Assessing the adequacy of the guidance program in two high schools of Concordia Parish, Louisiana

Sam Williams Jr.
Atlanta University

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ASSESSING THE ADEQUACY OF THE GUIDANCE PROGRAM IN TWO
HIGH SCHOOLS OF CONCORDIA PARISH, LOUISIANA

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

BY
SAM WILLIAMS, JR.

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1968
DEDICATION

To My Wife

Mrs. Alma George Williams

For her untiring efforts, encouragement, and personal sacrifice of companionship during my long absence, while attending the 1966-67 Academic Year NDEA Guidance and Counseling Institute, and the ensuing summer in graduate school.

To My Children

Brenda Elaine Williams

and

Eric Tyrone Williams

For their having to be without their father during such a long period of time.

To My Parents

For their helpfulness and consideration.

S.W. JR.
ACKNOWLEDGMENTS

The writer wishes to express appreciation and gratitude to all who aided in the development of this thesis. A special thanks is extended to Dr. Huey E. Charlton, Advisor, and Dr. Robert L. Smothers, Co-Advisor, for constructive criticisms and interests during the writing.

The writer also wishes to acknowledge his indebtedness to Mrs. Charlestina Charlton, Dr. Clyde McDaniels, James O. Lancaster, Superintendent, Concordia Parish School System, Tom Miller, Supervisor of Guidance, Principals, Mrs. Ruth B. Crockett and A. D. Clark, Teachers, Juniors and Seniors of Concord and Sevier High Schools, whose cooperation made possible the collection of the data necessary for this research.

S.W. JR.
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Rationale.--When the Creator made this earth and man, he gave man powers that have proved to be very useful tools for living. The Creator gave man a free will, the ability to reason, and he gave man control over his faculties. Many times these gifts have been used wisely and many times they have been misused.

From the beginning of time one can see the exploitation of the individual. The Pharaohs of Egypt valued the single person no more than many people now value a toothpick or a penny. Monarchs and tyrants exploited the individual to a point where life was in a balance with subservience to the state.

There are persons who would trace the idea of freedom back to the Magna Charta of the thirteenth century. Others would, and perhaps could, follow the threads of freedom back to the first recorded history of man. Man has dreamed many dreams, but he has not been able to realize a dream of the scope and stature of individual freedom. Necessarily, the establishment of such a concept needs to be explored to its depths. Guidance has come lately upon the scene and builds upon the efforts of all who have gone before. Guidance helps to express and realize man's hope for assistance in the basic educational task of creating a free and responsible individual. The histories of freedom
and guidance are intertwined, even though guidance is a newcomer to history.

The industrial revolution brought a world of plenty and productivity within the grasp of the "little man." Before the machine put power to work, the "little man" had been forced to serve others. The world of machines brought unknown complexity into jobs, society, and interpersonal relations. Guidance was one of the results of such forces. It was needed to help bring order out of complexity. At first guidance could be only technical; essentially a sorting process for economic forces not yet clearly seen. However, guidance could never have become more than a technical service and sorting process if all men were not seen to be the primary gainers. The industrial revolution helped to establish the foundation for guidance, but more importantly it made it possible for man to come closer to his dream of self-determination and freedom.¹

The real impetus to vocational counseling has been given by Frank Parsons organization of the Vocational Bureau in 1908, which was devoted primarily to assisting young people to make vocational choices based upon their occupational aptitudes and interests. Parsons' concept of vocational guidance was expressed in his book Choosing a Vocation, in which he described the field as embracing three broad factors: (1) clear understanding of self, (2) knowledge of the requirements and conditions for success in different lines of work, and (3) true reasoning about the relations between these two groups of facts. Parsons

also introduced the term "vocational guidance," which he described as a process designed to aid young people in choosing an occupation, in preparing themselves for it, in finding an opening in it, and in building up an efficient and successful career.

Parsons' original definition is essentially the same as that currently accepted by the National Vocational Guidance Association (now a division of the American Personnel and Guidance Association), which maintains that 'Vocational Guidance' is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it.¹

Since Parsons considered counseling for individuals to be an essential guidance service, shortly after the Vocational Bureau was established he announced a plan for training counselors. Its purpose was to prepare young men to become vocational counselors and to manage vocational bureaus in connection with Y.M.C.A.'s, schools, colleges and universities, public school systems, associations, and business establishments throughout the country. It is significant in terms of its subsequent development that Parsons conceived of counseling as a learning rather than as an advice-giving process.²

The philosophy of guidance in the schools should be:

Every teacher has the privilege of helping the students become happy, good citizens in their community by providing them with an environment in which they can develop socially desirable personalities as well as technical efficiency. Every pupil should be regarded as a remedial problem that needs help on an individual

²Ibid.
level. School achievement should be evaluated according to desires and abilities.¹

Guidance is becoming increasingly popular as an integral part of school services. Educators are becoming more guidance conscious; they realize the need for an adequate program within the school to help the student know more about himself; and enable the teacher to become better acquainted with the student. Much attention during the past four decades has been given to the concept of the "whole child" in the learning process. Schools have recognized the necessity for serving areas of growth and development other than instruction. As the student grows and develops, he is faced with a variety of problems which the untrained person is not qualified to identify nor solve.

In accord with a democratic philosophy of education, adequate teaching is the core of any school program, but it is largely dependent upon a knowledge of the learner's interests, and aspirations. Adequate learning depends upon the pupil's state of adjustment and general well-being. Thus, it becomes the responsibility of the school's guidance personnel to provide experiences that help the individual acquire skills in making positive adjustments. In addition to the guidance personnel, other staff members should have an understanding of the characteristics of the pupils, including a knowledge of biological and social requirements. Familiarity with the basic conditions which determine the behavior of an individual is necessary for an intelligent approach to providing an adequate guidance program.

Evolution of the problem.—The writer has been overwhelmingly stimulated by the didactic course work, and other educational experiences gained in the 1966-67 Academic Year NDEA Counseling and Guidance Institute, Atlanta University. There has been a great deal of emphasis placed on the importance of the guidance program; its services, characteristics and physical facilities. The writer has long had a keen interest in the field of guidance and the role that it plays in the total educational process. It is believed that proper guidance will help today's youth in their endeavor to adjust to the age of automation and the many other challenges they must face in our complex society.

Having doubted the adequacies of the guidance services in the two selected high schools in the school system where I have taught for the past eight years, I have been impelled to transmit these feelings of concern into an evaluative study, which might be helpful not only to the Concordia Parish School System, but to similar educational situations, wherever the study would be pertinent. There has not been a study of this nature conducted in the two selected high schools, to evaluate the effectiveness of their guidance programs.

In that a great deal of federal funds have been spent on facilities, equipment, materials, and staffing in these two schools under Project I, Title I Elementary and Secondary Education Act, 1965, these concerns of pressing importance to the writer have motivated him to engage in this evaluative study.

Also, it is felt that such a study would create an awareness of the value of research on the part of the central office administrators, individual school administrators, and counselors, and others who should
engage in an effort to strive harder for the improvement of the guidance programs in the schools of Concordia Parish, Louisiana.

McDaniel gives support to this idea in the following statements:

School counselors can no longer expect all developmental research to be done for them in environments quite alien to the conditions under which they themselves work. The counselor’s own efforts too often fail to yield vital research findings because they usually do not maintain sufficiently insightful records, employ acceptable sampling techniques, or systematize and control their work in such a way that results can be observed and compared.¹

Despite the fact that surveys of guidance programs and procedures are conducted, not enough is known of what the secondary school counselor actually does as a part of the total education process.

C. H. Patterson gives more indication to the worth of such a study when he says: "The importance of and the necessity for evaluation of guidance and counseling programs, and services have been repeatedly stressed."²

Contribution to educational knowledge.--This evaluative study may contribute to education by pointing out the extent to which guidance services offered at the Concord High School and the Sevier High School are meeting the needs of its students in preparing them to meet life's many challenges. The study has not only evaluated, but suggestions have been made for strengthening and increasing the guidance services presently offered by the schools, so that they will more adequately


meet the needs of their students.

This evaluative study, when utilized and transmitted into action should better prepare students to meet life's challenges in our present and future complex society, which is the ultimate aim of education.

Concord High School and Sevier High School are not atypical of many secondary schools in Louisiana and throughout the south. Hence, it is the writer's premise that any contribution made in these two schools would therefore be applicable to hundreds of secondary schools in Louisiana and throughout the south.

The Comprehensive High School as mentioned by a noted educator, has not become a reality in the semi-rural areas of Louisiana, nor throughout the south. We still have relatively small high schools, wherein, the student enrollment in grades 8-12 is frequently less than 700. This is similar to many schools throughout the country. Therefore, any worthwhile guidance program devised in these schools should be of significant value to many schools throughout our nation.

Statement of the problem.--The problem involved in this study was to evaluate the guidance program in two selected high schools in Concordia Parish, Louisiana. The writer has attempted to make an evaluation with respect to the following two questions:

1. How well do the practices in these two schools conform to their individual school philosophy and objectives?

2. How well do they presently meet the needs of the students and community?

Purpose of the study.--The overall purpose of this study was to assess the adequacy of the guidance program in the Concord High School and the Sevier High School.
The more specific purposes of this study were to evaluate the guidance program in terms of the following:

1. To evaluate the provisions made for:
   a. The Organization and Administration of the Program of Guidance Services
   b. The Individual Inventory Service
   c. The Informational Services
   d. The Counseling Service
   e. Testing Services
   f. The Placement Services
   g. Follow-up Services

2. To determine to what extent present counseling services have met the needs of the pupils.

3. Finally, the writer has made recommendations that will aid in strengthening and extending the guidance services sponsored by the two schools, in order that the school may better or more adequately meet the present needs of its students, personnel, parents, and the community.

Locale of the study.--This study was conducted in Concordia Parish, Louisiana, at the following two selected secondary schools: Concord High School, Vidalia, Louisiana, and Sevier High School, Ferriday, Louisiana, during the Spring of the 1966-67 school year.

Definition of the terms.--For the purpose of clarity, the terms below have been defined as to their usage in this study:

1. "Adequacy" refers to the quality or degree of being adequate as compared with state and regional standards, that set forth the pupil-personnel services and activities that comprise a good guidance program.

2. "Guidance" is a procedure by which one person helps another think through and make decisions. Guidance in school is usually concerned with academic progress or social and emotional adjustment.
3. "Guidance Services" as applied to the secondary school are organized activities designed to give systematic aid to pupils in solving problems, and in making adjustment to various situations which they must meet.

4. "Counseling" usually a personal one-to-one relationship between a pupil and the guidance worker. Counseling frequently deals with intimate problems which a pupil does not want to discuss publicly.

5. "Group Guidance" refers to an instructional activity designed to meet the needs and problems of students which are dealt with primarily in the regular instructional program of the school.

6. "Effectiveness" refers to the realization of the purpose for which the guidance program is designed.

7. "Follow-up" refers to a service intended to secure information about former students after they leave school, either by graduation or for some other purpose.

8. "Organization" refers to any collection of persons, materials, procedures, ideas, or facts so arranged and ordered that in each case the combination of parts makes a meaningful whole.

9. "Placement" refers to a service used to help a student secure the most effective relationship to a job or to the next step in his educational or personal program.

Limitations of the study.—This study was confined to two selected Negro secondary schools. A randomly selected group of eleventh and twelfth grade students were used for subjects. In addition, the administrators, counselors, and all teachers of the two selected schools were used as participants.

A check list for evaluating the guidance program was distributed for the data collection process. The use of a check list is a limitation in itself, as it relies on a degree of cooperation on the part of the respondent. This instrument has a tendency to obtain data that has
more validity than an ordinary yes or no questionnaire. However, data collected by the checklist method is limited to opinions, preferences, and facts known to the individuals answering the items. The validity of such an instrument is questionable and depends to a large extent on the proper and skillful construction, and use of the checklist. Extreme care was taken to reduce the limitations of the checklist to a minimum.

In the judgment of the subjects who were invited to participate in the evaluation of the guidance program in their school, inferences made as a result of the study regarding their opinions of a guidance program and services, beyond those of the schools being surveyed, are not necessarily applicable.

A survey of the services may or may not tell us anything about the effects upon the individual. But surveys are not in themselves guilty of imposing this fallacy. The important thing is the kind of claims made on the basis of survey data.¹

The unequal experiences and training of the counselor respondents may impose a limitation upon conclusions which arise from this study. In that no restrictions were imposed upon the qualification of the counselors, in terms of training and counseling experiences, this meant, then, that the results of this research could not be generalized to training qualifications and experiences of the counselors.

Moore found in a study of the outcomes of guidance activities with secondary school students, that students who had worked with

untrained counselors gained more guidance information than those who had counselors with some training.\textsuperscript{1} This statement merely calls attention to the fact that training and experience of counselors may have influenced the responses to the data-gathering instrument.

Another limitation was recognized in the mailed check list as the data-gathering instrument.

The information in the unreturned questionnaires might have changed the results of the investigation materially. The very fact of no response might imply certain types of reactions, reactions that can never be included in the summary of data.\textsuperscript{2}

The researcher has acknowledged the above limitations as being worthy of serious considerations; however, it was not felt that these limitations were so limited as to prevent the effectiveness of this evaluative survey study, in assessing the adequacy of the guidance program in the two selected secondary schools in Concordia Parish, Louisiana.

Description of subjects.—The subjects who participated in this study were two principals, two assistant-principals, two counselors, and two part-time counselors from each of the two selected schools. In addition, forty-four teachers were used, twenty-three from the Concord High School and twenty-one from the Sevier High School. The one-hundred and eight eleventh and twelfth grade students who participated in this study were randomly selected. A breakdown of the participating student


population by school, grade and sex is as follows:

Concord High School - There were thirty-six eleventh grade participants, fifteen boys and twenty-one girls, all of approximately the same age for this grade level. The twelfth grade participants were twelve boys and fourteen girls, ranging in age from seventeen to twenty-two.

Sevier High School - There were twenty-two eleventh graders, eleven boys and eleven girls, of approximately the same age and ability level who participated in this study. Twenty-four twelfth graders, consisting of fourteen boys and ten girls, ranging in age from seventeen to twenty years of age participated in this study.

Each of the principals has a Master's Degree, and each assistant principal is in the process of obtaining a Master's Degree. All of the teachers are certified, with three of them holding a Master's Degree.

None of the counselor participants in this study hold Counselor Certificates, they do meet the qualifications for valid Teacher Certificates in other areas as prescribed by the Louisiana State Department of Education.

Two of the counselors probably will receive the Master's Degree the summer of 1968, and the rest have earned fifteen or more hours of graduate credits in counselor education.

Description of the instrument.—The instruments used for the collection of data were three separate check lists, one for administrators' and teachers' responses, one for counselors' responses, and one for students' responses.

The check lists were divided into the following parts:

I. The Individual Inventory

II. The Information Services

III. The Counseling Service

IV. Testing
V. Placement Services

VI. Follow-up Services

VII. Organization and Administration of the Program of Guidance Services

The check lists for this evaluative study were based primarily upon Section "G" of Evaluative Criteria.¹ This standard appraisal device represents the cooperative thinking of secondary accrediting associations (Southern Association of Colleges and Schools) regarding recommended provisions, conditions, and characteristics of various phases of school programs. Section "G" of Evaluative Criteria concerning guidance services, was studied carefully by the writer to formulate the check lists questions and statements relevant to the evaluation of a guidance program. The writer has included a copy of Section "G" in the Appendix for the reader's reference.

The three separate check lists were submitted to the writer's advisor for a critical review. Following some suggested additions, the check lists were drawn up into the final forms. Copies of the three different check lists are located in the Appendix for the reader's review.

Method of research.--The descriptive-survey research method was utilized for this study, employing the techniques of the check list for gathering the data necessary for this study. Survey research was employed because the writer felt that this method was uniquely suited for the data needed to answer the questions raised by the problem.

Patterson has this to say about survey research:

Survey research is exploratory. Its purposes are to identify variables which are apparently significant or pertinent and to provide a source for theory and hypotheses. Theories and hypotheses do not spring full blown from the head of the scientist. They must be based upon observation, which is the first stage of science, and this is essentially what research is. We cannot shortcircuit the process by omitting this stage. We should not be ashamed that we are engaged in this type of research. It is just as much science as the testing of hypotheses.¹

In that the writer chose to use the check list for his data-collecting device, it is felt that Hoppock's stated opinion in regards to the use of the questionnaire for gathering research data would also apply to the check list, in that these two instruments have a similarity.

If the data sought concern matters on which the respondent is well informed . . . , if the sample is adequate, and if there is no incentive for giving false replies, the questionnaire may be the best possible method of compilation.²

Procedural steps.—The procedural steps that were followed in this study are as follows:

1. Permission to conduct this study was officially granted by Mr. Tom Miller, Supervisor of Guidance, Concordia Parish School System. Mr. Miller stated in his letter that: "We are pleased to assist you in your research concerning the adequacy of the guidance programs within our parish. Contact whatever schools necessary to obtain information needed."


The writer's initial step toward obtaining permission to conduct this study was to write a letter of request to the Superintendent of Schools, Mr. James O. Lancaster, Concordia Parish School Board, Vidalia, Louisiana. Mr. Lancaster turned my letter of request over to the Supervisor of Guidance for his consideration. A conference was held with the Superintendent in March, 1967, at which time we discussed my research study, the two secondary schools which I selected, and the participation of their personnel as subjects in the data-gathering process. Mr. Lancaster stated that he was glad that I had undertaken the task of doing such a study, that my findings should be meaningful to the school system.

The next step was to visit the two schools, where the proposed research study was discussed with each principal, the counselors, and some of the teachers. The writer was promised their cooperation. During the conferences at the two schools, rosters of names and addresses of the counselors, eleventh and twelfth grade students, and faculty members were obtained.

2. The faculties and staff members used as subjects were as follows: all of the faculty members of each school, two principals, two assistant-principals, four counselors, and fifty-two teachers.

The student subjects were selected in the following manner:
All of the students of the eleventh and twelfth grades of the smaller high school (Concord), thirty-nine eleventh graders, and twenty-seven twelfth graders. This amounted to sixty-six students. It was suggested that the writer should use all of these students of the two grades of the smaller school. From the larger high school (Sevier), it was suggested that the writer randomly select twenty-five per cent of the eleventh and twelfth grade enrollment—a combined total of two-hundred and twenty-nine students (eleventh grade—one-hundred and twenty-six, and the twelfth grade—one-hundred and three). This amounted to fifty-six students that were selected from the two grades. The writer randomly selected the students by name at an interval of every third student from the rosters previously obtained. From the eleventh grade the number was twenty-seven students, and from the twelfth grade the number was twenty-nine students.

3. The related literature pertinent to this study was reviewed, summarized, and organized for interpretation.

4. The check lists were constructed, pilot tested, and validated on a group of forty-five students (twenty-two eleventh graders, and twenty-three twelfth graders), having the same
classification and approximate age as the sample group who participated in this study. In addition, a principal, two counselors, and ten teachers participated in the pilot testing. The pilot group were persons at the Hamilton High School (DeKalb County), Scottdale, Georgia.

5. The check lists, along with explanatory letters and self-addressed stamped envelopes, for return to the researcher, were mailed to the respondent groups.

6. Follow-up letters and postal cards were mailed to respondents who failed to return completed check lists within a three weeks period.

7. The returned check lists were organized, responses tabulated, and narrative summaries of responses by separate responding groups were written.

8. Appropriate statistical measures and explanatory tables were utilized to show relationships and differences of responses among the three respondent groups.

9. Findings, conclusions, implications, and recommendations were duly stated and given the necessary interpretation.

Review of related literature.—The literature related to this study reveals that there is a general agreement among authorities and researchers in the guidance field, that there is a definite need to evaluate the guidance program as well as the total school program periodically to determine whether the school is meeting the needs of its students and the community. Such investigations will further point up the school's weaknesses and strengths, and indicate those areas in the overall program that needs improvement or discontinuing, in the school's endeavor to measure up to its established practices and objectives.

McDaniel states that an evaluation of the guidance program is simply an effort to determine its total worth. In the total education program, evaluation should be thought of as the systematic gathering and weighing of evidence which reveals change in the behavior of stu-
dents as they progress through school.1

Humphreys, Traxler and North state that research and evaluation often go hand in hand, and the guidance worker should not attempt to draw too hard and fast a line between the two. Evaluation is the process of ascertaining the value or amount of something and entails careful appraisal.2

Early investigations of guidance services took the form of limited inquiry and follow-up studies. Winslow felt that more intensive studies were needed so as to determine the worth of a school's guidance program.3

According to a recent status study of guidance services in Louisiana Public Schools, there is a need for the State to provide additional funds for improving guidance services. This demonstrates the kind of decisions which depend upon evaluation studies.

The purpose of the Louisiana study was to provide information from which the Legislature could determine the needs of the public school in the area of guidance services, and thus facilitate planning actions to meet these needs. This action was in compliance with Concurrent Resolution No. 54, which requested the State Department of

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Education to make a study of guidance services in Louisiana and report its findings to the regular session of the Legislature in May, 1966.

The data used in this survey were taken from Louisiana State Department of Education Annual School Reports, 1965-66. Also, information was taken from the Annual Narrative Report of Guidance, Counseling and Testing, Title V-A of the National Defense Education Act of 1958 for Fiscal Year 1965.¹

The number of class periods assigned for guidance services was taken from each school's annual report. Whenever applicable this number was compared to the NDEA application for Title V-A, Testing, Guidance and Counseling. Class periods for guidance services in which school personnel were assigned dual responsibilities (guidance and supervision, visiting teacher and guidance, local supervisor or director of guidance) were eliminated from consideration. Itinerant counselors were included in the survey data.

There was a total of 415 counselors serving on either a full-time or part-time basis in the secondary schools of Louisiana. Of these, 269 were full-time and 146 were part-time.²

Full certification had been obtained by 343 or 83 per cent, while 39 or 9 per cent had provisional authorization. Thirty-three or 8 per cent had neither professional nor provisional authorization.


The average ratio in schools having assigned time for guidance services was one counselor for every 714 students. The Louisiana Department of Education's recommended maximum ratio is 1:400. The U.S. Office of Education recommends a ratio of 1:300.¹

It must be pointed out that the ratio would be nearer 1:1000 (as revealed in a study conducted in 1965 by the Guidance Section) if the enrollment of those schools with no scheduled time for guidance services was included in the tabulation.²

According to a study made by James Wigtil, Paul Munger, James Brooks, and Walter Flannery, it was pointed out that: A school with a guidance program was one that employed a qualified counselor. To be qualified as a counselor in North Dakota, it was necessary to have a master's degree in counseling and guidance, or its equivalent, including a course in supervised counseling practice. The counselors in the schools with guidance programs had organized the programs to include at least the five basic services of appraisal, information, counseling, referral, and placement. The non-guidance schools did not employ a counselor. For this reason, it was easier to classify schools as "guidance schools" or "non-guidance schools" on the basis of having a qualified counselor.³


Mose and Bryant, in their investigation in 1962, attempted to determine the extent to which certain basic guidance practices were adhered to, desired by, or applicable to, Negro Secondary Schools in South Carolina.

Those practices were delineated under the broad headings: (1) organization and administration, (2) individual inventory services, (3) information services, (4) counseling services, (5) research services, and (6) placement and follow-up services. Data were collected through use of a 132 item questionnaire in which respondents were asked to indicate "Yes" or "No" as to whether the practices listed were in use. Also, the respondents were to indicate how desirable they considered the practices. The researchers were interested in finding out if the respondent recommended the practices strongly, moderately or not at all. The data on organization and administration showed that some of the practices were in widespread use while others were used in a limited manner. Generally, the larger schools indicated a greater use of the practices and strongly recommended them. Findings on individual inventory showed pupil data were available to teachers and counselors in 91 per cent of the large schools but in only 30 per cent of the small schools. Testing for vocational preferences was included in 83 per cent of the large schools but in only 40 per cent of the medium and 30 per cent of the small schools. Mental ability tests were included in 70 per cent of medium schools and 67 per cent of small schools. The same was about true with achievement tests. Information services, having provision of occupational files for at least 100 occupations and assembly programs devoted to discussions of occupations, were reported
in 83 per cent of large schools and 30 to 50 per cent of medium and small schools. In regard to counseling services for students who plan to withdraw from school, all of the large schools provided services. For students who are in danger of failing, who are educationally maladjusted, who plan to attend college and who change courses, services are not in full use in the smaller schools; yet they are highly recommended by all schools. The report indicated a definite need for more research from counselors. The great amount of placement services were revealed in instances where counselors help students to enter advanced schools and where counselors help students to determine what course of study they should pursue. Follow-up was indicated as lacking in the majority of schools. ¹

Today controversies over educational practices, past and present, European and American, have produced many heated debates and discussions. While many of the issues brought up have not been resolved, there appear to be two important, consistently stated, and agreed upon beliefs which are significant: (1) the desirability of a careful examination and evaluation of all phases of our public school program, and (2) the need for trained guidance counselors and organized guidance programs in the public secondary schools. These two beliefs were evidenced in Gibson's study of pupil's opinions of guidance programs.

All of these studies suggest that further study of current guidance programs is in order, and a number and variety of these have been and are continuing to be undertaken at the local, state, and national levels. However, these studies and evaluations have, for the most part, been undertaken from the adult, staff, guidance specialist, and occasionally parent viewpoint. This survey represents an attempt to study this phase of the school program from the viewpoint of the group most directly affected—the students, with the belief that an understanding of pupil information about, attitudes toward, and utilization of their school guidance programs would be significant to guidance counselors in secondary school programs and, also, could present implications for counselor trainers directing college training programs in counselor preparation.

The data collecting methods employed in Gibson's study were: A pupil opinion-type questionnaire was developed consisting of 45 items covering the areas of general information, individual analysis, counseling, occupational and educational information, and group activities. Staff members of the University of Toledo Department of Guidance and Counselor Education administered the questionnaire to 904 students. These students were seniors in high schools where organized guidance programs under the direction of trained counselors had been in operation for a minimum of four years. Twelve secondary schools in a three-state area cooperated in the project. Information for supplementing the questionnaire data was obtained through follow-up interviews with approximately 10 per cent of this group. The summarized data were reviewed and implications drawn by cooperating secondary school counselors and
University counselor-trainers. 

Gibson's subjects gave overwhelming indication that they liked and were proud of their schools and felt that they knew a good deal about them. Ninety-four per cent of the students indicated that they felt the guidance program added something of value to their schooling, although 27 per cent said it had not assisted them personally in any way and an additional 18 per cent were not certain that they had been assisted. On the other hand, 56 per cent reported that they were not sure of the activities of their school guidance program and approximately one-third responded that the program had not been described, explained, or outlined to them in any way during their three or four years in high school. 

Another study was made by Gibson in an attempt to study the school guidance program from the viewpoint of the classroom teacher. It was felt that an understanding of teacher knowledge about, attitudes toward, and utilization of the school guidance program would be significant to guidance counselors in secondary school programs, and also it would present implications for counselor educators directing programs in counselor preparation. This study also represented a logical extension of the earlier study by Gibson.

An opinion-type questionnaire was developed consisting of 40 items covering the areas of general information, individual analysis, 

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2 Ibid., p. 454.
counseling, occupational and educational information, and group activities, placement and follow-up. Staff members of the University of Toledo's Department of Guidance and Counselor Education administered the questionnaire to 208 secondary school teachers. These teachers were employed in high schools where organized guidance programs under the direction of trained counselors had been in operation for a minimum of four years. Their experience ranged from two to 27 years, with the mean being 6.4. They represented 18 schools in a four-state area of Ohio, Michigan, West Virginia, and Indiana. Information for supplementing the questionnaire data was obtained through follow-up interviews with approximately 10 per cent of this group. The summarized data were reviewed and implications drawn by cooperating secondary school counselors and University counselor educators.

The findings of this study indicated that the secondary school teachers used as subjects were overwhelmingly of the opinion that the school guidance program does make a positive contribution to the instructional program of the school. However, it was somewhat surprising to note that 21 per cent of those reporting indicated that the guidance program of their school had never been described, explained, or outlined to them specifically for information purposes. This tends to confirm a weakness in communication first pointed out in the earlier "Pupil Opinion" study. It is also interesting to note the teachers' expressed opinions regarding program direction and guidance staff association. While approximately 36 per cent believed the school guidance program should be identified with the school administration and 37 per cent said the direction of the program should be the responsibility of
the chief school administrator, 68 per cent felt that the guidance staff should be identified with the instructional staff of the school.

It should be of concern to counselor educators as well as certified counselors that over one-third of this group of teachers, who were themselves working with trained and certified counselors, were not sure that guidance personnel needed special training. Teachers did appear to recognize that individual counseling services are the primary responsibility of the school counselor, with other important activities being the providing of informational services, test administration, and interpretation. Teachers did agree with most counselors that administrative duties outside of the school guidance program, such as attendance-checking and recording and coordination of field trips, should not be part of the responsibility of the counseling staff.¹

An excellent study was done by Kreman in 1952, when he evaluated the schools of Fresno, California. A check-list was employed with items drawn from the Criteria for Evaluating Guidance Programs in Secondary Schools by the North-Central Association of Colleges and Secondary Schools. The self-study made by committees from the schools were followed by visits by consultants who discussed programs with administrators and committees. A final evaluation was then reached jointly. The Fresno County study is noteworthy not only for the results achieved, but also, because the report provides a particularly clear statement of purposes for such an investigation:

1. To identify strengths and weaknesses in individual school programs.

2. To present constructive suggestions concerning the next steps which might be undertaken.

3. To identify areas of service which might be emphasized in an in-service training program and to set up such a program.

4. To stimulate and to motivate school administrators and guidance personnel to further improve upon the services offered.

The results or findings of this study were:

1. Less than one-third of the counselors were doing an adequate job of recording and filing interview results. Lack of time was the reason for this condition.

2. The high schools collected a variety of information about the students (a) home and family background, (b) educational development, (c) physical, and (d) development of vocational objectives.

3. Information services to the students were inadequate.

4. The schools did not make a periodic follow-up of graduates and drop-outs.

5. None of the schools provided for the placement of graduates and drop-outs.

6. All of the schools used resource persons and special services in varying degrees, but only about one-fourth of them used such services to an average or better degree.

7. A little less than one-half of the schools were allotting adequate time for counselors to perform guidance duties during the scheduled day.

8. Administrative and supervising duties were assigned to the counselors to be carried on during counseling time in two-thirds of the schools.1

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Wimmer studied the nature of guidance in the schools in one of the largest surveys of its kind ever made. A questionnaire was mailed to elementary and secondary schools, junior colleges, universities, counseling centers, libraries, and non-school organizations. Over 700 replies were received of which 447 were from secondary schools. All of the 447 secondary schools indicated that they treated all areas of guidance services, at least, to some extent. Ranking high on the list were such topics as getting along with people, information about the schools, information about courses, choosing a career, and information about occupations. The study revealed that thirty per cent of the schools had orientation or career classes. It was also brought out in this study that vocational problems of students are most frequently handled by the counselor or advisor. This study also revealed that certain areas such as family activities, boy-girl activities, relations, and etiquette, which the counselor might be expected to handle are not covered by anyone in the school.\(^1\)

Ting Hsuan Chen made a study of the guidance services in the secondary schools of California. The purposes of this study were to find:

1. To what extent the different conceptions of guidance are held by high school staffs.

2. To what extent general guidance practices are specially designed for various groups of students.

3. To what extent social, civic, vocational, health, and recreational guidance practices are provided.

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4. To what extent guidance publications are distributed to students.

5. To what extent guidance procedures such as the classification of students, test administered, individual counseling, group conferences, etc., are employed.

6. To what extent the organization of the guidance staff is developing particularly with reference to the number of full-time and part-time counselors in California secondary schools from the years 1917-1918 to 1936-1937.

Replies from 311 California schools revealed:

1. About one school in four had a guidance counselor.

2. In small schools the principals, homeroom teachers, and classroom advisers are often members of the council while in large schools, the committee is frequently composed of vice-principal, Deans of boys and/or girls, full-time and part-time counselors.

3. About one school out of every ten had a placement bureau or committee.

4. Most schools kept records of scholastic attainment, mental test results, health conditions, and achievement test results.

5. Method of contact would be securing the cooperation of alumni organizations rather than to keep systematic correspondence with individual students.¹

Wren and Dugan conducted a survey of guidance practices in the non-metropolitan high schools of Minnesota in 1947, and subsequently made some recommendations based upon their findings. The findings of the Minnesota study are of particular interest from the standpoint of

current guidance practices. Some of the findings are:

1. Slightly more than two-thirds of the schools reported the utilization of assemblies and pre-entrance interviews as the most common means of orienting pupils to the new school environment.

2. Two-thirds of the schools indicated that the test results formed the basis of their counseling, yet a closer look revealed that the utilization of test results lagged noticeably.

3. One-third of the schools have some other than the teacher responsible for counseling, but only one-eighth relieve teachers of class periods for this purpose.

4. One-third or less of the schools provide any kind of placement or follow-up service.

5. One-third of the schools have definite assignment of each student to a specific teacher-counselor.

6. About two-thirds of the schools have homeroom or other group guidance in name at least.

7. About three-fourths of the schools have cumulative records for each student.

8. Less than one-third provide annual physical examinations, only one-third of the examinations are by medical doctors and one-third of the schools provide nurse services and health counseling.\(^1\)

O'Dea and Zeran in 1953 tried to set up suitable criteria for evaluating of guidance programs by reviewing 80 references. They selected from the literature ten criteria which had been used in studies of counseling and asked fellows in Division 17 of the American Psychological Association to select the five they considered most useful and to indicate their order of preference. The forty-eight usable

replies were assigned weighted scores. On this basis the rank-order of preferences was as follows:

1. Counselee satisfaction (student opinion).
2. Counselor understanding of opportunities, test data, "advice," at termination of sessions.
5. Social adjustment.
6. Congruence of objectives (counselor and counselee).
7. Grades, academic achievement.
8. Continuance in college training.
9. Counselor's judgment of progress.
10. Observation of student training.

As a result of reviewing the literature, O'Dea and Zeran concluded that there was lack of suitable criteria.¹

Myers in 1926 made the first recorded proposal for evaluation of a program of vocational guidance in a city school system. Myers suggested four criteria: (1) completeness, as measured by the number of activities carried on, (2) distribution of emphasis as shown by the time and attention devoted to each activity, (3) thoroughness as shown by the kinds and quality of work done, and (4) consistency of organization.²

Zeran and Jones have reported the results of an evaluation study based on criteria developed by a sub-committee of the Commission on Research and Services of the North Central Association of Colleges and Secondary Schools. These criteria include 15 characteristics ranging from "The Role of Guidance Services" through "Placement and Follow-up."

Data received from 2,177 high schools participating in the study revealed that 39.5 per cent were moving toward or had reached, the extended or optimum practice as measured by the criteria and three out of four schools had attained the essential or minimum practice when all 15 of the characteristics were considered together.

At least, 50 per cent of the schools rated themselves as having attained the essential practice or above each of the 15 characteristics. There was a noticeable tendency for the activities and practices to increase in efficiency with an accompanying increase in the size of the schools.1

Finally, the information obtained by the guidance service about the students enrolled and the community served should be studied and used by the entire school staff in continuous development of the curriculum.2 The foregoing information gives a complete overview of a good guidance program.

Periodic evaluation checks of certain areas in the total school should not be done as an individual unit, but a good hard evaluvative


look should be made of the entire school curriculum and offerings. This would give the administrators and the staff personnel some indication as to whether or not the total school program is in step with having a well-planned and dynamic program of curriculum and offerings that is meeting the needs of our society. A school which might have been considered adequate in the past is probably inadequate according to today's standards, and a school which is considered adequate today may be quite inadequate tomorrow. Since this is generally accepted to be true, school administrators, teachers, parents, students, and others should be interested in constantly studying the effectiveness of their school in regards to its philosophy and objectives.
CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Introduction.—Presented in this chapter are the results obtained from tabulated data collected from two selected secondary schools in the Concordia Parish School System of Louisiana. The writer employed three separate check lists as the instruments for collecting the data. Sixty items were used to obtain the opinions of counselors; each item provided five possible responses relating to the guidance program and services. A sixty-one item instrument was used to obtain the opinions of the students; each item provided from three to five possible responses, depending on the nature of the information sought. The principals and teachers were sent a forty-nine major-item check list, which included a total of fifty-seven sub-items that could be checked if applicable to their particular guidance program. In all, this amounted to one-hundred and six items that were used to obtain the principals' and teachers' opinions of their guidance program. The check lists were mailed to all subjects who participated in this study during the last two weeks of May, 1967. The per cent of returns from the principals and teachers combined was eighty-six, indicating that forty-eight of the fifty-six principals and teachers returned the completed check list.

The status of guidance provisions in the two selected schools was determined through seven broad categories as established and recommended in Guidance Services in Louisiana, Bulletin No. 969. They are:
(1) the individual inventory, (2) the information services, (3) the counseling service, (4) testing service, (5) placement services, (6) follow-up services, and (7) organization and administration of the program of guidance services.

In the presentation and analysis of the data, the following procedural plan is adhered to: First, the data derived from the check lists are presented in tabular form, showing the number and percentage. The principals and teachers are treated as one group, since there were only four principals and assistant principals. It should be noted that the percentages reported throughout the presentation and analysis of the data have been rounded to the nearest whole number. Secondly, narrative summaries of significant check list item responses by the separate respondent groups are included.

The check lists were mailed to the three groups, one-hundred and twenty-two students (fifty-eight boys and sixty-six girls), fifty-six principals and teachers (twenty men and thirty-six women), and four counselors (three men and one woman), who were selected to participate in this study during the 1966-67 school year. Three weeks after mailing the check lists, follow-up letters and postal cards were sent to respondents who had not completed and returned the check lists. By the second week of June, 1967, one-hundred per cent of the counselors' responses to the check lists had been completed and returned. Eighty-nine per cent or one-hundred and eight of the student respondents had completed and returned the check list. Eighty-six per cent or forty-eight of the principals and teachers had completed and returned the check list.
Table 1 represents data on the characteristics of respondents.

**TABLE 1**  
CHARACTERISTICS OF RESPONDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Number</th>
<th>Concord High School</th>
<th>Sevier High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselors</td>
<td>Female</td>
<td>1</td>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Principals and Teachers</td>
<td>Female</td>
<td>32</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>16</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleventh Grade</td>
<td>Female</td>
<td>32</td>
<td>21</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>26</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>Female</td>
<td>24</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>26</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

**Characteristics of respondents.**—Table 1 presents data pertaining to the characteristics of the three groups of respondents, representing the two schools participating in this study. Of the three groups of respondents, group one consisted of four counselors, one female, and three males. Group two consisted of forty-eight principals and teachers, thirty-two females, and sixteen males. Group three consisted of one-hundred and eight students, fifty-six females and fifty-two males.

A complete tabulated summary of the participants who responded and those who did not respond to the check lists is shown in Table 2, page 36.

**Number and percentage of participants responding.**—Table 2 indicates the number of responses received from the check lists mailed to
the counselors, principals, teachers, and the students.

The percentage of checklists returned by the counselors was one-hundred. Eighty-six per cent of the principals and teachers returned completed checklists, while fourteen per cent did not. Of the students, eighty-nine per cent responded, and eleven per cent did not respond. In that an average of 91.7 per cent of the sampled groups of participants responded, one might assume that the findings of the investigation reflect a true picture of the adequacy or inadequacy of the guidance program in the two selected schools as revealed by the opinions of students, counselors, teachers and administrators.

**TABLE 2**

**NUMBER AND PERCENTAGE OF PARTICIPANTS RESPONDING**

<table>
<thead>
<tr>
<th>Group</th>
<th>Responded</th>
<th>Did Not Respond</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Counselors</td>
<td>4</td>
<td>100</td>
<td>..</td>
</tr>
<tr>
<td>Principals and Teachers</td>
<td>43</td>
<td>86</td>
<td>8</td>
</tr>
<tr>
<td>Students</td>
<td>103</td>
<td>89</td>
<td>14</td>
</tr>
</tbody>
</table>

Individual inventory-techniques and instruments used for collecting data.--Table 3 presents the opinions of the principals and teachers of items pertaining to the individual inventory. This table is concerned with means by which information is collected for the cumulative record.
### TABLE 3

**INDIVIDUAL INVENTORY TECHNIQUES AND INSTRUMENTS USED FOR COLLECTING DATA**

<table>
<thead>
<tr>
<th>Items</th>
<th>Used</th>
<th>Not Used</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Per</td>
<td>Cent</td>
</tr>
<tr>
<td>1. Personal data blanks or questionnaires</td>
<td>25*</td>
<td>52</td>
<td>100</td>
</tr>
<tr>
<td>2. Academic aptitude tests</td>
<td>30</td>
<td>63</td>
<td>100</td>
</tr>
<tr>
<td>3. Personality tests or problem check lists</td>
<td>10</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>4. Periodic health and physical examination</td>
<td>33</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>5. Autobiographies</td>
<td>2</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>6. Interviews</td>
<td>18</td>
<td>38</td>
<td>100</td>
</tr>
<tr>
<td>7. Sociometric studies</td>
<td>1</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>8. Teacher ratings</td>
<td>20</td>
<td>42</td>
<td>100</td>
</tr>
<tr>
<td>9. Anecdotal records</td>
<td>7</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>10. Achievement tests</td>
<td>39</td>
<td>81</td>
<td>100</td>
</tr>
<tr>
<td>11. Interest inventories</td>
<td>19</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

*Figures show the number and per cent of respondents who use the techniques and instruments listed under items.

The per cent of subjects who used each of the techniques for gathering data is not large. Only four of the eleven suggested means were used by more than half of the respondents. These were: achievement tests, academic aptitude tests, health examinations, and personal data blanks. It should be noted that the per cent of respondents reporting use of these data gathering means were 81, 69, 63, and 52.
It is obvious that the majority of the respondents do not use many of the more common techniques for collecting information about students.

Teacher opinions of the use of student records.—The extent to which effort is made to utilize the available information about students is shown in Table 4, page 39. It should be noted that the data in this table also support the data presented in Table 3, page 37, in that, it still pertains to individual inventory. The faculty respondents who expressed their opinions did not overwhelmingly endorse the efforts expended for this purpose. However, when the two responses, "great" and "some" were combined, a significantly high positive reaction was shown.

The researcher is unable to report who the respondents felt should be providing this effort. Since this is an evaluation of guidance services, it seems reasonable to assume that the respondents were thinking about the counselor.

Student perceptions of the use of data collected for the cumulative record.—Table 5, page 40, presents data that indicate the students' opinions relative to the methods and techniques used to collect informational data about them, for inclusion on the cumulative record.

Of the twelve items observed in Table 5, items 1, 3, 4, 5, 8, 10, and 12 indicate that fifty per cent or more of the respondents felt that the data collected about them were useful as measures of their abilities and interests, in planning their school program, as well as for future educational and vocational planning. Whereas, items 2, 6, 7, 9, and 11 indicate less than fifty per cent favorable opinions to these items. The table shows very low percentages of
<table>
<thead>
<tr>
<th>Items</th>
<th>Great Effort</th>
<th>Some Effort</th>
<th>Little or No Effort</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>1. How much effort is made to maintain the most recent information about students?</td>
<td>30</td>
<td>63</td>
<td>17</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How much effort is made to make the cumulative record available to all teachers?</td>
<td>39</td>
<td>81</td>
<td>8</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How much effort is made to assist students toward self-understanding by interpretation of information in the cumulative records?</td>
<td>19</td>
<td>40</td>
<td>23</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>1. Do you have an estimate of your scholastic ability?</td>
<td>77</td>
<td>25</td>
<td>5</td>
<td>1</td>
<td>108</td>
</tr>
<tr>
<td>2. Were you informed of your scholastic ability?</td>
<td>39</td>
<td>62</td>
<td>4</td>
<td>3</td>
<td>108</td>
</tr>
<tr>
<td>3. Were you informed of the results of standardized aptitude and interest tests?</td>
<td>58</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>4. Were you informed of the results of achievement tests?</td>
<td>60</td>
<td>46</td>
<td>4</td>
<td>2</td>
<td>108</td>
</tr>
<tr>
<td>5. Did you receive assistance in planning your school program?</td>
<td>66</td>
<td>37</td>
<td>4</td>
<td>1</td>
<td>108</td>
</tr>
<tr>
<td>6. Did you receive assistance in planning your vocational career after graduation?</td>
<td>50</td>
<td>46</td>
<td>11</td>
<td>1</td>
<td>108</td>
</tr>
</tbody>
</table>
TABLE 5—Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td>7. If you planned to go on to college after graduation, did you receive assistance in planning to meet your college entrance requirements?</td>
<td>48</td>
<td>44.4</td>
<td>48</td>
<td>44.4</td>
<td>12</td>
</tr>
<tr>
<td>8. Did the school administer a vocational interest test which helped to identify and classify your vocational interests?</td>
<td>70</td>
<td>65</td>
<td>29</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>9. Did the school administer a standardized personality index which would identify your problems?</td>
<td>20</td>
<td>19</td>
<td>79</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>10. Did the counselor conduct individual interviews with the students?</td>
<td>67</td>
<td>62</td>
<td>36</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Items</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td>11. Did the school collect information about your interests, talents, use of leisure time, religion, and citizenship record?</td>
<td>49</td>
<td>45</td>
<td>53</td>
<td>59</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Should the school seek information concerning the placement of their graduates in suitable employment?</td>
<td>88</td>
<td>81</td>
<td>14</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>
responses under the columns headed "Don't Know" and "No Response."

Opinions of counselors relative to use of individual inventory.--
Table 6, page 44, presents data that express the opinions of the counselors, relative to their role in assisting the faculty and students with individual inventory information. The counselors were unanimous in their opinions relative to the amount of assistance they gave to the teaching staff in securing and interpreting information about students. It should be noted that in response to similar items in Table 6, the counselors were divided in their opinions about the interpretation of data about students to other staff members.

The reader should observe that Table 6 includes the counseling of students, interpreting test data, collecting and disseminating educational and occupational materials, assisting students with planning for their future, and administering personality and attitude inventories.

General summary.--The data in Table 6 indicate that the counselors, principals, and teachers were supportive of the methods and techniques that are used to provide informational data about the students for individual inventory purposes. The opinions of the students showed less agreement among themselves than the opinions of the other two respondent groups.

Educational and occupational information and orientation.--
Table 7, page 46, indicates the opinions of the principals and teachers to the check list items which pertain to the informational services provided. This table contains four items, each of which list the various methods or techniques that may be employed in an effort to
### TABLE 6

OPINIONS OF COUNSELORS RELATIVE TO USE OF INDIVIDUAL INVENTORY

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>Some (Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>1. Assist students to appraise their educational progress</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>..</td>
</tr>
<tr>
<td>2. Make entries on cumulative record cards</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>..</td>
</tr>
<tr>
<td>3. Assist the teaching staff in securing and interpreting information about students</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>4. Maintain an information resource for placement opportunities</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>75</td>
<td>..</td>
</tr>
<tr>
<td>5. Assist the teaching staff to interpret Mental Ability tests</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>6. Assist students to diagnose learning difficulties</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>(Average)</td>
<td>Seldom</td>
<td>Never</td>
<td>Total</td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>7.</td>
<td>Develop a testing program to appraise individual personality traits</td>
<td>3 75</td>
<td>1 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Aid students to discover their capabilities</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Assist teachers in identifying causes for student reading disabilities</td>
<td>3 75</td>
<td>1 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Counsel students concerning their long range academic program in secondary school</td>
<td>2 50</td>
<td>1 25</td>
<td>1 25</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Work with other staff members to obtain information about students</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Help students evaluate their educational progress</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Interpret data about pupils to other staff member</td>
<td>1 25</td>
<td>2 50</td>
<td>1 25</td>
<td></td>
</tr>
</tbody>
</table>
provide adequate informational service for both faculty and students.

**TABLE 7**

EDUCATIONAL AND OCCUPATIONAL INFORMATION AND ORIENTATION

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>Number Cent</td>
<td>Number Cent</td>
<td>Number Cent</td>
</tr>
</tbody>
</table>

1. Educational and occupational information provided for students by means of:

a. File of occupational books and pamphlets  | 42 88          | 6 12          | 48 100         |

b. File of college catalogues                | 39 81          | 9 19          | 48 100         |

c. The use of occupational posters           | 35 73          | 13 27         | 48 100         |

d. The use of charts, films, and exhibits     | 35 73          | 13 27         | 48 100         |

e. A class in occupational guidance or occupational information | 10 21          | 38 79         | 48 100         |

f. A career day or night                     | 7 15           | 41 85         | 48 100         |
g. A college day or night                     | 6 12           | 42 88         | 48 100         |
h. Referrals to community persons or agencies | 12 25          | 36 75         | 48 100         |
i. Visits to business and industry           | 12 25          | 36 75         | 48 100         |

2. A file of educational and occupational information is available to students in the:

a. Library                                  | 17 35          | 31 65         | 48 100         |
<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th></th>
<th>No Response</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>b. Guidance office</td>
<td>46</td>
<td>96</td>
<td>2</td>
<td>4</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>c. Classrooms</td>
<td>4</td>
<td>8</td>
<td>44</td>
<td>92</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>d. Other places</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

3. The orientation program provides help for new students in the school regarding:

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th></th>
<th>No Response</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>a. The school curriculum</td>
<td>25</td>
<td>52</td>
<td>23</td>
<td>48</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>b. Extracurricular program</td>
<td>18</td>
<td>38</td>
<td>30</td>
<td>62</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>c. School rules, policy and procedures</td>
<td>22</td>
<td>46</td>
<td>26</td>
<td>54</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>d. Special services available to students</td>
<td>11</td>
<td>23</td>
<td>37</td>
<td>77</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>e. Physical layout and facilities</td>
<td>9</td>
<td>19</td>
<td>39</td>
<td>81</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>

4. Personal and social information made available to all students by:

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th></th>
<th>No Response</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>a. Specific organized activities of personal-social problems units or courses</td>
<td>15</td>
<td>31</td>
<td>33</td>
<td>69</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>b. Use of visual aids</td>
<td>25</td>
<td>54</td>
<td>22</td>
<td>46</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>c. Assembly programs</td>
<td>34</td>
<td>71</td>
<td>14</td>
<td>29</td>
<td>48</td>
<td>100</td>
</tr>
<tr>
<td>d. Referrals to appropriate references</td>
<td>11</td>
<td>23</td>
<td>37</td>
<td>77</td>
<td>48</td>
<td>100</td>
</tr>
</tbody>
</table>
The check list allowed for two choices of responses to each item, either *Apply* or *Don't Apply*. In that all of the respondents indicated their opinions by checking the items which they felt applied to their situation, the difference between those who made a choice and those who did not make a choice were accounted for under *No Response*. It should be observed that since none of the respondents checked *Don't Apply*, the writer did not include the blank column in this table.

The responses to Item 1, a, b, c, and d indicate that an average of seventy-nine per cent of the respondents felt that these educational and occupational informational materials were provided for the students. This compares to an average of twenty-one per cent who did not respond to these same items. The percentage of respondents who indicated their opinions by checking Item 1, e, f, g, h, and i under *Apply* shows an average of twenty per cent, compared to an average of eighty per cent who did not respond. The assumption to the latter five items, under Item 1, would indicate that the majority of the respondents felt that these informational services were not being provided or were not adequate to meet the needs of the students.

In response to Item 2, ninety-six per cent of the respondents felt that educational and occupational materials were available in the guidance office, thirty-five per cent indicated that such materials were available in the library, and eight per cent indicated the classrooms contained educational and occupational informational materials.

In the opinions of the faculty respondents, orientation for new students consisted mainly of information about the school curriculum, school rules, and policies and procedures. It can be observed that very
little was done to orient the new students about the physical layout and facilities, nor was much emphasis given toward informing new students about the school's extracurricular program.

The data in Table 7 indicate that a large percentage of the information of a personal and social nature was made available to students through the use of visual aids and assembly programs. In the opinions of the respondents, very limited use of specific organized activities, units or courses were used as a means of helping the students to solve their personal-social problems. The data further indicate that in the opinions of the respondents, very few referrals were made to appropriate outside agencies in an effort to help the students to solve their personal-social problems.

Availability of informational materials.--Table 8, page 50, presents additional data concerned with informational services and the extent to which these materials are available for use by both teachers and students. The opinions of the principals and teachers of the two items are indicated in this table. Thirty-seven per cent of the respondents indicated in response to Item 1, that the "educational and occupational information" available to students was extensive. This contrasts with eighty-five per cent of the respondents' opinions indicating that the amount of "up-to-date educational and occupational materials" available for students and teachers use was extensive. It might be assumed that this marginal difference of opinions to the two items was due to the fact that the respondents wanted a constant amount of up-to-date informational materials. Probably, a better assumption is that the respondents did not interpret one or both of the items as
<table>
<thead>
<tr>
<th>Items</th>
<th>Extensive</th>
<th>Somewhat Extensive</th>
<th>Limited</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>1. How extensive is the educational and occupational information available to students?</td>
<td>18 37</td>
<td>20 42</td>
<td>9 19</td>
<td>1 2</td>
<td>48 100</td>
</tr>
<tr>
<td>2. How extensive is the amount of up-to-date educational and occupational materials available for students and teachers use?</td>
<td>41 85</td>
<td>6 13</td>
<td>.</td>
<td>1 2</td>
<td>48 100</td>
</tr>
</tbody>
</table>
the writer intended.

Opinions of students relative to the informational services. --
The data presented in Table 9, page 52, show that sixty or fifty-six per cent of the students indicated "Yes," forty-four or forty per cent "No," and four or four per cent "Don't Know," to the question, "Have you received enough information relative to occupational, personal and social problems, to be an effective citizen?"

One-hundred and five or ninety-seven per cent of the students indicated "Yes," and three or three per cent indicated "No" to the question, "Do you feel that a Career Day Program is of great help to you?" It should be noted that in the opinions of the students, that the "Career Day Program" provided them with an adequate amount of useful information to meet their needs for future planning.

It was found that one-hundred and three or ninety-five per cent indicated "No," and one or one per cent indicated "Don't Know" to the question, "Do you feel that a class in Occupational Guidance would be a great help to you?" The large percentage of students responding to this item might be interpreted to mean that a course in occupations and the world of work would be meaningful to them.

The students' opinions relative to the question, "Should the school conduct a survey among the graduates asking them about the weaknesses they found in the school's program?", were ninety per cent "Yes," nine per cent "No," and one per cent "Don't Know."

Students' opinions to the question, "Do you know of any persons that have dropped out of school whom you feel need further guidance?", were eighty-three per cent "Yes," sixteen per cent "No," and one per
<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Per</td>
<td>Num</td>
<td>Per</td>
</tr>
<tr>
<td>1. Have you received enough information relative to occupational, personal and social problems, to be an effective citizen?</td>
<td>60</td>
<td>56</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>2. Do you feel that a &quot;Career Day Program&quot; is of great help to you?</td>
<td>105</td>
<td>97</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>3. Do you feel that a class in occupational guidance would be a great help to you?</td>
<td>103</td>
<td>95</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4. Should the school conduct a survey among the graduates asking them about the weaknesses they found in the school's program?</td>
<td>97</td>
<td>90</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>5. Do you know of any persons that have dropped out of school, whom you feel need further guidance and benefit from same?</td>
<td>90</td>
<td>83</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>
"Don't Know."

Student opinions of the amount of informational services assistance provided for students. The data in Table 10, page 54, indicate the kinds of information service provided for the students and the amount of assistance that was given to the student in his overall planning and choice making process.

The findings of this investigation reflect varied opinions by the students, relative to the amount of informational assistance that is provided to meet their many needs. A majority of the respondents indicated that various amounts of assistance was provided in helping them to plan their high school program, while a minority felt that no assistance was provided.

In the opinions of the respondents, some assistance was provided in reviewing and helping them to develop their personality. Thirty-three per cent of the respondents felt that nothing was done to help them develop their personality. These findings indicate that a greater amount of assistance should be provided to help students in the personality development process.

The opinions of the students showed in various degrees the amount of assistance that was provided in the evaluation of their "aptitude" and "achievement" test results. Thirty per cent and forty per cent of the respondents felt that they did not receive any assistance in the evaluation of the two test results.

In response to Item 6, fifty per cent of the respondents felt that they were not provided with any assistance in the evaluation of their scores on the interest inventories and personality tests. This
**TABLE 10**

STUDENT OPINIONS OF THE AMOUNT OF INFORMATIONAL SERVICES ASSISTANCE PROVIDED FOR STUDENTS

<table>
<thead>
<tr>
<th>Items</th>
<th>Above Average</th>
<th>Average</th>
<th>Little</th>
<th>None</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. Planning my high school program to fit my interests</td>
<td>19</td>
<td>17.4</td>
<td>36</td>
<td>33.3</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>2. Reviewing and developing my personality</td>
<td>14</td>
<td>13</td>
<td>25</td>
<td>23</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>3. Reviewing and evaluating my accumulative record</td>
<td>17</td>
<td>16</td>
<td>25</td>
<td>23</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>4. Evaluating my scores on aptitude tests</td>
<td>13</td>
<td>12</td>
<td>36</td>
<td>33</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>5. Evaluating my achievement test results</td>
<td>13</td>
<td>12</td>
<td>27</td>
<td>25</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>6. Evaluating my scores on interest inventories and personality tests</td>
<td>17</td>
<td>15.4</td>
<td>15</td>
<td>14</td>
<td>21</td>
<td>19.4</td>
</tr>
<tr>
<td>Items</td>
<td>Above Average</td>
<td>Average</td>
<td>Little</td>
<td>None</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>--------</td>
<td>------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>7. Making a comprehensive self-appraisal</td>
<td>10</td>
<td>9</td>
<td>21</td>
<td>19.4</td>
<td>37</td>
<td>34.2</td>
</tr>
<tr>
<td>8. Becoming informed of the educational opportunities in high school</td>
<td>36</td>
<td>34</td>
<td>43</td>
<td>40</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>9. Accumulating information concerning after graduation educational opportunities--entrance requirements, catalogues, etc.</td>
<td>29</td>
<td>27</td>
<td>31</td>
<td>29</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>10. Becoming informed of vocational opportunities and requirements</td>
<td>27</td>
<td>25</td>
<td>33</td>
<td>31</td>
<td>26</td>
<td>24</td>
</tr>
</tbody>
</table>
contrasts with the other fifty per cent of opinions whose variations were: fifteen-point-four per cent felt that "Above Average" assistance was provided, fourteen per cent felt that "Average" assistance was provided, and nineteen-point-four per cent felt that "Little" assistance was provided. The findings of this investigation would not indicate whether or not the respondents felt that this phase of the information service was adequate or inadequate.

In response to Item 7, "Making a comprehensive self-appraisal," sixty-three per cent of the respondents felt that some assistance was provided, thirty-six per cent felt that no assistance was provided, and one per cent did not respond. The findings show that a majority of the students were provided informational assistance that would enable them to make a comprehensive self-appraisal.

Ninety-three per cent of the students felt that they were informed of educational opportunities in high school, while only seven per cent felt that they were not informed. It is reasonable to assume that there was a cooperative effort by the administrators, counselors, and teachers to inform the students of the various educational opportunities while they were in high school.

A majority of the respondents felt that they were provided with an accumulation of information relative to after graduation educational opportunities, while a minority felt that they were not. A similar contrast of opinions are indicated relative to the respondents being informed of vocational opportunities and requirements. The findings of this investigation as shown by the students' opinions reveal that the informational services were adequate.
Opinions of counselors in reference to their role in providing informational services.--Table 11, page 58, presents data concerned with the counselors' role as an informational consultant for students, teachers, parents, and community agencies and organizations. In response to Item 1, all of the counselors indicated that they aided "Very Much" in the process of integrating guidance services with other aspects of the school program. The opinions of the counselors were unanimous, in respect to their efforts to provide information about the school's guidance program to community groups, while their opinions were divided in reference to meeting with community representatives of referral agencies to discuss school problems.

In response to the item which was designed to ascertain whether orientation to the next higher segment of the school was provided, seventy-five per cent of the respondents indicated "Very Much," while twenty-five per cent indicated "Some."

In response to the item pertaining to conferring with teachers and administrators concerning pupil referrals, the counselors indicated that all engaged in this activity to some extent. For Item 6, the number and percentage of responses are the same as for Item 5. One might assume that the discussions of boy-girl relations with a group of students could be interpreted to mean group guidance, for informational purposes, or as a form of counseling therapy.

In response to Item 7, "Providing information about the guidance program to parents," all of the counselors indicated that this is done "Very Much." The premise here could mean that the communication between counselors and parents were plentiful.
**TABLE 11**

OPINIONS OF COUNSELORS IN REFERENCE TO THEIR ROLE IN PROVIDING INFORMATIONAL SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>Some (Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. Aid in the integration of guidance services with other aspects of the school program</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>2. Provide information about the school's guidance program to community groups</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3. Meet with community representatives of referral agencies to discuss school problems</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>..</td>
</tr>
<tr>
<td>4. Conduct orientation to the next higher segment of the school</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>..</td>
</tr>
<tr>
<td>5. Hold conferences with teachers and administrators concerning pupil referrals</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>75</td>
<td>..</td>
</tr>
<tr>
<td>Items</td>
<td>Very Much</td>
<td>Some (Average)</td>
<td>Seldom</td>
<td>Never</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td>6. Discuss boy-girl relations with a group of students</td>
<td>1 25</td>
<td>3  75</td>
<td>...</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>7. Provide information about the guidance program to parents</td>
<td>4 100</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>8. Teach a course on occupations</td>
<td>1 25</td>
<td>1  25</td>
<td>2  50</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>9. Speak to local service organizations concerning guidance</td>
<td>1 25</td>
<td>2  50</td>
<td>1  25</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>10. Write an article for a professional journal</td>
<td>1 25</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>4  100</td>
</tr>
<tr>
<td>11. Work with potential drop-outs and drop-outs</td>
<td>3  75</td>
<td>1  25</td>
<td>...</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>12. Serve on a committee concerning the local youth center</td>
<td>1 25</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>4  100</td>
</tr>
<tr>
<td>13. Maintain occupational and educational files</td>
<td>4 100</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4  100</td>
</tr>
<tr>
<td>Items</td>
<td>Very Much</td>
<td>Some (Average)</td>
<td>Seldom</td>
<td>Never</td>
<td>Total</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>--------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
</tr>
<tr>
<td>14. Conduct in-service programs for teachers</td>
<td>1 25</td>
<td>.. ..</td>
<td>3 75</td>
<td>.. ..</td>
<td>4 100</td>
</tr>
<tr>
<td>15. Teach a course in personal-social adjustment</td>
<td>2 50</td>
<td>.. ..</td>
<td>2 50</td>
<td>.. ..</td>
<td>4 100</td>
</tr>
<tr>
<td>16. Provide guidance information for other staff members</td>
<td>4 100</td>
<td>.. ..</td>
<td>.. ..</td>
<td>.. ..</td>
<td>4 100</td>
</tr>
</tbody>
</table>
The response of the counselors was varied in reference to the teaching of a course on occupations. One counselor indicated "Very Much," one indicated "Some," while two indicated "Seldom."

Item 9, which pertained to the counselors speaking to local service organizations concerning guidance, was checked "Some" by fifty per cent of the counselors. Each of the counselors indicated a different type of response to Item 10, which pertained to the writing of an article for a professional journal.

The amount of time the counselors spent working with potential dropouts and dropouts as shown in Item 11, reveal that seventy-five per cent indicated "Very Much," while twenty-five per cent "Some."

Each of the four counselors responded differently to Item 12, with reference to "Serving on a committee concerning the local youth center."

The counselors were unanimous in their opinions in response to Items 13 and 16, pertaining to "Maintaining occupational and educational files," and "Providing guidance information for other staff members."

The counselors responses to Item 14, "Conducting in-service programs for teachers," refers to the frequency with which the respondents conducted in-service training. Twenty-five per cent felt that in-service programs were conducted "Very Much," while seventy-five per cent felt that in-service training sessions were "Seldom" conducted.

Item 15 was designed to ascertain the frequency with which counselors taught a course in personal-social adjustments. Fifty per cent indicated "Very Much," and fifty per cent indicated "Seldom."
Opinions of principals and teachers relative to the counseling service.---Table 12 presents data that indicate the opinions of principals and teachers relative to the various kinds of counseling services that are provided for the students. A high percentage of the respondents felt that sufficient counseling services were provided. The findings revealed that the counseling services for "school leavers" were not adequate, while the respondents felt that an adequate amount of counseling was provided for each of the other kind of counseling situations.

TABLE 12

OPINIONS OF PRINCIPALS AND TEACHERS RELATIVE TO THE COUNSELING SERVICE

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th>Don't Apply</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Particular efforts made to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>provide counseling for:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Students new to this school</td>
<td>24</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>b. Potential dropouts</td>
<td>33</td>
<td>69</td>
<td>15</td>
</tr>
<tr>
<td>c. School leavers (exit interviews)</td>
<td>9</td>
<td>19</td>
<td>39</td>
</tr>
<tr>
<td>d. Socially maladjusted</td>
<td>27</td>
<td>56</td>
<td>21</td>
</tr>
<tr>
<td>e. Emotionally maladjusted</td>
<td>28</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>f. Failing or probationary students</td>
<td>35</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>g. Disciplinary cases</td>
<td>31</td>
<td>65</td>
<td>17</td>
</tr>
</tbody>
</table>
TABLE 12--Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th>Don't Apply</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>h. Developing future educational-vocational plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>77</td>
<td>11</td>
</tr>
<tr>
<td>i. Reviewing students' academic achievements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>j. Helping students understand the meaning of test scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>73</td>
<td>13</td>
</tr>
<tr>
<td>k. Students having special problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>83</td>
<td>8</td>
</tr>
</tbody>
</table>

Utilization of counseling services.--The data presented in Table 13, page 64, indicate the opinions of the principals and teachers relative to the extent to which the various counseling services are utilized.

The data show that the majority of the respondents felt that the counselors enlisted the cooperation of all school personnel, parents, administrators, and community agencies in an effort to provide effective counseling services for students.

The extent to which the respondents felt that the counselors made use of outside referral agencies were twenty-three per cent indicating "Very Extensive," fifty per cent indicating "To Some Extent," seventeen per cent indicating "Very Little," while ten per cent did not respond. This contrasts with the frequency with which the teachers
<table>
<thead>
<tr>
<th>Items</th>
<th>Very Extensive</th>
<th>To Some Extent</th>
<th>Very Little</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent does the counselor enlist the cooperation of teachers, parents, administrators, and community agencies?</td>
<td>24 50</td>
<td>20 42</td>
<td>4 8</td>
<td>.. ..</td>
<td>48 100</td>
</tr>
<tr>
<td>2. To what extent does the counselor make use of referral agencies?</td>
<td>11 23</td>
<td>24 50</td>
<td>8 17</td>
<td>5 10</td>
<td>48 100</td>
</tr>
<tr>
<td>3. To what extent do teachers utilize the services of the counselor?</td>
<td>8 17</td>
<td>31 64</td>
<td>9 19</td>
<td>.. ..</td>
<td>48 100</td>
</tr>
<tr>
<td>4. To what extent do the students of this school voluntarily utilize the services of the counselor?</td>
<td>17 35.4</td>
<td>25 52.1</td>
<td>4 8.3</td>
<td>2 4.2</td>
<td>48 100</td>
</tr>
<tr>
<td>5. To what extent is provision made for counseling relative to schedule and program planning?</td>
<td>25 52.1</td>
<td>15 31.2</td>
<td>5 10.4</td>
<td>3 6.2</td>
<td>48 100</td>
</tr>
<tr>
<td>Items</td>
<td>Very Extensive</td>
<td>To Some Extent</td>
<td>Very Little</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Num-Per Cent</td>
<td>Num-Per Cent</td>
<td>Num-Per Cent</td>
<td>Num-Per Cent</td>
<td>Num-Per Cent</td>
</tr>
<tr>
<td>6. To what extent do you feel that the counseling room provide some privacy for counseling?</td>
<td>43 90</td>
<td>5 10</td>
<td>.. ..</td>
<td>.. ..</td>
<td>48 100</td>
</tr>
<tr>
<td>7. To what extent are parents notified of students' progress?</td>
<td>19 40</td>
<td>22 46</td>
<td>5 10</td>
<td>2 4</td>
<td>48 100</td>
</tr>
</tbody>
</table>
utilized the services of the counselor which were seventeen per cent indicating "Very Extensive," sixty-four per cent indicating "To Some Extent," and nineteen per cent indicating "Very Little." The findings further reveal that thirty-five per cent of the respondents felt that the extent to which the students voluntarily utilized the services of the counselors was "Very Extensive," fifty-two per cent "To Some Extent," eight per cent "Very Little," while four per cent did not respond.

In response to Item 5, "To what extent is provision made for counseling relative to schedule and program-planning?", fifty-two per cent of the respondents felt that this service was being utilized "Very Extensive," thirty-one per cent "To Some Extent," ten per cent "Very Little," while six per cent did not respond.

Ninety per cent of the respondents felt that the counseling room provided adequate privacy for counseling, while ten per cent felt that it did not.

In response to Item 7, "To what extent are parents notified of students' progress?", forty per cent indicated "Very Extensive," forty-six per cent indicated "To Some Extent," ten per cent indicated "Very Little," while four per cent did not respond.

Opinions of students relative to the counseling service.-- Table 14, page 67, shows that the students' opinions about the counseling service varied according to the various problems in which they needed personal assistance.

The responses to Item 1 indicate that an average of seventy-five per cent of the students felt that they were being counseled,
TABLE 14
OPINIONS OF STUDENTS RELATIVE TO THE COUNSELING SERVICE

<table>
<thead>
<tr>
<th>Items</th>
<th>Above Average</th>
<th>Average</th>
<th>Little</th>
<th>None</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. Getting adjusted to high school</td>
<td>20</td>
<td>18</td>
<td>33</td>
<td>31</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>2. Solving the problems concerning social life</td>
<td>13</td>
<td>12</td>
<td>28</td>
<td>26</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>3. Solving problems relating to my emotional behavior</td>
<td>20</td>
<td>18</td>
<td>30</td>
<td>28</td>
<td>23</td>
<td>21.2</td>
</tr>
<tr>
<td>4. Taking the best advantage of the social life of the community for my own welfare</td>
<td>13</td>
<td>12</td>
<td>28</td>
<td>25</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>5. Overcoming mistakes</td>
<td>17</td>
<td>16</td>
<td>38</td>
<td>35</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>6. Developing a well-balanced, poised, and cultured personality</td>
<td>21</td>
<td>19</td>
<td>33</td>
<td>31</td>
<td>31</td>
<td>29</td>
</tr>
<tr>
<td>Items</td>
<td>Above Average</td>
<td>Average</td>
<td>Little</td>
<td>None</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
<td>--------</td>
<td>------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>7. Receiving helpful suggestions in developing desirable conduct</td>
<td>32 30</td>
<td>38 35</td>
<td>25 23</td>
<td>13</td>
<td>12</td>
<td>108 100</td>
</tr>
<tr>
<td>8. Stimulating my interest in high ideals</td>
<td>24 22</td>
<td>38 35</td>
<td>30 28</td>
<td>16</td>
<td>15</td>
<td>108 100</td>
</tr>
<tr>
<td>9. Setting up goals within my own abilities</td>
<td>31 29</td>
<td>26 24</td>
<td>28 26</td>
<td>21</td>
<td>19</td>
<td>108 100</td>
</tr>
<tr>
<td>10. Developing effective study habits</td>
<td>26 24</td>
<td>37 34</td>
<td>30 28</td>
<td>15</td>
<td>14</td>
<td>108 100</td>
</tr>
</tbody>
</table>
relative to making the necessary adjustment to high school, while twenty-three per cent felt that they did not receive any counseling, and two per cent did not respond.

In response to Item 2, sixty-nine per cent of the respondents felt that they received various amounts of counseling with respect to solving problems concerning social life, while thirty-one per cent indicated they received none. This contrasts with the data shown for Item 3, whereas, sixty-seven per cent of the respondents felt that they received various amounts of counseling, relative to problems relating to emotional behavior, while thirty-two per cent indicated they received none.

Seventy-two per cent of the students felt that they were counseled with reference to taking the best advantage of the community's social life for their own welfare, while twenty-eight per cent felt that they did not receive this kind of counseling. It seems reasonable to assume that the writer was making reference to the wholesome social life of the community, which would lend itself to a worthwhile social growth for the individual.

In response to Items 5 through 10, the findings indicate that a majority of the respondents felt that they received counseling relative to the nature of their problem, while a minority felt that they did not. The data in Table 14 also show that a small percentage of the students did not respond to all ten items. The findings of the investigation indicated that the counseling service was adequate.

Opinions of counselors relative to the counseling of students.-- Table 15, page 70, presents data pertaining to the role of the counselor
<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>Some (Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>1. Attend college classes to improve skills in counseling</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>2. Help students learn satisfactory methods of making personal adjustments</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>3. Counsel students on vocational choices</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>..</td>
</tr>
<tr>
<td>4. Counsel students concerning their educational plans</td>
<td>4</td>
<td>100</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>5. Contact community agencies to determine solutions to student problems</td>
<td>2</td>
<td>50</td>
<td>2</td>
<td>50</td>
<td>..</td>
</tr>
<tr>
<td>6. Act as advisor to a group of students</td>
<td>..</td>
<td>..</td>
<td>2</td>
<td>50</td>
<td>1</td>
</tr>
<tr>
<td>7. Act as a consultant to staff members in solving student problems</td>
<td>3</td>
<td>75</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
</tbody>
</table>
In providing counseling service for the students. In response to Item 1, all of the counselors indicated that they attended college classes "Very Much," in an effort to improve their counseling skills. The opinions of the counselors were unanimous in respect to helping students learn satisfactory methods of making personal adjustments.

In response to Item 3, "Counsel students on vocational choices," seventy-five per cent of the counselors indicated that this was done "Very Much," while twenty-five per cent indicated that this was done "Some." In response to the item pertaining to the counseling of students relative to their educational plans, the counselors indicated all engaged in this activity to some extent.

In response to Item 5, "Contact community agencies to determine solutions to student problems," fifty per cent of the counselors felt that the action was taken to "Some" extent.

Item 6, pertaining to the counselors acting as an advisor for a group of students, was checked "Some" by fifty per cent of the counselors, "Seldom" by twenty-five per cent, while twenty-five per cent checked "Never." It is reasonable to assume that the counselors felt that the role of an advisor was not an appropriate duty role of a counselor. This contrasts with seventy-five per cent of the respondents' opinions indicating that they acted as consultants to other staff members, while twenty-five per cent indicated that they "Seldom" acted in this capacity.

Opinions of principals and teachers relative to the testing program.—Table 16, page 72, shows the responses of the principals and teachers relative to standardized tests as data gathering instruments.
TABLE 16
OPINIONS OF PRINCIPALS AND TEACHERS
RELATIVE TO THE TESTING SERVICE

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th>Don't Apply</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>31</td>
<td>48</td>
</tr>
<tr>
<td>a. Aptitude Tests</td>
<td>33</td>
<td>15</td>
<td>48</td>
</tr>
<tr>
<td>b. Scholastic Ability Tests</td>
<td>29</td>
<td>19</td>
<td>48</td>
</tr>
<tr>
<td>c. Vocational Tests</td>
<td>19</td>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>d. Interest Inventories</td>
<td>23</td>
<td>25</td>
<td>48</td>
</tr>
<tr>
<td>e. Personality Check Lists</td>
<td>10</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>f. Intelligence Tests</td>
<td>37</td>
<td>11</td>
<td>48</td>
</tr>
<tr>
<td>g. Achievement Tests</td>
<td>41</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>h. Reading Tests</td>
<td>27</td>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>i. Diagnostic Tests</td>
<td>21</td>
<td>27</td>
<td>48</td>
</tr>
</tbody>
</table>

2. Test results are used to:

a. Evaluate group and individual performance

b. Evaluate group and individual ability levels and aptitudes

c. Individual instruction

d. Group students for instruction

e. Diagnose educational problems
### TABLE 16--Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Apply</th>
<th>Don't Apply</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td>f. Advise students regarding educational, vocational, and extracurricular programs appropriate to their abilities, aptitudes, and interests</td>
<td>35</td>
<td>13</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>g. Screen students for recommendation to clinical agencies</td>
<td>16</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>67</td>
<td>100</td>
</tr>
<tr>
<td>h. Qualify students for scholarships</td>
<td>26</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>54</td>
<td>46</td>
<td>100</td>
</tr>
<tr>
<td>i. Enable students to enroll in colleges requiring entrance examinations</td>
<td>21</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>56</td>
<td>100</td>
</tr>
<tr>
<td>j. Provide selective educational placement for students from institutional settings</td>
<td>11</td>
<td>37</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>77</td>
<td>100</td>
</tr>
</tbody>
</table>

Item 1 reveals that nine different types of tests were used in the school's testing program. The findings indicate that the respondents felt that five of the nine types of tests were used more extensively than the other four. It might be assumed that the five types used, adequately meet the needs of the school.

The responses to Item 2, a, b, e, f, and h under **Apply**, indicate that a majority of the respondents felt that the test results were used for the purposes stated. This compares with the percentages under
Don't Apply, which indicate the respondents felt that the test results were not used for the purposes stated. The percentage of respondents who indicated their opinions by checking Item 2, c, d, g, i, and j under Apply, reveal that they felt the test results were not used for the purposes stated. The findings of the investigation relative to the latter five items, indicate that a majority of the respondents felt that these test results were not being adequately used to meet the needs of the students.

Opinions of students relative to the testing service.--The data presented in Table 17, page 75, indicate the responses of students to the items it contains. A majority of the students felt that they were informed of the results of standardized aptitude and interest tests taken by them, while a minority felt that they were not informed.

In response to Item 2, "Were you informed of the results of achievement tests?", fifty-six per cent of the students indicated "Yes," forty-two per cent "No," while two per cent did not respond to the item. Item 3, pertaining to the school administering a vocational interest test, which tended to identify and classify the student's vocational interest, sixty-five per cent of the students checked "Yes," twenty-seven per cent checked "No," while eight per cent checked "Don't Know." The findings of the investigation reveal that the school was providing assistance in an effort to help the student discover his vocational interest.

In response to Item 4, "Did the school administer a standardized personality index which would identify your problems?", nineteen per cent of the respondents checked "Yes," seventy-three per cent "No," six
TABLE 17

OPINIONS OF STUDENTS RELATIVE TO THE TESTING SERVICE

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>1. Were you informed of the results of standardized aptitude and interest tests?</td>
<td>58</td>
<td>54</td>
<td>44</td>
<td>40</td>
<td>4</td>
</tr>
<tr>
<td>2. Were you informed of the results of achievement tests?</td>
<td>60</td>
<td>56</td>
<td>46</td>
<td>42</td>
<td>..</td>
</tr>
<tr>
<td>3. Did the school administer a vocational interest test which helped to identify and classify your vocational interests?</td>
<td>70</td>
<td>65</td>
<td>29</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>4. Did the school administer a standardized personality index which would identify your problems?</td>
<td>20</td>
<td>19</td>
<td>79</td>
<td>73</td>
<td>7</td>
</tr>
</tbody>
</table>
per cent "Don't Know," while two per cent did not respond to the item.

Opinions of counselors relative to the testing service.--

Table 18, page 77, represents the counselors' opinions relative to the testing program and the supportive services which they provided.

The counselors were not unanimous in their opinions concerning the development of a testing program to appraise individual personality traits. It was observed, however, that the respondents were unanimous in their responses relative to the fact that the testing program was planned with other staff members. It is generally accepted that a cooperative planning effort would provide for a better testing program; which would be more profitable in an effort to provide complete and reliable data for individual appraisal.

The respondents were divided in their responses relative to the scoring of tests. These variations in their responses could have been due to the fact that when large groups of students were tested, the counselors did not have to do the scoring. The scoring was done by outside scoring agencies, authorized and paid for by the Concordia Parish School Board.

In response to the statement "Develop local norms for standardized tests," the counselors in their responses varied from "Very Much" to "Never."

There was a division of opinions relative to the amount of effort that was made in interpreting data about students to other staff members. They were unanimous in their opinions regarding the amount of assistance given to the teaching staff in the interpretation of mental ability test results.
<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>(Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>PERCENT</td>
<td>Number</td>
<td>PERCENT</td>
<td></td>
</tr>
<tr>
<td>1. Develop a testing program to appraise individual personality traits</td>
<td>3  75</td>
<td>1  25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Plan the school testing program with other staff members</td>
<td>4  100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Score tests</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>4  100</td>
</tr>
<tr>
<td>4. Develop local norms for standardized tests</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>1  25</td>
<td>4  100</td>
</tr>
<tr>
<td>5. Interpret data about students to other staff members</td>
<td>1  25</td>
<td>2  50</td>
<td>1  25</td>
<td></td>
<td>4  100</td>
</tr>
<tr>
<td>6. Assist the teaching staff to interpret mental ability tests</td>
<td>4  100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opinions of principals and teachers relative to the placement services.--The data shown in Table 19, page 79, indicate the opinions of the respondents relative to the placement services.

The data show that the majority of the respondents indicated "No" to the question "Is there a job placement program in this school?" It is obvious that the respondents felt that more effort could be made to secure jobs for the students.

The respondents indicated that there was not sufficient time allotted for the placement responsibilities. It was also indicated that cooperative arrangements with the State Employment Service or other employment agencies were insufficient.

A majority of the respondents acknowledged that the students were placed in part-time jobs. This seems to indicate that the respondents were more familiar with certain phases or functions of the placement services than they were with others. The data further indicated that the respondents were divided in their opinions as to the coordination of the counseling and placement services in an effort to provide suitable jobs for the students.

It should be observed that the respondents were at variance in their opinions relative to the job placement assistance given to graduates and dropouts of the schools.

The respondents were divided in their opinions relative to whether a periodic survey was made of possible job opportunities in the general area of the school for students, graduates, and dropouts. A majority of the respondents indicated that no periodic survey was made.

A majority of the respondents indicated that there was a Neighbor-
<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>1. Is there a job placement program in this school?</td>
<td>14</td>
<td>29</td>
<td>31</td>
<td>65</td>
</tr>
<tr>
<td>2. Is there sufficient time allotted to care for the placement responsibilities?</td>
<td>10</td>
<td>21</td>
<td>29</td>
<td>60</td>
</tr>
<tr>
<td>3. Is there a cooperative arrangement with the State Employment Service on placement?</td>
<td>10</td>
<td>21</td>
<td>27</td>
<td>56</td>
</tr>
<tr>
<td>4. Are there arrangements with other employment agencies?</td>
<td>18</td>
<td>37</td>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>5. Are students placed in part-time jobs?</td>
<td>35</td>
<td>73</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>6. Is placement made selective through coordination of the counseling and placement services so that suitable jobs are provided?</td>
<td>12</td>
<td>25</td>
<td>23</td>
<td>48</td>
</tr>
</tbody>
</table>
## TABLE 19--Continued

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is job placement assistance given to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Graduates?</td>
<td>14 29</td>
<td>26 54</td>
<td>8 17</td>
<td>48 100</td>
</tr>
<tr>
<td>b. Drop-outs?</td>
<td>3 6</td>
<td>33 69</td>
<td>12 25</td>
<td>48 100</td>
</tr>
<tr>
<td>8. Is there a periodic survey made of possible job opportunities in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the general area in which this school is located for students,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduates, and drop-outs?</td>
<td>10 21</td>
<td>32 67</td>
<td>6 12</td>
<td>48 100</td>
</tr>
<tr>
<td>9. Is there a Neighborhood Youth Corps Program in this school?</td>
<td>32 67</td>
<td>15 31</td>
<td>1 2</td>
<td>48 100</td>
</tr>
</tbody>
</table>
hood Youth Corps Program in the school. One might assume that the minority does not know what the Neighborhood Youth Corps Program functions are in the school.

The data indicate that there was general agreement among the respondents in their opinion of the inadequacy of the placement services as a means of meeting the needs of the student population in this area, both for those still in school and the school leavers (graduates and drop-outs).

Opinions of students relative to the placement services.--The data in Table 20, page 82, indicate how the students felt about the kinds of placement services that should be provided for them from a vocational point of view.

A majority of the students indicated that the school should seek information that will be of value in the placement of their graduates in suitable employment. The data reveal that the respondents were of the opinion that the school should assist its drop-outs in obtaining further training or employment. A minority felt that this was not the school's responsibility. While a small per cent indicated that they did not know what the school's role was relative to this matter.

In reference to the question "Should the school help students secure part-time summer jobs?", ninety-five per cent were of the opinion that the school should, while the remaining five per cent felt that this was not a responsibility of the school. The students also felt that the school should assist its graduates in obtaining jobs. One might assume that this meant jobs for those graduates who were not able to further their education after graduating from high school.
TABLE 20

OPINIONS OF STUDENTS RELATIVE TO THE PLACEMENT SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Should the school seek information concerning the placement of their graduates in suitable employment?</td>
<td>88</td>
<td>81</td>
<td>14</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>2. Should the school assist drop-outs in obtaining further training or employment?</td>
<td>93</td>
<td>86</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>3. Should the school help students secure part-time summer jobs?</td>
<td>103</td>
<td>95</td>
<td>5</td>
<td>5</td>
<td>..</td>
</tr>
<tr>
<td>4. Should the school assist graduates in obtaining jobs?</td>
<td>96</td>
<td>89</td>
<td>10</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>
In response to each item in Table 20, all students indicated their opinions either negative or positive. There were no omissions. It might be assumed that the students had some knowledge about the function of the placement services.

Opinions of counselors relative to the placement services.---

Table 21, page 84, presents data concerned with counselors' role in helping to provide various kinds of placement services that tend to assist the student population. This table contains six items which reflect the opinions of the counselors as they perceived their role in each case.

Three-fourths of the counselors indicated, "Some," when asked whether they maintained an information resource for placement opportunities, while the remaining one-fourth indicated "Very Much." It is fairly certain that the resource information that is maintained would be useful for both educational and vocational placement of students.

The majority of the counselors indicated that they never aid in the integration of the guidance activities of the school with those of the community. The minority indicated that they "Seldom" integrate their guidance activities with those of the community. The findings of the investigation indicate that the counselors were not performing this role adequately. It could be assumed that the counselors felt that a more adequate placement service program could be provided if there were an integration of the school's guidance activities with those of the community.

The counselors were divided in their responses to Item 3. Fifty
<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>Some (Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
<td>ber</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. Maintain an information resource for placement opportunities</td>
<td>1 25</td>
<td>3 75</td>
<td>4100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Aid in integrating the guidance activities with those of the</td>
<td></td>
<td>1 25</td>
<td>4100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Contact community agencies to determine solutions to student</td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Conduct a group guidance class on occupation</td>
<td></td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conduct groups on visits to industrial plants</td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conduct field trips to colleges</td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
per cent indicated that they contact community agencies, "Very Much" in an effort to determine solutions to student problems, while the remaining fifty per cent indicated that they contact the community agencies "Some."

The respondents were divided between "Some" and "Seldom" relative to their conducting a group guidance class on occupations. They were also divided in their responses to the statement that was designed to determine their opinions on conducting groups on visits to industrial plants. One might assume that the counselors did not feel that a course on occupations or group visits to industrial plants were an essential phase of the placement services, as they relate to the school's guidance program.

In response to Item 6, "Conduct field trips to colleges," fifty per cent of the counselors indicated "Very Much," while fifty per cent indicated "Some" with reference to the frequency with which they carried students on field trips to colleges.

Opinions of principals and teachers relative to the follow-up services.--Table 22, page 86, presents data that indicate the opinions of the respondents relative to the extent that follow-up studies were conducted. In response to Item 1, "To what extent are formal follow-up studies made of drop-outs?", two per cent of the respondents indicated "Very Extensive," forty per cent indicated "To Some Extent," while fifty-eight per cent indicated "Very Little." This contrasts with the opinions of the respondents relative to the extent with which follow-up studies were made of graduates who do not continue their education. Thirty-eight per cent indicated "To Some Extent," fifty-eight per cent
# TABLE 22

OPINIONS OF PRINCIPALS AND TEACHERS RELATIVE TO THE FOLLOW-UP SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Extensive</th>
<th>To Some Extent</th>
<th>Very Little</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>1. To what extent are formal follow-up studies made of drop-outs?</td>
<td>1       2</td>
<td>19   40</td>
<td>28   58</td>
<td>..</td>
<td>48    100</td>
</tr>
<tr>
<td>2. To what extent are formal follow-up studies made of graduates who do not continue their education?</td>
<td>..          ..</td>
<td>18   38</td>
<td>28   58</td>
<td>2    4</td>
<td>48    100</td>
</tr>
<tr>
<td>3. To what extent are follow-up studies made of graduates who attend colleges and other schools?</td>
<td>6   12</td>
<td>22   46</td>
<td>19   40</td>
<td>1    2</td>
<td>48    100</td>
</tr>
<tr>
<td>4. To what extent is there a follow-up of pupil absence?</td>
<td>28  58.3</td>
<td>16   33.3</td>
<td>4    8.3</td>
<td>..</td>
<td>48    100</td>
</tr>
<tr>
<td>5. To what extent is there a follow-up of in-school pupils new to this particular school, relative to their placement and adjustment?</td>
<td>9   19</td>
<td>24   50</td>
<td>13   27</td>
<td>2    4</td>
<td>48    100</td>
</tr>
</tbody>
</table>
"Very Little," while four per cent did not respond. The opinions of the respondents, relative to the extent with which follow-up studies are made of graduates who attend colleges and other schools were twelve per cent "Very Extensive," forty-six per cent "To Some Extent," forty per cent "Very Little," while two per cent did not respond. It is probable that in the opinions of the respondents, the periodic reports that must be submitted to the Louisiana State Department of Education on the school's graduates constituted a form of follow-up study.

In response to Item 4, "To what extent is there a follow-up of pupil absence?", fifty-eight per cent of the respondents indicated "Very Extensive," thirty-three per cent indicated "To Some Extent," while eight per cent indicated "Very Little." The findings reveal the adequacy of the follow-up service that was made of pupils absence.

Item 5, pertaining to the extent that there were follow-up studies made of in-school pupils new to the school, relative to their placement and adjustment, was checked "Very Extensive" by nineteen per cent of the respondents, "To Some Extent" by fifty per cent, "Very Little" by twenty-seven per cent, while four per cent did not respond.

The findings of the investigation reflect that in the opinions of the respondents, that the follow-up services were not adequate in all respects as a means of providing the school with valuable feedback information about the total school program, from former students and those presently enrolled.

Opinions of students relative to the follow-up services.--

Table 23, page 88, presents data that reveal the opinions of the stu-
TABLE 23
OPINIONS OF STUDENTS RELATIVE TO THE FOLLOW-UP SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>1. Should the school conduct a survey among its former students,</td>
<td>97</td>
<td>90</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>asking them about the weaknesses they found in the school's</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did your high school courses fit your interests?</td>
<td>78</td>
<td>72</td>
<td>29</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>3. Was there sufficient opportunity to obtain individual</td>
<td>77</td>
<td>71</td>
<td>25</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>counseling?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you think the school is doing an adequate job of helping</td>
<td>81</td>
<td>75</td>
<td>20</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>students to enroll in college?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you know of any persons that have dropped out of school,</td>
<td>90</td>
<td>83</td>
<td>17</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>whom you feel need further guidance and benefit from same?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
dents relative to the follow-up services. A majority of the students felt that the school should conduct follow-up surveys of its former students, as a means of determining the weaknesses they found in the school's educational program, while the minority felt that the school should not conduct such follow-up surveys.

In the opinions of seventy-two per cent of the respondents, the high school courses met their needs, twenty-seven per cent felt that the high school courses did not, while one per cent indicated "Don't Know."

The data show that a majority of the students felt that there was a sufficient opportunity to obtain individual counseling. It was the opinion of the minority of the students that they did not receive a sufficient opportunity to obtain individual counseling. Item 3, Table 23, was designed to solicit the opinions of students who had received counseling and had benefitted from it. The minority group could have been victims of a counselor's follow-up oversight, which may account for their negative opinions.

A majority of the students felt that the school was doing an adequate job in an effort to help them enroll in college, while the minority felt that the efforts were inadequate.

The data in Table 23 also reveal that eighty-three per cent of the students felt that they knew persons who had dropped out of school and were in need of further guidance in order to become more useful citizens. Sixteen per cent indicated that they did not know of such persons. The findings of the investigation reflect that the school was not doing an adequate job in following-up its dropouts.
Opinions of counselors relative to the follow-up services.--

Table 24, page 91, consists of six items, each of which reflects some of the roles that the counselor performs in providing follow-up services in the total school program.

Item 1 reveals that the counselors were divided in their opinions relative to how much effort is devoted to conducting follow-up studies on the school's graduates. The difficulties and limited time involved in maintaining a follow-up program could account for the variation in the counselors' opinions relative to Item 1.

The opinions indicated in response to Item 2 show that all the counselors responded relative to the amount of assistance they gave to the teaching staff in securing and interpreting information about students.

Although Items 2 and 3 are somewhat similar in nature, the counselors' opinions varied in Item 3. One would assume that the counselors and faculty members should continue to work together in an effort to help the students to make whatever adjustments that they needed assistance with. On the other hand, there might have been some who misinterpreted the differences between the two items.

When asked to state the frequency of their meeting with local officials in Item 4 concerning the problems of youths, three-fourths of the counselors checked "Very Much." The other one-fourth indicated that they "Seldom" met with local officials concerning the problems of youth. On the basis of the data presented, one would assume that the majority of the counselors were taking advantage of this opportunity to serve as a key liaison person between the school and community agencies.
### TABLE 24

**OPINIONS OF COUNSELORS RELATIVE TO THE FOLLOW-UP SERVICES**

<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th>(Average)</th>
<th>Seldom</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td></td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
<td>ber Cent</td>
</tr>
<tr>
<td>1. Conduct follow-up studies of graduates</td>
<td>2 50</td>
<td>2 50</td>
<td></td>
<td></td>
<td>4 100</td>
</tr>
<tr>
<td>2. Assist the teaching staff in securing and interpreting information about students</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
<td>4 100</td>
</tr>
<tr>
<td>3. Work with individual faculty members to assist students in making adjustments</td>
<td>3 75</td>
<td>1 25</td>
<td></td>
<td></td>
<td>4 100</td>
</tr>
<tr>
<td>4. Meet with local officials concerning the problems of youth</td>
<td>3 75</td>
<td></td>
<td>1 25</td>
<td></td>
<td>4 100</td>
</tr>
<tr>
<td>5. Counsel students concerning their long range academic program in secondary school</td>
<td>2 50</td>
<td>1 25</td>
<td>1 25</td>
<td></td>
<td>4 100</td>
</tr>
<tr>
<td>6. Work with potential drop-outs and drop-outs</td>
<td>3 75</td>
<td>1 25</td>
<td></td>
<td></td>
<td>4 100</td>
</tr>
</tbody>
</table>
in an effort to solve the problems of youth.

Item 5 revealed a division of opinions among counselors relative to how much counseling effort was directed toward helping students with their long range secondary school academic program. It may be assumed that the variations in these responses were due to the fact that the counselors were assigned to work with students of a certain grade level.

The responses to Item 6 indicated that three-fourths of the counselors devoted "Very Much" of their time working with potential drop-outs and drop-outs. The remaining one-fourth devoted "Some" of their time. The counselors' responses to this item seem to indicate that their efforts to help the potential drop-outs and drop-outs were very important to these individuals, as well as to show that a positive outcome should be identifiable in the guidance program. Follow-up studies provide the school with information that could be used to determine the effectiveness, desirability, and fitness of the school's offerings as it strives to meet the needs of the students and the society in which they must live.

Opinions of principals and teachers relative to the organization and administration of guidance services.--Table 25, page 93, reveals that the respondents felt that the administration was very much interested in the continued development and improvement of the guidance program. A majority of the respondents felt that in an effort to promote a strong and functional guidance program, a great deal of planning was carried on by the administration. It should be noted that a guidance program cannot be or become adequate without strong administrative support. In the opinions of the respondents, the guidance program
TABLE 25

OPINIONS OF PRINCIPALS AND TEACHERS RELATIVE TO THE ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>A Great Deal</th>
<th>Some</th>
<th>Little or None</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
<td>Num-Per</td>
</tr>
<tr>
<td>1. What interest does the school administration have in the development and improvement of the guidance program?</td>
<td>35 73</td>
<td>13 27</td>
<td>.. ..</td>
<td>.. ..</td>
<td>48 100</td>
</tr>
<tr>
<td>2. How much planning is indicated as having been done by the school administration for the development and improvement of the guidance program?</td>
<td>29 60</td>
<td>18 38</td>
<td>1 2</td>
<td>.. ..</td>
<td>48 100</td>
</tr>
<tr>
<td>3. What utilization is made of the guidance resources in the community?</td>
<td>3 6</td>
<td>35 73</td>
<td>8 17</td>
<td>2 4</td>
<td>48 100</td>
</tr>
<tr>
<td>4. How much budgetary support has been given to the guidance program operation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td>A Great Deal</td>
<td>Some</td>
<td>Little or None</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------</td>
<td>------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>a. For physical facilities and equipment?</td>
<td>23</td>
<td>48.0</td>
<td>15</td>
<td>31.2</td>
<td>6</td>
</tr>
<tr>
<td>b. For clerical assistance?</td>
<td>11</td>
<td>23</td>
<td>20</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>c. For the purchase of occupational, vocational, and educational materials?</td>
<td>23</td>
<td>48.0</td>
<td>15</td>
<td>31.2</td>
<td>5</td>
</tr>
<tr>
<td>5. Is there a systematic inservice training program in counseling and guidance for new teachers?</td>
<td>6</td>
<td>13</td>
<td>9</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>6. Is there a systematic program of evaluating the effectiveness of the guidance program?</td>
<td>9</td>
<td>19</td>
<td>16</td>
<td>33</td>
<td>19</td>
</tr>
</tbody>
</table>
received adequate budgetary support from the administration. It is reasonable to assume that the respondents were aware of the tremendous improvements that have been made in the overall guidance program, because of NDEA funds, Title I, and increased state support for the improvement of guidance programs in Louisiana schools.

The respondents were divided in their opinions relative to the utilization of community guidance resources. From the data shown, it may be inferred that the majority of the respondents felt that some use was made of the guidance resources of the community.

The data show that the respondents were divided in their opinions relative to an in-service training program in counseling and guidance for new teachers. The majority of the respondents felt that very little or no effort was provided for having a systematic in-service training program for new teachers. The respondents' opinions relative to the evaluation of the guidance program varied. It is obvious that the respondents felt that the guidance program was not evaluated often enough in an effort to actually determine the effectiveness of the services it provided for the school population.

Opinions of students relative to the organization and administration of guidance services.—Table 26, page 96, indicates that questions were restricted to the administrative aspects of the guidance services, as might be perceived by the students. Questions relative to organization was dispensed with because of inferences based upon the students' limited knowledge and experience in program organization.

Ninety per cent of the students indicated "Yes" that there was an organized guidance program in their school, nine per cent indicated
TABLE 26
OPINIONS OF STUDENTS RELATIVE TO THE ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Don't Know</th>
<th>No Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td></td>
</tr>
<tr>
<td>1. Is an organized program of guidance available to all students?</td>
<td>97</td>
<td>90</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>2. Did you receive assistance in planning your school program?</td>
<td>66</td>
<td>61</td>
<td>37</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>108</td>
</tr>
<tr>
<td>3. Do you think the school is doing an adequate job of helping students to enroll in college?</td>
<td>81</td>
<td>75</td>
<td>20</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>4. Does your school use filmstrips, films, pamphlets, books, etc., to help you to understand problems of personal and social development?</td>
<td>103</td>
<td>95</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>108</td>
</tr>
<tr>
<td>Items</td>
<td>Yes</td>
<td>No</td>
<td>Don't Know</td>
<td>No Response</td>
<td>Total</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td>5. Have you had an opportunity to participate in group discussions about the concerns of high school students?</td>
<td>39</td>
<td>36</td>
<td>62</td>
<td>57</td>
<td>4</td>
</tr>
</tbody>
</table>
"No," while the remaining one per cent indicated that they did not know about an organized guidance program.

In response to Item 2, "Did you receive assistance in planning your school program?", sixty-one per cent of the students indicated "Yes," thirty-four per cent "No," four per cent "Don't Know," while one per cent did not respond. Usually, a well organized guidance program gives priority to providing assistance for students in planning their school program upon entrance into high school.

Seventy-five per cent of the respondents felt that the school was doing an adequate job of helping students to enroll in college, nineteen per cent felt that it was not, while six per cent indicated that they did not know. The findings of the investigation tend to support other investigations; that a majority of the counselor's time is directed to helping students in their efforts to enroll in college.

Ninety-five per cent of the students indicated "Yes" in response to Item 4, pertaining to the school's use of filmstrips, films, pamphlets, books, etc., to help them to understand problems of personal and social development. Four per cent indicated "No," while one per cent indicated "Don't Know."

In response to Item 5, "Have you had an opportunity to participate in group discussions about the concerns of high school students?", thirty-six per cent indicated "Yes," fifty-seven per cent "No," four per cent "Don't Know," while three per cent did not respond.

Opinions of counselors relative to the organization and administration of guidance services.--Table 27, page 99, indicates counselors' opinions as they perceive the organization and administration of the
<table>
<thead>
<tr>
<th>Items</th>
<th>Very Much</th>
<th></th>
<th>Some (Average)</th>
<th></th>
<th>Seldom</th>
<th></th>
<th>Never</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. The administrative staff supports and assists in the development and improvement of the guidance program</td>
<td>4</td>
<td>100</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>2. Participate on the parish guidance council</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>3. Act as a consultant to staff members in solving student problems</td>
<td>3</td>
<td>75</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>25</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>4. Assist in the development of policies for the school's guidance department</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>5. Serve as a consultant for setting up a guidance program</td>
<td>1</td>
<td>25</td>
<td>2</td>
<td>50</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>25</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Items</td>
<td>Very Much</td>
<td>Some (Average)</td>
<td>Seldom</td>
<td>Never</td>
<td>Total</td>
<td></td>
<td></td>
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<td>Num-Per</td>
<td>Num-Per</td>
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<td></td>
<td>ber-Cent</td>
<td>ber-Cent</td>
<td>ber-Cent</td>
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<td>ber-Cent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Engage in research and evaluation studies to determine the effectiveness of the guidance program</td>
<td>.. ..</td>
<td>1 25</td>
<td>1 25</td>
<td>2 50</td>
<td>4 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
guidance program. In this table, it may be noted that the counselors were unanimous in their opinions, in response to the statement "The administrative staff supports and assists in the development and improvement of the guidance program."

The counselors were divided in their opinions relative to the degree to which they participated on the parish guidance council. Seventy-five per cent felt that their participation was "Very Much," while twenty-five per cent indicated "Some." These responses imply that there is some organizational coordination of the guidance personnel in the parish school system.

Seventy-five per cent of the counselors indicated "Very Much" the extent with which they acted as consultants to staff members in an effort to solve student problems, while twenty-five per cent indicated that they "Seldom" acted as consultants.

Seventy-five per cent of the counselors checked "Very Much" the extent with which they assisted in the development of policies for the guidance program, while twenty-five per cent checked "Seldom." The fact should not be overlooked that the guidance program is an integral part of the total school program, therefore, the development of policies should be done cooperatively by a committee composed of administrators, counselors, and teachers.

The respondents were divided in their opinions relative to serving as a consultant in setting up a guidance program. Of the four counselors who responded to this item, one checked "Very Much," two checked "Some," and one checked "Never." The writer would assume that the respondents' opinions were based upon the degree to which they participated in setting
up the present guidance program. Seventy-five per cent of the respondents were involved in the initial phases of setting up the guidance program in the schools used in this investigation.

The respondents were divided in their opinions relative to the degree to which they engaged in research and evaluation studies of the guidance program. Twenty-five per cent indicated that they engaged in research or evaluation "Some," twenty-five per cent indicated "Seldom," while fifty per cent indicated "Never." The findings of the investigation indicate that the counselors need to engage in more research and evaluation of the guidance program.

Opinions of principals and teachers--a general rating of the guidance program and services.--The data shown in Table 28, page 103, provide a breakdown of how one group of respondents in this investigation rated each of the guidance services. The opinions of the respondents as shown in this table have been compared with the percentages of their opinions in each of the previous tables, for each of the guidance services.

The opinions of the respondents relative to the individual inventory services, indicate that the majority felt this service was adequate, while a minority rated the individual inventory services inadequate. The data shown in Table 3, page 37, represent the techniques and instruments that are used to collect data on each student. The findings previously found in this investigation, reveal that additional measures should be employed for collecting data on students.

The respondents general rating of the informational services compares favorably with their opinions as shown by the data in Table 7,
<table>
<thead>
<tr>
<th>Items</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Not Adequate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. General rating of the comprehensiveness of the Individual Inventory</td>
<td>4</td>
<td>26</td>
<td>15</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Services</td>
<td>8.3</td>
<td>54.0</td>
<td>31.2</td>
<td>6.2</td>
<td>100</td>
</tr>
<tr>
<td>2. General rating of the comprehensiveness of the Informational</td>
<td>7</td>
<td>29</td>
<td>10</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Services</td>
<td>15.0</td>
<td>60.0</td>
<td>21.0</td>
<td>4.0</td>
<td>100</td>
</tr>
<tr>
<td>3. General rating of the comprehensiveness of the Counseling Services</td>
<td>9</td>
<td>31</td>
<td>5</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>19.0</td>
<td>65.0</td>
<td>10.0</td>
<td>6.0</td>
<td>100</td>
</tr>
<tr>
<td>4. General rating of the comprehensiveness of the Testing Services</td>
<td>7</td>
<td>27</td>
<td>13</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>15.0</td>
<td>56.0</td>
<td>27.0</td>
<td>2.0</td>
<td>100</td>
</tr>
<tr>
<td>Items</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Not Adequate</td>
<td>Total</td>
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<td></td>
<td>Number</td>
<td>Cent</td>
<td>Number</td>
<td>Cent</td>
<td>Number</td>
</tr>
<tr>
<td>5. General rating of the comprehensiveness of the Placement Services</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>6. General rating of the comprehensiveness of the Follow-up Services</td>
<td>1</td>
<td>2.0</td>
<td>18</td>
<td>37.5</td>
<td>18</td>
</tr>
<tr>
<td>7. General rating of the comprehensiveness of the guidance program's Organization and Administration</td>
<td>2</td>
<td>4</td>
<td>25</td>
<td>52</td>
<td>15</td>
</tr>
</tbody>
</table>
The data in Table 28 reveal that only four per cent of the respondents felt that the informational services were inadequate.

In general, the principals and teachers in this investigation felt that the occupational and educational information provided for students' use was an important guidance service.

The general rating of the counseling services indicate that the majority of the respondents felt that this guidance service was adequate, while the minority felt that the counseling service was inadequate. It is reasonable to assume that the respondents in the investigation recognize counseling as the heart of the school's guidance program.

The data reveal that a majority of the respondents rated the testing service as being adequate, while a minority rated it inadequate. One might assume that the respondents felt that the testing service is an invaluable service necessary in an effort to meet the needs of students.

The opinions of the respondents rating of the placement services indicate that the majority felt that this service was inadequate, while the minority felt that it was adequate. These opinions contrast with how the respondents felt about the placement services as shown in Table 19, page 79.

The opinions of the respondents with respect to their general rating of the follow-up services indicate that the service was adequate. This does not compare favorably with the findings revealed in Table 22, page 86, whereas, the data reflected that the follow-up services were inadequate. The writer cannot account for the variance of opinions in
The data show that the majority of the respondents rated the organization and administration of the guidance program as being adequate, while a minority indicated inadequate. The findings of the investigation compare favorably with the data shown in Table 25, page 93.

The respondents generally agreed that all of the guidance services, except the placement services and the follow-up services, were adequate. The findings in the investigation revealed that these two services were inadequate.
CHAPTER III

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Recapitulation of research design.--The problem implied that the guidance program in the Concord High School and the Sevier High School, two schools in the Concordia Parish School System, Vidalia, Louisiana, needed to be evaluated in an effort to determine the adequacy of the guidance program.

In summary, the purposes of this evaluation were: (1) to determine the extent to which the various guidance services were meeting the needs of the students and the community; (2) to check on the effectiveness of the schools' total educational program in terms of fulfilling their stated goals and objectives of education; (3) to provide information that would facilitate curriculum revision or improvement where needed; and (4) to provide data which the administrators and counselors could use to appraise the results of their efforts as they relate to providing a good guidance program for the school.

The investigator utilized the descriptive survey method of research for this study, employing three separate check lists as the data gathering instruments.

The check lists were based fundamentally upon parts of Section "c" of Evaluative Criteria that were considered pertinent to the guid-

\textsuperscript{1}National Study of Secondary School Evaluation, op. cit.
ance program in the two selected schools. The check lists items were, first of all carefully formulated by the writer to encompass the seven guidance services being assessed, and general questions or statements about the total school program; secondly, it was submitted to the writer's major advisor for critical examination, and finally constructed into the final form.

The study was carried out in accordance with the scientific procedures of research. Check lists were constructed in terms considered relevant and plausible for the survey setting. The check lists, along with a cover letter and stamped self-addressed envelope, were mailed to the respondents. Follow-up letters and postal cards were mailed to the respondents who failed to return the completed check lists within three weeks.

At the end of the three week period, the returned check lists were organized, the responses were tabulated, and percentages were applied to the number of opinion responses received. Also, this included the construction of tables to illustrate the data.

Summary of related literature.—The review of the literature pertinent to the study revealed the following:

1. Early investigations of guidance services took the form of limited inquiry and follow-up studies, even though more intensive studies were needed so as to determine the worth of a school's guidance program.  

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2. The counselors in twenty-one secondary schools of North Dakota with guidance programs, organized the programs to include at least the five basic services of appraisal, information, counseling, referral, and placement.¹

3. Guidance and counseling services among Negro High Schools in South Carolina indicated that a great amount of placement services were revealed in instances where the counselors helped students to determine what course of study they should pursue. The follow-up studies were indicated as lacking in the majority of the Negro schools.²

4. Most of the high school seniors in Toledo, Ohio, indicated that they felt the guidance program added something of value to their schooling. On the other hand, some felt that they were not sure of the activities of their school guidance program.³

5. Teachers representing eighteen schools in a four-state area of Ohio, Michigan, West Virginia, and Indiana indicated that an understanding of teacher knowledge about, attitudes toward, and utilization of the school guidance program would be significant to guidance counselors in secondary school programs.⁴

6. A majority of the teachers in the four-state area felt that the individual counseling services are the primary responsibility of the school counselor, with other important activities being the providing


of informational services, test administration, and interpretation.¹

7. The schools in Fresno County, California, did not make a periodic follow-up of graduates and drop-outs, nor did the schools provide for the placement of graduates and drop-outs.²

8. A study conducted in a comprehensive high school (grades 10, 11, and 12) in which approximately 1,800 pupils were enrolled, revealed that a criterion for determining counselor-pupil ratio should be related to the students' awareness of their needs in relation to the contact time the counselor has to devote to meeting these needs.³

Findings.--The following statements summarize the findings obtained from the check lists data, on the adequacy of the seven guidance services in the two schools studied.

1. Findings relative to individual inventory:

1.1 The majority of the principals and teachers felt that the schools did not use many of the more common techniques for collecting information about students.

1.2 Sixty-one per cent of the students felt that the data collected about them were useful in planning their school program.

1.3 The counselors were unanimous in their opinions relative to the amount of assistance they gave to the teaching staff in securing and interpreting information about students. They felt that their services were useful to teachers.

¹Ibid., pp. 417-418.


³Robert Finley and Bruce Shertzer, "What Is An Adequate Counselor-Student Ratio?" The School Counselor, XV (September, 1967), 38.
1.4 Eighty-eight per cent of the faculty respondents felt that the assistance given to students toward self-understanding, by interpreting the information in the cumulative records were adequate.

1.5 Seventy-one per cent of the students felt that they were given adequate assistance toward perceiving an estimate of their scholastic ability, based upon the data recorded in their cumulative records.

1.6 Seventy-five per cent of the counselors were of the opinion that they provided adequate assistance to students in appraising their educational progress.

1.7 Seventy-five per cent of the counselors indicated that they made entries on students' cumulative records.

2. Findings relative to informational services:

2.1 In the opinions of the principals and teachers the informational services were rated as: Excellent (15 per cent), Good (60 per cent), Fair (20 per cent), and Not Adequate (4 per cent).

2.2 Ninety-three per cent of the students felt that they were informed of educational opportunities in high school.

2.3 The counselors felt that the informational services were adequate and the materials were up-to-date.

2.4 In the opinions of the principals and teachers, educational and occupational information materials are available in: Library (35 per cent), Guidance Office (96 per cent), and the Classrooms (8 per cent).

2.5 Eighty-four per cent of the students felt that the informational services were adequate.

2.6 All of the counselors felt that they provided an adequate amount of information about the school's guidance program to community groups and to parents.

3. Findings relative to the counseling services:
3.1 A high percentage (84 per cent) of the principals and teachers felt that sufficient counseling services were provided.

3.2 A majority of the students rated the counseling services as average or above.

3.3 The counselors were unanimous in their belief that they helped students learn satisfactory methods of making personal adjustments.

3.4 In the opinions of the faculty respondents, the extent to which the students voluntarily utilized the services of the counselor were: Very Extensive (35 per cent), To Some Extent (52 per cent), and Very Little (8 per cent).

3.5 The extent to which the faculty respondents felt the counselor enlisted the cooperation of teachers, parents, administrators, and community agencies were: Very Extensive (50 per cent), To Some Extent (42 per cent), and Very Little (8 per cent).

3.6 The students felt that the extent to which the counselor helped them in setting up goals within their own abilities were: Above Average (29 per cent), Average (24 per cent), Little (25 per cent), and None (19 per cent).

3.7 The extent to which the students felt that the counselor stimulated their interest in high ideals were: Above Average (22 per cent), Average (35 per cent), Little (28 per cent), and None (15 per cent).

3.8 Seventy-five per cent of the counselors felt that they counseled students "Very Much," concerning their educational plans.

3.9 The extent to which the counselors felt that they contacted community agencies in an effort to determine solutions to students' problems were: Very Much (50 per cent), and Some (50 per cent).

4. Findings relative to the testing services:

4.1 A majority of the principals and teachers felt that test results were not being adequately used to meet the needs of the students.

4.2 A majority of the students felt that they were informed of the results of standardized aptitude and interest tests taken by them.
4.3 The counselors were unanimous in their opinions that the testing services were adequate in meeting the needs of students.

4.4 Seventy-nine per cent of the principals and teachers were of the opinion that personality check lists are not adequately used to obtain data about the personality of students.

4.5 A significant number of the faculty respondents felt that test results were not being adequately used, as shown in Table 16, page 72, Item 2 (c, d, g, i, and j).

4.6 Seventy-three per cent of the students revealed that the school did not administer a standardized personality index, which would identify their problems.

4.7 The extent to which the counselors felt the testing program was designed to appraise individual student personality traits were: Very Much (75 per cent), and Some (25 per cent).

5. Findings relative to the placement services:

5.1 The principals and teachers were in general agreement that the placement services were not adequate as a means of meeting the needs of the student population.

5.2 A significant percentage of the students felt that the placement services were not adequate, relative to meeting their employment needs.

5.3 Seventy-five per cent of the counselors indicated that they maintained an information resource for placement opportunities.

5.4 Seventy-three per cent of the principals and teachers were of the opinion that the placement services assisted in placing students in part-time jobs.

5.5 Eighty-six per cent of the students were of the opinion that the schools were not providing adequate assistance to drop-outs in obtaining further training or employment.

5.6 The extent to which the counselors contacted community agencies, relative to securing employment
6. Findings relative to the follow-up services:

6.1 Fifty-eight per cent of the principals and teachers felt that "Very Little" was done to conduct follow-up studies of graduates who do not continue their education.

6.2 Ninety per cent of the students felt that the school should conduct follow-up surveys of its former students, as a means of determining the weaknesses they found in the school's educational program.

6.3 Fifty per cent of the counselors indicated that they conducted follow-up studies of graduates, while fifty per cent indicated that they did not conduct follow-up studies.

7. Findings relative to the guidance program's organization and administration:

7.1 Seventy-three per cent of the principals and teachers felt that "A Great Deal" of interest was exhibited by the school administration in the development and improvement of the guidance program.

7.2 Ninety per cent of the students felt that there was an organized guidance program, and that they were of the opinion that adequate financial support was provided.

7.3 The counselors were in agreement that the administrative staff supports and assists in the development and improvement of the guidance program.

Conclusions.—Within the limits of this study, the findings reported tend to support the following conclusions:

1. Two of the respondent groups were in agreement that the present methods and techniques used to collect data for the individual inventory were adequate, while one group of respondents felt that the methods and techniques were not adequate.

2. The three respondent groups were in agreement that adequate up-to-date educational and occupational materials were available for both students and teachers use.
3. The high percentages shown by each of the respondent groups in favor of the counseling service indicate that the service was adequate.

4. Each of the three respondent groups differed in their opinions relative to different aspects of the testing services.

5. The three respondent groups differed in their opinions relative to the adequacy of the placement services.

6. The principals, teachers, and students felt that the follow-up services were not adequate, while the counselors were divided in their opinions relative to the extent to which follow-up studies were conducted.

7. There was agreement among the respondents that the interest, support, and assistance provided by the administrative staff for the development and improvement of the guidance program was adequate.

Implications.--The writer believes that the findings of this study present a number of questions for consideration by the administrators, counselors, and teachers, relative to their respective roles in helping students to solve their problems, and to make a healthy adjustment to adult life. The implication is that the data suggest that answers should be sought to these questions:

1. Is the present data collecting process adequate to provide complete and reliable data about the student for inclusion in the cumulative folder?

2. Could the counselors' own incompetencies be barriers to establishing better teacher-counselor relationships, and the providing of better placement and follow-up services for the school's population?

3. Does the teachers' lack of a healthy guidance point of view reduce the effectiveness of the guidance program?

4. Would the administration and classroom teachers object to making informational literature (educational and vocational) available in each classroom and in the library for student use?
5. What efforts have the counselors made to enlighten the parents about the value of a good guidance program for assisting their children in solving the many problems that will confront them in everyday living?

6. What steps have been taken to have in-service guidance training sessions for teachers, and the providing of more effective orientation for both new students and new teachers?

7. What effort is being made to reduce the counselor-pupil ratio, that lends itself to a more effective guidance program and guidance services?

Recommendations.--The findings from the observed data used for this study seemed to suggest the following recommendations:

1. The guidance program and services should be continuously evaluated, using a variety of research techniques.

2. A thorough review of the reported findings from this study should be made by all guidance personnel employed in the Concordia Parish School System.

3. The faculty and counselors should employ many more instruments in an effort to gather data about the students for inclusion on the accumulative record.

4. The guidance program could be strengthened by hiring more qualified and certified counselors in an effort to reduce the counselor-pupil ratio, and to offer better general services to the school's population.

5. Greater efforts should be put forth by the school administrators, counselors, and teachers to establish a wholesome and cooperative helping relationship with parents, employers, and community agencies, which will strengthen the total school program.

6. Periodic follow-up studies should be conducted on all school leavers, as a means of getting the necessary "feedback" that would point up the strengths and weaknesses of the total school program. (The products of the schools' students, just as in business must, therefore, be checked from time to time to determine the adjustments that are being made in their next steps.)

7. Greater emphasis should be given to that phase of the guidance program concerned with the dissemination of educational information to students, and both educational and vocational information to parents.
8. Attention should be given to providing full-time clerical help for the guidance department.

9. More counseling and guidance services should be directed toward helping potential drop-outs and drop-outs in both educational and vocational opportunities.
BIBLIOGRAPHY

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sented by the Twenty-five Members of the Atlanta University


A CHECK LIST FOR EVALUATING THE GUIDANCE PROGRAM
OF CONCORD AND SEVIER HIGH SCHOOLS

EVALUATOR ___________________________ Date ______________________

/Administrators & Teachers)

The following is a check list of the more commonly found aspects of the present-day high school. This check list is a means by which you can check the completeness or comprehensiveness, the weaknesses and areas of improvement in the guidance program of this school.

I. THE INDIVIDUAL INVENTORY

A. Specific provisions for the Individual Inventory Service:

1. Are cumulative records maintained for all students ____________ enrolled? yes no

2. By what means is information about students for inclusion in the cumulative record gathered? (Check those used)

___ Personal data blanks or questionnaires ___ Autobiographies
___ Academic aptitude tests ___ Interviews
___ Personality tests or problem check lists ___ Sociometric studies
___ Periodic health and physical examination ___ Teacher ratings
___ Anecdotal records ___ Achievement tests

3. In terms of the staff and student needs for information about students, how complete are the student records as a whole?

Quite complete___; barely adequate for minimum needs___; rather complete___.

4. How much effort is made to maintain the most recent information about students?

Considerable effort___; some effort___; little or no effort___.

5. How much effort is made to make the cumulative records available to all teachers?

Very great efforts___; some effort___; little or no effort___.

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6. How frequently are cumulative records used by the staff?

Very frequently_; occasionally_; almost never_.

7. How much effort is made to assist students toward better self-understanding by interpretation of information in the cumulative records?

Very great effort_; some effort_; little or no effort_.

B. General rating of the comprehensiveness of the Individual Inventory Services: (Check one)

Excellent_; Good_; Fair_; Not Adequate_.

II. THE INFORMATIONAL SERVICES

A. Specific provisions for the Informational Services: (Check those which apply)

1. Educational and occupational information provided for students by means of:

___ File of occupational books and pamphlets
___ File of college catalogues
___ The use of occupational posters
___ The use of charts, films, and exhibits
___ A class in occupational guidance or occupational information
___ A career day or night
___ A college day or night
___ Referrals to community persons or agencies
___ Visits to business and industry

2. How extensive is the educational and occupational information available to students?

Extensive___; somewhat extensive___; limited___.

3. How up-to-date is the educational and occupational material?

Up-to-date___; somewhat outdated___; completely outdated___.

4. A file of educational and occupational information is available to students in the . . .

Library___; guidance office___; classrooms___; other places___ (Specify)________________________.
5. The orientation program provides help for new students in the school regarding . . . (Check those which apply): the school curriculum_; extracurricular program_; school rules, policy and procedures_; special services available to students_; physical layout and facilities_.

6. Personal and social information made available to all students by . . . (Check those which apply):
   specific organized activities of personal-social problems units or courses_; use of visual aids_; assembly programs_; referrals to appropriate references_.

B. General rating of the comprehensiveness of the Informational Services:
   Excellent_; Good_; Fair_; Not Adequate_.

III. THE COUNSELING SERVICE

A. Specific provisions for the Counseling Service:

1. To what extent does the counselor enlist the cooperation of teachers, parents, administrators, and community agencies?
   Very extensive_; to some extent_; very little_.

2. To what extent does the counselor make use of referral agencies?
   Very extensive_; to some extent_; very little_.

3. To what extent do teachers utilize the services of the counselor?
   Very extensive_; to some extent_; very little_.

4. To what extent do the students of this school voluntarily utilize the services of the counselor?
   Very extensive_; to some extent_; very little_.
5. To what extent is provision made for counseling relative to schedule and program planning?

Very extensive_; to some extent_; very little_.

6. Particular efforts made to provide counseling for: (Check any that apply)

___Students new to this school ___Students having special
___Potential drop-outs ___Disciplinary cases
___School leavers (exit interviews) ___Failing or probationary
___Socially maladjusted ___students
___Emotionally maladjusted ___Reviewing students'
___—————___ ————

7. Is there a counseling room in which counseling can be conducted with some privacy? ___ yes ___ no

8. To what extent are parents notified of students' progress?

Very extensive_; to some extent_; very little___.

B. General rating of the comprehensiveness of the Counseling Service:

Excellent_; Good_; Fair_; Not Adequate_.

IV. TESTING SERVICES

A. Specific provisions made for Testing Services:

1. Standardized test data on students are obtained through use of: (Check those that apply)

___Aptitude Tests ___Intelligence Tests
___Scholastic Ability Tests ___Achievement Tests
___Vocational Tests ___Reading Tests
___Interest Inventories ___Diagnostic Tests
___Personality Check Lists

2. Test results are used to: (Check those that apply)

___Evaluate group and individual performance
___Evaluate group and individual ability levels and aptitudes
___Individual instruction
___Group students for instruction
___Diagnose educational problems
Advise students regarding educational, vocational, and extracurricular programs appropriate to their abilities, aptitudes, and interests
Screen students for recommendation to clinical agencies
Qualify students for scholarships
Enable students to enroll in colleges requiring entrance examinations
Provide selective educational placement for students from institutional settings

B. General rating of the comprehensiveness of the Testing Services:
Excellent__; Good__; Fair__; Not Adequate__

V. PLACEMENT SERVICES

A. Specific provisions for the Placement Services:

1. Is there a job placement program in this school? Yes No

2. Is there sufficient time allotted to care for the placement responsibilities? ___ ___

3. Is there a cooperative arrangement with the State Employment Service on placement? ___ ___

4. Are there arrangements with other employment agencies? ___ ___

5. Are students placed in part-time jobs? ___ ___

6. Is placement made selective through coordination of the counseling and placement services so that suitable jobs are provided? ___ ___

7. Is job placement assistance given to:
   Graduates? ___ ___
   Drop-outs? ___ ___

8. Is there a periodic survey made of possible job opportunities in the general area in which the school is located for students, graduates, and drop-outs? ___ ___

9. Is there a Job Corps Program in this school? ___ ___

10. To what extent are students placed in part-time jobs through the Job Corps Program? (Check one)
VI. FOLLOW-UP SERVICES

A. Specific provisions for Follow-up Services:

1. To what extent are formal follow-up studies made of drop-outs?
   Very extensive__; to some extent__; very little__.

2. To what extent are formal follow-up studies made of graduates who do not continue their education?
   Very extensive__; to some extent__; very little__.

3. To what extent are follow-up studies made of graduates who attend colleges and other schools?
   Very extensive__; to some extent__; very little__.

4. To what extent is there a follow-up of pupil absence?
   Very extensive__; to some extent__; very little__.

5. To what extent is there a follow-up of in-school pupils new to this particular school relative to their placement and adjustment?
   Very extensive__; to some extent__; very little__.

B. General rating of the comprehensiveness of the Follow-up Services:

   Excellent__; Good__; Fair__; Not Adequate__.

VII. ORGANIZATION AND ADMINISTRATION OF THE PROGRAM OF GUIDANCE SERVICES

A. Specific provisions made for its organization and administration:
1. What interest does the school administration have in the development and improvement of the guidance program?

2. How much planning is indicated as having been done by the school administration for the development and improvement of the guidance program?

3. What utilization is made of the guidance resources in the community?

4. How much budgetary support has been given to the guidance program operation:
   a. For physical facilities and equipment?
   b. For clerical assistance?
   c. For the purchase of occupational, vocational, and educational materials?

5. Is there a systematic in-service training program in counseling and guidance for new teachers?

6. Is there a systematic program of evaluating the effectiveness of the guidance program?

B. General rating of the comprehensiveness of the guidance program's organization and administration:
   
   Excellent_; Good_; Fair_; Not Adequate_.

VIII. GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT

A. What aspects of the guidance program appear to be most adequate and complete in this school?
B. What aspects of the guidance program appear to be incomplete and the least adequate?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

C. What suggestions do you offer for improvement of the guidance services in this school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dear Teacher or Administrator:

The enclosed check list is for the purpose of surveying the guidance services in Concord and Sevier High Schools. The information furnished will assist me greatly in a research study I am conducting of the "Adequacy of the Guidance Program in Two High Schools in Concordia Parish, Louisiana." Also, I wish to use the data for the completion of my Master's Degree Thesis at Atlanta University, Atlanta, Georgia.

Will you kindly take a few moments and check the requested items, and return the form in the stamped self-addressed envelope by June 17, 1967. Your response is urgently needed prior to June 23, 1967.

Please feel free to express yourself fully. You will not be identified, nor will the information you give here be used to intimidate you in any manner.

Please answer all items on the check list with the appropriate symbol. When answering items that require a response other than yes or no, please be brief and specific.

The findings of this study will be made available to each participating school.

Enclosed also, you will find a reproduced copy of a letter from the Concordia Parish School Board office, granting permission to do this study, using subjects in the parish schools.

May I thank you for your cooperation and participation in this endeavor.

Very truly yours,

Sam Williams, Jr.
CONCORDIA PARISH SCHOOL BOARD

J. O. Lancaster, Superintendent

Vidalia, Louisiana

March 7, 1967

Mr. Sam Williams
P. O. Box 151
Atlanta University
Atlanta, Georgia 30314

Dear Sam:

We are pleased to assist you in your research concerning the adequacy of the guidance programs within our parish.

I assume you will visit the parish for the collection of necessary data. If not, contact whatever schools necessary to obtain information needed.

I am pleased to hear of your possible graduation in August.

Yours truly,

/s/ Tom Miller
/t/ Tom Miller
Supervisor of Guidance

TM-AM

A REPRODUCED COPY OF THE ORIGINAL LETTER
5/22/67 by: Sam Williams, Jr.
A CHECK LIST FOR EVALUATING THE GUIDANCE PROGRAM
OF CONCORD AND SEVIER HIGH SCHOOLS

EVALUATOR ___________________________ DATE ___________________________
(Student)

You are asked to indicate your frank and honest answers to the following questions in order to find out in what way the school can be of greater value to the students who will follow you, and to those of you who have another year in this school.

Each question is preceded by three pairs of parentheses, as follows: Yes ( ), No ( ), and ? ( ). Indicate your answer by making a cross (X) within one pair of parentheses. The questions apply to the entire time you were in this high school. Answer "Yes" or "No" if possible, even though the answer is a general one.

1. Do you have a counselor? Yes( ) No( ) ?( )
2. Do you feel that you should go to the counselor on your own? Yes( ) No( ) ?( )
3. Do you feel that the teacher should refer you to the counselor? Yes( ) No( ) ?( )
4. Did your high school courses fit your interests? Yes( ) No( ) ?( )
5. Were they adapted to your abilities? Yes( ) No( ) ?( )
6. Were they adapted to your needs? Yes( ) No( ) ?( )
7. Was there sufficient opportunity to obtain individual counseling? Yes( ) No( ) ?( )
8. Do you have an estimate of your scholastic ability? Yes( ) No( ) ?( )
9. Were you informed of your scholastic ability? Yes( ) No( ) ?( )
10. Were you informed of the results of standardized aptitude and interest tests? Yes( ) No( ) ?( )
11. Were you informed of the results of achievement tests? Yes( ) No( ) ?( )
12. Did you receive assistance in planning your school program? Yes( ) No( ) ?( )
13. Did you receive assistance in planning your vocational career after graduation? Yes( ) No( ) ?( )

14. If you planned to go on to college after graduation did you receive assistance in planning to meet your college entrance requirements? Yes( ) No( ) ?( )

15. Do you think the school is doing an adequate job of helping students to enroll in college? Yes( ) No( ) ?( )

16. Have you received enough information relative to occupational, personal and social problems to be an effective citizen? Yes( ) No( ) ?( )

17. Do you feel that a "Career Day Program" is or would be of great help to you? Yes( ) No( ) ?( )

18. Do you feel that a class in occupational guidance would be a great help to you? Yes( ) No( ) ?( )

19. Did the school administer a vocational interest test which helped to identify and classify your vocational interests? Yes( ) No( ) ?( )

20. Did the school administer a standardized personality index which would identify your problems? Yes( ) No( ) ?( )

21. Did the counselor conduct individual interviews with the students? Yes( ) No( ) ?( )

22. Did the school collect information about your interests, talents, use of leisure time, religion, and citizenship record? Yes( ) No( ) ?( )

23. Should the school seek information concerning the placement of their graduates in suitable employment? Yes( ) No( ) ?( )

24. Should the school conduct a survey among the graduates asking them about the weaknesses they found in the school's program? Yes( ) No( ) ?( )

25. Do you know of any persons that have dropped out of school, whom you feel need further guidance and benefit from same? Yes( ) No( ) ?( )

26. Should the school assist drop-outs in obtaining further training or employment? Yes( ) No( ) ?( )
27. Should the school help students secure part-time summer jobs? Yes( ) No( ) (?)

28. Should the school assist graduates in obtaining jobs? Yes( ) No( ) (?)

---

**PART II**

Extent of assistance received while in this high school from the school personnel: teachers, counselors, principal, etc. Make one check mark after each item under proper heading.

<table>
<thead>
<tr>
<th>I received assistance in:</th>
<th>AMOUNT OF HIGH SCHOOL ASSISTANCE</th>
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<tbody>
<tr>
<td></td>
<td>Above</td>
</tr>
<tr>
<td>1. Planning my high school program to fit my needs and abilities.</td>
<td></td>
</tr>
<tr>
<td>2. Overcoming personal handicaps such as shyness, impoliteness, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Planning my high school program to fit my interests</td>
<td></td>
</tr>
<tr>
<td>4. Reviewing and evaluating my accumulative record</td>
<td></td>
</tr>
<tr>
<td>5. Reviewing and developing my personality</td>
<td></td>
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<tr>
<td>6. Evaluating my achievement test results</td>
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<tr>
<td>7. Evaluating my scores on aptitude tests</td>
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<tr>
<td>8. Evaluating my scores on interest inventories and personality tests</td>
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<tr>
<td>9. Making a comprehensive self-appraisal</td>
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<tr>
<td>10. Becoming informed of the educational opportunities in high school</td>
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<tr>
<td>11. The selection of my high school courses</td>
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</tbody>
</table>
12. Accumulating information concerning after graduation educational opportunities—entrance requirements, catalogues, etc.

13. Becoming informed of vocational opportunities and requirements

14. Planning my future

15. Getting adjusted to high school

16. Solving the problems concerning social life

17. Solving problems relating to my emotional behavior

18. Taking the best advantage of the social life of the community for my own welfare

19. Overcoming mistakes

20. Developing a well-balanced, poised, and cultured personality

21. Receiving helpful suggestions in developing desirable conduct

22. My participation in school activities

23. Stimulating my interest in high ideals

24. Setting up goals within my own abilities

25. Developing effective study habits

PART III

Mark the one who has given you the most assistance in high school for each item.
1. Assistance regarding high school educational opportunities

2. Assistance in planning my high school program

3. Advice resulting from standardized test scores—achievement, aptitude, interest, personality, etc.

4. Information about post high school educational information

5. Assistance concerning future vocational opportunities

6. Assistance in getting adjusted to high school upon initial entry

7. Who gave you most help in each type of guidance?
   - Personal
   - Academic
   - Social
   - Future Education
   - Vocational

8. Assistance with your personal problems

PART IV

GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT

A. What aspects of the guidance program appear to you to be most complete?
B. What aspects seem to be lacking or inadequate?

C. General comments:

NAME OF HIGH SCHOOL ________________________________

NUMBER OF YEARS IN THIS HIGH SCHOOL ________

BOY _______ GIRL _______ (Check one) GRADE _______ (Indicate)
Dear Student:

The enclosed check list is for the purpose of surveying the guidance services in Concord and Sevier High Schools. The information furnished will assist me greatly in a research study I am conducting of the "Adequacy of the Guidance Program in Two High Schools in Concordia Parish, Louisiana." Also, I wish to use the data for the completion of my Master's Degree Thesis at Atlanta University, Atlanta, Georgia.

Will you kindly take a few moments and check the requested items, and return the form in the stamped self-addressed envelope by June 17, 1967. Your response is urgently needed prior to June 23, 1967.

Please feel free to express yourself fully. You will not be identified, nor will the information you give here be used to intimidate you in any manner.

Please answer all items on the check list with the appropriate symbol. When answering items that require a response other than yes or no, please be brief and specific.

The findings of this study will be made available to each participating school.

May I thank you for your cooperation and participation in this endeavor.

Very truly yours,

Sam Williams, Jr.

/swwj

Enclosures 2
A CHECK LIST FOR EVALUATING THE GUIDANCE PROGRAM
OF CONCORD AND SEVIER HIGH SCHOOLS

EVALUATOR ___________________________ DATE ___________________________
(Counselor)

Each statement below represents an activity that counselors may perform. In each case you are to indicate the extent to which the activity is a part of the typical school counselor's counseling and guidance duties by encircling the number which best represents your answer.

The scale is interpreted as follows: 1 - Very Much; 2 - Some (Average); 3 - Seldom; and 4 - Never.

1. Assist students to appraise their educational progress
   1 2 3 4

2. Conduct group guidance sessions for pupils
   1 2 3 4

3. Aid in the integration of guidance services with other aspects of the school program
   1 2 3 4

4. Work with individual faculty members to assist students in making adjustments
   1 2 3 4

5. Provide information about the school's guidance program to community groups
   1 2 3 4

6. Attend college classes to improve skills in counseling
   1 2 3 4

7. Help students learn satisfactory methods of making personal adjustments
   1 2 3 4

8. Conduct groups on visits to industrial plants
   1 2 3 4

9. Meet with community representatives of referral agencies to discuss school problems
   1 2 3 4

10. Make entries on cumulative record cards
    1 2 3 4

11. Assist the teaching staff in securing and interpreting information about students
    1 2 3 4

12. The administrative staff support and assist in the development and improvement of the guidance program
    1 2 3 4

13. Counsel students regarding personal and social adjustment
    1 2 3 4
14. Conduct orientation to the next higher segment of the school

15. Work with citizens' committee on community problems

16. Maintain an informational resource for placement opportunities

17. Hold conferences with teachers and administrators concerning pupil referrals

18. Participate on the parish guidance council

19. Counsel students on vocational choice

20. Discuss boy-girl relations with a group of students

21. Provide information about the guidance program to parents

22. Assist in the development of policies for the school's guidance department

23. Assist the teaching staff to interpret mental ability tests

24. Read professional publications

25. Assist students to diagnose learning difficulties

26. Teach a course on occupations

27. Conduct group sessions with parents regarding their children

28. Develop a testing program to appraise individual personality traits

29. Act as a consultant to staff members in solving student problems

30. Serve as a consultant for setting up a guidance program

31. Aid students to discover their capabilities

32. Conduct field trips to colleges

33. Speak to a local service organization concerning guidance

34. Conduct follow-up studies of graduates
35. Assist teachers in identifying causes for student reading disabilities

36. Write an article for a professional journal

37. Counsel students concerning their long range academic program in secondary school

38. Engage in research and evaluation studies to determine the effectiveness of the guidance program

39. Aid in integrating the guidance activities with those of the community

40. Plan the school testing program with other staff members

41. Work with other staff members to obtain information about students

42. Attend a workshop or conference on counseling and guidance techniques

43. Work with potential drop-outs and drop-outs

44. Conduct a group guidance class on occupations

45. Serve on a committee concerning the local youth center

46. Maintain occupational and educational files

47. Conduct in-service program for teachers

48. Attend a state-wide guidance conference

49. Help students evaluate their educational progress

50. Teach a course in personal-social adjustment

51. Meet with local officials concerning the problems of youth

52. Score tests

53. Provide guidance information for other staff members

54. Accept an office in a professional organization

55. Counsel students concerning their educational plans

56. Act as advisor to a group of students
57. Contact community agencies to determine solutions to student problems  1 2 3 4
58. Develop local norms for standardized tests  1 2 3 4
59. Interpret data about pupils to other staff members  1 2 3 4
60. Read articles and books in the counseling and guidance area  1 2 3 4

GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT OF THE GUIDANCE PROGRAM

A. What aspects of the guidance program appear to be most adequate and complete in this school?


B. What aspects of the guidance program appear to be incomplete and the least adequate?


C. What suggestions do you offer for the improvement of the guidance services in this school?


D. General Comments:
Guidance Services

GUIDING PRINCIPLES

Guidance and pupil personnel services directed and coordinated by staff members with specialized preparation are an integral part of the educational program and are especially designed to assist in focusing the entire educational process on the individual. These services are organized to give continuous assistance to each student in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for limitations; in relating this information realistically to his needs and potentialities; in helping him with the social-moral-spiritual problems common to youth; and in discovering and developing creative interests and appreciations.

Guidance services provide an inventory of the individual, appropriate socioeconomic information, counseling, educational and job placement, and follow-up and evaluation. These services, coordinated by the school guidance counselor, correlate for the individual student the other pupil personnel services.

Each member of the school staff has his own responsibility in the guidance program and works cooperatively with other members of the staff. All members of the guidance and teaching staffs understand their mutual responsibilities in helping each student to plan and carry out the course of action adapted to his personal needs.

Finally, the information obtained by the guidance service about the students enrolled and the community served should be studied and used by the entire school staff in continuous development of the curriculum.

NAME OF SCHOOL ________________________________ DATE __________

Self-evaluation by ____________________________________________________________________________________________
__________________________________________________________________________________________________________________________________________________________
EVALUATIVE CRITERIA

Instructions

GENERAL

Members of school staffs making self-evaluations and members of visiting committees should understand that a regular part of the evaluation process consists in modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the stated philosophy and objectives of the school and with the characteristics of the school and community. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the school’s philosophy and objectives and (2) characteristics of the school and community. Therefore, Section B, “Philosophy and Objectives,” and Section C, “School and Community,” should be kept in mind when the various features of the school are being checked and evaluated.

Persons making evaluations should ask: “How well do the practices in this school conform to the philosophy and objectives of the school?” and “How well do they meet the needs of the school and community?” When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the philosophy and objectives and to the needs of the school and community. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS (See Manual, pp. 3–4, 8)

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. Some may not be necessary, or even applicable, in every school. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate places. The checklists should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluations.

The use of the checklists requires five letters:

E Provision or condition is made extensively.
S Provision or condition is made to a moderate extent.
L Provision or condition is very limited or missing but needed.
M Provision or condition is missing but its need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators.
N Provision or condition is not desirable or does not apply.

When an item contains statements such as “Courses are required for all students . . .” or “All teachers have the following qualifications . . .” the intention is to indicate the upper limit for those items. It is not implied that the provision must be present to the full extent stated in order to use the rating “E.”

EVALUATIONS (See Manual, pp. 3–4, 9)

Evaluations are the best judgments of the school’s self-evaluation and normally are reviewed by the visiting committee. These judgments are consideration of such evidence as (1) the local board’s observation and analysis of the work of discussions of faculty committees, study of records with the community, and (2) the visiting committee’s conferences with students, consultation with the school staff members, discussions within the visiting committee. When one makes a judgment upon what is in an evaluation item, using the ratings defined should consider in the light of his whole experience the school is fulfilling its objectives and the needs of the students.

5.—Excellent: the provisions or conditions are extensive and are functioning excellently.
4.—Very good:
   a. the provisions or conditions are extensive, well, or
   b. the provisions or conditions are moderate but are functioning excellently.
3.—Good: the provisions or conditions are extensive and are functioning well.
2.—Fair:
   a. the provisions or conditions are moderate but are functioning poorly,
   b. the provisions or conditions are limited but are functioning well.
1.—Poor: the provisions or conditions are limited and functioning poorly; or they are missing but needed.

M.—Missing: the provisions or conditions are limited by the need is questioned. This question might arise in relation to the philosophy and objectives of the school, the needs of the students, or because of differences of opinion of evaluators. Item “M” do not affect the graphic summary of the school. The visiting committee should dis written report any evaluations marked “M” to the school should consider further.

N.—Does not apply: the provisions or conditions are not applicable, or they are not desired by the youth of this school or community, or to conform to the school’s philosophy and

COMMENTS (See Manual, p. 9)

The school should enter in the proper spaces all qualifications which will help to explain its record more complete the description of its practices. If space is insufficient, w margins or attach a sheet of paper.

* If, in making the self-evaluation, members of the school to indicate which of the alternatives given for evaluation applies, they may use “4a” or “4b,” and “2a” or “2b.”
I. General Nature and Organization

The organization for carrying out the school's responsibility for guidance will vary with size of school, available resources, and administrative provisions. On a separate sheet, or under “Comments,” explain the organization of the guidance services with a diagram, a description, or both.

1. Guidance services are planned to be an integral part of the educational program to help the student make sound adjustments, choices, and plans.

2. Administrative, guidance, and instructional staff members regard guidance services as a cooperative undertaking in which each has well-defined responsibilities.

3. The administrative staff supports and assists guidance services by enlisting community support, providing facilities and equipment, and coordinating curricular and guidance activities.

4. Guidance services are planned to help students understand their socioeconomic environment.

5. Guidance services are organized to help students develop both immediate and long-range plans.

6. Guidance services help students make their own choices and become increasingly self-directive.

7. Guidance services are concerned with maintaining good adjustment and preventing maladjustment, as well as locating the causes of maladjustment and providing remedial assistance.

8. Guidance services emphasize moral and spiritual values.

9. Guidance services assist students in achieving desirable goals through the provision and use of individual inventories, socioeconomic information, counseling, placement, and research and evaluation services.

10. Organized group guidance activities supplement and support other services of the guidance program.

11. Counseling is an essential element of the guidance program.

12. Guidance services assist in the orientation of new students to the school.

13. Guidance services function throughout all grade levels and are available to all students.

14. Guidance services are available to students who leave school before graduation as well as to graduates.

15. Guidance services are coordinated with similar services in schools previously attended.

16. Guidance services are coordinated with similar services in industry or in schools subsequently to be attended.

17. Counselors maintain contact with outside agencies which are interested in education, such as civic groups and labor organizations.

18. Counselors are free from administrative or supervisory duties, such as the administration of attendance or discipline, which might impair desirable relations with students, teachers, parents, or community leaders.

19.

20.

Evaluations

a. How adequate is the concept of guidance services held by all members of the school staff?

b. How extensive are the provisions for guidance services?

c. To what extent are provisions made to use the assistance of instructional staff members and community agencies in providing guidance services?

Comments
II. Guidance Staff
(For data on preparation, see Section X, "Individual Staff Member."

A. PREPARATION AND QUALIFICATIONS

List below all persons designated as counselors in this school. Place at the top of the list the name of the person charged with the responsibility for coordinating and directing guidance services in this school.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Proportion of Time Given to Guidance Program</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

CHECKLIST

Counselors having responsibility for the guidance services have:

1. Personal qualifications for the development of desirable working relationships with people in school and community.
2. Ethical professional attitudes in providing guidance services and in handling confidential information.
3. Active membership in professional and educational organizations.
4. Active membership in appropriate community organizations.
5. General and professional education which is equivalent to the master's degree as a minimum.
6. A broad general educational background.
7. Preparation in basic principles of guidance.
8. Preparation in psychology and mental health with particular emphasis upon child growth and development.
9. Successful teaching experience.
10. Occupational experience other than teaching or counseling in one or more wage-earning jobs.
11. Preparation in content and methods of group guidance.
12. Preparation in techniques used in the individual inventory.
13. Knowledge of group and individual tests, their uses, limitations, and interpretations of results.
14. Preparation in appropriate counseling techniques.

EVALUATIONS

a. How adequate is the preparation of the guidance staff?
b. How adequate is the experience of the guidance staff?
c. How satisfactory are the personal qualifications of members of the guidance staff?

COMMENTS
B. TEACHER PARTICIPATION

Maximum results of the guidance services can be achieved only through cooperative participation in the services by teachers. The following criteria suggest ways in which the teaching and guidance staffs may cooperate in assisting students.

CHECKLIST

1. Teacher and counselor responsibilities in the guidance program are clearly defined and understood.
2. Teachers discuss the educational and occupational implications of their subject-matter fields.
3. Teachers use information from cumulative records to increase their understanding of individuals in their classes.
4. Teachers use information from cumulative records in adapting instruction to individual needs.
5. Teachers seek the assistance of counselors in helping students.
6. Teachers acquaint students with values and availability of guidance services.
7. Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services.
8. Teachers and counselors cooperate in securing information concerning students.
9. Teachers and counselors participate in group conferences concerning students.
10. Teachers assist in carrying out the recommendations of teacher-counselor conferences.
11. Teachers and counselors cooperate in continuing to keep in touch with students who leave school.
12. Teachers assist in securing the cooperation of the home.
13. All teachers and counselors cooperate in helping students plan programs to meet individual student needs.

VALUATIONS

a. To what extent do teachers indicate interest in and understanding of the functions of the guidance services?

b. How well do teachers and counselors cooperate in appropriate phases of the guidance services?

COMMENTS

C. SPECIALISTS FOR CONSULTATION AND REFERRAL

Teachers and counselors often need the assistance of specialists, such as psychologists, psychiatrists, physicians, nurses, visiting teachers, social workers, clergymen, and individuals with special knowledge of vocations and placement. In large school systems these specialists may be available from central bureaus or clinics for the entire school system. Many schools will have to call upon community agencies for such assistance.

List below the names of individuals serving as specialists, their official positions and locations, and the use made of them during the last twelve months.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Location</th>
<th>Extent of Service</th>
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<tbody>
<tr>
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VALUATIONS

a. How adequate are the provisions for securing the services of specialists?

b. How adequate are the follow-up contacts with specialists?

COMMENTS (Describe use made of community agencies.)
III. Guidance Services

A. INDIVIDUAL INVENTORY SERVICES

Comprehensive information about students, systematically organized for use, is essential for an effective guidance program. It is desirable that significant information be obtained at or before the time each child is enrolled in the school system and that additional information of guidance value be added to each student's record as he progresses through school. Information should be added to the records of those students who have left school when doing so does not deprive current students of important services.

1. Sources of Information about Students

**CHECKLIST**

Provisions are made for obtaining information about students through such means as the following:

1. Records from previous school.
2. Appropriate tests given near the time of admission.
3. Appropriate tests administered to individual students as need arises.
4. Personal data blanks.
5. Individual interviews.
6. Periodic physical examinations.
7. Periodic ratings by teachers.
8. Comments and observations by teachers.
9. Conferences with teachers.
10. Interviews with parents, other family members, and interested friends of the student.
11. Autobiographies.
13. Case studies.
15. Socioeconomic rating.
16. [Blank]
17. [Blank]

**EVALUATION**

( ) a. How adequate are the provisions for obtaining information about students?

**COMMENTS**
Types of Information about Students

The classifications below suggest types of information which are helpful in student guidance. The scope and nature of records will depend upon the organization of the guidance services within a particular school. It should be emphasized that records are not of value for their own sake, but only as they are used to promote student welfare.

The cumulative record is essentially unitary, and should be consulted when a student problem, or a student-counselor conference, is in question. It is recognized that in large schools there may be administrative reasons for separating the files of these records, but this should be done in such a way that all records are accessible for quick consultation. All items should be treated as professionally as the physician or lawyer treats information about his patient or client.

Home and Family Background

CHECKLIST

Accurate information is secured and recorded about the following items for all students:

1. Name, sex, place and date of birth.
2. Photograph.
3. Full name of each parent (or guardian).
4. Parents' or guardian's address and telephone number.
5. Occupation of each parent.
6. Race, nationality, and birthplace of parents.
7. Citizenship status of parents; how long residents of this country.
9. Marital status of parents; living together, divorced, separated, remarried.
10. Ages of brothers and sisters.
11. Marked talents or accomplishments of family.

14. Attitude of the home toward school and attendance.
15. Facilities for home study—library, magazines, conveniences for study.
17. Description of neighborhood conditions.

SUPPLEMENTARY DATA

1. Describe the methods used in securing this information.

EVALUATIONS

( ) a. How extensive is the information concerning home and family background?
( ) b. How well is this information kept up to date?

COMMENTS
b. Physical and Medical Status (See also Section H, "Health Services.")

CHECKLIST

Upon admission to the school and whenever the need is indicated, accurate information is secured and recorded about the following items for all students:

1. Height and weight.
2. Vision.
3. Hearing.
4. Mental health and personal adjustment.
5. Teeth and gums.
7. Posture and feet.
8. Tonsils, adenoids.
10. Skin and scalp.
11. Physical abnormalities and deformities, undernourishment.
12. Physiological maturation.
13. Immunizations.
14. Serious illnesses or injuries.
15. Absence due to illness.
16. Physical health habits.
17. Medical limitations on physical activities.
18. 
19. 

SUPPLEMENTARY DATA

1. Describe the plan for physical and medical examinations.

EVALUATIONS

( ) a. How extensive is the information concerning physical and medical status?
( ) b. To what extent are physical and medical records kept up to date?

COMMENTS
Scholastic Progress and Test Information

Accurate information is available about the following items for all students:

1. Name and location of school or schools attended.
2. Attendance and tardiness record; reasons for excessive absence or tardiness.
3. Curriculum or pattern of courses selected; record of changes with reasons for change.
4. Summary of academic records, including courses, year taken, marks, and credits received.
5. Reason and explanation for any failure.
6. Scholastic distinctions received.
7. Record of subsequent entry and success in other educational institutions.

8. Results of standardized tests (check):
   - Scholastic aptitude (intelligence).
   - Interest inventories.
   - Achievement tests.
   - Personality tests.
   - Prognostic tests.
   - Aptitude tests (other than scholastic).

9.

10.

Supplementary Data
Describe the testing schedule.

Evaluations
a. How extensive is the scholastic progress and test information?
b. How up to date are scholastic progress and test records?

Remarks
d. **Personal and Social Development**

**CHECKLIST**

Accurate information is available about the following items for all students:

1. Special talents and interests—musical, artistic, athletic, inventive, literary, dramatic, scientific.
2. Special achievements (other than academic) in school and out of school.
3. Participation in student activity program.
4. Educational intentions.
5. Vocational preferences at successive stages of development.
7. Membership in out-of-school clubs or organizations.
8. Employment during out-of-school hours and during vacations.
10. Conduct or citizenship record.
11. Nature of social activities.
12. Periodic ratings by teachers on personal traits.
13. Attitudes toward school and school activities.
14. Religious interests and activities.
15. Results from interest inventories.
16. Interpretations of aptitude tests.
17. Interpretations of personality and attitude inventories or scales.

**SUPPLEMENTARY DATA**

1. Describe method for securing this information and indicate who is responsible for securing it.

**EVALUATIONS**

a. How extensive is the information concerning personal and social development?

b. How up to date are records of personal and social development?
MAINTENANCE AND USE OF INFORMATION ABOUT STUDENTS

CHECKLIST

1. The cumulative record of an entering or transfer student is consulted before his enrollment is completed.
2. Forms provide for easy and accurate recording of data and sources of information.
3. Codes and marking systems are explained on each form to which they apply.
4. Graphs or diagrams are used wherever appropriate to show progress of students.
5. Student records are organized so that data are entered in sequential order and relationships and progress can be traced easily.
6. Only data of permanent value are preserved in the permanent cumulative record.
7. Provision is made for convenient duplication of parts of student records.
8. A cumulative record card for each student is carefully filed for use while he is in school and for reference after he has left school.
9. Student records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems.

10. The information in cumulative records is used to assist students with self-appraisal and in educational and vocational planning.
11. Persons legally permitted to have access to students' records are identified.
12. Results of tests are accumulated for use in developing local norms.
13. Teachers are provided with summaries of important data from records.
14. Records containing information are readily accessible to all who are authorized to use them.
15. Counselors use professional judgment in providing information from their confidential files to assist teachers in helping students.

UPPLEMENTARY DATA

1. Describe procedures used to acquaint new teachers with content and location of records.

EVALUATIONS

a. How well are records organized, filed, and protected?
b. How extensively are records used by teachers?
c. How extensively are records used by counselors?

COMMENTS
B. SOCIOECONOMIC INFORMATION SERVICES

Much of the occupational and educational information needed by students in planning their futures and making decisions can be presented through group instruction. Nevertheless, wide individual differences exist in the times at which such information is needed and in the kind and amount of information required. One of the aims of the guidance service is to have available to the individual, or easily accessible, pertinent information which he may use in making wise plan

CHECKLIST

1. Information is available concerning current educational opportunities and requirements of institutions beyond the secondary school.

2. Information is available concerning current occupational opportunities, requirements, rewards, and conditions of work.

3. Information is available concerning personal and social development.

4. An organized program of group guidance is available for all students.

5. Occupational information which is pertinent to the present and immediate future local job market is collected regularly.

6. Information is available concerning the recreational opportunities available for secondary school youth.

7. Posters, charts, photographs, exhibits, and other means are employed to present information to students.

8. Periodicals containing articles of guidance value are available for student use.

9. Current catalogs are available for school (business, trade, nurses training, and evening colleges, and universities.

10. Current information is available regarding scholarships, loans, and other financial assistance for students.

11. Activities which assist students in planning careers are provided.

12. Opportunities to meet with college admission officers are provided.

13. Agencies and persons who are willing and able to give individual students accurate occupational, training, and placement information have been identified, are known, and used.

14. Informational materials are organized and filed for effective use.

15. Information on military service is given to students.

16.

17.

EVALUATIONS

a. How adequate is the socioeconomic information which is useful to students for guidance purposes?

b. How well is this information organized for use?

COMMENTS
C. COUNSELING SERVICES

This section refers only to services performed by members of the school staff formally designated as full-time or part-time counselors.

General Principles

CHECKLIST

1. Counseling is available during the school day for all students.
2. Counseling time to the extent of at least one period a day for each 50 students enrolled is provided.
3. Counseling service is concerned with all phases of student development—physical, mental, emotional, social, moral, and spiritual.
4. Counselors recognize that individual differences and environmental variations are basic factors affecting student behavior.

VALUATIONS

a. How extensive are the provisions for counseling?
b. How effective is the counseling?

COMMENTS

Interview Procedures

CHECKLIST

The counselor:

1. Prepares for each interview by studying all data pertinent to the counseling problem.
2. Recognizes problems which may involve a series of interviews and plans accordingly.
3. Cooperates with appropriate persons and agencies in making mutual referrals and in keeping each other informed about plans and activities affecting the student in the school situation.
4. Conducts all interviews in private.
5. Encourages the student to express himself freely.
6. Avoids domination of the interview.
7. Accepts the student as he reveals himself without unnecessarily expressing values on his remarks.

8. Is mindful at all times that decisions reached in the interview must be emotionally and intellectually and morally acceptable to the student.
9. Aims at assisting students in becoming increasingly self-reliant.
10. Keeps a written record of the interview (though not necessarily made during the interview).
11. Is careful to be professional in handling confidential information.
12. Makes provision for follow-up and assistance when desirable for each student counseled.

VALUATIONS

a. To what extent is careful preparation made for the interview?
b. How effectively are the techniques used in the interview?
c. How effective is the cooperation with other persons involved through referrals?

COMMENTS
### D. PLACEMENT SERVICES

**CHECKLIST**

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<tr>
<td>1.</td>
<td>Assist students who withdraw from school in obtaining additional education or training.</td>
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<td>2.</td>
<td>Assist graduates in obtaining additional education or training.</td>
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<td>3.</td>
<td>Assist students in securing part-time and vacation employment.</td>
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<td>4.</td>
<td>Assist students who withdraw from school in obtaining suitable employment.</td>
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<td>5.</td>
<td>Assist graduates in obtaining employment for which they are fitted.</td>
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<td>6.</td>
<td>Coordinate the school placement services with similar community services.</td>
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<td>7.</td>
<td>Make records of placement information in the students' cumulative records.</td>
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<td>8.</td>
<td>Conduct or collect surveys of local and national occupational and training opportunities.</td>
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**EVALUATIONS**

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<tbody>
<tr>
<td>a.</td>
<td>How adequate are provisions for educational placement services?</td>
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<td>b.</td>
<td>How adequate are provisions for employment placement services?</td>
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<td>c.</td>
<td>How effectively do these services function?</td>
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**COMMENTS**

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9. Make results of occupational surveys available to those responsible for the improvement of the educational program.

10. Accumulate and organize information about placement results for use by those responsible for the improvement of the educational program.

11. Provide reports on work experience for students transferring to another school.

12. Recommend changes in placement of students for better adjustment within the school.
E. RESEARCH AND EVALUATION SERVICES

GUIDANCE SERVICES

cklist

E. research and evaluation services:

1. Conduct periodic surveys of activities of all school-leavers including graduates.
2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies.
3. Secure information from school-leavers concerning the strengths and weaknesses of the total school program.
4. Secure information from school-leavers concerning strengths and weaknesses of the guidance services.
5. Identify out-of-school youth who need further guidance.
6. Acquaint staff and community with results of research.
7. Provide opportunities for students now in school to help with follow-up studies.
8. Compile information which is summarized, interpreted, and made available to the administration.
9. 
10. 

Evaluations

a. How adequate are provisions for research and evaluation?

b. To what extent are research and evaluation activities used in the improvement of the educational program?

Comments
IV. Special Characteristics of the Guidance Services

1. What are the best elements or characteristics of the guidance services?
   a. 
   b. 
   c. 

2. In what respects are guidance services least adequate or in greatest need of improvement?
   a. 
   b. 
   c. 

3. In what respects have guidance services been improved within the last two years?
   a. 
   b. 
   c. 

4. What improvements are now being made or are definitely planned for the immediate future?
   a. 
   b. 
   c. 

5. What carefully conducted studies has the school made within the past two years or is it now making of its own problems in this field?
   a. 
   b. 
   c. 

V. General Evaluation of Guidance Services

EVALUATIONS

( ) a. To what extent are guidance services consistent with the philosophy and objectives given in Section B?
( ) b. To what extent do guidance services meet the needs of students indicated in Section C?
( ) c. To what extent is the school identifying problems in guidance services and seeking their solution?
VITA

Sam Williams, Jr.

Education: B.S. Degree, Southern University, Baton Rouge, Louisiana (Business Education and Social Studies), 1957. Further study at Tuskegee Institute - Summer School 1965, under the sponsorship of the International Paper Company Foundation. Participant in the 1966-67 Academic-Year NDEA Counseling and Guidance Institute, Atlanta University.


Business Education Teacher and Secretary to the Principal, Iberville High School, Plaquemine, Louisiana, 1957-1958.


Sabbatical Leave - Academic Year 1966-67.

Counselor - Sevier High School, Ferriday, Louisiana, 1967-68.

Field of Concentration: Graduate: Counseling and Guidance

Personal Information: Married, father of one daughter, and one son. Membership as follows:

True Light Baptist Church
Louisiana Education Association
Concordia Parish Teachers Association
Fifth District Guidance Association
American Personnel and Guidance Association
American Vocational Association, Inc.
National Business Teachers Association
Kappa Phi Kappa Professional Honorary Fraternity
American Legion
Boy Scouts of America
Sevier Quarterback Club

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