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AN EVALUATION OF THE GUIDANCE PROGRAM
IN DAWSON COUNTY HIGH SCHOOL, GLENDIVE, MONTANA

by

JOHN L. MOODY
B.S., Billings Polytechnic, 1943

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

MONTANA STATE UNIVERSITY

1951

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CHAPTER I

INTRODUCTION

A series of statements from administrators, fellow teachers, parents and students over a five year period of teaching have convinced the writer that the problem of guidance in Dawson County High School is a real one. How can the school best aid the students in becoming better citizens? Dunsmoor and Miller believe, "There is a vital need for a sound and comprehensive guidance service for every pupil in every school."¹

Chisholm states that:

Guidance is based on the assumption that the world has a place for everybody, at least that our democratic America has--a place in the social world, a place in the world of education, a place in civic life, and a place in the vocational world. This assumption is one of the concepts of a society where all men are created free and equal. Thus, guidance seeks to help the individual discover his own talents 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.²

In order to establish and develop guidance programs in our local schools, we must find some way of stimulating individual teachers to evaluate themselves and their guidance

¹Clarence C. Dunsmoor, and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company, 1949), p. 1.

²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 3.

programs. No one can appreciate properly any service if he does not see the need for it in perspective. If teachers see guidance in the true light, they will meet their guidance responsibilities with more enthusiasm, according to Chisholm.³

Jones observed:

The purpose of guidance is to assist the individual through counsel to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction.⁴

With this purpose in mind, the problem is clear and can be stated thus:

1. What is being done in the field of guidance in Dawson County High School?
2. What more could and should be done to develop a well-rounded and practical guidance program?
3. How can the program be instituted and directed so as to fulfill its purpose?

The aim of this professional paper is to supply a workable questionnaire for Administrators and Teachers in Dawson County High School; this will help them evaluate their worth as counselors so that by applying the knowledge thus gained they will be able to improve their guidance techniques and be of assistance to the student, the school, and the

³Ibid., p. 15.

⁴Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), Frontispiece.

community; to evaluate the status of the program in order to make suggestions for developing a well-rounded and practical course for guidance; and finally, to set up, and suggest plans for directing the progress of an "in-service" program for the faculty.

Research techniques used in preparing this professional paper include the Questionnaire and Interview methods.

A. Questionnaires were sent to the Superintendent and the Principal, twenty Teachers, and forty Freshman, Sophomores, Juniors, and Seniors of Dawson County High School to gather basic data for this evaluation. Copies of all the questionnaires used may be found in the Appendix.

B. The interview technique was used to great extent. At different times the Superintendent, Principal, and all of the faculty were questioned regarding classroom guidance practices and procedures. Parents and community leaders, graduates and drop-outs were interviewed so as to determine their criticisms of the present program and their desires for expanding the program. Feelings of the student on this problem were not neglected as over one hundred were personally interviewed in order to supplement questionnaire information.

In order to clarify certain words used in the body of this professional paper, the following definitions of terms used are as follows:

Administration. In Dawson County High School, Glendive, Montana, the administration includes the Superintendent and

the High School Principal.

Faculty. This term is used when speaking of all teachers and teacher counselors in the High School System. The present roster includes twenty teachers.

Students. After a sampling of forty students in each of the Freshman, Sophomore, Junior, and Senior classes, divided evenly between both the boys and girls, the liberty was taken of using this sampling as representing the entire student body when the students are mentioned.

Dawson County High School is a County High School located at Glendive, Montana, which is a second class district. Registration is approximately three hundred eighty pupils in a town of almost seven thousand people.

CHAPTER II

ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

Leadership provisions in Dawson County High School.

The Administration is well enough informed on guidance services to provide leadership in any proposed program and is willing to assume the responsibility for interpreting the guidance program to the school board and to community groups. (A8)¹ The Superintendent of Schools in Glendive, Montana is convinced that additional guidance services are needed by the pupils in Dawson County High School (A7) and that the community is interested in cooperating with a guidance program. (A9) The administration, both the Superintendent and the High School Principal, are willing to devote considerable time and effort to the development of the program (A12), and they are willing to participate in an "in-service" training program for guidance. (A13)

The faculty's philosophy of education includes acceptance of the basic concepts which are essential to a guidance program.² They are convinced that additional services are needed (B1) and the faculty is interested in the

¹All references to parenthetic letter and number, such as (A8), refer to recorded answers to the questionnaires listed in different sections of the Appendix; as an example, (A8) would indicate Questionnaire A, Question 8 in the Appendix.

²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 7.

development of a program in which they are willing to devote considerable time and effort in thinking through the role of the program and assisting in the instigation of the program; they will support the program when it has been started. (B5) Teachers in Dawson County High School are keenly interested in adolescents (B9) and they would like more time for guidance. (B8) However, the teacher's place in guidance is not clear to them. (B6)

Over fifty per cent of the faculty are not cognizant of the existence of a guidance committee headed by someone personally responsible for guidance. (B2) Jones claims resources of the faculty are not being used when appropriate duties are not being delegated to various staff members.³ He also asserts the functions of the classroom teacher, the home-room sponsor, the counselor, and the distribution of these functions are interdependent.⁴ No contacts are made with agencies and organizations which influence public opinion. Dunsmoor and Miller state that a better liaison relationship in the interchange of school and community specialists who contribute to the guidance program should be one of the current developments.⁵

³Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 457.

⁴Ibid., p. 461.

⁵Clarence C. Dunsmoor, and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company, 1949), p. 11.

Seventy per cent of the students in Dawson County High School do not believe there is an organized effort to determine the problems and needs of all the pupils, (C1) nor do they believe that the guidance activities are satisfactory. (F19) Adequate informational service is not available to them on Education and Vocations, (F17) nor have they been referred to instructors who teach subjects related to their interests. (C6) The students claim that they do not have an active part in planning their class work; (C2) although they admit to having been counseled regarding their high school programs. (C4) Rothney and Roens believe that elementary procedure in guidance is assisting a student by helping him to locate and utilize information, rather than plan his life for him.⁶ The administrators agree with the students that the students are not included in planning and developing the guidance program. (A18, C10) Student participation prepares our students for effective citizenship in a democracy. If they are denied this participation, they will become merely "trained seals" according to Cox and Duff.⁷

Evaluation of Leadership provisions in Dawson County High School. A. How adequately does the administration use

⁶John W. M. Rothney and Burt A. Roens, Counseling the Individual Student (New York: William Sloan Associates, Inc., 1949) p. 42.

⁷Philip W. L. Cox and John Carr Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1938), p. 361.

its leadership in planning and developing the guidance program?

By appointing the Principal of the high school as director of guidance in Dawson County High School, the Superintendent was of the impression that his responsibility was fulfilled. Therefore, assuming that the program was functioning, no verification occurred. The planning and developing of the program was consequently a project of the Principal; however, the Principal decided that his other duties were more essential than guidance, so the program was neglected. Dunsmoor and Miller say the following responsibilities for guidance belong to the principal:⁸

1. To promote morale on the part of faculty, pupils and parents, and to serve as the catalyzer for the total school program, including guidance.
2. To provide for a guidance council in his school for the formulation of guidance policies and a program well adapted to meeting the needs of all pupils; also, to serve as chairman of this council.
3. To see that the master program makes adequate provision for both group and individual guidance activities.
4. To see that an adequate record system is provided and kept up to date; also, that there is adequate clerical service provided in this connection.
5. To see that an adequate supply of guidance materials is provided for the school budget.
6. To see that sufficient well-qualified personnel--trained counselors, teacher-advisers, and guidance-minded teachers--are selected.

⁸Dunsmoor and Miller, op. cit., p. 29.

7. To outline and assign definite guidance responsibilities to the various guidance functionaries.
8. To supervise regularly, with the assistance of his counselors, the total program of guidance activities.
9. To organize and administer the program of in-service training for all guidance workers--trained counselors, teacher-advisers and teachers.

After a thorough study of the proposed responsibilities for principals listed above, the conclusion was reached that in Dawson County High School these responsibilities for guidance were inadequate.

Provisions and Facilities. The administration has provided for a comprehensive record system meeting adequate standards of compactness, usability, and clerical economy.⁹ (D1) Sufficient safeguards are established to insure the security, permanency, and privacy of guidance forms and records; these records are accessible to all counselors and others authorized to use them. (D8) However, the use of these materials is not encouraged and several staff members did not know they existed. A good deal of material is available on all the students of Dawson County High School; but this material is not readily available to all faculty members, (E5) nor are they encouraged to use confidential information concerning the students. In the proper functioning program Erickson and Smith maintain that teachers should

⁹Philip W. L. Cox, John Carr Duff, and Marie McNamara, Basic Principles of Guidance (New York: Prentice-Hall, Inc., 1948), p. 145.

be encouraged to use recorded information.¹⁰ Cox and Duff believe that the guidance program will progress substantially, "When autocratic supervisors, holdovers from another tradition in education, can be persuaded to let the teachers use the ideas, the plans, the purposes they have and are not permitted to use."¹¹

Testing materials are available upon request and the administration provides adequately for the accession of published, visual, and audio materials for the occupational phases of guidance services. (D2) Professional guidance reference and resource materials are available in both the Superintendent's office and the library. (D6)

No provision is made for members of the staff to perform their guidance duties during the scheduled school day. Over ninety per cent of the faculty spend little time in counseling outside of school hours and most of them spend no time at all in guiding their pupils. (B12) Case conferences are not held (D3) and as the majority of the faculty would like more time for guidance, (B8) it seems that the time element is the important problem here. Administrative provisions are not available to free pupils for counseling interviews during school time, nor are arrangements made for

¹⁰Clifford E. Erickson, and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 15.

¹¹Cox and Duff, op. cit., p. 95.

periodic interviews outside of school time.

Adequate space, as recommended by Chisholm,¹² is available to carry on the guidance services planned; but the space is not utilized. (D1) File, furniture, and other items of equipment, as well as adequate clerical service, could be supplied. (D2) In drafting the school's budget, the needs of the guidance program could be specifically included if they were known; but, as no amount is being requested, it does not now exist as an individual item.

Evaluation of Provisions and Facilities. A. How well has the administration provided for a comprehensive program of records?

Intelligence tests and interest inventories are available on all students; (D12) but vocational and educational plans, mechanical aptitudes, interests and hobbies, special talents, health facts and work experience are not available. (D11-13) Permanent cumulative records are kept on most of the students. (D7) However, arrangements are not made to duplicate parts of the records for individual counselors which would encourage them to use the records.¹³ (D9) Files and safe storage spaces for records are available and in use. (D2)

B. How well has the administration provided for

¹²Chisholm, op. cit., p. 400.

¹³Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949), p. 22.

effective utilization of records?

Teachers are not requested or encouraged to add information to the pupil's cumulative records; consequently, no additions are made. (B15) Over fifty per cent of the faculty claim to use the results of standardized tests and inventories, (B16) but in conferences with them over seventy-five per cent did not know what information was contained on the cumulative records. Records are easily accessible to all who have approved reason for using them; yet, under the present setup, it appears too much of a problem for the faculty to walk to the office and check the records. (B14) No encouragement is given the faculty to utilize these records. "Every effort," says Erickson, "should be made to encourage all staff members to see the value of records. A record is useless unless it is used."¹⁴

C. How well has the administration provided financially for the guidance services?

Requests for various types of testing materials are approved almost without question by the administration. The School Board is interested in developing the guidance program and any reasonable amount of money to be expended for guidance services would be available.

Training. The administration encourages all staff members to initiate a program of guidance study appropriate

¹⁴Erickson, op. cit., p. 21.

to their immediate needs and ultimate professional advancement. Almost seventy per cent of the faculty have had no special training in guidance. (G1, G2) Furthermore, only fifteen per cent have attended guidance conferences in the last two years. No system of checking the extent of these programs has been established, as yet, but the administration is considering the problem. No in-service training in guidance has been started, as yet, but the administration and faculty are cognizant of the need and are willing to devote considerable time to such a project. (A13) Erickson and Smith recommend that adequate training in the techniques, methods, and practices be provided for the staff.¹⁵

Prior to this study, no appraisal of the guidance program in Dawson County High School had been made. To make such an appraisal is the ultimate purpose of this professional paper. The entire staff and administration have been canvassed in this study to determine the status of the program and to make them aware of "leaks in the dike."

Members of the staff have been able to take advantage of experimentation and demonstrations in guidance services elsewhere as authority was given to attend conferences and conventions whenever they were held. Provisions are made for access to professional guidance reading materials; but the faculty seemed hesitant to use these materials either

¹⁵Erickson and Smith, op. cit., p. 192.

from lack of time or lack of interest. However, over fifty per cent of the faculty have read articles on guidance during the past years. (G5)

Evaluation of Training. A. How well does the administration provide for the training of the specialized staff in guidance services?

The writer was given a year's leave of absence to do graduate work, make a study of guidance, and organize an in-service training program for the faculty. Other members of the staff, furthering their education, were encouraged to enroll in basic courses in guidance.

B. How well does the administration provide in-service training for the total school staff in guidance?

No in-service program for the faculty was in existence, but a program is being planned for the future. Teachers' meetings, conferences with the administration, and individual reading are the only methods of training now in use.

CHAPTER III

GUIDANCE SERVICES

Individual Inventory Service. There are many tools and techniques for securing information about pupils. Dawson County High School employs several individual tools; however, many important techniques are not used.

Individual interviews with pupils are held when necessary; but are not regularly scheduled and because of the time factor are not encouraged. (B13) Dunsmoor and Miller tell us, "Provision should be made in the school program whereby those who are expected to guide students will have regular group contacts with them, as well as sufficient time to hold the essential individual conferences."¹ Interviews with the parents, other family members, and interested friends of the pupil are limited normally to a school night sponsored once a year. Over fifty per cent of the faculty meet as many of the parents of their pupils as feasible; (B22) but over ninety per cent do not visit the pupils' homes. (B23)

Appropriate tests are given near the time of admission and periodically thereafter. The school is using the "State Wide Testing Program." As the need for data arises, or as the

¹Clarence C. Dunsmoor, and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa., International Textbook Company, 1949), p. 14.

students request them, individual tests are administered.

Personal data blanks and questionnaires are completed in the lower grades; however, this information does not follow the students. Teachers' comments and observations are held to a minimum and very seldom, if ever, recorded. (B15) In some of the English classes the students write autobiographies, but this information is not incorporated in these records. Periodic ratings by the faculty are in the form of regular report cards that divulge only academic information.

Evaluation of Individual Inventory Service. A. How adequate are the provisions for obtaining information about pupils?

It would seem advisable to make case studies of pupils with indicated needs. As Chisholm says, "The ultimate aim in a case study is, or should be, the solution to the student's problem or problems."² Periodic physical examinations would be of use as would socio-economic ratings according to Cox, Duff, and McNamara.³ More visits to pupils' homes and parent-teacher conferences would be of tremendous value. Cox, Duff, and McNamara have stated that, "The many schools

²Leslie L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 241.

³Philip W. L. Cox, John Carr Duff, and Marie McNamara, Basic Principles of Guidance (New York: Prentice-Hall, Inc., 1938) p. 241.

where home visits are a part of the regular procedure have thoroughly demonstrated the value of these visits."⁴ Regular conference schedules between faculty and students would help bring closer harmony between them. Erickson believes that autobiographies and personal data blanks should be used as a source of information about pupils, as they are very useful tools.⁵

B. How accessible are pupil data to those who need them?

Records are accessible to faculty members. (D8) Some students also have access to these records; a practice which should be changed as many of the records are confidential. Daily schedule cards of each pupil are on file; however, these cards are easily accessible. No provision is made for duplicate parts of student's records and this should be changed as it would be of great value to individual counselors.

C. How effectively are cumulative records used for pupil guidance?

The cumulative records are at present used only to record information and take up space in the principal's office. Over fifty per cent of the faculty do not use these

⁴Cox, Duff, and McNamara, op. cit., p. 200.

⁵Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949) p. 43.

records. (B14) It is very rare when anyone except the Principal or recorder sees them, so it would seem evident that they are not being used effectively.

Informational Services for Individual Pupils. The fact is recognized that wide individual differences exist, consequently, a large quantity of different materials should be available to individuals. McKown tells us, "Uniform guidance will no more fit all of the members of the room than uniform education will fit all of the members of the school."⁶

A file of unbound current educational and occupational material is maintained in the library. Periodicals, articles of guidance value, and books on occupations are readily and currently available. Information regarding evening or part-time school opportunities, correspondence courses, and other guides to home study are furnished by the Dawson County Junior College. Books on colleges and training opportunities, and current catalogs are available in the principal's office.

(D21) A career day program, wherein local agencies and persons give students accurate occupational and training information, is sponsored by the local Junior College. Current information about occupations and placement in the local community is not at present available; (D25) but the need for

⁶Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1934), p. 207.

the information is realized and proposals are being considered to alleviate the situation.

Evaluations of Informational Services for Individual Pupils. A. How adequate is the informational service to individual pupils?

The information attainable is quite extensive; but the method of presentation leaves much to be desired. Not any of the various means are employed to present guidance materials in an attractive manner, and consequently, very few students make use of this service.

CHAPTER IV

SERVICES SUPPLEMENTARY TO THE GUIDANCE PROGRAM

Facilitating Pupil Adjustment to the School. Orientation programs are employed to introduce new groups of pupils to the school in the form of Freshman Social Studies Courses. Eighth grade girls are entertained by the high school Home Economics classes every year in the month of May as a part of the program in acquainting new students with their surroundings for the next phase of their education. The eighth grade students are interviewed by the principal each spring; at this time they plan their programs for the following year. (A27) The staff members of both schools cooperate in identifying and making proper adjustments for a typical pupil passing from one school to the other.

Pupil activities and organizations are provided to arouse avocational interests and stimulate the development of desirable personality and character traits. Among these organizations are drama, debate, electricity, athletic, music and journalism groups. Faculty members do a great deal to promote extra-curriculum activities. (B40, C7) A student council studies common problems, such as school morale, codes of conduct, and social relationships. Members of this council are elected by the various classes and organizations.

Field trips to local business and industrial plants are provided in the social science department. (D17) In this

department, many pupils become acquainted with a variety of occupations, (D15) the nature of the occupations, desirable and undesirable elements, opportunities for employment, opportunities for advancement, and requirements for admission to advanced schools.

Film strips, motion pictures, and other visual materials are used to provide background information of an occupational and educational nature. By use of these materials, teachers of various subjects include in their courses occupational and educational information related to their instructional fields. (E8)

Evaluations of Facilitating Pupil Adjustment to the School. A. How adequately are procedures, such as the aforesaid, used to supplement the guidance program?

The school does a satisfactory job of orienting its new students. Dawson County High School does not, however, use to the fullest extent the local, civic, and service organizations or welfare agencies. (D33) Specialists in the community could be utilized more fully. (D32, E7) The curriculum could be enlarged to include more material on regulations and conditions of employment; employment placement assistance would be of extreme value.

CHAPTER V

GUIDANCE SERVICES AS AN INFLUENCE ON SCHOOL DEVELOPMENT

Curriculum Influences. At present, there is no systematic compilation and interpretation of the data derived from the cumulative records and community information which is a necessary requirement according to Erickson and Smith.¹

The school has not modified its instructional offerings and schedules to include provisions for pupils with special abilities, handicaps, and unusual situations. "All children stand to benefit by changes toward standards that are not only more flexible and more liberal, but more humane," assert Cox, Duff, and McNamara.² However, most teachers encourage pupils in their classes, who have special interests, to do extra work in the field of their interests. (B57) Retarded pupils seem to get discouraged in most of the classes, (B53) although many of the teachers attempt to individualize their work, and endeavor to satisfy the needs of the pupils. (B52) Slow pupils have work in which they have a chance to succeed and superior pupils have a greater amount of and more difficult

¹Clifford E. Erickson, and Glenn E. Smith, Organization and Administration of Guidance Services (New York: American Book Company, 1945), p. 15.

²Philip W. L. Cox, John Carr Duff, and Marie McNamara, Basic Principles of Guidance (New York: Prentice-Hall, Inc., 1948), p. 335.

work than the slower pupils according to the teachers. (B54) Erickson intimates that it is very important to take these factors into consideration.³

New courses, units in courses and methods of instruction have not been added or modified as cited by Dunsmoor and Miller.⁴ The main reason for this is that no study of what has been revealed by guidance services had been made until the present time. (A21) The superintendent states that the curriculum will be revised if the present study reveals a definite need for revision.

Evaluation of Curriculum Influences. A. To what extent have the guidance services made data available for use by the school staff for purposes of curriculum development?

Jones observes that a majority of the information revealed through the various guidance services used in the school would be of inestimable value in developing the curriculum.⁵ The curriculum, according to the principal of Dawson County High School, (D10) has not been revised recently in terms of the problems and needs of the students. The guidance committee has not reported to the faculty any

³Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949), p. 136.

⁴Clarence C. Dunsmoor, and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.,: International Textbook Company, 1949), p. 300.

⁵Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 82.

curriculum changes they may have considered.

Pupil Attitude and Adjustment Influences. Through guidance by the principal of the high school, many of the drop-outs normally expected have been avoided; therefore, a continued and more complete guidance program will undoubtedly decrease the proportion of drop-outs even more. Pupil ability in self-direction should come after efficient preliminary guidance by properly trained personnel. In an article for the National Association of Secondary-School Principals, Jesse B. Davis noted this about self-direction:

The entire structure of the organization for guidance must be built with the purpose of giving to each pupil every possible advantage and assistance in finding himself, in making such decisions affecting his life career as the school system forces upon him from time to time, and in making a right start during the formative years of his life.⁶

A general improvement in attendance of the school population can also be expected as students become better able to get along with others; and as a consequence, there should be fewer failures as revealed by Cox, Duff, and McNamara.⁷

Pupils are not encouraged to plan tentative long-term programs or to make wise decisions concerning post-school plans. (D22) Dunsmoor and Miller inform us:

In the event that a student does not plan to complete high school, it is still more important that he plan his

⁶National Association of Secondary-School Principals, Committee on Guidance, *Guidance in Secondary Schools*, Bulletin 9, pp. 16-17, Cicero, Ill., January, 1928.

⁷Cox, Duff, and McNamara, *op. cit.*, p. 2.

work carefully for the period he expects to remain in school in order to derive the greatest possible benefit from his shortened educational school.⁸

The principal of the high school believes the job placement of Dawson County pupils is inefficient (D23) and that the guidance is not satisfactory for pupils interested in post-secondary education and training opportunities. (C25) The school is not establishing a reasonable relationship between occupational choice and possibility of fulfillment and opportunities which in the opinion of Dunsmoor and Miller⁹ is so important to an effective guidance program. This information is available for interpretation and dissemination as the school is using informative tests of this nature.

Evaluations of Pupil Attitude and Adjustment Influences.

A. How effective has the guidance program been in promoting better in-school adjustment on the part of pupils?

The in-school adjustment of the pupils is fairly good in Dawson County High School. Records do not include vocational plans, educational plans, interest and hobbies, special talents, health facts, and work experience. (D11) In a committee report to the Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers,

⁸Dunsmoor and Miller, op. cit., p. 76.

⁹Ibid., p. 74.

such information is considered very important.¹⁰ Exploratory experiences, as suggested by Erickson,¹¹ are not provided for the students. Much can be done in this field and the need is evident in the dissatisfaction of graduates and parents who should be consulted regarding curricular needs and pupil adjustments, according to Erickson and Smith,¹² and in the existence of cliques and gangs that are not harmonious and need to be separated.

B. How effective has the guidance program been in promoting better post-school and out-of-school adjustment on the part of the pupils?

A great deal needs to be done in regard to this adjustment. Many of the students who should be going to school are not attending. Several of the people in the community are not satisfied with their present station in life and could be much happier if they had been guided properly while in school. Graduates and drop-outs are not followed-up regularly. (D27, D28) Erickson supports the theory that we should supply this service.¹³

¹⁰Arthur L. Benson, (ed.), Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, Washington, D. C.: United States Office of Education, Division of Vocational Education, Occupational Information and Guidance Service, 1949, pp. 12-19.

¹¹Erickson, op. cit., p. 122.

¹²Erickson and Smith, op. cit., p. 16.

¹³Erickson, op. cit., pp. 191-192.

The superintendent and principal think that adequate informational service is available to all students, (D4) but also believe that the students do not use the service provided. (D5, E4) Students do not have regular counselors assigned them; however, the teacher-counselors do have a minimum of two hours to spend each year with every pupil for counseling. Training is provided in how to apply for jobs. (D26) Seventy two per cent of the students believe that their courses help them test out their own abilities, interests and inclinations. (F6)

CHAPTER VI

CONCLUSIONS AND SUGGESTED IMPROVEMENTS

The development of a successful guidance program is not, and cannot be, a revolutionary step. Each administrator must build his program on the foundations at hand and let the program evolve as need, opportunity and readiness develop. Dunsmoor and Miller report that the choice and development of teachers with adequate personality and self confidence to act as guides is of fundamental importance.¹

General school policies must be considered and guidance made to harmonize and integrate with them. However, the administrator must formulate a consistent and effective program regarding centralization or decentralization of responsibility for the educational function of guidance. The independent responsibilities of staff members must be clearly defined if the program is to succeed. Cox and Duff, in referring to organization, state that:

Such educational outcomes must be promoted by multifarious and repeated pupil-teacher partnerships which promote guidance. The effectiveness of any guidance organization must ultimately be measured not so much by its present success in reaching pupils through the members of a central staff of counselors as by its progressive enlistment of all teachers for voluntary and effective participation in guidance. The success of the organization

¹Clarence C. Dunsmoor, and Leonard M. Miller, Principles and Methods of Guidance for Teachers (Scranton, Pa.: International Textbook Company, 1949), p. 49.

is further demonstrated when parents, pupils, and desirable community agencies have been brought into active cooperation with the guidance program.²

This chapter will present a plan that can be used to improve the guidance program at Dawson County High School. It is not recommended for all schools, nor is it suggested as the only, or the best procedure to follow.

The administration will select some qualified person to set-up and direct the program and to periodically check its value to the students and the community. As suggested by Erickson and Smith,³ a committee approach would be of help in developing a more effective program and that is the plan which is being suggested for use at Dawson County High School. The committees suggested by Erickson and Smith and a discussion of each follows:

1. A committee to concern itself with pupil records which are designed to contain educational, vocational, personal, and other similar data about the pupils in the school will be selected and called the Committee on Individual Inventory.

2. Occupational Information and Training Opportunities will be the name of a committee to examine and suggest techniques whereby pupils and staff know of material available in the library, their use, and their value; of material

²Philip W. L. Cox and John Carr Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1938), p. 233.

³Clifford E. Erickson, and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 135.

available in the community and material available from various employment and training agencies.

3. The committee on Cocurricular-Classroom Activities will examine the entire school program of vocational, academic and extra-curricular activities so as to assist the classroom teachers in functioning more effectively in the guidance program.

4. To enlist the cooperation and support of the community, parents, and lower schools in developing the guidance program will be the function of the committee on Home, School and Community relationships.

5. The committee on Placement and Follow-up will strive for proper placement of the students in jobs, courses, curriculum, school and community activities and will install a follow-up of former pupils to determine the value of the placement function.

6. The committee on In-Service Training for Guidance will determine the needs of the staff members and investigate how they can meet these needs. Erickson and Smith believe that the entire program of faculty stimulation should be based on the following principles:⁴

1. The program should start with the problems which concern the faculty and which they consider important.

2. The program should begin at a point consistent with

⁴Erickson and Smith, op. cit., 212.

the faculty's present degree of guidance training.

3. The program should be planned in consultation with the faculty members who are to participate in it.

4. The program should attempt to reveal desirable practices and activities now being carried on in the school.

5. The program should attempt to find out and build on the interests of teachers.

6. The principal should arrange the in-service training program so that a reasonable part of it can be held during the school day.

7. The principal should show an interest in the program and participate in it to the fullest extent that his other duties will permit.

8. The program should permit theory and practice to be carried on at the same time.

9. The program should parallel, insofar as possible, the daily duties of the staff.

10. The program should provide for the continuous professional growth of teachers.

11. The program should include special training activities for the counselors.

12. The administration should assume the major responsibility for organizing and carrying on the in-service program.

The effectiveness of the guidance program depends upon the quality and extent of the in-service training program. Each staff member should know his place in the program and understand it. The program should be flexible enough to allow treatment of the problems encountered while participating in the development of the program. Individual training can be stimulated and encouraged by worth-while faculty meetings, giving recognition for service and achievement, extensive

reading and extension courses on the subject. The State of Montana, Department of Public Instruction, is now listing qualifications for a special guidance counselor certificate for individuals who are preparing themselves as experts in this field.

Dawson County High School is definitely in need of reorganization as far as its guidance program is concerned. The administrators, faculty, students, parents, and community recognize this fact and are all willing to cooperate in the development of an extensive program. This professional paper is the first step in the direction of an analysis or evaluation of the program now in existence with the idea in mind of putting into effect a more extensive program that will conform to the principles of guidance valuable to individuals and the community as a whole.

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APPENDIX

QUESTIONNAIRE A

ADMINISTRATORS - LEADERSHIP AND INTEREST, QUESTIONS AND ANSWERS TABULATED IN NUMBERS AND PER CENT

1. Is there an organized effort to determine the problems and needs of all the pupils?
Yes 1 50% No 1 50%
2. Do you consult students records in cases involving choice of course or vocation, attendance, failure, conduct?
Yes 2 100%
3. Do you examine the cumulative record of entering or transfer students?
Yes 2 100%
4. Do the teacher-counselors use the cumulative records continuously?
Yes 2 100%
5. Do you encourage the use of these records?
Yes 1 50% No 1 50%
6. Is the classroom teacher's place in counseling clear?
Yes No 2 100%
7. Is the administration convinced that additional guidance services are needed by pupils in the school?
Yes 2 100%
8. Are the administrators willing to assume responsibility for interpreting the guidance program to the school board and to community groups?
Yes 2 100%
9. Is the community ready, or can it be interested in, cooperating with a guidance program?
Yes 2 100%
10. Will the school staff be willing to think through the role of the guidance program?
Yes 2 100%
11. Will the school staff support the guidance program after it starts?
Yes 2 100%

12. Are the administrators and teachers willing to devote considerable time and effort to the development of a guidance program?
Yes 2 100%
13. Are the administrators, teachers, and teacher-counselors willing to participate in an "in-service" training program for guidance?
Yes 2 100%
14. Is someone responsible for guidance?
Yes 2 100%
15. Do you have a guidance committee?
Yes 2 100%
16. Has some qualified staff member been given some free time to "head-up" a guidance program?
Yes 1 50% No 1 50%
17. Has the schedule been arranged so that some teacher-counselors have time for individual counseling?
Yes 1 50% No 1 50%
18. Are students included in planning and developing the guidance program?
Yes No 2 100%
19. Have you participated in planning for readjustment of the veterans?
Yes No 2 100%
20. Have you evidence to show the values of the high school education to your students considering the armed forces?
Yes 1 50% No 1 50%
21. Have you changed your curriculum because of what you have learned through follow up?
Yes No 2 100%
22. Do you know what per cent of your 1946 graduates started college?
Yes 2 100%
23. Do you know what per cent of those who started college in 1946 were graduated in 1950?
Yes No 2 100%
24. Do you know how many went into other types of training?
Yes No 2 100%

25. Is the placement service coordinated with the nearest U.S.E.S.?
Yes 1 50% No 1 50%
26. Is such a relationship established that pupils bring many personal problems to teachers and counselors?
Yes No 2 100%
27. Is the student counseled regarding his high school program in the 8th, 9th, and 10th grades?
Yes 2 100%

QUESTIONNAIRE B

FACULTY - LEADERSHIP AND INTEREST

1. Are you convinced that additional guidance services are needed by pupils?
Yes 13 100%
2. Is someone personally responsible for guidance?
Yes 5 42% No 7 58%
3. Are you interested in the development of a guidance program?
Yes 12 92% No 1 8%
4. Are you willing to devote considerable time and effort to develop a guidance program?
Yes 7 54% No 6 46%
5. Are you willing to think through the role of the guidance program, assist in setting it up, and give it support after it starts?
Yes 11 85% No 2 15%
6. Is your place in a counseling program clear to you?
Yes 4 31% No 9 69%
7. Do you feel that you have guidance responsibilities toward every pupil?
Yes 9 69% No 4 31%
8. Would you like more time for guidance?
Yes 9 69% No 4 31%
9. Are you keenly interested in the growth of adolescents?
Yes 10 83% No 2 17%
10. Are you keenly interested in the emotions of adolescents?
Yes 12 100%
11. Do you cooperate with the librarian in securing guidance information and assist in its use?
Yes 5 38% No 8 62%
12. Do you spend much time in counseling outside of school hours?
Yes 1 8% No 12 92%

13. Do you have conferences of one-half hour or more per semester with at least 25% of your pupils?
Yes 3 23% No 10 77%
14. Do you look over all the records available about your pupils?
Yes 6 46% No 7 54%
15. Do you make a practice of adding information to the pupil's cumulative record?
Yes No 13 100%
16. Do you use the results of standardized tests and inventories?
Yes 9 69% No 4 31%
17. Does I.Q. influence your grading?
Yes 5 38% No 8 62%
18. Do you observe your pupils for health needs and physical defects?
Yes 12 100%
19. Do you do what you can to bring about better adjustment of the maladjusted?
Yes 13 100%
20. Do you refer serious cases to your principal, the doctor or nurse?
Yes 11 93% No 2 7%
21. Do you make an effort to learn of the home and family background of your pupils?
Yes 10 77% No 3 23%
22. Do you meet as many of the parents of your pupils as is feasible?
Yes 8 67% No 4 33%
23. Do you visit in a number of the homes of your pupils each year?
Yes 1 8% No 12 92%
24. Do you examine the cumulative record of an entering or transfer student?
Yes 7 54% No 6 46%
25. Do you discuss occupational information with individual pupils?
Yes 9 69% No 4 31%

26. Do you aid your former pupils in adjusting to new types of courses?
Yes 2 17% No 10 83%
27. Do you counsel students regarding their post-school plans?
Yes 10 77% No 3 23%
28. Do you know what per cent of your 1946 graduates started college?
Yes 2 15% No 11 85%
29. Do you know what per cent of those who started college in 1946 were graduated in 1950?
Yes 2 15% No 11 85%
30. Do you know how many of your 1946 graduates went into other types of training?
Yes No 13 100%
31. Do you know what kinds of occupations the majority of your dropouts enter?
Yes 7 54% No 6 46%
32. Do you learn of the vocational plans of your pupils?
Yes 8 61% No 5 39%
33. Have you assisted in or promoted follow-up studies in your school?
Yes 2 15% No 11 85%
34. Has follow-up information caused any change in your teaching?
Yes 2 17% No 10 83%
35. Do you refer to other teachers the pupils whose interests are related to the subjects they teach?
Yes 8 61% No 5 39%
36. Do you explain to your students the values of a high school education before entering the armed services?
Yes 12 92% No 1 8%
37. Do your courses serve as an incentive for students to stay in school?
Yes 3 27% No 8 73%
38. Do you counsel students regarding their high-school programs?
Yes 4 31% No 9 69%

39. Do you provide activities that will develop self-direction?
Yes 10 77% No 3 23%
40. Do you try to interest pupils in participating in extra-curricular activities?
Yes 12 92% No 1 8%
41. Do you encourage your pupils to develop socially?
Yes 11 92% No 1 8%
42. Do you give special attention to pupils who are new to the school?
Yes 11 85% No 2 15%
43. Do you discuss examinations and marks so that your pupils do not fear them?
Yes 13 100%
44. Do you rate your own guidance activities as satisfactory?
Yes 1 8% No 12 92%
45. Do you feel sure that your pupils are interested in their work?
Yes 5 38% No 8 62%
46. Do you feel that the pupils regard you as a friend?
Yes 10 83% No 2 17%
47. Do you feel that the pupils are happy in your classes?
Yes 9 82% No 2 18%
48. Do you feel that your pupils are satisfied with what they are getting from your classes?
Yes 8 73% No 3 27%
49. Do you feel that your discipline problems are minor?
Yes 9 69% No 4 31%
50. Do you let the pupils have an active part in planning their work?
Yes 4 33% No 8 67%
51. Do you give the pupils many opportunities to make choices?
Yes 8 67% No 4 33%
52. Do you individualize your work and attempt to meet the needs of the pupils?
Yes 10 77% No 3 23%

53. Do slow pupils seldom get discouraged in your classes?
Yes 4 33% No 8 67%
54. Do superior pupils have a greater amount and more difficult work than slow pupils?
Yes 8 61% No 5 39%
55. Do slow pupils have work in which they have a chance to succeed?
Yes 12 92% No 1 8%
56. Do you have pupils come to you with problems regarding work in your classes?
Yes 12 92% No 1 8%
57. Do you encourage those with special interests in your classes to do extra work in the field of their interests?
Yes 13 100%
58. Is such a relationship established that pupils may bring many personal problems to you?
Yes 5 42% No 7 58%
59. Do you hold case conferences with other teachers as an aid to counseling?
Yes 4 33% No 8 67%
60. Do both poor and good students come to you for counseling?
Yes 8 67% No 4 33%
61. Do you integrate guidance with your class work continuously?
Yes 6 46% No 7 54%
62. Have you used any kind of check lists to determine problems and needs?
Yes 1 8% No 12 92%
63. Do you learn of the educational plans of your pupils?
Yes 8 67% No 4 33%
64. Do you attempt to discover special interests of your pupils?
Yes 12 92% No 1 8%
65. Do you attempt to discover special talents and hobby patterns of your pupils?
Yes 11 85% No 2 15%

QUESTIONNAIRE C

STUDENTS - LEADERSHIP AND INTEREST

1. Is there an organized effort to determine the problems and needs of all the pupils?
Yes 48 30% No 109 70%
2. Do you have an active part in planning your class work?
Yes 47 30% No 111 70%
3. Are you given many opportunities to make choices?
Yes 78 49% No 79 51%
4. Have you been counseled regarding your high school program?
Yes 82 53% No 70 47%
5. Do your teachers try to interest you in extra-curricular activities?
Yes 112 71% No 45 29%
6. Have you been referred to teachers who teach subjects related to your interests?
Yes 69 45% No 83 55%
7. Are you encouraged to develop socially?
Yes 122 76% No 37 24%
8. Do your teacher-counselors spend a minimum of two hours with you per year in counseling?
Yes 91 58% No 64 42%
9. Do you know what the classroom teacher's place is in guidance?
Yes 93 60% No 64 40%
10. Have you been counseled regarding your high school's guidance program?
Yes 88 55% No 70 45%
11. Is such a relationship established that you bring personal problems to teachers?
Yes 28 18% No 129 82%
12. Have you had help in adjusting to new types of courses?
Yes 87 55% No 70 45%

13. Are new students given special attention?
Yes 77 49% No 79 51%
14. Are examinations and marks discussed so that you will not fear them?
Yes 90 58% No 68 42%
15. Are you interested in your class work?
Yes 124 79% No 32 21%
16. Do you regard your teachers as friends?
Yes 122 76% No 37 24%
17. Are you happy in your classes?
Yes 112 71% No 45 29%
18. Are there many discipline problems in your classes?
Yes 60 38% No 97 62%
19. Are you satisfied with what you are getting from your classes?
Yes 100 64% No 56 36%
20. Do slow pupils get discouraged in classes?
Yes 126 80% No 30 20%
21. Are your special interests encouraged in your classes?
Yes 50 33% No 105 67%
22. Do you take problems to your teachers regarding work in their classes?
Yes 107 68% No 50 32%
23. Do you receive guidance with your class work?
Yes 114 74% No 41 26%
24. Does your course serve as an incentive for you to stay in school?
Yes 101 65% No 54 35%
25. Have you been counseled regarding your post-school program?
Yes 58 38% No 98 62%

13. Does your record include mechanical aptitude tests?
Yes No 2 100%
14. Does your record include achievement tests?
Yes 1 50% No 1 50%
15. Do you have any units or courses in the ninth or tenth grades relative to vocations?
Yes 1 50% No 1 50%
16. Has an occupational survey been made in your community?
Yes No 2 100%
17. Are pupils taken on trips to industries, business places, professional and public services?
Yes 2 100%
18. Do you use visual aids frequently for assisting students educationally and vocationally?
Yes 2 100%
19. Do you have a classified file on occupational materials?
Yes 2 100%
20. Do you have a career-day program?
Yes No 2 100%
21. Do you have a large file of college, trade school, and other educational institution catalogues?
Yes 2 100%
22. Is each student counseled regarding post-school plans?
Yes No 2 100%
23. Does your school assume responsibility for aiding the individual in his first placement after leaving school?
Yes 1 50% No 1 50%
24. Is responsibility for placement definitely assigned?
Yes 1 50% No 1 50%
25. Is continuous contact made with local employers to determine job opportunities?
Yes No 2 100%
26. Is training provided on how to apply for jobs?
Yes 2 100%
27. Are graduates followed up regularly?
Yes No 2 100%

28. Are drop-outs followed up regularly?
Yes No 2 100%
29. As a result of the follow-up of boys in the armed forces, do you contemplate any changes in your curriculum?
Yes No 2 100%
30. Do most teachers discuss the occupational application of their subject?
Yes No 2 100%
31. Do you provide exploratory experiences for all pupils?
Yes No 2 100%
32. Is use made of psychiatric services?
Yes 1 50% No 1 50%
33. Are adequate provisions made for the use of the services of referral consultants?
Yes 1 50% No 1 50%
34. Is specialized help available to assist in the development of the program?
Yes 2 100%
35. Does every pupil have a regular counselor or teacher-counselor assigned him for two or more years?
Yes No 2 100%
36. Do your counselors or teacher-counselors have a minimum of two hours per pupil per year for use in counseling?
Yes 2 100%

QUESTIONNAIRE E

FACULTY - PROVISIONS AND FACILITIES

1. Is it possible to build a guidance program so that teachers will be helped to improve their teaching activities?
Yes 12 100%
2. Are minimum facilities available for individual counseling?
Yes 4 31% No 9 69%
3. Is an adequate informational service available to all students?
Yes 1 8% No 11 92%
4. Do students use this informational service extensively?
Yes No 12 100%
5. Are cumulative records easily accessible on every student?
Yes 2 17% No 10 83%
6. Are duplicate parts of a pupil's permanent cumulative record available?
Yes 2 17% No 10 83%
7. Are adequate provisions made for use of the services of referral consultants?
Yes No 12 100%
8. Is occupational information discussed in your classes?
Yes 7 53% No 6 47%
9. Do you have occupational materials in your room?
Yes 7 53% No 6 47%
10. Does your school assume responsibility for aiding the individual in his first placement after leaving school?
Yes 2 15% No 11 85%
11. Do you use visual aids frequently for assisting students educationally and vocationally?
Yes 7 54% No 6 46%

QUESTIONNAIRE F

STUDENTS - PROVISIONS AND FACILITIES

1. Is someone responsible for guidance?
Yes 122 79% No 34 21%
2. Do you have activities that develop self-direction?
Yes 121 76% No 37 24%
3. Is your work individualized so as to meet your needs?
Yes 89 55% No 11 45%
4. Does your school have home room counseling?
Yes No 100%
5. Is the course helping you decide what occupation to follow?
Yes 76 49% No 79 51%
6. Is the course helping you test out your own abilities, interests or inclinations?
Yes 112 72% No 42 28%
7. Do you feel that the course is giving you a chance to combine theoretical school training with practical training in a real job?
Yes 83 54% No 69 46%
8. Do you think the course will help you in getting a job?
Yes 127 82% No 27 18%
9. Does your course help you develop a liking for work?
Yes 91 59% No 62 41%
10. Does your course develop a desire for a high quality of work?
Yes 102 65% No 53 35%
11. Does your course develop a desire for few absences?
Yes 118 76% No 37 24%
12. Does your course develop a desire to get places on time?
Yes 107 69% No 48 31%
13. Does your course teach you how to dress?
Yes 52 35% No 99 65%

14. Is training provided in how to apply for jobs?
Yes 59 40% No 92 60%
15. Do most of your teachers discuss the occupational application of their subjects?
Yes 61 40% No 93 60%
16. Have the values of a high school education before entering the armed services been explained to you?
Yes 54 37% No 98 63%
17. Is an adequate informational service available to all students on education and vocations?
Yes 70 47% No 80 53%
18. Do students use this informational service extensively?
Yes 29 21% No 114 79%
19. Do you believe that the guidance activities in your school are satisfactory?
Yes 54 35% No 103 65%
20. Do slow pupils get work in which they have a chance to succeed?
Yes 71 47% No 83 53%
21. Do superior pupils have a greater amount of and more difficult work than slow ones?
Yes 14 9% No 144 91%
22. Do both poor and good students ask the teachers for counsel?
Yes 122 77% No 36 23%
23. Do many pupils take out-of-school problems to the teachers?
Yes 24 16% No 131 84%
24. Does your course make other school work more interesting?
Yes 101 63% No 57 37%
25. Does the course help you adjust yourself to other people?
Yes 119 75% No 38 25%
26. Does your course keep you out of school activities?
Yes 22 15% No 135 85%

27. Does your course teach cooperation?
Yes 132 83% No 26 17%
28. Does your course teach you control of emotions and
temper?
Yes 84 53% No 72 47%

QUESTIONNAIRE G

FACULTY - TRAINING

1. Have you had any special training for counseling?
Yes 4 31% No 9 69%
2. Have you had any guidance courses?
Yes 5 39% No 8 61%
3. Have you attended any guidance conferences in the last two years?
Yes 2 15% No 11 85%
4. Have you had any discussions with guidance specialists in the last two years?
Yes 2 15% No 11 85%
5. Have you read articles or books on guidance this year?
Yes 9 69% No 4 31%
6. Do you plan to get more training in guidance?
Yes 6 46% No 7 54%
7. Do you know enough about occupations and vocational training to counsel students?
Yes 2 17% No 10 83%
8. Have you had experience in occupations other than teaching?
Yes 12 92% No 1 8%
9. Are you well acquainted with the occupations related to your field of teaching?
Yes 9 69% No 4 31%