears to be quite complete. The only operations that apparently are in need of investigation are those of scoring and interpreting, and the use of tests transferred from the elementary schools.

III. RELATED OPERATIONS

Homerom. There are homerooms with student officers. Within these homerooms pupil personnel and adjustment work is carried on. These homerooms apparently have little or no structured programming. The conclusion might be made that some guidance is being carried on in the homerom; however, there is not a definite guidance program being pursued in the homeroom. This could possibly indicate a lack of training of the teachers or a lack of realization of the part of the homeroom in the curriculum of the high school.

Since there appears to be practically no home-school relationship from the standpoint of the teacher visiting the home, and some home-school relationship by parents coming to the school to talk to the teachers, the conclusion that could possibly be reached is that

there is little cooperation in the development of the children between the home and the school. This conclusion is reinforced by the fact that approximately one-half the parents sampled would like to talk with a teacher but have not done so.

The overall picture appears to be one of encouragement, but with some operations of the service desirous of strengthening.

Classroom. The conclusion to be drawn about the units on occupations in subject fields could possibly be that there is an awareness of the vocational needs of the students, since these units are taught in some subject fields. The same could be concluded about units on common social problems.

Since some teachers integrated their subject fields with other subject fields, the conclusion could possibly be made that some teachers are aware that other subjects are being taught in the school or that some teachers are aware that all subjects blend into one another.

This related operation seems to be functioning relatively well with possibly some additional training needed to bring the full use of guidance in the classroom to the front.

Extra-curricular. There are no conclusions to be made in this related operation.

Group activities. There are no conclusions to be made in this related operation.

IV. SUGGESTIONS

From this study the investigator has formulated some suggestions that in his opinion would aid and strengthen the guidance program at Missoula County High School:

1. An in-service training program be instigated to explain guidance and the guidance program to all school personnel
2. The counselors be relieved of discipline and attendance duties
3. Teachers be relieved of record keeping
4. The tests be professionally scored and interpreted
5. The home-school relationships of the homeroom teacher be strengthened
6. Teachers and students should be involved in formulating the guidance program
7. Follow-up studies of graduates and dropouts be made periodically
8. More use be made of elementary school records in the high school
9. More cooperation be developed between the school and the community in developing the guidance program
10. All students counseled each year
11. The school work toward a goal of one counselor for every 250 students
12. More emphasis be placed on vocational placement
13. More vocational information be made available to students and parents
14. More cooperation between the high school and the elementary school in the matter of the transfer of information
15. The records be critically examined to determine if they fit the needs of the school
16. More use be made of the high school facilities for education of out-of-school persons

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Moody, John L. "An Evaluation of the Guidance Program in Dawson County High School, Glendive, Montana." Unpublished Master's thesis, Montana State University, 1951.

State Supervisor of Guidance Services. "Definition of Standard #24." Helena, Montana: State Department of Public Instruction, Vocational Education Division, 1954. (Mimeographed.)

APPENDIX

INFORMATION ON COLLECTION OF DATA

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Interview

-ADMINISTRATORS-

Instructions: Fill in all blanks with desired information.

Part I - General information

1. Where were you born? _____
2. Where did you graduate from high school? _____
3. Where did you graduate from college? _____
4. When did you graduate from college? _____
5. From what college do you hold an advanced degree? _____
6. How long were you a teacher? _____
7. How long have you been an administrator? _____
8. Have you ever worked in a guidance position? _____
9. Did you take a basic guidance course in college? _____
10. Did you take a survey course of guidance services in college? _____

Part II - Personal ideas of guidance

1. What is your definition of guidance? _____
2. Who is the most important in the guidance program? _____
3. What is your part in the guidance program? _____
4. Is guidance necessary in the school today? _____
5. Is the community ready to accept a more general guidance program? _____

Part III - Foundations of the guidance program

1. Does the community play any part in the guidance program? _____
2. Is the PTA used to aid in developing the guidance program? _____
3. Are teachers used in developing the guidance program? _____
4. Do the students aid in building the guidance program? _____
5. Do students, teachers, parents, and community cooperate to develop the guidance program? _____
6. Is the guidance program developed solely by the guidance department? _____

Part IV - Organization of the guidance program

1. Is there a guidance department? _____
2. Is there a guidance director? _____
3. How many people are there in the guidance department? _____
4. To whom is the director responsible? _____
5. To whom is the teacher responsible? _____
6. Is the guidance department a staff or line position? _____
7. Is there a faculty guidance committee? _____
8. Who develops guidance policy? _____

Part V - Testing service

1. Is there a testing program? _____
2. Does this program include a group intelligence test? _____
3. " " " " " " interest test? _____
4. " " " " achievement tests? _____
5. " " " " special aptitude tests? _____
6. " " " " special adjustment tests? _____
7. Is a battery containing the above tests given? _____
8. Who gives these tests? _____
9. Who scores these tests? _____
10. Is there a profile record of each individuals test scores? _____
11. Are these scores available to all competent personnel? _____

Part VI - Records service

1. Are cumulative records kept? _____
2. Are these records easily accessible? _____
3. Are they available to all competent personnel? _____
4. Do teachers use these records? _____
5. Do counselors use these records? _____
6. Do administrators use these records? _____
7. Are entering students records examined? _____
8. Who keeps these records? _____

Part VII - Counseling service

1. Are there special, well-appointed rooms for counseling? _____
2. How many counselors are there? _____
3. How much time is given to counseling? _____
4. Is all necessary occupational and educational information supplied to the counselors? _____

Part VIII - Referral service

1. Do the teachers refer students to the counselors? _____
2. Are referral agencies available? _____
3. Is the counselor able to refer students to these agencies? _____
4. Is there any set pattern for referral? _____

Part IX - Placement service

1. Is a staff member responsible for placement services? _____
2. Are students schedules arranged to fit employment needs? _____
3. Can students be referred to people in the community to inquire about certain types of employment? _____
4. Is there any contact between employers and the placement officer? _____
5. Is there any placement in higher education units? _____
6. Is there any placement in business or trade schools? _____
7. Has there been an occupational survey of the community? _____

Part X - Follow-up service

1. Are follow-up studies of graduates carried on continuously? _____
2. " " " " dropouts carried on continuously? _____

Part XI - Group guidance operations

1. Are there homerooms in the curriculum? _____
2. Is there a unified homeroom program? _____
3. Does the homeroom have a structured program that includes home living, community living, vocations, and school adjustment? _____
4. Is pupil personnel work carried on in the homeroom? _____
5. Do the homerooms have student officers? _____
6. Do the classroom teachers integrate their subjects? _____
7. In the classroom are units on occupations taught? _____
8. Are units included in the classroom that bring in home and community living, school adjustment, etc.? _____

MISSOULA COUNTY HIGH SCHOOL
Guidance Program Interview

-GUIDANCE PERSONNEL-

Instructions: Fill in all the blanks with the desired information.

Part I - General Information

1. Where were you born? _____
2. Where did you graduate from high school? _____
3. Where did you graduate from college? _____
4. When did you graduate from college? _____
5. From what college do you hold an advanced degree? _____
6. How long were you a teacher? _____
7. How long have you worked in the guidance program? _____
8. Did you take a basic guidance course in college? _____
9. Have you taken advanced work in guidance? _____
10. Do you have a Masters degree in guidance? _____
11. Have you attended any guidance meetings in the past year? _____
12. Have you visited any other school's guidance department in the past year? _____
13. Do you belong to a professional group in the guidance field? _____
14. Do you receive any publications put out by professional organizations? _____
15. Have you ever had supervised counseling experience or internship? _____
16. Have you ever worked in any other field other than teaching or counseling? _____
17. Have you had any ill health in the past year? _____
18. Do you enjoy doing guidance work? _____

Part II - Personal ideas of guidance

1. What is your definition of guidance? _____
2. Who is the most important in the guidance program? _____
3. What is your part in the guidance program? _____
4. Is guidance necessary in the school today? _____
5. Is the community ready to accept a more general guidance program? _____

Part III - Foundations of the guidance program

1. Does the community play any part in building the guidance program? _____
2. Is the PTA used to aid in developing the guidance program? _____
3. Are teachers used in developing the guidance program? _____
4. Do the students aid in building the guidance program? _____
5. Do students, teachers, parents, and community cooperate to develop the guidance program? _____
6. Is the guidance program developed solely by the guidance department? _____

Part IV - Organization

1. Is there a guidance department? _____
2. Is there a guidance director? _____
3. How many people are in the guidance department? _____
4. To whom is the director responsible? _____
5. To whom is the teacher responsible? _____
6. Is the guidance department a staff or line position? _____
7. Is there a faculty guidance committee? _____
8. Who develops guidance policy? _____
9. Is checking the attendance part of the program? _____
10. How much time each day is spent checking attendance? _____
11. How much time each day is spent directing guidance activities other than counseling or attendance? _____

Part V - Testing program

1. When is a group intelligence test given? _____
2. When would an individual intelligence test be given? _____
3. When is a group interest test given? _____
4. When are standardized achievement tests given? _____
5. When would special aptitude tests be given? _____
6. When would special adjustment tests be given? _____
7. Is a battery containing the above tests given? _____
8. Who gives these tests? _____
9. Who scores these tests? _____
10. Is there a profile record of each individual's test scores? _____
11. Are these scores available to all teachers and counselors? _____

Part VI - Records service

1. Are cumulative records kept? _____
2. Are these records easily accessible? _____
3. Are they available to all competent personnel? _____
4. Do teachers use these records? _____
5. Do counselors use these records? _____
6. Do administrators use these records? _____
7. Are entering students records examined? _____
8. Who keeps these records? _____

Part VII - Group guidance operations

1. Are there homerooms in the curriculum? _____
2. Is there a unified homeroom program? _____
3. Does the homeroom have a structured program that includes home living, community living, vocations, and school adjustment? _____
4. Is pupil-personnel work carried on in the homeroom? _____
5. Do the homerooms have student officers? _____
6. Do the classroom teachers integrate their subjects? _____
7. In the classroom are units on occupations related to the subject? _____
8. Are units included in the classroom that bring in home and community living, school adjustment, etc.? _____

Part VIII - Counseling service

1. Are there special, well-appointed rooms for counseling? _____
2. How many counselors are there? _____
3. How much time per day is given to counseling? _____
4. Is all necessary occupational and educational information supplied to the counselors? _____
5. Do you concentrate on the individual? _____
6. Is the primary objective in counseling to better student adjustment? _____
7. Do students accept voluntarily the counseling relationship? _____
8. Are all decisions made by the student? _____
9. After a decision is reached, does the counselor aid in carrying out this decision? _____
10. Is all counseling done in strict confidence? _____

Part IX - Referral service

1. Do the teachers refer students to you? _____
2. Are referral agencies available? _____
3. Are you able to refer students to doctors? nurses? psychologists? police officers? employers? administrators? discipline officer? _____
4. Is there any set pattern for referral? _____
5. Do you have personal contact with referral agencies? _____
6. Have these referral agencies cooperated with you in your problems? _____

Part X - Placement service

1. Are you responsible for placement? _____
2. Are students schedules arranged to fit employment needs? _____
3. Can students be referred to people in the community to inquire about certain types of employment? _____
4. Is there any contact between employers and the placement officer? _____
5. Is there any placement done in business or trade schools? _____
6. Is there any placement in higher education units with scholarships or any other means? _____
7. Has there been an occupational survey of the community? _____

Part XI - Follow-up service

1. Do you carry on follow-up studies of graduates? _____
2. Do you carry on follow-up studies of dropouts? _____

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-TEACHERS-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer write in the blank provided Yes or No. If the question asks for more than a yes or no answer fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part I - Training

1. With what degree did you graduate from college? _____
2. Have you received an advanced degree from any college? _____
3. How many courses have you had in guidance? _____
4. Have you been on a guidance committee in this high school? _____
5. Have you had experience in occupations other than teaching on a full time basis? _____
on a part time basis? (Summer) _____
6. Have you attended any guidance conferences in the last year? _____
7. Have you discussed any problems with the guidance specialists during the past year? _____
8. Have you been on any case conferences during the past year? _____
9. Have you read any articles and/or books in guidance during the past year? _____
10. Have you thoroughly investigated occupational possibilities in your subject field? _____
11. Have you received in-service training in guidance during the past year? _____

Part II - Personal Ideas of Guidance

1. Define guidance. _____
2. Who is most important in the guidance program? _____
3. Is guidance necessary in the high school today? _____
4. Do you have a part in the guidance program? _____
5. Are you interested in developing a more comprehensive guidance program? _____
6. Would you aid in building a more comprehensive guidance program? _____
7. Would you give more time to guidance provided you have the training? _____
8. Is the community ready for a more comprehensive guidance program? _____

Part III - Records Available

1. Are any cumulative records available? _____
2. Are these records accessible? _____
3. Do you use these records for all students in your classes? _____

4. Do you use these records for transfer students? _____
5. Do you use these records for problem students? _____
6. Are these records kept by one records clerk? _____
7. Do you keep these records? _____
8. Do you give achievement tests whose scores are added to these records? _____
9. Do you contribute anything other than grades to these records? _____
10. Do you believe that you understand all the scores that are found in the records? _____

Part IV - Group Guidance

1. Do you have a home room : _____
2. Does this homeroom have student officers? _____
3. In this homeroom is a structured program including school adjustment, home living, community living, vocations, and school business carried on? _____
4. Are pupil personnel problems such as making out class schedules handled in the homeroom? _____
5. Do you use social group measuring techniques in your homeroom? _____
6. Do you recognize individual problems of adjustment in your homeroom? _____
7. Do you use group methods in your classroom? _____
8. Within your subject field do you include a unit on vocations pertaining to that field? _____
9. Do you include in your subject the idea of social adjustment? _____
10. In your classes do you use social group measuring techniques? _____
11. Have you integrated your teaching of a subject field with any other teacher's subject field? _____
12. Do you try to recognize individual differences in students? _____

Part V - Referral

1. Have you referred any student to the guidance department in the past year? _____
2. Do you refer the low ability problem students to the guidance department? _____
3. Do you refer the high ability problem students to the guidance department? _____
4. Have you referred any student to the discipline officer in the past year? _____
5. Is it your place to refer students directly to the mental hygiene clinic? _____
6. Can you refer a student to the nurse? _____
7. Have you ever referred a student to the school doctor? _____
8. Do you ever refer any of your students to persons in the community who might be able to give employment or employment information? _____

Part VI - Comments

1. Make any comments here that you feel would be of value to this study.

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-STUDENTS-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer write in the blank provided yes or no. If the question asks for more than a yes or no answer fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part I - Individual guidance

- 1. Do you know who the school counselors are? _____
- 2. Have you ever had an interview with the school counselor? _____
- 3. Have you ever talked about vocations or further education with any teacher? _____

Part II - Testing program

- 1. Have you ever taken a group intelligence(I.Q.) test? _____
- 2. Have you ever taken a group interest test? _____
- 3. Have you ever taken any special group aptitude tests such as English or Mathematics? _____
- 4. Have you ever taken a group personal adjustment test? _____
- 5. Have you ever taken standard achievement tests in any subjects such as mathematics? _____
- 6. Have you ever taken an individual intelligence test? _____
- 7. Have you ever taken a test to see who you would like to sit by or work with in any class? _____

Part III - Group guidance

- 1. Have you in any class ever had a unit on occupations about the subject that is being taught in the class? _____
- 2. Have you ever participated in a group activity in any classroom such as a panel discussion? _____
- 3. Have you ever done any individual work in a classroom such as give an oral report? _____
- 4. Do you sit by the person that you like best in any class? _____
- 5. Are you an officer of a homeroom or have you been an officer? _____
- 6. Do you have organized talks about school adjustment, home living, community living, vocations, and education in your homeroom? _____
- 7. Do you talk individually with your home room teacher about your class schedule? _____
- 8. Do you sit by the person you like best in your homeroom? _____

Part IV - Personal idea of guidance

1. Who is the most important in a guidance program? _____
 2. Do you have a part in the program of guiding students? _____
 3. Is a formal program for guiding students necessary in high school? _____
 4. If you were asked would you serve on a student committee to aid in setting up a general guidance program? _____
 5. Do you believe that a more general guidance program could help you as an individual? _____
 6. In your own words, define the word "guidance". _____
-
-

Part V - Comments

1. Make any comments here that you feel would be of value to this study.
-
-

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-PARENTS-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer write in the blank provided yes or no. If the question asks for more than a yes or no answer fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part - Teacher conferences

1. Has anyone connected with the school ever visited your home? _____
2. Has any teacher ever come to your home for an informal chat about your child? _____
3. Has any teacher ever come to your home for a formal talk about some problem that concerns your child? _____
4. Have you ever talked with your child's teachers at Open House? _____
5. Have you ever had an individual conference with any of your child's teachers? _____
6. When talking to a teacher have they ever used any records to show you how your child was doing in school? _____
7. Have you ever wanted to talk with any of the teachers but did not? _____

Part II - Counselor conferences

1. Have you ever had a conference with any of the school counselors? _____
2. If you have talked with a counselor did he use any school records in his interview with you? _____
3. If you have talked with a counselor did you use any of the information that he had available on jobs or education? _____
4. Would a conference with a school counselor aid in guiding your child? _____

Part III - Personal ideas of guidance

1. Do you think the school should do any of the guiding of a student toward desired occupational or educational aims? _____
2. Do you think that a more general guidance program would aid your child in school? _____
3. Would you like to see amore general guidance program in the high school? _____
4. If you were asked would you serve on a parents guidance committee to aid in building a more general guidance program in the high school? _____

5. These people are involved in the guidance program: teachers, guidance personnel, students, and administrators, which group do you consider to be most important?
 6. What does the term "guidance" mean to YOU? _____
-

Part IV - Your child

1. Has your child ever brought home information that would help him in selecting his vocation? _____
2. Has your child ever spoken of talking with a teacher about a certain field of work? _____
3. Have you investigated any of the occupational choices of your child? _____

Part V - Comments

1. Make any comments here that you feel would be of value to this study.
-
-

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-RECENT GRADUATES-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer write in the blank provided yes or no. If the question asks for more than a yes or no answer fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part I - Individual guidance

1. Did you know who the school counselors were? _____
2. Did you ever have an interview with the school counselor? _____
3. Did you ever talk about vocations or further education with any teacher? _____

Part II - Testing program

1. Did you ever take a group intelligence (I.Q.) test? _____
2. Did you ever take a group interest test? _____
3. Did you ever take any special group aptitude tests such as English or Mathematics? _____
4. Did you ever take a group personal adjustment test? _____
5. Did you ever take standard achievement tests in any subjects such as Mathematics? _____
6. Have you ever taken an individual intelligence test? _____
7. Did you ever take a test to see who you would like to sit by or work with in any class? _____

Part III - Group guidance

1. Did you in any class ever have a unit on occupations about the subject that was being taught in the class? _____
2. Did you ever participate in a group activity in any classroom such as a pannel discussion? _____
3. Did you ever do any individual work in a classroom such as give an oral report? _____
4. Did you sit by the person that you liked best in any class? _____
5. Were you ever an officer of a homeroom? _____
6. Did you have organized talks about school adjustment, home living, community living, vocations, and education in your homeroom? _____
7. Did you talk individually with your homeroom teacher about your class schedule? _____
8. Did you sit by the person you liked best in your homeroom? _____

Part IV - Personal needs

1. Do you have a job now? _____
2. Do you go to a college or university? _____
3. Do you go to a business or trade school? _____
4. Are you satisfied in your present position? _____
5. Would any educational training be of use to you at the present time? _____
6. Would any vocational training be of use to you at the present time? _____
7. Could the school have been of more help to you before you graduated? _____

Part V - Personal ideas of guidance

1. Did you have a part in building the guidance program in the high school? _____
2. Do you believe that a guidance program is needed in the high school? _____
3. Would you have been helped by a more general guidance program? _____
4. If a more complete guidance program could be set up in the high school, but needed aid in getting it started would you be a member of a committee to help build this program? _____
5. What does the word "guidance" mean to you? _____

Part VI - Comments

1. Make any comments here that you feel would be of value to this study.

MISSOURIA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-DROPOUTS-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer write in the blank provided yes or no. If the question asks for more than a yes or no answer fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part I - Individual guidance

1. Did you know the school counselors? _____
2. Did you ever have an interview with the school counselor? _____
3. Did you ever talk about vocations or further education with any teacher? _____

Part II - Testing program

1. Did you ever take a group intelligence (I.Q.) test? _____
2. Did you ever take a group interest test? _____
3. Did you ever take any special group aptitude tests such as English or Mathematics? _____
4. Did you ever take a group personal adjustment test? _____
5. Did you ever take standard achievement tests in any subjects such as Mathematics? _____
6. Have you ever taken an individual intelligence test? _____
7. Did you ever take a test to see who you would like to sit by or work with in any class? _____

Part III - Group guidance

1. Did you in any class ever have a unit on occupations about the subject that was being taught in the class? _____
2. Did you ever participate in a group activity in any classroom such as a panel discussion? _____
3. Did you ever do any individual work in a classroom such as give an oral report? _____
4. Did you sit by the person that you liked best in any class? _____
5. Were you ever an officer of a homeroom? _____
6. Did you have organized talks about school adjustment, home living, community living, vocations, and education in your homeroom? _____
7. Did you talk individually with your homeroom teacher about your class schedule? _____
8. Did you sit by the person you liked best in your homeroom? _____

Part IV - Personal needs

1. Did you drop out of school because of lack of guidance? _____
2. Would you like to return to school now? _____
3. Are you satisfied with the job you now have? _____
4. Would any type of educational training be of help to you now? _____
5. Would any type of vocational training aid you now? _____
6. Could the school have helped you in any way before you left? _____

Part V - Personal ideas of guidance

1. Did you have a part in building the guidance program in the high school? _____
2. Do you believe that a guidance program is needed in the high school? _____
3. Would you have been helped by a more general guidance program? _____
4. If a more complete guidance program could be set up in the high school, would you be a member of a committee to help build this program? _____
5. What does the word "guidance" mean to you? _____

Part VI - Comments

1. Make any comments here that you feel would be of value to this study.

MISSOULA COUNTY HIGH SCHOOL

Guidance Program Questionnaire

-BUSINESSMEN-

Instructions: Please fill in all the blanks. If the question requires only a yes or no answer, write in the blank provided yes or no. If the question asks for more than a yes or no answer, fill in the blank provided. For any additional information use the section marked "Comments". Thank you.

Part I - Placement

- 1. Has anyone ever contacted you about employing high school graduates? _____
- 2. Have you ever used the high school placement service? _____
- 3. Do you hire high school students on a part time basis? _____
- 4. Do you hire high school graduates for full time work? _____
- 5. Do you hire high school age youngsters who have not graduated from high school for full time work? _____
- 6. Are high school graduates more stable on the job than non-graduates? _____
- 7. Are high school graduates more able to do the wrk than non-graduates? _____
- 8. Do high school graduates stay on the job longer than non-graduates? _____
- 9. Do you find that a definite training program is needed when hiring high school graduates? _____
- 10. Is a definite training program necessary for non-graduates? _____

Part II - Personal ideas of guidance

- 1. Do you think the high school should do any of the guiding of a student toward desired occupational or educational aims? _____
- 2. Do you think a more general guidance program in the high school would help put more well-adjusted workers in your business? _____
- 3. Would you like to see a more general guidance program in the high school? _____
- 4. Would you be willing to serve on a community committee to aid in building a more general guidance program in the high school? _____
- 5. In the high school these people are involved in the guidance program: teachers, counselors, placement officer, students, and administrators, which group do you consider to be most important? _____
- 6. What does the term "guidance" mean to you? _____

Part III - Comments

- 1. Make any comments here that you feel would be of value to this study.

LETTER ACCOMPANYING EACH QUESTIONNAIRE

Dear

You have been chosen at random to be one of the participants in a study of the Guidance Program at Missoula County High School.

By completing the enclosed questionnaire you will aid in determining the facts about the Guidance Program at M. C. H. S.

This work is being carried on by me as a Biology teacher at M. C. H. S., but I am doing this as a requirement for the Masters degree at Montana State University.

You will note that there is not a place for your name but just a number. This is to protect your identity and not reveal your thoughts on the problem to anyone.

The enclosed addressed envelope is to use in returning the questionnaire.

Thank you for your cooperation.

Yours truly,

K. Allen Foucar

POSTCARD SENT AS FOLLOW-UP OF QUESTIONNAIRES

DEAR SIR:

Undoubtly the questionnaire that I sent to you several weeks ago concerning the Guidance Program at Missoula County High School has been mislaid. Since YOUR answers are extremely important to this survey, I hope that you will complete this questionnaire and return it in the addressed envelope that has been provided.

THANK YOU,

K. Allen Foucar

RESULTS OF STUDENT, DROPOUT, AND
RECENT GRADUATE QUESTIONNAIRE
SURVEY

STUDENT		DROPOUT		RECENT GRADUATE	
Number sent	- 80	30		30	
Number returned	- 70	17		18	
Percent returned	- 88	57		60	
	Yes No	Yes No		Yes No	
	No. % No. %	No. % No. %		No. % No. %	
Part I					
1.	67 96 3 4	14 82 2 12		14 82 1 6	
2.	38 54 32 46	11 65 6 35		14 82 1 6	
3.	42 60 28 40	7 41 10 59		14 82 1 6	
Part II					
1.	58 83 10 14	11 65 4 23		13 76 2 12	
2.	36 52 31 44	7 41 10 59		10 58 4 24	
3.	38 54 31 44	6 35 11 65		11 66 5 28	
4.	12 17 55 79	2 12 13 76		1 6 13 76	
5.	60 86 10 14	13 76 3 18		9 53 6 35	
6.	22 31 45 65	2 12 15 88		3 16 11 66	
7.	4 6 66 94	0 0 17 100		1 6 14 82	
Part III					
1.	36 52 31 44	10 59 7 41		12 64 4 24	
2.	66 94 4 6	14 82 3 18		15 88 0 0	
3.	68 97 2 3	17 100 0 0		15 88 0 0	
4.	38 54 30 44	10 59 6 35		10 60 5 28	
5.	24 33 44 64	1 6 16 94		4 24 10 60	
6.	21 30 48 69	5 29 11 65		2 12 12 76	
7.	61 86 9 14	15 88 2 12		14 82 1 6	
8.	25 36 42 60	6 35 11 65		7 41 8 47	
Part IV*					
1.	6 9 62 88	0 0 17 100		0 0 15 88	
2.	60 86 10 14	15 88 2 12		15 88 0 0	
3.	58 83 11 16	10 59 5 27		11 66 4 24	
4.	48 69 16 23	13 76 2 12		11 66 3 16	

*Indicates that Part V of Dropouts and Recent graduates were compared with Part IV of students, using questions 2,3,4, and 5 of the students questionnaire

DROPOUT

RECENT GRADUATE

Part IV*

1.	3 18	12 64	8 47	6 37
2.	12 76	3 18	7 42	7 42
3.	8 47	8 47	1 6	13 78
4.	10 59	5 29	7 42	7 42
5.	12 71	5 29	12 72	3 16
6.	12 71	5 29	9 56	5 28 +

* This is part IV from the Dropout and Recent graduate forms.

+ Where the percent does not add to 100 there were forms that contained no answers

RESULTS OF PARENT AND BUSINESSMEN QUESTIONNAIRE SURVEY

PARENT				BUSINESSMEN			
Number sent	- 80			50			
Number returned	- 50			30			
Percent returned	- 63			60			
	Yes	No		Yes	No		
	No. %	No. %		No. %	No. %		
Part I				Part I			
1.	6 12	44 88		1.	9 30	18 60	
2.	0 0	50 100		2.	6 20	21 70	
3.	1 2	49 98		3.	14 47	12 40	
4.	32 64	18 36		4.	12 40	15 50	
5.	17 34	32 64		5.	4 13	24 80	
6.	13 26	32 64		6.	8 27	2 7	
7.	24 48	25 50		7.	13 43	3 10	
Part II				8.	8 27	3 10	
1.	10 20	39 78		9.	19 64	0 0	
2.	3 6	7 14		10.	14 47	3 10	
3.	3 6	7 14		Part II			
4.	28 56	11 22		1.	27 90	0 0	
Part III				2.	23 77	1 3	
1.	49 98	0 0		3.	23 77	0 0	
2.	38 76	4 8		4.	13 43	3 10*	
3.	39 78	3 6		Part IV			
4.	32 64	14 28		1.	22 44	27 54	
Part IV				2.	31 62	18 36	
1.	22 44	27 54		3.	27 54	22 44	
2.	31 62	18 36					
3.	27 54	22 44					

*Where the percent does not add to 100 there were froms that contained no answers.

RESULTS OF TEACHER QUESTIONNAIRE SURVEY

TEACHERS

Number sent - 71
 Number returned - 61
 Percent returned - 86

	Yes No. %	No No. %		Yes No. %	No No. %
Part I			Part IV		
1.	61 100	0 0	1.	51 84	10 16
2.	32 52	29 48	2.	51 100	
3.		15 25	3.	17 27	19 31
4.	6 10	54 88	4.	47 77	
5.	43 70	18 30	5.	8 13	33 54
6.	10 16	51 84	6.	44 72	1 2
7.	53 87	8 13	7.	46 76	4 7
8.	36 59	25 41	8.	35 58	19 31
9.	45 74	16 26	9.	45 74	8 13
10.	30 50	26 42	10.	17 27	34 57
11.		59 97	11.	31 50	22 36
Part II			Part V		
1.			1.	56 92	5 8
2.			2.	41 67	14 23
3.	58 95	2 3	3.	39 63	15 25
4.	48 79	10 16	4.	36 59	24 39
5.	47 77	10 16	5.	6 9	54 89
6.	46 76	9 15	6.	59 96	1 2
7.	44 72	9 15	7.	3 5	54 88
8.	25 42	8 13	8.	37 68	20 32*
Part III					
1.	56 91	1 2			
2.	57 93				
3.	28 46	21 34			
4.	Omitted				
5.	46 76				
6.	5 8	48 79			
7.	31 51	19 31			
8.	11 18	45 74			
9.	45 74	9 15			
10.	37 61	22 36			

*Where the percent does not add to 100, there were forms that contained no answers.