

1959

A survey of New Hampshire's public and parochial high school guidance programs.

<https://hdl.handle.net/2144/14415>

"Downloaded from OpenBU. Boston University's institutional repository."

Thesis
Callahan, A. M.
1959

Boston University
School of Education

Thesis

A SURVEY OF NEW HAMPSHIRE'S PUBLIC AND PAROCHIAL HIGH
SCHOOL GUIDANCE PROGRAMS

Submitted by

Anne M. Callahan

B. Ed. in Home Economics, Keene Teachers College, 1957

In partial fulfillment of the requirements for the Degree
of Master of Education

1959

Boston University
School of Education
Library

FIRST READER Doctor Dugald S. Arbuckle

SECOND READER Doctor Henry Isaksen

TABLE OF CONTENTS

CHAPTER

I.	INTRODUCTION	
	Statement of the Problem.....	1
	Statement of the Methods Used to Gather Data.....	1
	Justification.....	2
II.	REVIEW OF THE LITERATURE	
	The Organization and Administration of Guidance.....	5
	Pupil Inventory.....	7
	Counseling.....	8
	Educational and Vocational Information.....	9
	Placement.....	11
	A Follow-Up study.....	13
III.	PRESENTATION OF THE DATA	
	Schools Responding to the Questionnaire.....	15
	Schools Providing an Organized Guidance Program.....	18
	Staff Members In Guidance.....	21
	Cumulative Records.....	32
	Counseling.....	45
	Educational and Vocational Services.....	51
	Placement.....	59
	Follow-up.....	61
	Obstacles In Providing Better Guidance Services.....	64

TABLE OF CONTENTS

Cont.

Improvements Needed In Guidance Programs.....	67
Improvements in the Guidance Program Expected. Within the Nest Few Years	69
IV. SUMMARY AND CONCLUSIONS	
Summary and Conclusions.....	72
BIBLIOGRAPHY.....	
APPENDIX.....	

LIST OF TABLES

TABLE	PAGE
I. PUBLIC AND PAROCHIAL HIGH SCHOOLS TO WHICH CHECK LIST WAS SENT AND HIGH SCHOOLS RETURNING THEM.....	15
II. RETURNS IN ORDER OF HIGH SCHOOL ENROLLMENT.....	16
III. INDIVIDUAL WHO COMPLETED THE CHECK LIST....	17
IV. SCHOOLS PROVIDING AN ORGANIZED GUIDANCE PROGRAM.....	18
V. GUIDANCE PROGRAMS BY ENROLLMENT.....	19
VI. THE RESPONSIBILITY OF GUIDANCE SERVICES....	20
VII. STAFF MEMBERS IN GUIDANCE.....	21
VIII. GUIDANCE COURSES TAKEN BY THE GUIDANCE WORKER.....	23
IX. DUTIES PERFORMED BY STAFF MEMBERS RESPONSIBLE FOR GUIDANCE SERVICES.....	25
X. PHYSICAL ACCOMMODATIONS FOR COUNSELING AND GUIDANCE.....	27
XI. THE TEACHER'S ROLE IN SCHOOLS' GUIDANCE ACTIVITIES.....	29
XII. CUMULATIVE RECORDS RECEIVED FROM FEEDER SCHOOLS.....	32
XIII. SCHOOLS MAINTAINING CUMULATIVE RECORDS.....	32
XIV. KIND OF INFORMATION MAINTAINED ON CUMULATIVE RECORDS.....	33
XV. RECURRENCE OF RECORDING THE DATA ON CUMULATIVE RECORDS.....	34
XVI. THE INDIVIDUAL RESPONSIBLE FOR FILLING IN CUMULATIVE RECORDS.....	35

TABLE	PAGE
XVII. RECURRENCE OF RECORD INFORMATION BY TEACHERS.....	37
XVIII. RECURRENCE OF THOSE USING CUMULATIVE RECORDS.....	38
XIX. TYPES OF STANDARDIZED TESTS USED IN SCHOOLS GUIDANCE PROGRAMS.....	39
XX. TYPE AND NAME OF STANDARDIZED TESTS USED IN GUIDANCE PROGRAMS ACCORDING TO NUMBER AND PERCENT OF SCHOOLS.....	41
XXI. COUNSELOR RESPONSIBILITIES FOR COUNSELING INCLUDE.....	45
XXII. BASIS FOR COUNSELING.....	46
XXIII. FREQUENCY OF SCHEDULED COUNSELING SESSIONS	48
XXIV. SCHOOLS MAINTAINING INTERVIEWS AND COUNSELING RECORDS.....	49
XXV. LENGTH OF ORIENTATION TO HIGH SCHOOL.....	50
XXVI. TYPES OF ACTIVITIES WHICH PROVIDE VOCATIONAL AND EDUCATIONAL INFORMATION.....	51
XXVII. AIDS AND MATERIALS USED TO PROVIDE VOCATIONAL AND EDUCATIONAL INFORMATION.....	55
XXVIII. SCHOOL HANDBOOK PUBLISHED FOR NEW STUDENTS	57
XXIX. PLACEMENT SERVICES AVAILABLE TO STUDENTS..	59
XXX. METHODS USED TO CONDUCT FOLLOW-UP STUDY...	61
XXXI. INTERVALS AT WHICH STUDENTS ARE FOLLOWED-UP.....	62
XXXII. USE MADE OF FOLLOW-UP DATA SUMMARIES.....	63
XXXIV. IMPROVEMENTS NEEDED IN GUIDANCE SERVICES..	64
XXXV. IMPROVEMENTS IN THE GUIDANCE PROGRAM EXPECTED WITHIN THE NEXT FEW YEARS.....	69

CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. This survey was conducted to determine the extent of the guidance services in New Hampshire's public and parochial schools and to make recommendations for a more effective program.

Statement of the Methods Used to Gather the Data. The following steps were used in conducting the survey:

(a) The writer obtained, from New Hampshire's State Director of Guidance, the 1958-1959 New Hampshire's Guidance Personnel Directory and sent questionnaires concerning the status of their school's guidance program to all of New Hampshire's one hundred and three public and parochial schools, including the academies which are operated by the towns. (b) The questionnaire used for this survey was set up to determine what New Hampshire Public and Parochial High Schools offered its pupils in the area of cumulative records, testing, counseling, information services, follow-up and placement.

Each phase of the schools guidance program was questioned in detail using the check list method. Space was allocated following each question for the

individual answering the questionnaire to supply additional information. (c) A questionnaire and letter was sent to all guidance personnel and/ or principals on January 3, 1959 explaining the purpose of the survey, and stating that New Hampshire's Director of Guidance favored this survey. Enclosed in the eighteen letters to the parochial schools was a letter from the assistant superintendent of parochial schools in Manchester, New Hampshire diocese urging them to cooperate with the guidance survey. (d) By January 26, 1959, after the writer had a sixty percent return, she sent a reminder to the guidance personnel who failed to reply. (e) After seven weeks a total of eighty-four questionnaires had been returned either by the principal or guidance personnel. This gave the writer an eighty per cent return with which to work.

Justification. At the beginning of the century the philosophy underlying the school systems was based on the assumption that the school's role was to prepare the academically talented for further study in colleges and graduate schools. With this belief of the schools' reason existence prevailing, many students who

were academically less-talented were forced onto the farms and into the factories long before they had the necessary education not only to make them intelligent citizens but to prepare themselves properly in the skills and attitudes which were necessary to make them competent workers in their selected occupations.

Comparing the new and old methods of education to yesterdays and today's method of industry when the assembly line was created to make a horizontal basis of work, each man a specialist in one specific function of the machine age, education, because of its widened scope has arrived at the point where no one man can handle the vertical scale in a school to-day. Whereas in the horizontal scale of education the person who is trained to specialize in guidance sees that "Guidance workers are to envisage the whole pupil and to see that the potential service of the school is utilized to his individual advantage."^{1./}

The basic justification for this survey is to

^{1./}Percival W., Hutson, The Guidance Function in Education, (New York: Appleton-Century Crofts, Inc., 1958), p. 99.

reveal the position of New Hampshire's public and parochial schools guidance program. It is hoped with the results of this survey other schools will receive the necessary stimulæ to encourage them to establish the guidance program which will provide the best possible services obtainable for the student, the school, and the community which the guidance program serves.

It has been the writer's personal experience that this lack of understanding is a significant factor in the inadequacy of the guidance program in many communities. It is obvious, therefore, that until the public is educated to this necessity, the insufficiency of the program will continue.

Still another regrettable factor is the attitude of voters who do understand that a problem exists but are unwilling to see it financed because it appears to them to be a revolutionary idea in education and they are categorical opposed to anything new.

CHAPTER II

REVIEW OF THE LITERATURE

A guidance program should be keyed to the ideals of education in our American democracy. More and different kinds of services are being offered by elementary and secondary schools so it is imperative that these services be administered efficiently and economically to best serve education by having the properly trained guidance personnel.

Stoops has stated that the chief services to be organized are:

Getting information about individuals; getting information about educational and other opportunities; counseling; placement or readjustment; and follow-up. These require the organization and administration of such activities as testing, record keeping, scheduling, coordination of agencies interpreting, evaluation and the like.¹

Promoting better individual adjustment and greater group welfare should be the prime requisite of guidance organization and administration. The wastage that emanates from poor individual health, illiteracy, delinquency, and occupational inefficiency must be

¹Emery Stoops, Guidance Services: Organization and Administration, (New York: McGraw-Hill Book Company, Inc., 1959), p. 1.

eradicated in order for this country to remain free and strong. The worth of the individual, regardless of his race, family background, religion, or I.Q. must be realized and utilized for growth of a sound and balanced nation.¹

The needs and problems of the pupils must be studied before an effective guidance program can be initiated. The program must grow from within, being designed to benefit the needs of a given school. Support from the school's administration is necessary in establishing and carrying out a guidance program. Financial and moral support from the superintendent and principal is essential to the success of a program. The classroom teacher who has closest contact with the students is a key figure because he can observe, inform and refer students as their needs arise. The trained guidance personnel, working for self realization and evaluation of the individual, coordinates administrative, faculty and pupil concerns in a working relationship beneficial to all.²

¹ Ibid.

² Merle M. Ohlsen, Guidance: An Introduction, (New York: Harcourt, Brace and Company, 1955), p. 7.

In viewing the subdivisions of the adequate guidance program, it is evident that the individual services act as a correlated instrument. These promote introspection and the exercising of free will with adequate controls for the best performance and utilization of self.

Pupil inventory is the basis of an effective guidance program and consists of maintaining complete up-to-date files, availing wide faculty use of the data, and sharing discriminately the information in the files with students, parents, and other schools.¹

One prerequisite to the guidance program is the examination of the cumulative record system to determine its adequacy as a guidance tool. There is a need for a systematic plan for obtaining and organizing pupil data and maintaining up-to-date information. Through the counseling service this data should be used in assisting the pupils to formulate and carry out plans consistent with their known aptitudes, abilities, limitations, and interests.²

¹Raymond N. Hatch and Bufford Stefflre, Administration of Guidance Services, (New Jersey, Englewood Cliffs, 1958), p.271.

²Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services, (New York: McGraw-Hill Book Company, Inc., 1951), p.131.

Although the keeping of such records is essential, the most important factor dealt with in guidance is the individual. Reliable data covering individual student needs and assets are indispensable for effective guidance.³

Some of the methods used for gathering data include intelligence, achievement, and special aptitude tests, along with interests and personality inventories.⁴

Counseling is felt to be the core of a guidance program, for it is around this service that many of the other services assume much of their meaning and usefulness. Counseling involves a personal face-to-face relationship between the counselor and client. Arbuckle states that "Counseling is considered to be a process by means of which the counselee can come to understand himself so that he can solve his own problems."⁵

The above statement places much emphasis on the counselee and his role in bringing positive gains in his own behavior.

³ Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1951), p. 131.

⁴ Stoops, op. cit., p. 4.

⁵ Dugald S. Arbuckle, Teacher Counseling (Mass., Addison-Wesley Press, Inc., 1950), p. 3.

Williamson reports that:

Counseling is that part of student personnel work in which the counselor marshals the resources of an institution and of the community to assist a student to achieve the optimum adjustment of which he is capable.¹

This method of counseling the responsibility falls upon the counselor who controls the counseling session until satisfactory adjustment is achieved with the counselee. Arbuckle and Williamson are representative of the two trends in counseling techniques: directive or counselor centered, and nondirective or client centered.

Educational And Vocational Information

The constant expansion of our society has resulted in the growth and change of the nature and structure of many of our institutions. This often times results in confused individuals who need assistance toward utilizing adequate occupational information presented in the proper manner.²

Today the school guidance programs have assumed

¹E.G. Williamson, Counseling Adolescents (New York: McGraw-Hill Book Company, Inc., 1950), p. 124.

²Max F. Baer, Edward C. Roeber, Occupational Information (Chicago: Science Research Associates, Inc., 1958), p. 1.

the responsibility of assembling and distributing occupational and educational information. Brill feels that a normal individual does not need advice or suggestion in selecting a vocation; that his senses indicate what activity is best to follow.¹ In contrast E. Ginzberg, et al., records a theory of occupational choice:

First, occupational choice is a process which takes place over a minimum of six or seven years, and more. Secondly, since each decision during adolescence is related to one's experience up to that point, and in turn has an influence on the future, the process of decision-making is basically irreversible.²

Super writes that peoples' abilities, interests, and personalities limit them to certain occupations.³

The influence of education in determining occupational choice is stressed by Hoppock. Education makes available sources of occupations that otherwise would be unknown; it makes students aware of occupations

¹A.A. Brill, Basic Principles of Psychoanalysis (New York: Doubleday & Company, Inc., 1949)

²E.S. Ginzberg, et al., Occupational Choice, an Approach to a General Theory (New York: Columbia University Press, 1951)

³D. E. Super, "Group Techniques in the Guidance Program." American Psychologist, May, 1953, p. 185.

and provides tryout experiences in areas of pupil choice.¹

Our schools have a great need for occupational information in individual and group counseling situations. Courses of study must be planned to present realistic information concerning occupations to students.²

The first rule in planning a course in vocational guidance would be to consider the information necessary to the teacher and the student. Hoppock comments that:

We educators are always setting out to reform the world in one semester. One of our worst mistakes is our attempt to do too much. Some of our programs are a hodgepodge, thrown together in the pious hope that if we try enough things, something will probably work, and after all "it won't do the students any harm, will it?"³

Placement

Although there is a downfall in some placement programs due to the oversight of administration in planning an organized pattern some pupils have benefited from this service. The common practice in many communities, assumes the commercial teacher

¹ Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), p. 76.

² Carroll L. Shartle, Occupational Information (New York: Prentice-Hall, Inc., 1952), p. 8.

³ Hoppock, op. cit., p. 187.

will place students in clerical positions. Part-time job opportunities are expected to be procured through the physical education teacher. The principal assumed the role of manipulating higher education requirements. The needs of those student not fitting into these channels are left to chance.¹

Erickson and Smith support Hatch's sentiment when stating:

Placement, to be sure, is not a random activity by staff members; it is a planned function to be carried out by all persons responsible for the satisfactory progress of pupils' abilities, aptitudes, interests, and needs.²

The placement service for a time was concerned only with those pupils extending their learning in higher education. This neglected the bulk of students and led to the school's concern with (1) those pupils not furthering their education in college, (2) those who drop-out before graduation, or (3) those who have part-time employment while in school.³

¹Hatch, op. cit., p. 223.

²Erickson, op., cit., p. 119.

³Stoops, op. cit., p. 248.

A follow-up study is an evaluative procedure involving those who have withdrawn or graduated from school.¹ Such studies enable a school to evaluate its effort of the past and plan for the current pupil enrollment. These studies reflect the kinds of training best adapted to a student's abilities and the amount to develop maximum usefulness of the individual to himself, his community and society.²

Hatch expresses the idea that follow-up service is a yardstick by which the school program is measured from year to year by improving the curriculum, stimulating better teaching, increasing the values of guidance services and establishing better school-community relationships.³

¹Stoops, op. cit., pp. 260-61.

²Erickson, op. cit., p. 120.

³Hatch, op. cit., p. 228.

CHAPTER III
PRESENTATION OF THE DATA

Introduction

The intention of this survey was to measure the extent of the guidance services that are available to the pupils of New Hampshire's public and parochial secondary schools.

The six page guidance questionnaire¹ used was concerned with the guidance services of pupil inventory, counseling, vocational and educational information, placement, and follow-up services that were being carried out. Space was allowed for the individual completing the questionnaire to explain how his school's guidance program has improved or what has hindered the development of a better program.

The combined total of the public and parochial schools answering the questionnaire was 83, representing 80.6 percent of the 103 questionnaires sent out. The information received was compiled and tabulated separately so that a constructive analysis of each could be made.

¹
Appendix P.

New Hampshire has 103 public and parochial high schools with enrollments ranging from 33 to 2,000 pupils. Schools of all sizes were included in the survey to give an over-all picture of the guidance services offered in this state's high schools.

TABLE I

PUBLIC AND PAROCHIAL HIGH SCHOOLS TO WHICH CHECK LIST
WAS SENT AND HIGH SCHOOLS RETURNING THEM

Schools	Number of Check Lists Sent Out	Number of Replies Received	Percentage of Replies Received
Public	85	65	76.5
Parochial	18	18	100
Total	103	83	80.6

Public and Parochial High Schools To Which Check List Sent And High Schools Returning Them. Table I shows the number of questionnaires sent out to the public and parochial schools and the returns that were received. The 65 questionnaires returned from the public schools and the 18 returned from the parochial schools combined from a total of 83, representing 80.6 per cent. This percentage will be used throughout the study.

TABLE II
 RETURNS IN ORDER OF HIGH SCHOOL ENROLLMENT

STUDENT ENROLLMENT	PUBLIC NO.	PUBLIC PERCENTAGE	PAROCHIAL NO.	PAROCHIAL PERCENTAGE	TOTAL NO.	TOTAL PERCENTAGE
53- 99	14	21.6	2	11.2	16	19.2
100- 199	26	40	6	33.3	32	38.3
200- 299	8	12.3	6	33.3	14	16.9
300- 399	6	9.2	2	11.2	8	6.5
400- 499	3	4.6	1	5.6	4	4.8
500- 899	3	4.6	1	5.6	4	4.8
900- 2000	5	7.7	*	*	5	6

Returns In Order Of High School Enrollment. The check list was sent to cities and towns with populations of 1,500 to 89,000. Table II shows the number and per cent of schools participating in this study according to those responding to the questionnaire. There are 16 schools, or 19 per cent of the total, enrolling less than 100 pupils. Of these, there are 14 public schools, or 22 per cent, and 2 parochial schools, or 11 per cent. There are 32 schools, representing 38.3 cent, enrolling 100-199 pupils. Of these, there are 26 public schools, or 40 per cent,

and 6 parochial schools, or 33.3 per cent. There are 14 schools, or 16.9 per cent of the total, enrolling from 200-299 pupils. Of these, there are 8 public schools, or 12.3 per cent, and 6 parochial schools, or 33.3 per cent. There are 8 schools, representing 6.5 per cent, enrolling 300-399 pupils. Of these, there are 6 public schools, or 9.2 per cent, and 2 parochial schools, or 11.2 per cent. There are 4 schools, or 4.8 per cent, enrolling 400-499 pupils. Of these, there are 3 public schools, or 4.6 per cent, and 1 parochial school, or 5.6 per cent. There are 4 schools, or 4.8 per cent, enrolling 500-899 pupils. Of these there are 3 public high schools, or 4.6 per cent, and 1 parochial school, or 5.6 per cent. The large cities had 5 public schools, or 8 per cent of the total, enrolling 900 to 2,000 pupils.

TABLE III
INDIVIDUALS WHO COMPLETED THE CHECK LIST

SCHOOLS	PRINCIPAL		FULL TIME COUNSELOR		PART TIME COUNSELOR	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Public	36	55.4	13	20	16	24.6
Parochial	18	100	*	*	*	*
TOTAL	54	77.9	13	10	16	12.3

Individuals Who Completed Check List. Table III shows that in both public and parochial schools the majority of questionnaires were filled in by the principal. In the public schools, 36 or 55.4 per cent, and in the parochial schools 18, or 100 per cent, were completed by the principal. The 13, or 20 per cent, full time counselors and 16, or 24.6 percent, part time guidance counselors in the public school filled in the remainder of the questionnaires.

TABLE IV

SCHOOLS PROVIDING AN ORGANIZED GUIDANCE PROGRAM

ANSWER	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Yes	45	69.2	8	44.4	53	56.8
No	20	30.8	10	55.6	30	43.2

Although the public schools show that 45 or 69.2 percent have organized guidance programs, TABLE VII indicates that there are only 21 or 32.3 percent full time counselors. It is felt that without full-time counselors an organized guidance program is not as effective, due to the other duties required of a part-time guidance personnel.

TABLE V
GUIDANCE PROGRAMS BY ENROLLMENT

STUDENT ENROLLMENT		PUBLIC YES	PUBLIC PERCENTAGE	NO	PUBLIC PERCENTAGE	PAROCHIAL YES	PAROCHIAL PERCENTAGE
33-	99	7	10.8	7	10.8	*	*
100-	199	18	27.7	8	12.3	3	16.7
200-	299	5	7.7	3	4.6	1	5.6
300-	399	5	7.7	1	1.5	*	*
400-	499	2	3.8	1	1.5	*	*
500-	899	3	4.6	*	*	1	5.6
900-	2000	5	7.7	*	*	*	*

STUDENT ENROLLMENT		PAROCHIAL NO	PAROCHIAL PERCENTAGE	YES	TOTAL PERCENTAGE	NO	TOTAL PERCENTAGE
33-	99	2	11.2	7	8.4	9	10.8
100-	199	3	16.7	21	25.3	11	13.2
200-	299	5	27.8	6	7.2	8	9.6
300-	399	2	11.2	5	6.0	3	3.6
400-	499	1	5.6	2	2.4	2	2.4
500-	899	*	*	4	4.8	*	*
900-	2000	*	*	5	6.0	*	*

Programs By Enrollment. Although there are more small schools in the 33 to 299 pupil enrollment category, a greater percentage of the larger public schools do provide an organized guidance program. Even though the parochial schools show a small per cent of organized guidance programs, they do carry out programs on a non-organized basis. Percentagewise more large schools provide an organized guidance program than the small schools.

TABLE VI

THE RESPONSIBILITY FOR GUIDANCE SERVICES

STAFF MEMBERS	PUBLIC NO.	PUBLIC PERCENTAGE	PAROCHIAL NO.	PAROCHIAL PERCENTAGE	TOTAL NO.	TOTAL PERCENTAGE
Principal	42	64.6	17	94.5	59	71
Guidance Counselor (Full time)	12	18.5	2	11.2	14	169
Teacher	11	16.9	6	33.3	17	204
Teacher Counselor	8	27.7	2	11.2	20	241
Guidance Committee	1	1.5	*	*	1	1.2
Home Room Teacher	11	16.9	15	83.4	26	31.1
Others	2	3.0	6	33.3	8	9.6

The survey indicated that of the 83 public and parochial schools answering this question more than one response was checked by 73 schools.

The Responsibility For Guidance Services. In over half of the public schools the principal is the main administrator of the guidance program. In the others the teacher-counselor assists with the program. The responsibility for guidance in the parochial schools is the role of the principal and home room teacher. The principal, home room teacher, and teacher-counselor assume the responsibility for executing the secondary school guidance program in this state. The different responsibilities that each individual staff member has, little time is left to carry out properly their guidance duties.

TABLE VII

STAFF MEMBERS IN GUIDANCE

STAFF MEMBERS	PUBLIC NO.	PUBLIC PERCENTAGE	PAROCHIAL NO.	PAROCHIAL PERCENTAGE	TOTAL NO.	TOTAL PERCENTAGE
Full time Counselors	21	32.3	1	5.6	22	26.5
Part-time Counselors	47	72.4	9	50	56	67.4
Counselors who have had specialized training	32	49.3	8	44.4	40	48.2

Staff Members In Guidance. The public schools that reported indicated only one-third employ a full time guidance counselor and the remaining schools resort to using other faculty members as part time counselors. One half of the parochial schools use part time counselors while only one utilizes a full time counselor. The figures indicate that approximately 40 or 48.2 percent of the counselors have specialized guidance training in the public and parochial schools.

TABLE VIII

GUIDANCE COURSES TAKEN BY THE GUIDANCE WORKER

COURSES TAKEN	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Psychological Tests in Guidance	34	52.4	6	33.3	40	48.2
Case Studies in Guidance	26	40	3	16.7	29	34.9
Counseling: Theory and Practice I	31	47.7	3	16.7	34	40.9
Counseling: Theory and Practice II	18	27.7	2	11.2	20	24.1
Principles of Guidance	50	77	9	50	59	71
Occupational Information	32	49.3	8	44.4	40	48.2
Group Guidance	20	30.8	8	44.4	28	33.7
Organization and Administration of Guidance Services	24	36.9	*	*	24	28.9
Measurement of Intelligence	40	61.6	12	66.1	52	62.6
Seminar in Guidance and Counseling	17	26.2	6	33.3	23	27.7
Other	*	*	*	*	*	*

Guidance Courses Taken By The Guidance Worker.

Of the guidance personnel in the public schools 77 per cent have taken Principles of Guidance, 61.6 percent have taken Measurement of Intelligence, 52.4 percent have taken Psychological Tests in Guidance, 49.3 have taken Occupational Information, and 47.7 have taken Counseling: Theory and Practice II. It was noted that 47 per cent of the parochial school guidance personnel have gained instruction in the following courses: Psychological Tests in Guidance, Principles of Guidance, Occupational Information, Group Guidance and Measurement of Intelligence.

TABLE IX
DUTIES PERFORMED BY STAFF MEMBERS
RESPONSIBLE FOR GUIDANCE SERVICES

DUTIES PERFORMED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Keeps cumulative records	55	84.7	7	38.9	62	74.6
Teaches a course in guidance	8	12.3	5	27.8	13	15.6
Provides vocational and educational information	62	95.5	13	72.3	75	90.4
Aids in Placement	48	73.9	13	72.3	61	73.5
Conducts Follow-Up Studies	18	27.7	3	16.7	21	25.3
Administers Standardized Tests	61	94	16	89	77	92.8
Counsels Students	62	95.5	15	83.4	77	92.8
Confers with Parents	57	87.8	15	83.4	72	86.7
Plans for orientation	32	49.3	6	33.3	38	39.7
Assists students in high school course planning	61	94	17	94.5	78	94
Provides in-service training for staff members	15	23.1	1	16.7	16	30.1

TABLE IX

DUTIES PERFORMED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Carries on research in curriculum and guidance problems	22	33.9	3	16.7	25	30.1

The survey indicated that the public and parochial schools answering this question more than one response was checked.

Duties Performed By Staff Members Responsible For Guidance Services. Table IX indicates that in public schools the principle duties of the guidance worker are: keeping cumulative records, providing vocational and educational information, administering standardized tests, counseling students, conferring with parents, and assisting students in high school course planning. In parochial schools the guidance worker is responsible for: counseling students, conferring with parents, planning for orientation programs and assisting students in high school course planning. The guidance services in each school include: providing vocational and educational information, administering tests, counseling with students, conferring with parents and assisting students in high school course planning.

TABLE X

PHYSICAL ACCOMMODATIONS FOR COUNSELING AND GUIDANCE

ACCOMMODATIONS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Files	63	97	12	66.7	75	90.4
Private, pleasant counseling quarters	26	40	7	38.9	33	39.7
Secretary, reception room	3	4.6	1	5.6	4	4.8
Education, and vocational information library	49	75.5	11	61.2	60	72.2
None of the above	3	4.6	2	11.2	5	6.0
Other	5	7.7	1	5.6	6	7.2

Physical Accommodations For Counseling And Guidance. The public and parochial schools reported that their main guidance accommodations consist of files and an educational and/ or vocational library. In both school systems facilities for an optimum guidance program could be greatly improved.

TABLE XI

THE TEACHER'S ROLE IN SCHOOLS GUIDANCE ACTIVITIES

TEACHER'S ROLE	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
Coöperate with the guidance director	47	72.4	7	38.9	54	65
Provide speciali- zed occu- pational information	22	33.9	5	27.5	27	32.5
Assist Stu-48 dents in choice of curriculum		73.9	15	83.4	63	75.8
Assist in 32 the pre- paration of assembly programs		49.3	12	66.7	44	53
Interpret 32 the edu- cational and vocational implications of school		49.3	14	77.9	46	55.4
Help ar- 31 range for occupational trips		47.7	7	38.9	38	45.8

Cont.

TABLE XI

TEACHER'S ROLE	PUBLIC NO. PERCENTAGE	PAROCHIAL NO. PERCENTAGE	TOTAL NO. PERCENTAGE
Help stu- dents deve- lop favo- rable work attitudes	47 72.4	14 77.9	61 73.5
Suggest leads for interviews with employers	16 24.6	12 66.7	28 33.7
Assist in placement	17 26.2	13 72.3	30 36.1
Assist in following- up students	7 10.8	7 38.9	14 16.9
Help deve- lop occupa- tion posters	4 6.1	* *	4 4.8
Furnish information for cummulative records	41 63.2	7 38.9	48 57.8
Part time counselors	25 38.5	7 38.9	32 38.5
Other	3 4.6	* *	3 3.6

The Teacher's Role In School's Guidance Activities. The teacher's role in the public school's guidance activities indicates strength in: cooperating with the guidance director, providing specialized occupational information, helping students develop favorable work attitudes and furnishing information for cumulative records. The personnel of the parochial school's checked: assisting students in choice of curriculum, interpreting the educational and vocational implications of school subjects, and assisting in placement as those activities mainly carried on by the teachers.

It appears evident that the teacher's role in guidance activities should be increased. When additional guidance personnel are employed, and the goals of each school's guidance program defined, then the classroom teacher may better accept and promote his responsibility to the total guidance program.

TABLE XII

CUMULATIVE RECORDS RECEIVED FROM FEEDER SCHOOLS

RECEIVING	PUBLIC		PAROCHIAL		TOTAL	
CUMULATIVE FORMS	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Yes	54	83.2	3	16.7	57	68.6
No	11	4.6	15	83.4	26	31.1

Cumulative Records Received From Feeder Schools.

It appears that the public schools are very coöperative in sharing cumulative information concerning children who have passed through their school. The parochial schools, being a private system, retain the pupil's data within their own confines. As their guidance program is being expanded, and interchange of relevant materials will be initiated.

TABLE XIII

SCHOOLS MAINTAINING CUMULATIVE RECORDS

MAINTAIN	PUBLIC		PAROCHIAL		TOTAL	
CUMULATIVE FORMS	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Yes	60	92.4	11	61.2	71	85.6
No	5	7.7	7	38.9	12	14.4

Schools Maintaining Cumulative Records. The majority of public schools have cumulative records within their own system, but feel many of these contain only minimum data. Of the 60 per cent of the parochial schools maintaining cumulative records it is believed that these are only maintained within the parochial school system itself.

TABLE XIV

KIND OF INFORMATION MAINTAINED ON CUMULATIVE
RECORDS

INFORMATION	PUBLIC NO.	PERCENTAGE	PAROCHIAL NO.	PERCENTAGE	TOTAL NO.	PERCENTAGE
Personal characteristics and background	34	52.4	10	55.6	44	53
School achievements	60	92.4	11	61.2	71	85.6
Work experiences	24	36.9	1	5.6	25	30.1
Test Scores	64	98.5	11	61.2	75	90.4
Activities, hobbies and interests	43	66.2	8	44.4	51	61.4
Educational plans	39	60	4	22.2	43	51.8
Job or career interests or objectives	34	52.4	2	11.2	36	43.3
Other	5	7.7	2	11.2	7	8.4

Kind Of Information Maintained On Cumulative Records. The information recorded on cumulative records in the public schools revolves around the student's school achievement, test scores, activities, hobbies, interests, and educational plans thus attempting to furnish a composite picture of the individual. The parochial school, to a lesser degree, records data designating the student's school achievements, test scores, personal characteristics and background.

The majority of both schools recorded only the basic information for each pupil leaving many gaps in the total representation of each student.

TABLE XV
FREQUENCY IN THE USE OF RECORDING THE DATA ON
CUMULATIVE RECORDS

DATA RECORDED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Week	5	7.7	*	*	5	6.0
Month	3	4.6	1	5.6	4	4.8
Quarter	25	38.5	3	16.7	28	33.7
Year	16	224.6	5	27.8	21	25.3
Other	43	66.2	2	11.2	45	54.2

Frequency Of Recording The Data On Cumulative Records. The recording of pupil data on the cumulative record forms in public schools occurs when newly accumulated information is obtained. The transcription of this data is done as time and convenience allows. In the parochial school entries are most often recorded on the yearly basis.

It is realized that maintaining adequate records is time consuming, and many of the school's faculty are not appropriated sufficient time for this duty.

TABLE XVI
THE INDIVIDUAL RESPONSIBLE FOR FILLING
IN CUMULATIVE RECORDS

FACULTY	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Principal	39	60	10	55.6	49	59
Guidance director	18	27.7	2	11.2	20	24.1
Classroom teacher	9	13.8	3	16.2	12	14.4
Counselor	7	10.8	1	5.6	8	9.6
All of the above	1	1.5	*	*	1	1.2

Cont.

TABLE XVI

FACULTY	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Other	5	7.7	1	5.6	6	7.2

The Individual Responsible For Filling In Cumulative Records. Table XVI indicates the greatest number of cumulative records are maintained by the principals of the pupils and parochial schools. This supports the findings of Table VI that most principals are responsible for the organization and maintenance of the guidance program. This, in effect, should be carried out by the guidance director leaving the principal available for his administrative duties.

TABLE XVII

FREQUENCY IN THE USE OF RECORD INFORMATION BY TEACHERS

PORTION OF TEACHERS USING INFORMATION	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
One-fourth	17	26.2	1	5.6	18	21.7
One-half	17	26.2	*	*	17	20.4
Three-fourths	7	10.8	1	5.6	8	9.6
All of the above	19	29.3	5	27.8	24	28.9
Other	3	4.6	2	11.2	5	6.0

Frequency In The Use Of Record Information By Teachers.

In the public schools the variability of teachers using the cumulative material was noted. The incidence of usage might well be dependent upon the information recorded and its availability to the school's staff. The parochial schools responding to the question denoted that one fourth of the teachers use the cumulative records all of the time.

TABLE XVIII

FREQUENCY IN THE USE OF CUMULATIVE RECORDS

FREQUENCY OF TEACHERS USING INFORMATION	PUBLIC NO.	PERCENTAGE	PAROCHIAL NO.	PERCENTAGE	TOTAL NO.	PERCENTAGE
Occasionally	34	52.4	5	27.8	39	47
Moderately	19	29.3	2	11.2	21	25.3
Frequently	7	10.8	*	*	7	8.4
Other	1	1.5	1	5.6	2	2.4

Frequency In The Use Of Cumulative Records. An occasional usage in both the public and parochial school of the cumulative record was designated as reported in Table XVIII.

TABLE XIX
 TYPES OF STANDARDIZED TESTS USED IN SCHOOL GUIDANCE
 PROGRAMS

TYPE OF TEST	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
General Intelligence	59	90.9	12	66.7	71	85.6
Interest (Vocational)	47	72.4	6	33.3	52	63.8
Achievement	36	55.4	12	66.7	48	57.8
Aptitude	35	53.9	10	55.6	45	54.2
Reading	33	51	15	83.4	48	57.8
Personality	11	16.9	1	5.6	12	14.4
Other	4	6.6	3	16.7	7	4.4

Types Of Standardized Tests Used In School Guidance Programs. The most frequently reported test used in public and parochial school guidance programs in New Hampshire was a general intelligence test. Table XIX indicates that 85.6 percent of the secondary schools used this type of test. Seventy two and four tenths per cent of the public schools and

33.3 per cent of the parochial schools reported that vocational interest tests were used in their guidance programs. Achievement tests are employed in 66.7 per cent of the parochial schools and 55.4 per cent of the public schools. Fifty three and nine-tenths percent of the public schools and 55.6 per cent of the parochial schools administer aptitude tests in their high schools. Eighty three and four tenths of the parochial schools and 51.7 per cent of the public schools used reading tests in their guidance programs.

The following are types of tests used for guidance purposes in New Hampshire's public and parochial secondary schools: Eleven schools or 16.9 per cent of the public schools and 1 school or 5.6 per cent of the parochial schools; personality tests, four schools or 6.6 per cent of the public schools and three schools or 16.7 per cent of the parochial school; other tests.

TABLE XX

TYPE AND NAME OF STANDARDIZED TESTS USED IN GUIDANCE
PROGRAMS ACCORDING TO NUMBER AND PERCENT OF SCHOOLS

TYPES OF TESTS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Intelligence Tests						
A.C.E. Psychological Test	12	18.5	7	38.9	19	22.9
A.G.C.T.	2	3.0	*	*	2	2.4
California Tests of Mental Maturity	12	18.5	4	22.2	16	18.2
Hemnon-Nelson	2	3.0	2	11.1	4	4.8
Holzen-Crowder	1	1.5	*	*	1	1.2
Otis Quick Scoring	21	32.3	6	33.3	27	32.5
S.R.A. Primary Mental Ability	21	32.3	1	5.6	22	26.5
S.Q.T. Ceeb.	2	3.0	*	*	2	2.4
Stanford Binet	3	4.6	*	*	3	3.6
Wisc-Wais.	2	3.0	*	*	2	2.4
Interests						
California Interest Inventory	11	16.9	*	*	11	13.2
Kuder Preference Vocational Record	22	33.9	5	27.8	27	32.5
U.N.H. Occupational Strong Vocational	2	3.0	*	*	2	2.4

TABLE XX
Cont.

TYPES OF TESTS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Aptitude						
Aptitude of Occupations	1	1.5	*	*	1	1.2
Differential Aptitude	10	15.4	*	5.8	10	12.1
Flanagan Aptitude Test	1	1.5	1	5.6	2	2.4
G.A.T.B. N. H.	5	7.7	2	11.2	7	8.4
State Employment Test						
S.C.A.T.	*		1	5.6	1	1.2
Achievement						
California	4	6.1	2	11.2	6	7.2
Essential	6	9.2	*	*	6	7.2
High School						
Iowa Test	6	9.2	1	5.6	7	8.4
Educational Development						
Metropolitan	1	1.5	*	*	1	1.2
National Merit	5	7.7	4	22.2	9	10.8
S.R.A. Achievement	1	1.5	*	*	1	1.2
Stanford Test	2	3.0	*	*	2	2.4
Reading Readiness						
Advanced California Reading	1	1.5	*	*	1	1.2
Coop. Reading	19	29.3	5	27.8	24	2.4
Diagnostic Reading	1	1.5	*	*	*	
S.R.A. Reading	3	4.6	*	5.6	3	3.6
Skillex	*	*	1		1	1.2
Reading Comprehension Tests						

TABLE XX

Cont.

TYPES OF TESTS	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
Reading Readiness						
U.N.H. Coop Reading	5	7.7	*		5	6.0
Personality						
Bell Adjust- ment	1	1.5	*	*	1	1.2
Bernreuter Personality Inventory	1	1.5	*	*	1	1.2
California Personal Inventory	3	4.6	*	*	3	3.6
Kuder Prefer- ence	1	1.5	*	*	1	1.2
Record Per- sonal						
S.R.A. Youth Inventory	2	3.0	*	*	2	2.4
Other						
Anderson Chemistry	2	3.0	*	*	2	2.4
English National	1	1.5	*	*	1	1.2
E.T.S.	1	1.5	2	11.2	3	3.6
Qualifying Test (SRA)	3	4.6	4	22.2	7	8.4

Type And Name Of Standardized Tests Used. Table

XX indicates the many different standardized tests which

were available to the school's personnel completing the check list. The most often used tests of intelligence in the public schools were the Otis Quick Scoring and S.R.A. Primary Mental Ability test. These tests were each used in 21 or 32.5 per cent of the 65 public schools reporting. The parochial school reported the A.C.E. as the most often used intelligence test with 7 of the 18 schools or 38.9 per cent using it. Both the public and parochial schools reported the Kuder Preference Vocational Record being used most often in 33.9 per cent of the public schools and 32.5 per cent of the parochial schools in the high schools in New Hampshire. The Differential Aptitude test is the most widely used aptitude test in New Hampshire secondary schools. Achievement test used in 9.2 per cent of the public schools are the Essential High School Battery and the Iowa State Test of Educational Development. The National Merit Achievement Test is used in 22.2 per cent of the parochial schools reporting. The Coop. Reading Test is used more often than other similar tests in New Hampshire's schools. The use of personality tests is limited as indicated by the survey.

The schools reported that these tests were administered in grades 9-12 but did not indicate a

specific grade where each type of test was administered.

TABLE XXI
COUNSELOR RESPONSIBILITIES FOR COUNSELING

PROBLEM	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
School adjustment	56	86.3	16	89	72	86.7
Educational	59	90.9	15	83.4	74	89.2
Vocational	53	81.6	16	89	69	83.1
Religion	10	15.4	13	72.3	23	27.7
Health	29	44.6	8	44.4	37	44.6
Activity	35	53.9	12	66.7	47	56.6
Home	30	46.3	13	72.3	43	51.8
Boy-girl	29	44.6	15	83.4	44	53
Other	2	3.	1	5.6	3	3.6

Counselor responsibilities for counseling. The counselor's responsibilities in the public school are greatest in: school adjustment problems, educational problems, and vocational problems. The counselor in the parochial school reflected a responsibility for

counseling the above mentioned problems and also those dealing with: boy-girl problems, and religion problems. Home problems receive significant attention. The parochial schools have an advantage in covering a wider scope of social problems because of the presence of all students in religion classes, which may in part be devoted to life adjustment sessions.

No such program has been initiated into the public school. Guidance programs fluctuate because of curriculum differences causing a limited guidance program that is not available to everyone.

TABLE XXII
BASIS FOR COUNSELING

BASIS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Individual need (voluntary)	54	83.2	16	89	70	84.4
Principal, teacher, and other referral.	47	72.4	8	44.4	55	66.2
Regularly scheduled appointment	32	49.3	1	5.6	33	63.8
Other	4	6.1	2	11.2	6	7.2

Basis For Counseling. Eighty-three of 100 per cent of the schools surveyed indicated that one or more method is employed as a basis for counseling within a given school. Eighty-three and two-tenths per cent of the public schools and 89 per cent of the parochial schools listed voluntary application as a basis for counseling. Sixty-six and two-tenths per cent of the total schools reporting stated that referral by the principal, teacher, or other sources was used as a basis for counseling. Forty-nine and three-tenths per cent of the public schools and 5.6 of the parochial schools conducted counseling by regularly scheduled appointments. Two parochial schools listed the availability of priests for counseling; this is not a scheduled program. Four public schools indicated that the advisability for counseling is taken into consideration and the basis determined as the needs arise.

TABLE XXIII
FREQUENCY OF SCHEDULED COUNSELING SESSIONS

SESSIONS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Each marking period	7	10.8	1	5.6	8	9.6
Semi-annually	11	16.9	3	16.7	14	16.9
Annually	10	15.4	1	5.6	11	13.2
Other	15	23.1	6	33.3	21	25.3

Frequency Of Scheduled Counseling Sessions.

Twenty two of 33.8 per cent of the public schools and 7 or 38.8 per cent of the parochial schools reported the scheduling of counseling sessions. Of these 16.9 per cent of the public schools and 16.7 per cent of the parochial schools indicated that counseling sessions in their schools are scheduled semi-annually. It is significant to note that 25.3 per cent of the schools reporting in this survey checked the "other" category. If these schools conducted their scheduled counseling sessions at times other than those suggested on the check list, it is safe to assume that these sessions are conducted "when needed."

TABLE XXIV

SCHOOLS MAINTAINING INTERVIEWING AND COUNSELING RECORDS

RECORDS	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
YES	34	52.4	1	5.6	35	42.1
NO	7	10.8	4	22.2	11	13.2

The survey indicated that of the 83 public and parochial schools answering this questionnaire 37 schools answering this questionnaire 37 schools did not respond to this question.

Schools Maintaining Interviewing And Counseling Records. Each school was asked whether or not they maintained records of their interviewing and counseling sessions. The public schools reported that records of these sessions were kept in 52.4 per cent of the schools: records were not kept in 10.8 per cent of the public schools reporting. The parochial schools reported that in one or 5.6 per cent of their school interviewing and counseling records are maintained: 4 parochial schools or 22.2 per cent reported that records of these sessions were not kept.

TABLE XXV
 LENGTH OF ORIENTATION TO HIGH SCHOOL

ORIENTATION	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
During first marking period	29	44.6	3	16.7	32	38.3
During the entire first semester	4	6.1	3	16.7	7	8.4
During the entire first year	6	9.2	8	44.4	14	16.9
Other	11	16.9	2	11.2	13	15.6

The survey indicated that of the 83 public and parochial schools answering this questionnaire 17 schools did not respond to this question.

Length Of Orientation To High School. Table XXV refers to the length of the orientation program in the high schools of New Hampshire. In the public schools there were 29 or 44.6 per cent of the schools who conducted the orientation programs during the first marking period. Three of the parochial schools or 16.7 per cent reported their orientation programs came during the first marking period. The parochial schools 44 per cent and the public schools 9.2 per cent stated that their orientation programs was conducted during the entire first year. The implications involved by

the schools marking "other" is not fully understood. It may be that the length of the orientation program in those schools is not carefully defined or that no recognized program of orientation is carried on.

TABLE XXVI
TYPES OF ACTIVITIES WHICH PROVIDE VOCATIONAL
AND EDUCATIONAL INFORMATION

INFORMATION PROVIDED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Homeroom activities	20	30.8	15	83.4	35	42.1
Occupations course	12	18.5	1	5.6	13	15.6
Occupational assembly programs	31	47.7	6	33.3	37	44.6
Dramatizations	3	4.6	7	38.9	10	12.1
Debates	4	6.1	2	11.2	6	7.2
Visiting Speakers	51	78.5	13	72.3	64	77.1
Formal lecture on occupations by instructor	10	15.4	8	44.4	18	21.7
Group reports by students	20	30.8	5	27.8	25	30.1
Career Days	17	26.2	7	38.9	24	28.9

TABLE XXVI

Cont.

INFORMATION PROVIDED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Local surveys of business	6	9.2	6	33.3	12	14.4
Vocational and educational information through subjects	45	69.3	13	72.3	58	69.8
Representatives from schools and colleges	49	75.5	12	66.7	61	73.5
Vocational and educational field trips	35	53.9	8	44.4	43	51.8
Others	7	10.8	2	11.2	9	10.8

Types Of Activities Which Provide Vocational And Educational Information. All the sixty five public schools and the eighteen parochial schools included in the survey indicated one or more activities provided in their schools for the dispersing of vocational and educational information. Table XXVI shows that the three most frequently used sources of information in both the public and parochial schools are: visiting speakers, representatives from schools and college, and vocational and educational information through subjects. These three listed activities are provided in 77.1 per cent, 73.5 per cent and 69.8 per cent respectively of the total schools polled. All but three of the parochial schools indicated that homeroom activities present occupational and vocational information. Field trips and assembly programs are used in about one half of the public and parochial schools tabulated. The results indicate that debates and dramatizations are the activities used in fewer schools than the other activities listed. Twelve public high schools and one parochial high school present vocational and edu-

cational information as part of an occupations course. It would have been beneficial if the grade level at which this course is offered had been indicated on the check list.

TABLE XXVII
AIDS AND MATERIALS USED TO PROVIDE VOCATIONAL AND
EDUCATIONAL INFORMATION

AIDS AND MATERIALS	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
Bulletin board displays	61	94	14	77.9	75	90.4
Source materials on training opportunities	49	75.5	12	66.7	61	73.5
Shelves of books on occupations in library	42	64.6	13	72.3	55	66.2
Current college, university, trade and business school catalogues available	63	97	15	83.4	78	94
Classroom library on occupational literature	8	12.3	4	22.2	12	14.4
Pamphlets, occupational briefs and magazines on occupations	55	84.7	14	77.9	69	83.1
Occupational information file (D.O.T.)	25	38.5	1	5.6	26	31.1
Films and Slides	30	46.3	6	33.3	36	43.3
Scholarship	63 31	97 47.7	14	77.9	77	92.8

TABLE XXVII

Cont.

AIDS AND MATERIALS	NO.	PUBLIC PERCENTAGE	NO.	PAROCHIAL PERCENTAGE	NO.	TOTAL PERCENTAGE
Commercial companies (S.R.A.,)	48	73.9	6	33.3	37	44.6
Free Materials (New York Life Insurance)	1		11	61.2	59	71
Other	5	7.7	*	*		5.6

Aids And Materials Used To Provide Vocational And Educational Information. Besides checking the types of activities used to provide vocational and educational information for students, this survey sought to determine the extent to which the high schools in New Hampshire used vocational and educational aids and materials as an information source for students. Bulletin board displays, college and university catalogues and scholarship folders are used in over 90 per cent of New Hampshire's high schools. Pamphlets, occupational briefs and magazines on occupations are used in 69 per cent of the 85 schools polled. The limited use of occupational information files and film and slides indicates the

growing need of more available information for student use. Occupational information files are used in 31.1 per cent of the schools surveyed; films and slides providing occupational and educational information are provided in 43.3 per cent of the high schools in New Hampshire.

TABLE XXVIII

SCHOOL HANDBOOK PUBLISHED FOR NEW STUDENTS

SCHOOL HANDBOOK	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Yes	5	7.7	1	5.6	6	7.2
No	60	92.4	17	94.5	77	92.8

Schools Handbook Published For New Students. The use of school handbooks in New Hampshire's secondary schools is limited. The 65 public schools indicated the availability of a school handbook in 5 or 7.7 of their schools. One parochial school of the 18 included in the survey used a handbook to aid students in their orientation to the school's policy program.

Improvements In The Guidance Program Expected Within The Next Few Years. The school's personnel completing the survey were asked to indicate the improvements expected in their guidance programs within the next few years. Table XXXV shows that only limited improvements are expected. Of the 85 schools participating in the survey, 13, or 15.6 per cent, expect to employ a part time counselor. Full time guidance personnel are expected in 10, or 15.4 per cent, of the public high schools and 2, or 11.2 per cent, of the parochial high schools. The hesitancy of the schools to invest in better guidance services is indicated by 10, or 12.1 per cent, checking that at the present time they are "not sure". Six schools, or 7.2 per cent, indicated that no improvements are being considered at the present time.

TABLE XXIX
 PLACEMENT SERVICES AVAILABLE TO STUDENTS

PLACEMENT SERVICES	NO.	PUBLIC PERCENTAGE	PAROCHIAL NO.	PAROCHIAL PERCENTAGE	TOTAL NO.	TOTAL PERCENTAGE
Placement of drop outs	9	13.8	1	5.6	10	12.1
Placement of graduating students in full employment	18	27.7	10	55.6	28	33.7
Placement of students in part time employment (afternoon, evening)	20	30.8	9	50	29	34.9
Placement of former graduates	14	21.6	5	27.8	19	22.9
Placement of students for summer work	19	29.3	5	27.8	24	28.9
Placement of graduates in colleges and universities	32	49.3	8	44.4	40	48.2
Placement of graduates in technical and vocational schools	31	47.7	4	22.2	35	42.1
All of the above	4	6.1	1	5.6	5	6.0
Other	4	6.1	*	*	4	4.8

Placement Services Available To Students. The sixty-five schools surveyed answered the question, checking one or more items as being a part of their placement service. Table XXIX presents the tabulated results of the question. The largest amount of placement within New Hampshire's secondary schools is available to those graduates entering colleges and universities. Of the 83 schools responding to the survey 40 schools or 48.2 per cent have this service available to their students. The placement of graduates in technical and vocational schools is an available service in 31 or 47.7 per cent of the public schools and 4 or 22.2 per cent of the parochial schools. The parochial schools provided opportunities for placement of graduating students in full time employment in 10 or 55.6 per cent of their schools; this service is available in 18 or 27.7 of the public schools tallied. The placement of drop-outs is of little concern to the schools reporting as indicated by the fact that only 9 or 13.8 per cent of the public schools and 1 or 5.6 per cent of the parochial schools provide placement opportunities for these students.

TABLE XXX
METHODS USED TO CONDUCT FOLLOW-UP STUDY

METHOD USED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Question- naire	15	25.1	3	16.7	18	21.7
Letter	7	10.8	3	16.7	10	12.1
Personal Interview	20	30.8	3	16.7	23	27.7
Postal card	5	7.7	1	5.6	6	7.2
Telephone	12	18.5	4	22.2	16	19.2
Other	7	10.8	3	16.7	10	12.1

Methods Used To Conduct Follow-Up Studies.

Question 25 of the questionnaire concerned the follow-up studies conducted within the secondary schools of the State of New Hampshire. Table XXX presents a summary of the first part of the question referring to the method used by the schools to conduct follow-up studies. The public schools indicate that in 20 or 30.8 per cent of the schools surveyed the personal interview method was employed. The parochial schools surveyed used the telephone as their primary method of conducting follow-up studies. Four of the 18 schools or 22.2 per cent

used this method. Questionnaires and letter forms were other used methods of conducting follow-up studies.

TABLE XXXI
INTERVALS AT WHICH STUDENTS ARE FOLLOWED-UP

FOLLOWED-UP INTERVALS	PUBLIC NO.	PERCENTAGE	PAROCHIAL NO.	PERCENTAGE	TOTAL NO.	PERCENTAGE
One year	20	30.8	6	33.3	26	31.1
Three years	1	1.5	*	*	1	1.2
Five years	2	3.8	1	5.6	3	3.6
Other	11	16.9	4	22.2	15	18.1

Intervals At Which Students Are Followed-up.

Table XXXI depicts the intervals at which the schools conduct their follow-up studies. A one-year interval between follow-ups is reported in 26 or 31.1 per cent of the total number of schools reporting. Fifteen schools checked the "Other" category leading one to believe that their follow-up studies are conducted less often than the one, three, and five year periods listed.

TABLE XXXII
USE MADE OF FOLLOW-UP DATA SUMMARIES

FOLLOW-UP SUMMARIES	PUBLIC NO.	PERCENTAGE	PAROCHIAL NO.	PERCENTAGE	TOTAL NO.	PERCENTAGE
As a basis for curri- culum revision	17	26.2	1	5.6	18	21.7
As a basis for revision of guidance service	14	21.6	*	*	14	16.9
To evaluate educational and job place- ment results	14	21.6	2	2.2	16	19.2
To inform present pu- pils of voca- tional and educational opportunities	16	24.6	2	2.2	18	21.7
Others	11	16.9	1	5.6	12	14.4

Use Made Of Follow-Up Data Summaries. Question 27 attempted to gain information regarding the use made of the follow-up studies conducted by the individual schools. Table XXXII presents the information obtained from the questionnaire.

TABLE XXXIII

OBSTACLES IN PROVIDING BETTER GUIDANCE SERVICES

OBSTACLES	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Teacher too busy for guidance duties	41	63.2	10	55.6	51	61.4
Lack of co-ordination of guidance services	7	10.8	5	27.8	12	14.4
Teachers need experience in guidance	46	70.9	6	33.3	10	12.1
Lack of guidance testing program	5	7.7	5	27.8	10	12.1
Inadequate records upon which to base counseling	12	18.5	6	33.3	18	21.7
Inadequate follow-up program	33	51	7	38.9	40	48.2
Insufficient appropriations	34	52.4	5	27.8	39	47
Lack of professional guidance personnel	31	47.7	9	50	40	48.2
Community not responsive to guidance	6	9.2	*	*	6	7.2

TABLE XXXIII

Cont.

OBSTACLES	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Adminis- tration not responsive to guidance	4	6.1	*	*	4	4.8
Lack of office space for counseling	29	44.6	5	27.8	34	40.9
Lack of clerical assistance	39	60	9	50	48	57.8
Insuffi- cient com- munity agencies	14	21.6	*	*	14	16.9
Others	5	7.7	1	5.6	6	7.2

Obstacles in Providing Better Guidance Services.

The 83 schools participating in the survey answered this question with many indicating more than one obstacle that needed to be overcome in order to provide better guidance services to students. Table XXXIII reflects that 51 schools, or 61.4 per cent of the participating schools, feel that their teachers are too busy for guidance duties. This reflects the need for teacher-counselors

within the schools. More clerical assistance if felt necessary in 48, or 57.8 per cent of the reporting schools. Inadequate follow-up programs, insufficient appropriations and lack of professional guidance personnel are obstacles inhibiting better guidance services in slightly less than one-half of the public and parochial schools for the state.

TABLE XXXIV
IMPROVEMENTS NEEDED IN GUIDANCE PROGRAMS

NEED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
Full time guidance personnel	21	32.3	3	16.7	24	28.9
Clerical assistance	14	21.6	5	27.8	19	22.9
Released time for teachers	12	18.5	9	50	21	25.3
Part-time guidance personnel	11	16.9	3	16.7	14	16.9
Proper facilities	11	16.9	3	16.7	14	16.9
Adequate follow-up program	11	16.9	3	16.7	14	16.9
Inservice training for teachers	7	16.8	4	22.2	11	13.2
Appropriate more funds	5	77.8	2	11.2	7	8.4
Better testing program	4	6.1	2	11.2	6	7.2
Better cumulative records	4	6.1	2	11.2	6	7.2

TABLE XXXIV

Cont.

NEED	PUBLIC		PAROCHIAL		TOTAL	
	NO.	PERCENTAGE	NO.	PERCENTAGE	NO.	PERCENTAGE
To sell guidance program to the community	4	6.1	*	*	4	4.8
Improve material for vocational and educational information	3	4.6	2	11.2	5	6.0
Priest for guidance work	*		4	22.2	4	4.8
Better placement service	2	3.	2	11.2	4	4.8
Part-time psychologist and psychiatrist	2	3.	*		2	2.4
Better ratio of counselors to pupils	1	1.5	3	16.7	4	4.8
More time for group guidance	2	3.	*		2	2.4

TABLE XXXV
IMPROVEMENTS IN THE GUIDANCE PROGRAM EXPECTED
WITHIN THE NEXT FEW YEARS

IMPROVEMENT EXPECTED	PUBLIC NO. PERCENTAGE	PAROCHIAL NO. PERCENTAGE	TOTAL NO. PERCENTAGE
Hire full time guidance personnel	10 15.4	2 11.2	12 14.4
Hire part time counselor	11 16.9	2 11.2	13 15.6
Follow-up	9 13.8	2 11.2	11 13.2
Guidance facilities	7 10.8	* 7	7 8.4
Not sure at present time	5 7.7	5 27.8	10 12.1
None are being considered	4 60.6	2 11.2	6 7.2
Better test- ing program	3 4.6	3 16.7	6 7.2
By selling need of guidance program	3 4.6	1 5.6	4 4.8
Clerical assistance	5 7.7	2 11.2	7 8.4
Cumulative records	4 6.1	1 5.6	5 6.0
Releasing teachers of duties for more time for counseling	7 10.8	2 11.2	9 10.8

TABLE XXXV
 Cont.
 IMPROVEMENTS IN THE GUIDANCE PROGRAM EXPECTED
 WITHIN THE NEXT FEW YEARS

IMPROVEMENTS EXPECTED	PUBLIC NO.	PERCENTAGE	PAROCHIAL NO.	PERCENTAGE	TOTAL NO.	PERCENTAGE
Occupational Information	2	3.08	1	5.6	3	3.6
Library space	2	3.0	1	5.6	3	3.6
Placement service	1	1.5	*		1	1.2
Teachers taking summer courses in guidance	*		5	27.8	5	6.0
Good commu- nity relations	1	1.5	*		1	1.2
Research program	1	1.5	*		1	1.2
Field trips	1	1.5	1	5.6	1	2.4
Depends upon school growth	1	1.5	*		1	1.2

Improvements Needed In Guidance Program. All the public and parochial schools taking part in the survey indicated a need for improvements in their guidance programs as reported in Table XXXIV. The items were listed by the eighty three schools as ways in which their guidance programs could be improved. The three most frequently mentioned items were: the need of full time guidance personnel in 32.3 per cent of the public schools and 16.7 per cent of the parochial schools; the need of clerical assistance in 21.6 per cent of the public schools and 27.8 per cent of the parochial schools; and the need of released time for teachers in 18.5 per cent of the public schools and 50 per-cent of the parochial schools. The employing of full time and part time guidance personnel should eliminate many of the needs listed in Table XXXIV.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The aim of this survey was to measure the extent of the guidance services that are available to pupils of New Hampshire's public and parochial secondary schools. The New Hampshire Guidance Personnel Directory provided the names and addresses of the 103 public and parochial secondary schools in New Hampshire. Each school was sent a six page guidance questionnaire accompanied by a letter of presentation concerning the survey, and a statement commending the undertaking in light of its need from New Hampshire's Director of Occupational Information and Guidance. To each parochial school was sent a letter requesting their support in the project from the assistant superintendent of parochial schools for the Diocese of Manchester.

The 103 secondary schools in New Hampshire accommodate 85 public schools, and 18 parochial schools. Each school was sent a survey requesting its completion and return within a three week period. The initial response tallied 44 questionnaires returned from the public schools and 17 questionnaires

returned from the parochial schools. A reminder sent to the schools from which a survey was not received resulted in a total return of 65, or 76.5 per cent, of the public schools and 18 or 100 per cent of the parochial schools. Each of the returned questionnaires was completed and became the contributing fraction of the survey of New Hampshire's secondary schools' guidance programs.

ORGANIZATION OF GUIDANCE SERVICES

The 83 secondary schools that participated in the survey indicated that in over one half of these schools an organized guidance program was established. Table V indicates that the smaller schools, as measured by enrollment, are less oriented to organized guidance than are the schools enrolling a larger number of students.

The school principal was the administrator of the guidance program in over 70 per cent of the state's high schools where an organized guidance program exists. Part-time counselors are maintained in 56 per cent of the state's high schools. They assist the principal in the functioning of the schools guidance program. The survey revealed that over 50 per cent of these

guidance personnel have completed two basic guidance course requirements: Principles of Guidance and Tests and Measurements. The other guidance courses listed polled an average of about 30 per cent of the guidance personnel having completed the enumerated courses.

Over 70 per cent of the guidance workers in New Hampshire's secondary schools are responsible for keeping cumulative records, providing educational and vocational information, aiding in placement, administering tests, counseling students, conferring with parents, and assisting students in planning courses. It is felt that the many duties listed are performed with a minimum of care because most of these guidance functions are carried on by the school's principals who must devote the greater amount of their time to administrative duties.

PUPIL INVENTORY

The maintaining of cumulative records is well established in the public schools of New Hampshire, and the parochial schools reflect a need for the keeping of adequate records. This accounts for the low percentage of the parochial schools receiving

pupil information from feeder schools.

The principal is responsible for maintaining the cumulative records; the information being recorded as time allows and necessity demands. Over 80 per cent of the secondary schools record school achievements and test scores on a permanent record form. The unavailability of these records, as indicated by their occasional use by 25 percent of the school personnel, may account for the questioning of their necessity. This may be due to lack of clerical assistance.

In this state 85 per cent of the schools reported the use of general intelligence tests. Other types of standardized tests were not prominent. Although it is understood that tests are only instruments to help measure an individual's ability and aptitudes, the public and parochial schools of New Hampshire have recognized these tests as an instrument, and have indicated desires to improve their testing program.

COUNSELING

The school counselors in New Hampshire's se-

condary schools are mostly confronted with problems involving school adjustment, vocational and educational information. Counseling sessions are usually brought about from the student's request for assistance. Scheduled counseling sessions are conducted periodically in less than one third of the secondary schools involved in the survey. When counseling is involved, 42 per cent of the counselors maintain records of the sessions. It would have proved beneficial if the survey had attempted to measure the extent to which the classroom teacher is involved in counseling. The school principals in 71 per cent of the schools are responsible for guidance programs. Because of this it is strongly felt that in most cases the principal would handle most of the counseling carried on within the school.

VOCATIONAL AND EDUCATION INFORMATION

Vocational and educational information is made available through visiting speakers, representatives from schools and colleges in 70 per cent of the schools offering this type of information. Many schools reported that vocational and educational information is

integrated into the curriculum. It appears that this is an ideal way to receive the information but some teacher may consider this superficial knowledge and neglect all aspects of opportunities in the world of work. It is strongly felt that a course in occupations would be beneficial to schools if a qualified teacher was available.

Scholarship information is made available to students in 92.8 per cent of the states secondary schools. Bulletin board displays; school catalogues, pamphlets, and occupational briefs are the selected ways to relate vocational and educational information. All this is a necessary part of the information receiving process but interested students deserve the opportunity to confide in a person familiar with the type of information they're requesting. This is one of the functions of the guidance personnel within the schools.

PLACEMENT

Secondary high schools in the state of New Hampshire are concerned over placement of their students. At least 43 per cent of the public and paro-

chial schools feel responsible for placing graduates in colleges, universities, technical and vocational schools. It is significant to note that only 12.1 per cent of the state schools feel it their obligation "to place the drop-out" student. The responsibility of the school in this matter has been the object of much controversy. It may be argued that the drop-outs are in need of guidance and placement more so than are the college bound students. The New Hampshire State Employment office avails testing and placement services to high school seniors ready to enter the world of work. Their services are not available to drop-out or students entering further education.

FOLLOW-UP

Less than one fourth of the schools engaged in the survey participate in follow-up studies. Follow-up studies were employed in 20 per cent of the schools one year following graduation. The studies were conducted using the questionnaire and personal interview method. Twenty one and seven tenths per cent of the schools used the follow-up

data as a basis for curriculum revision, to inform present pupils of vocational and educational opportunities and to evaluate educational and job placement results. It is felt that by educating school personnel on the value of follow-up studies that information beneficial to the school and community can be derived.

OBSTACLES IN GUIDANCE PROGRAMS

The results of the survey revealed that 61.4 per cent of the schools felt the greatest obstacle they must overcome to provide better guidance services is to eliminate some classroom and extra curricular duties from the teacher-counselor so that he might be able to function better as a guidance worker. Lack of clerical assistance was a major handicap in 57.8 per cent of the schools. The needs listed by many of the schools were: employment of a full time guidance personnel, proper facilities, and adequate follow-up service.

Although most schools indicated a need for better guidance services only one half of the reporting schools expected to receive improvements

within the next few years. Many schools reported that school administrators had suggested and planned on additional guidance personnel within their districts but appropriations were not granted at the school district meetings. It is felt that by educating the public citizens as to the purpose and functions of organized practical guidance a step will be taken forward. An understanding community is eager to provide the best possible education for their children. This is the goal of guidance.

P. 2

.. ..

Information
no. of pages Services

P. 5 - Line C

better sex
education

P. 11 - Placement

P. 13 Ref 1 student
of 4

P. 17 TABLE

Some listed more than
one.

P. 18, same.

P. 19, less

Parochial 170
columns in text.

P. 22. Parochial schools
one doesn't have
any.

P. 24 - Rewrite

P. 32. Entrenching

P. 34. Regence

35 Regence

37 Regence

38. Regence

P. 49 ?

P. 50 ?

P. 57 ?

P. 73 - 6 lines
part

P. 81 ?

Conclusions

Organization of Guidance Services. In over 70 per cent of the states high schools the responsibility of a guidance program lies upon the principal. Although many principals want to better the programs they admit that with their administrative duties time is insufficient for their school to have an organized guidance program.

Pupil Inventory. The pupil inventory records are maintained in all New Hampshire's schools, but several are lacking important information. On a whole the testing program is very poor while a few schools have well rounded group tests. The majority of schools measure with a single I.Q. Lack of financial aid is the main cause of inadequate testing, but some school administrators do not believe that tests are an essential tool in constructing the pupil inventory.

Counseling. Over 71 per cent of the states counseling is attended to by the principal. The pupil volunteers himself when he needs advice concerning school adjustment, vocational and educational information. This sounds very good, but how much time can

the principal give for "sound counseling", when most of the principals know they have not been trained for counseling.

Vocational and Educational Information. Although the majority of schools have college and trade schools catalogues, pamphlets, and occupational briefs most of them are gathering dust, unless they are located where a pupil will glance through them at his own convenience. With the stress on attending college after graduation many pupils are fortunate to receive this information. On the other hand many individuals feel they will enter the service or get married because they are not capable of any other work. Several schools are handicapped because their town does not have industry to offer the non college graduate a position.

Follow-up. Follow-up services for the states schools is represented by 20 per cent of the schools. Many of the schools realize that by not having a follow-up study they are losing beneficial information to better the school and community.

Obstacles In A Better Guidance Program. The obstacles in a better guidance program for the State of New Hampshire are due to lack of financial aid for a full time or part time guidance director. Many outside the educational field cannot visualize the benefits derived from this program and will not support the program.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Arbuckle, Dugald S., Guidance And Counseling In The Classroom, Allyn and Bacon, Inc., Boston: 1957
- Arbuckle, Dugald S., Teacher Counseling, Addison-Wesley Press, Inc., Cambridge, Mass: 1950
- Baer, Mas F., and Roeber, Edward C., Occupation Information, Science Research Associates, Inc., Chicago: 1958
- Brill, A. A., Basic Principles of Psychoanalysis, Doubleday & Company Inc., New York: 1949
- Erickson, Glifford E., and Smith, Glenn E., Organization And Administration of Guidance Services, McGraw-Hill Book Company, Inc., New York: 1947
- Ginzberg, E. S., et al. Occupational Choice, and Approach to a General Theory, Columbia University Press, New York: 1951
- Hatch, Raymond N., and Stefflre, Buflord, Administration of Guidance Services, Prentice-Hall, Inc., Englewood Cliffs, New Jersey: 1958
- Heppeck, Robert, Occupational Information, McGraw-Hill Book Company, Inc., New York: 1958
- Hutson, Percival W., The Guidance Function in Education, Appleton-Century-Crofts, Inc., New York: 1951
- Jones, Arthur J., Principles Of Guidance, McGraw-Hill Book Company, Inc., New York: 1952
- Ohlsen, Merle M., Guidance, An Introduction, Harcourt, Brace and Company, New York: 1955
- Shartle, Carrol L., Occupational Information, Prentice-Hall, Inc., New York: 1952

Stoops, Emery, Guidance Services: Organization and Administration, McGraw-Hill Book Company, Inc., New York: 1959

Williamson, E. G., Counseling Adolescents, McGraw-Hill Book Company, Inc., New York: 1950

PERIODICALS

Super, D.E., "Group Techniques In The Guidance Program," American Psychologist, May, 1953, p. 185.

UNPUBLISHED MATERIALS

Reference For Questionnaire

Fraser, Viola J., A Survey Of The Small Secondary Schools In Massachusetts To Determine The Extent To Which Guidance Services Are Provided, Master's Thesis, Boston University, 1956

APPENDIX

588 Hanover Street
Manchester, New Hampshire
January 3, 1958

Dear

In connection with my graduate work in Guidance at Boston University, I am making a study of the current guidance services in New Hampshire's senior high schools.

I hope that you, as an individual working in the educational field, will be willing to help me find out how New Hampshire's high schools are handling their counseling, personal inventories, vocational and educational information, placement, and follow-up, services.

I am enclosing a questionnaire which I would appreciate having filled in by the principal, guidance director, or teacher with guidance responsibilities. It is only through a careful survey of our schools that we can hope to improve the guidance programs in our state.

Any information which you may include on your check list will be kept confidential and will appear in tabulated form only.

I would appreciate your completing the enclosed check list and returning it to me by January 23, 1959.

Mr. Charles R. Dolan, New Hampshire's Director, Occupational Information and Guidance, feels that this is a worth while project and commends it to you for your consideration.

Thank you for your assistance and cooperation.

Sincerely yours,

Anne M. Callahan

Anne M. Callahan

Diocesan School Office
153 Ash Street
Manchester, New Hampshire
January 3 , 1959

Dear Principal:

It may be truly said that Christian guidance is at once as ancient as all true education and as modern as the latest scientific procedure. Catholic education always has been and always will be interested in the well-being and the most wholesome development of the individual pupil. Respect for individual differences and individual worth is at the very core of the Catholic philosophy of education.

We are aware, however, that procedures which, in a former day, were quite adequate to resolve the problems of youth are no longer wholly efficacious. Many factors have been influential in bringing about radical changes on the educational scene in our country. Among the many new procedures which have been helpful in meeting present-day school objectives are the guidance services offered by a school.

It is with the above-mentioned thoughts in mind that we recommend the enclosed questionnaire for your thought and consideration. We feel that it may serve as evaluative criteria in the area of guidance services. Please cooperate with Miss Callahan in the gathering of this important data.

Sincerely,

George E. Murray

(Rev.) George E. Murray

588 Hanover Street
Manchester, New Hampshire
January 26, 1959

Dear

A questionnaire concerning your school's guidance program was sent to you January 3, and upon tabulating my results, I find your school's report missing.

In order to make a complete survey of the guidance programs in New Hampshire's high schools, I would appreciate your time and cooperation so that I may include your school in my survey.

Sincerely yours,

Anne M. Callahan

Anne M. Callahan

CHECK LIST OF GUIDANCE PROGRAMS

Name of School: _____ Town: _____
Total Enrollment: Grades: 9 _____ 11 _____ Number Teachers: _____
10 _____ 12 _____

Person Filling out this check list: _____

1. Does your school have an organized guidance program? Yes No
(An organized guidance program provides the pupil with certain services, that aid in making his educational experiences most effective.)

2. Guidance services in your school are the responsibility of the:
(check one or more)
 - a. Principal
 - b. Guidance Counselor (full time)
 - c. Teacher
 - d. Teacher-Counselor (teaches part time)
 - e. Guidance Committee
 - f. Home room teacher
 - g. Other (Please list) _____

3. Please indicate the number of persons in the following capacities:
 - a. full time counselors
 - b. part time counselors
 - c. counselors who have had specialized guidance training

4. Check any of the following courses taken by the guidance worker:
 - a. Psychological Tests in Guidance
 - b. Cases Studies in Guidance
 - c. Counseling: Theory and Practice I
 - d. Counseling: Theory and Practice II
 - e. Principles of Guidance
 - f. Occupational Information
 - g. Group Guidance
 - h. Organization and Administration of Guidance Services
 - i. Measurement of Intelligence
 - j. Seminar in Guidance and Counseling
 - k. Other (Please List) _____

5. The person(s) responsible for guidance services perform the following
 - a. Keeps cumulative records
 - b. Teaches a course in guidance, (such as, Group Guidance)
 - c. Provides vocational and educational information
 - d. Aids in placement
 - e. Conducts follow-up studies
 - f. Administers standardized tests
 - g. Counsels students
 - h. Confers with parents
 - i. Plans for orientation programs
 - j. Assists students in high school course planning.
 - k. Provides in-service training for staff members
 - l. Carries on research in curriculum and guidance problems
 - m. Other (Please list) _____

6. Counseling and guidance accomodations consist of:

- a. Files
- b. Private, pleasant, counseling quarters
- c. Secretary, reception room
- d. Education, and/or vocational information library
- e. None of the above
- f. Other (Please list) _____

7. Please check the teachers' role in your school's guidance activities:

- a. Cooperate with the guidance director
- b. Provide specialized occupational information
- c. Assist students in choice of curriculum
- d. Assist in the preparation of assembly programs
- e. Interpret the educational and vocational implication of school subjects
- f. Help students develop favorable work attitudes
- g. Help arrange for occupational trips
- h. Suggest leads for interviews with employers
- i. Assist in placement
- j. Assist in following-up students
- k. Help develop occupations posters
- l. Furnish information for cumulative records
- m. Part time counselors
- n. Other (Please list) _____

8. Cumulative record forms (provide information about in-school and out-of-school activities) are received for each pupil from "feeder" schools.

9. Cumulative record forms (as described above) are maintained in the high school.

10. Information recorded on these forms concerns the pupil's:

- a. Personal characteristics and background
- b. School achievements
- c. Work experiences
- d. Test scores
- e. Activities, hobbies, and interests
- f. Educational plans
- g. Job or career interests or objectives
- h. Other (Please list) _____

11. The recording of pupil data on the cumulative record forms is usually done every:

- a. Week
- b. Month
- c. Quarter
- d. Year
- e. Other (Please list) _____

Cumulative records are kept up to date by the:

- a. Principal
- b. Guidance director
- c. Classroom teacher
- d. Counselor
- e. All of the above
- f. Other (Please list) _____

13. Approximately what portion of the teachers use cumulative records to learn about their students?

- a. One-fourth
- b. One-half
- c. Three-fourths
- d. All of the above
- e. Other (Please list) _____

14. Those who do use cumulative records, do so:

- a. Occasionally
- b. Moderately
- c. Frequently
- d. Other (Please list) _____

15. The school uses standardized tests of:

<u>Name of test</u>	<u>Grade Administered</u>	<u>Group or Individual</u>
<input type="checkbox"/> a. General intelligence		
<input type="checkbox"/> b. Interest		
<input type="checkbox"/> c. Aptitude		
<input type="checkbox"/> d. Reading readiness		
<input type="checkbox"/> e. Personality		
<input type="checkbox"/> f. Achievement		

16. Counselor responsibilities for counseling include:
- a. School adjustment problems
 - b. Educational problems
 - c. Vocational problems
 - d. Religion problems
 - e. Health problems
 - f. Activity problems
 - g. Home problems
 - h. Boy-girl problems
 - i. Other (Please list) _____
-

17. Students come to counseling on the basis of:
- a. Individual need (voluntary)
 - b. Principal, teacher, and other referral
 - c. Regularly scheduled appointment
 - d. Other (Please list) _____
-

18. If individual counseling sessions are regularly scheduled, how often?
- a. Each marking period
 - b. Semi-annually
 - c. Annually
 - d. Other (Please list) _____
-

19. The counselor keeps records of interviews and counseling sessions

20. Orientation to high school usually takes place:
- a. During first marking period
 - b. During the entire first semester
 - c. During the entire first year
 - d. Other (Please list) _____
-

21. Please check the types of activities in your school which provide vocational and educational information for students:
- a. Homeroom activities
 - b. Occupations course
 - c. Occupational assembly programs
 - d. Dramatizations
 - e. Debates
 - f. Visiting speakers
 - g. Formal lecture on occupations by instructor
 - h. Group reports by students
 - i. Career Days
 - j. Local surveys of business
 - k. Vocational and educational information through subjects
 - l. Representatives from schools and colleges
 - m. Vocational and educational field trips
 - n. Others (Please list) _____

22. Please check the aids and materials used to provide vocational and educational information for students:

- a. Bulletin board displays
- b. Source materials on training opportunities
- c. Shelves of books on occupations in library
- d. Current college, university, trade and business school catalogues available
- e. Classroom library on occupational literature
- f. Pamphlets, occupational briefs and magazines on occupations
- g. Occupational information file (D.O.T.)
- h. Films and slides
- i. Scholarship information
- j. Commercial compaines (S.R.A.,)
- k. Free Materials (New York Life Insurance)
- l. Other (Please list) _____

23. The school publishes a handbook for new students regarding orientation and adjustment to school life.

24. Please check the placement services which are available to students in your school:

- a. Placement of drop outs
- b. Placement of graduating students in full time employment
- c. Placement of students in part time employment (afternoon, evening)
- d. Placement of former graduates
- e. Placement of students for summer work
- f. Placement of graduates in colleges and universities
- g. Placement of graduates in technical and vocational schools
- h. All of the above
- j. Other (Please list) _____

25. The most common methods used for conducting follow-up studies are:

	<u>For drop-outs</u>	<u>For graduates</u>
<input type="checkbox"/> a. Questionnaire	_____	_____
<input type="checkbox"/> b. Letter	_____	_____
<input type="checkbox"/> c. Personal interview	_____	_____
<input type="checkbox"/> d. Postal card	_____	_____
<input type="checkbox"/> e. Telephone	_____	_____
<input type="checkbox"/> f. Other (Please list)	_____	_____

26. Former students are followed up at intervals of:

- a. One year
- b. Three years
- c. Five years
- d. Other (Please list) _____

27. If follow-up data summaries are used, they are used
- a. As a basis for curriculum revision
 - b. As a basis for revision of guidance services
 - c. To evaluate educational and job placement results
 - d. To inform present pupils of vocational and educational opportunities
 - e. Others (Please list) _____
-
-

28. Please check the following problems which are obstacles in providing better guidance to students in your school:
- a. Teachers too busy for guidance duties
 - b. Lack of co-ordination of guidance services
 - c. Teachers need experience in guidance
 - d. Lack of guidance testing program
 - e. Inadequate records upon which to base counseling
 - f. Inadequate follow-up program
 - g. Insufficient appropriations
 - h. Lack of professional guidance personnel
 - i. Community not responsive to guidance program
 - j. Administration not responsive to guidance program
 - k. Lack of office space for counseling
 - l. Lack of clerical assistance
 - m. Insufficient community agencies
 - n. Others (Please list) _____
-
-
-

29. In what way(s) do you think the guidance services may be improved in your school?

30. What improvements do you expect to make in the next few years in your guidance program?

SCHOOLS TO WHOM QUESTIONNAIRES WERE SENT

PUBLIC

Vilas High School	Alstead, N.H.
Alton High School	Alton, N.H.
Andover High School	Andover, N.H.
Antrim High School	Antrim, N.H.
Ashland High School	Ashland, N.H.
Belmont High School	Belmont, N.H.
Berlin High School	Berlin, N.H.
Bethlehem High School	Bethlehem, N.H.
Bristol High School	Bristol, N.H.
Canaan High School	Canaan, N.H.
Quimby School	Center Sandwich, N.H.
Austin-Cate Academy	Center Strafford, N.H.
Charlestown High School	Charlestown, N.H.
Stevens High School	Claremont, N.H.
Celebrook Academy	Celebrook, N.H.
Concord High School	Concord, N.H.
Hopkinton High School	Contoocook, N.H.
Kennett High School	Conway, N.H.
Pinkerton Academy	Derry, N.H.
Dever High School	Dever, N.H.
Oyster River Cooperative School	Durham, N.H.
Conant High School	East Jaffrey, N.H.
Enfield High School	Enfield, N.H.
Epping High School	Epping, N.H.
Errol Consolidated School	Errol, N.H.
Exeter High School	Exeter, N.H.
Farmington High School	Farmington, N.H.
Franklin High School	Franklin, N.H.
Goffstown High School	Goffstown, N.H.
Gorham High School	Gorham, N.H.
Groveton High School	Groveton, N.H.
Winnacunnet High School	Hampton, N.H.
Hanover High School	Hanover, N.H.
Haverhill Academy	Haverhill, N.H.
Henniker High School	Henniker, N.H.
Hillsbore-Deering Cooperative School	Hillsbore, N.H.
Hinsdale High School	Hinsdale, N.H.
Hollis High School	Hollis, N.H.
Alvirne High School	Hudson, N.H.
Keene High School	Keene, N.H.
Sanborn Seminary	Kingston, N.H.
Laconia High School	Laconia, N.H.

PAROCHIAL

Notre Dame High School	Berlin, N.H.
Saint Patrick High School	Berlin, N.H.
Saint Mary's High School	Claremont, N.H.
Saint John's High School	Concord, N.H.
Saint Mary's High School	Dover, N.H.
Our Lady of Monadnock Academy	East Jaffrey, N.H.
Villa Augustina Academy	Goffstown, N.H.
Our Lady of the Mountains	Gorham, N.H.
Presentation of Mary Academy	Hudson, N.H.
Sacred Heart High School	Laconia, N.H.
Bishop Bradley High School	Manchester, N.H.
Saint Antoine High School	Manchester, N.H.
Saint George High School	Manchester, N.H.
Saint Joseph High School	Manchester, N.H.
Saint Maire's High School	Manchester, N.H.
Mt. Saint Mary's Seminary	Nashua, N.H.
Saint Louis-de-Gonzague High School	Nashua, N.H.
Holy Rosary High School	Rochester, N.H.