ORGANIZATION OF A GUIDANCE PROGRAM IN
THE MALCOM HIGH SCHOOL, 1958-1959

A Field Report
Presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Effie Kuntz
August 1959
ORGANIZATION OF A GUIDANCE PROGRAM IN
THE MALCOM HIGH SCHOOL, 1958-1959

by

Effie Attleseaon Kuntz

Approved by Committee:

[Signatures]

Earle T. Canfield
Dean of the Graduate Division
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>Concepts of Guidance.</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>2</td>
</tr>
<tr>
<td>The Need for the Project.</td>
<td>2</td>
</tr>
<tr>
<td>Procedures.</td>
<td>3</td>
</tr>
<tr>
<td>Review of Literature.</td>
<td>4</td>
</tr>
<tr>
<td>The Community</td>
<td>8</td>
</tr>
<tr>
<td>The Malcom Independent School</td>
<td>9</td>
</tr>
<tr>
<td>II. THE NEED FOR GUIDANCE IN THE MALCOM HIGH SCHOOL</td>
<td>16</td>
</tr>
<tr>
<td>Analysis of the Alumni Survey</td>
<td>16</td>
</tr>
<tr>
<td>Summary</td>
<td>25</td>
</tr>
<tr>
<td>III. THE GUIDANCE PROGRAM IN THE MALCOM HIGH SCHOOL</td>
<td>27</td>
</tr>
<tr>
<td>In-service program.</td>
<td>27</td>
</tr>
<tr>
<td>Plans of the program.</td>
<td>31</td>
</tr>
<tr>
<td>The Guidance Program.</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>41</td>
</tr>
<tr>
<td>IV. SUMMARY AND CONCLUSIONS</td>
<td>42</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>46</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>52</td>
</tr>
<tr>
<td>QUESTIONNAIRE TO ALUMNI</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>60</td>
</tr>
<tr>
<td>STUDENT QUESTIONNAIRE</td>
<td></td>
</tr>
<tr>
<td>APPENDIX C</td>
<td></td>
</tr>
<tr>
<td>THE CLASSROOM TEACHER AND THE PROGRAM - QUESTIONNAIRE</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>RESPONSES TO THE QUESTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>&quot;What is Your Present Occupation?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>17</td>
</tr>
<tr>
<td>II.</td>
<td>&quot;Did You Attend College?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>18</td>
</tr>
<tr>
<td>III.</td>
<td>&quot;Did You Attend a Business or Trade School?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>18</td>
</tr>
<tr>
<td>IV.</td>
<td>&quot;What Subject Has Been Most Helpful to You in Your Present Occupation?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>19</td>
</tr>
<tr>
<td>V.</td>
<td>&quot;What Subject Has Been Most Beneficial to You Socially?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>20</td>
</tr>
<tr>
<td>VI.</td>
<td>&quot;Which Subject Has Been Most Beneficial in Your Private Life?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>20</td>
</tr>
<tr>
<td>VII.</td>
<td>&quot;Which Subject Has Been of the Most Value in Every Way?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>21</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>VIII. Responses to the Question, &quot;Which Subject Has Been of the Least Value to You?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>IX. Responses to the Question, &quot;What High School Subject do You Regret Not Having Taken?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>X. Responses to the Question, &quot;What Activity do You Regret Not Having Taken?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>XI. Responses to the Question, &quot;Is There Any Activity or Subject Which Was Not Available to You That You Feel Would Have Helped You in Your Life?&quot; by 29 Alumni of Malcom, Iowa, High School</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

I. CONCEPTS OF GUIDANCE

The concept of guidance is not new. People of all times have occasionally sought guidance from others whom they thought were competent to aid them in meeting difficult situations. Existing attempts on the part of schools and communities to organize systematic programs of guidance services, however, represent a recognition of the many problems of individual adjustment inherent in the complex pattern of modern life. An intelligent understanding of guidance needs and effective counseling services should be available to prevent students from becoming the victims of the social, economic, and political changes they are required to meet.¹

Guidance has become an important influence in education today in meeting the needs of the students. The individual, through guidance, is assisted in gaining a better understanding of himself and the society in which he lives. The changed and broadened concept of guidance includes individual development as well as vocational adjustment.

In relation to this, Mathewson stated:

Starting as vocational guidance for older youths and as vocational and moral guidance of high school youth, guidance has become a pervasive, continuous and unified process through the whole school system, looking toward the general development, adjustment, and orientation of individual students.¹

In making the concept of guidance more understandable, Jacobson, Reavis, and Logsdon stated:

Guidance should be viewed as those services which the school renders to its students in their efforts to become happy, efficient, and well-adjusted individuals.²

II. THE PROBLEM

The purpose of this project was (1) to promote in-service training of the Malcom high school staff in guidance needs, (2) to develop within the staff a feeling of a need for a guidance program, (3) to formulate a functional guidance program to meet the needs of the students; and (4) to initiate such a program in the Malcom school.

III. THE NEED FOR THE PROJECT

The project had its origin in the writer's recognition that an effective guidance program is one of the school's


responsibilities to its youth. The need for guidance is a fundamental characteristic of all human beings. Malcom is a rural community unable to absorb all the graduates of the school; therefore, many who graduate go to the nearest urban centers of Des Moines, Newton, Grinnell, Cedar Rapids, and Amana for employment. Therefore a guidance program was planned and initiated in the Malcom High School.

IV. PROCEDURES

An intensive study was made of guidance programs and guidance needs by reading available literature on the subjects. A study of the existing facilities of the Malcom High School in the guidance field and of any guidance or counseling being done was completed. Teachers' meetings were held twice monthly to emphasize the needs for a guidance program in the school, to study literature pertinent to guidance, and to plan and initiate a guidance program that would best suit the needs of the students. A follow-up study of the 1948, 1953, and 1958 classes of the Malcom school was made. The answers to the survey were then analyzed by the writer.

The instrument used to contact the thirty-three Malcom High School alumni was a questionnaire,¹ based largely on a questionnaire used by Darl C. Stuhr in the Woodward,

¹Appendix A
Iowa, high school in 1956.\textsuperscript{1} A cover letter explaining the purpose of the study was enclosed with the questionnaire and return envelope sent to each graduate.

V. REVIEW OF LITERATURE

A wide variety of definitions of guidance has appeared during recent years. Andrew and Willey defined guidance as "an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment."\textsuperscript{2} Historically, the term, "guidance", was used in the field of education to designate the assistance given to students in the solution of problems that lay outside the area of classroom teaching situations.\textsuperscript{3}

Traxler states the concept of guidance as:

Ideally conceived, guidance enables each individual to understand his abilities, interests, and personal traits, to develop them as well as possible, to relate them to his life goals, and finally to reach a state of complete and

\textsuperscript{1} Daryl C. Stuhr, "Recommendations for Establishing a Functional Guidance Program in the Woodward, Iowa, High School" (Unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1956), Appendix A.


mature self-guidance as a desirable citizen of a democratic social order. Guidance is thus vitally related to every aspect of the school—the curriculum, the methods of instruction, disciplinary procedures, attendance, problems of scheduling, the extra-curriculum, the health and physical fitness programs, and home and community relations.¹

This definition by Traxler implies that guidance requires very close cooperation between the administration and all other staff members.

In his presentation of the basic concept of high school guidance, Chisholm described in some detail the functions to be served by guidance in a democratic society:

Guidance seeks to have each individual become familiar with a wide range of information about himself, his interests, his ambitions, his abilities, his previous development in the various areas of living, and his plans or ambitions for the future. Guidance then seeks to help him become acquainted with the various problems of social, vocational, and recreational adjustments which he faces. On the basis of these two types of information and the assistance of counselors, each pupil is helped to face his problems and make plans for their solutions. Out of the training and experience the individual gets in meeting and solving his problems while in school, guidance aims to develop in him insight into the solution of his problems of living as well as a creative initiative whereby he will throughout life be able to meet and solve his own problems adequately.²

The function and purpose of the guidance program should be the controlling influence in the form of organization.

Mathewson suggested:

The program should be founded on the need of the students of the community, and of the school in existing situation; current conditions in the school and existing possibilities ought to be taken into account in planning institutional policy, including the main educational objective of the institution, should be recognized.

A simple, practical, but challenging concept of guidance is contained in Hamrin's definition of guidance as "helping John to see through". To help an individual see through himself may be a difficult task requiring the best efforts of a thoroughly trained counselor who has infinite patience and a keen understanding of the vagaries of human behavior and who has available for his use many evaluating instruments.

The idea that education is training for living in a democracy constitutes the basis for guidance today. Much has been written concerning the teaching of citizenship and living in a democracy. Traxler expressed much the same thought as Hamrin when he stated:

It has been pointed out many times that individuals cannot be trained for life in a democratic state merely by rules and indoctrination or by the establishment of emotional loyalty. The only effective training for citizenship in a democracy is practice in democratic living. The facts concerning each individual's potentialities, his interests, the things to which he responds with emotional satisfaction, his skills, his rate of development, and his major points of strength and weakness must be accurately ascertained and assembled as objectively and


2 Shirley A. Hamrin, Guidance Talks to Teachers, (Bloomington, Ill. (McKnight and McKnight, 1947), p. 12.
dispassionately as possible, and out of the whole picture he must be led to evolve for himself a satisfactory level of living and at the same time maintain a balance between his own welfare and that of the group. Thus training for living in a democracy and guidance as exemplified by carefully organized personnel programs are one and the same process.¹

The entire staff must cooperate in guidance work along with the guidance director. Guidance should not be considered as incidental but should be unified and purposeful. Such a unified program would include: health services, training in family relationship, corrective physical education, recreational activities, social amenities, and character training. Testing is an important phase of a guidance program.

Chisholm stated:

The chief concern of guidance workers in using tests and measurements is to gain a thorough understanding of an individual and to help him see himself clearly, so that he may plan and choose his experiences wisely in terms of a well rounded, happy successful life.²

The only way to determine whether the program will accomplish its goals or fail is by evaluation. Such evaluating will show how it should be changed or modified to serve the needs of the students.

Crow and Crow stated:

Periodic appraisals should be made of an existing

¹Traxler, op. cit., p. 9.

guidance program. The success of its functioning should rest upon outcomes that are reflected in the attitudes toward the program of all who are associated with it — guiders and guidees — and in the displayed behavior of those who have been served through its functioning.

The preceding paragraphs contain some of the important elements of a guidance program which must be based on the particular needs of the school and the community.

The authorities quoted an information used by the writer were from material obtained from books, thesis, educational bulletins, and magazines. Also helpful as a source of information was the Director of Vocational Education, Des Moines, Iowa, who supplied educational bulletins on guidance.

VI. THE COMMUNITY

The community needs and the school facilities must be known before a guidance program is implemented. The superintendent of the Malcom schools, Mr. William Logan, supplied the writer with much of the following information.

Malcom, a rural community of five hundred inhabitants (1950 census), is located in the geographical center of Poweshiek County, nine miles north of the county seat, Montezuma. Grinnell is eleven miles to the west, Brooklyn is seven miles to the east, and Tama is twenty miles to the north. The cities nearest Malcom are Newton, thirty-four miles to the

1Crow and Crow, op. cit., p. 41.
west, Cedar Rapids, sixty miles to the east, and Oskaloosa, thirty-four miles to the south.

The agricultural industry carried on in the area is accommodated by a branch bank, a post office, a locally owned telephone exchange, and twenty-two home-owned businesses. The business houses include the general types found in most small Iowa towns, the largest being the elevator and the live-stock buying station.

The Presbyterian and Methodist churches serve the religious needs in the town. A rural Lutheran church five miles away and a Catholic church at Brooklyn minister to those who desire to attend them. The Malcom churches have active organizations for all their members. The town's social and service organizations include: Community Club, Rebecks Lodge, Women's Christian Temperance Union, Eastern Star, and Rainbow Girls.

The community is served by the Rock Island Railroad and transportation to other communities is provided by State Highway 63 and by United States Highway 6.

VII. THE MALCOM INDEPENDENT SCHOOL

The present high school was built in 1906 to serve the town of Malcom. Rural pupils in the forty square miles immediately surrounding the town also attend the Malcom Independent School. For this service the pupil's home district pays tuition to the town school. The assessed valuation of the
of the district in 1958 was $607.704. The tax levy was twenty-four mills for the year of 1958. The per pupil cost in the high school was $406.02 and the per pupil cost in the grades was $263.55. There was no indebtedness.

The Malcom Independent School houses the grade and high school in the same building. On the basement floor level are the following rooms: a seventy by thirty feet gymnasium with a stage at one end for plays and on which seats can be arranged for basketball games, a home economics room, which is used in the forenoon as a hot lunch room, a custodian's room, a furnace and coal room, an industrial arts room, and the locker rooms. Two combination grade rooms, kinder-garten first and second-third are on the first floor.

The second floor contains two more combination grade rooms, five class rooms, the administrative office, and two rest rooms. Also on the second floor is the high school study hall and library.

Audio visual equipment owned by the school and extensively used by the teachers included two sixteen millimeter motion picture projectors, a twenty-four inch television set, a slide film projector, and four electric phonographs.

The school playground on the south side of the building and the town park, across the street east of the school,

---

Data supplied by Mr. W. H. Logan, Superintendent of Schools, Malcom, Iowa.
provide ample room for a baseball field and the conventional playground equipment.

Two busses are operated for the transportation of the rural pupils. Kindergarten pupils are returned to their homes at noon.

The total school enrollment for the year 1957-1958 was 158. Twenty-four of the fifty-four high school students were from the farm area surrounding the town and thirty were from the town. The distribution for those enrolled was as follows: ninth grade, sixteen; tenth grade, eleven; eleventh grade, seventeen; twelfth grade, ten. The eighth grade which also occupied the high school study hall had seven members.

The following teachers taught in the high school during the 1957-1958 school year: (1) superintendent, coach and social studies, (2) principal, English and dramatics, (3) mathematics and science, (4) commercial and drivers' training, (5) vocational home making, and (6) vocal music and band. Two bus drivers, a custodian, and a cook who prepares the hot lunches, are also among those who have daily and direct contact with the students. All the high school instructors have bachelor's degrees. The superintendent has a master's degree. The principal has completed course work for a master's degree. All high school teachers have taken some courses in guidance and have had advanced work in graduate courses.

The superintendent designates high school teachers as
class sponsors. He is the senior sponsor and the principal is the junior sponsor.

The school day is divided into nine periods. Each teacher has at least one free period each day. The principal has an hour free in addition to the allotted free period. School hours are from 8:45 a.m. to 4:00 p.m. The lunch period is one hour long. On Friday school is dismissed at 3:20 p.m. The teachers must be in their classrooms by 8:30 a.m. and may not leave the building until 4:15 p.m.

Malcom High School offered the following subjects in 1957-1958: four units of English, three units of social studies, two units of vocational home-making, three units of mathematics, one unit of journalism, and one-half unit of drivers' training.

Subjects required of freshmen are English, general science, algebra, and home economics (girls). Sophomores are required to take English, European history, geometry, and home economics (girls). English and American government are required senior subjects. Those subjects offered to the eighth are home economics (girls), arithmetic, English, social studies, and science.

The only elective open to freshmen is drivers' training. Sophomore boys may elect drivers' training, typing, or second year algebra. Juniors may select typing or second year algebra. Seniors may select typing, bookkeeping, office prac-
tice, economics, physics, advanced mathematics, or journalism.

The extra-curricular activities in which students are given an opportunity to participate are athletics, dramatics, music, the annual, and the school paper. Baseball is offered to the boys in the fall and in the spring. Basketball teams are maintained for boys and girls. Any student who does not participate in basketball is given two periods of physical education per week. Any student so desiring may participate in vocal or instrumental music in the one and one-half periods of music offered daily.

The curriculum of the Malcom school incorporates both state and local requirements. Graduation requirements are as follows: four years of English, two years of mathematics, one year of world history, one year of general science, one year of homemaking for girls, four years of physical education, and one semester of American government.

The administrative organization of the Malcom High School is vested in the principal. Since there was no formal guidance program in the school, no definite part of the school program was designated for educational or vocational courses. Students were not counseled concerning their high school plans nor concerning their plans after graduation from high school. No courses were offered in occupations or other related subjects. There were no files of occupational information.

Personal guidance in the school was confined to that
provided by the classroom teacher, superintendent, or principal.

The cumulative record is used in the Malcom school system. The record is started when the individual enters kindergarten, is maintained while the student is in the school system, is filed in the superintendent's office when the pupil leaves the school after graduation. Each folder contains the following material: three identification pictures taken in grades primary, six, and twelve, information about the parents, a health record, grades for the entire school attendance, attendance record, extra-curricular activity record, and educational test results. The Otis Quick Scoring Intelligence Test and the California Short-Form Test of Mental Maturity score sheets are filed in the folder along with a profile card of the Iowa Tests of Educational Development, a registration card of classes, and notes by the individual's teachers.

Report cards similar to those used in many other schools in America are issued each six weeks to the child and his parents. Alphabetical characters\(^1\) indicate the marks of achievement. The students deliver the cards to the parents who sign them. They are then returned to the school by the student.

The testing program is based primarily on the desire to measure achievement relative to national and state norms.

\(^1\)A - Superior; B - Above Average, C - Average; D - Below Average; F - Failing.
The **Otis Quick Scoring Intelligence Test** is given to the ninth and twelfth grades each year during the first month of the school year. The **Iowa Tests of Educational Development** are given to the entire school in September each year. The **Kuder Performance Record (Vocational)** is given to the seniors during the second month of the school year.

At the present time the only organized club in the high school is the **Future Homemakers of America**. This is a very active club with a yearly planned program. Meetings are held once each month. At the close of the year a Mother-Daughter Tea is held.

School dances, class parties, an all high school Christmas party, the junior-senior prom, and senior class day are included in the social activities of the school.
CHAPTER II

THE NEED FOR GUIDANCE IN THE MALCOM HIGH SCHOOL

I. ANALYSIS OF THE ALUMNI SURVEY

In attempting to determine the student's needs which should be met in a functional guidance program in the Malcom High School, thirty-three questionnaires were sent to the alumni of the classes of 1948, 1953, and 1958.\(^1\) A letter of explanation and an addressed return envelope were enclosed with the questionnaire. The total number of questionnaire forms completed and returned was twenty-nine, or eighty-eight per cent of the total sent out. Of this total, fifteen reports were received from male alumni and fourteen from female alumni.

Table I indicates the occupations of those who returned the completed questionnaires. Twenty-four per cent of the Malcom alumni who answered were housewives, fourteen per cent were factory workers, fourteen per cent were self-employed, and four per cent were truck drivers.

A large percentage, or seventy-nine and three-tenths per cent, of the alumni had not attended college. Table II and III indicate that only two males and three females, or

\(^1\)Appendix A.
twenty and seven-tenths per cent of those who answered had gone to college. Of those who did attend college, one boy and four girls attended one year and one boy attended three years. Those who answered as having attended college one year were all graduates of the high school in 1938 and were in attendance at the time they answered the questionnaire. The two boys were enrolled in a four-year college; one girl was enrolled in a four-year college; and three girls were attending a business or a trade school.

**TABLE I**

RESPONSES TO THE QUESTION, "WHAT IS YOUR PRESENT OCCUPATION?" BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>College student</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Factory worker</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Farmer</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Housewife</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Secretarial worker</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Self employed</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Truck driver</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE II

RESPONSES TO THE QUESTION, "DID YOU ATTEND COLLEGE?" BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>20.7</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>79.3</td>
</tr>
</tbody>
</table>

TABLE III

RESPONSE TO THE QUESTION, "DID YOU ATTEND A BUSINESS OR TRADE SCHOOL?" BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>10.1</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>11</td>
<td>26</td>
<td>89.9</td>
</tr>
</tbody>
</table>

In Table IV data are presented to show which subjects had been most helpful in the occupations of the alumni at the time the questionnaire was answered. Business education was the most helpful; eight boys and three girls listed it as most helpful and valuable, while four persons considered mathematics as having been the most helpful. Thus, the commercial
department was considered to be the most valuable, by more
students, than any other department.

TABLE IV

RESPONSES TO THE QUESTION, "WHAT SUBJECT HAS BEEN
MOST HELPFUL TO YOU IN YOUR PRESENT
OCCUPATION?"

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business education</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>Home economics</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>All subjects</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

* BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

Responses as to which subjects had been most beneficial
socially are shown in Table V. Replies were almost evenly di-
vided. Twenty-seven per cent thought literature was the most
helpful, twenty-seven per cent stated that vocational studies
helped them most, and twenty-four per cent said they thought
speech had been the most beneficial. Twenty-four per cent
believed that all subjects were equally valuable.

As shown in Table VI only three of the alumni considered
literature as having been beneficial to them in private life.
Thirty-eight per cent expressed the opinion that English had
helped them most. Twenty-seven per cent felt that mathematics
had been most valuable. Fourteen per cent believed that speech
was most beneficial, ten per cent felt that literature had
helped them most while another ten per cent stated that all
studies had been valuable to them.

**TABLE V**

RESPONSES TO THE QUESTION, "WHAT SUBJECT HAS BEEN
MOST BENEFICIAL TO YOU SOCIALLY?" *

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Vocational studies</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>All valuable</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>24</td>
</tr>
</tbody>
</table>

* BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

**TABLE VI**

RESPONSES TO THE QUESTION, "WHICH SUBJECT HAS BEEN MOST BENEFICIAL IN YOUR
PRIVATE LIFE?" *

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>All valuable</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

* BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL
The opinions regarding the subjects most valuable in every way are analyzed in Table VII. Twenty-four per cent thought their general studies had been most helpful in a general way; thirty-one per cent thought they received the most benefit from vocational studies. Seventeen per cent indicated extra-curricular activities as most valuable; four students said mathematics had helped them most; two stated speech as the subject most beneficial and two indicated that typing had been most valuable to them.

TABLE VII

RESPONSES TO THE QUESTION, "WHICH SUBJECT HAS BEEN OF THE MOST VALUE IN EVERY WAY?" *

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational studies</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>General studies</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Typing</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

* BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

The subjects believed by the alumus to be least valuable were French, German, history, physics, and shorthand. A complete analysis presented in Table VIII reveals that thirty-four per cent of those replying indicated that shorthand was
of the least value to them, twenty-four per cent thought French
the least valuable, and seventeen per cent thought history had
helped them the least. Thirteen per cent had the opinion that
physics had been the least valuable and three persons, or ten
per cent listed German as that subject considered the least
valuable.

**TABLE VIII**

**RESPONSES TO THE QUESTION, "WHICH SUBJECT HAS BEEN
OF THE LEAST VALUE TO YOU?"**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>German</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

*BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL*

Of the twenty-nine alumni replying to the questionnaire,
thirty-four per cent regretted not having taken speech; eight-
teen per cent wished they had taken psychology; while shop and
typing were each selected by thirteen per cent of the persons
answering, as being those subjects they regretted not having
had. Thirteen per cent of those responding regretted not hav-
ing had typing; ten per cent wished they had had art, and ten
per cent wished they had taken journalism, as is indicated in
Table IX.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Shop</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Typing</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Journalism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

The high school activity which most of the alumni regretted not having participated in was basketball. In response to the question, "What high school activity do you regret not having participated in?" twenty-four per cent replied, "Basketball", seventeen per cent indicated baseball, seven per cent indicated drama, three per cent indicated journalism, and forty-five per cent indicated no particular activity, as is shown in Table X.

The response, as is shown in Table XI, to the question, "Is there any activity or subject which was not available to you that you feel would have helped you in your life situation?"
indicates a need for more guidance and consumer education. Seventeen per cent of those responding thought they could have received benefit from consumer education courses, seventeen per cent felt a need for guidance courses, three per cent expressed a need for having an agriculture course, and sixty-three per cent indicated they had no particular unfulfilled curricular need.

TABLE X

RESPONSES TO THE QUESTION, "WHAT ACTIVITY DO YOU REGRET NOT HAVING TAKEN?" BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

<table>
<thead>
<tr>
<th>Subject</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Baseball</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Drama</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Journalism</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>48</td>
</tr>
</tbody>
</table>
TABLE XI

RESPONSES TO THE QUESTION, "IS THERE ANY ACTIVITY OR SUBJECT WHICH WAS NOT AVAILABLE TO YOU THAT YOU FEEL WOULD HAVE HELPED YOU IN YOUR LIFE?" BY 29 ALUMNI OF MALCOM, IOWA, HIGH SCHOOL

<table>
<thead>
<tr>
<th>Response</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Per Cent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer ed.</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Guidance</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>11</td>
<td>7</td>
<td>18</td>
<td>63</td>
</tr>
</tbody>
</table>

II. SUMMARY

The surveys made and responses discussed in the preceding material revealed that vocational studies had been most helpful to the alumni in both a social and a general way. Also indicated in the responses was the fact that more persons regretted not having taken speech than any other particular subject. Basketball was the activity more alumni named, than any other activity, as being the one they wished they had participated in while in school.

The need for guidance is indicated by the fact that a substantial number who answered listed guidance and consumer education as subjects which they had not had in high school.
but for which they felt a definite need. These subjects were not available to them at the time they attended school nor were they available during the 1958-1959 school year.
CHAPTER III
THE GUIDANCE PROGRAM IN THE MALCOM HIGH SCHOOL

I. INSERVICE PROGRAM

A good guidance program, one which meets the needs of the local school system and is acceptable to the teaching staff, must be carefully planned. Such a program is a cooperative undertaking because the entire faculty, the students, and the community are involved. With the cooperators in mind the principal and the superintendent scheduled a series of faculty meetings for the purpose of setting up a guidance program for the Malcom High School. Each meeting stressed a certain phase of the program or something pertinent to it. Those meetings most important were as follows:

September 10. Becoming guidance minded. The first faculty meeting of the year was held on September 10, for the purpose of introducing the subject of a guidance program for the Malcom High School. The meeting was informal in procedure but each teacher participated in a group discussion relative to guidance. After the group discussions each teacher offered his services to aid in the planning and initiation of a suitable guidance program in the school. The individual faculty members offered to read a recognized authoritative book on topics relative to the purposes, needs, planning or workable plans, and functions of guidance programs. Reports on these readings were to be
given at the next meeting.

**September 24. Submission of reports and initial planning.** The teachers reported on September 24, on the literature they had read and together began to formulate a plan which they felt would meet the needs of the students and be workable. Together the faculty decided that each member should be responsible for some phase of the program and that informal discussions would be held before the October meeting so that the next scheduled meeting, October 8, definite plans could be formulated.

**October 8. The formulation of the guidance program.**
The principal, as director of the program, with the teachers as assistants set up the following staff on October 8: superintendent, advisor and administrator; principal, guidance director and counselor; home economics instructor, girls' group counselor; drivers' training instructor, boys' group counselor; and the mathematics teacher, testing director. The superintendent gave the principal permission to procure the necessary guidance literature for the in-service needs of the teachers. Books and pamphlets for the occupational library were to be obtained and the commercial teacher was appointed to be in charge of the occupational library. The mathematics instructor was given the duty of testing and evaluating tests.

The principal offered to use his one-hour free period for individual counseling. He also offered to use his forty minute free period for counseling should the need arise.
Group counseling for the girls was scheduled for each Wednesday. The home economics teacher felt such counseling could be done in her class by replacing the Wednesday laboratory period with group guidance. The drivers' training instructor planned to use the regular Friday driving period for counseling the boys as a group. Other teachers offered their services for counseling or group guidance but the principal selected the home-making and drivers training teachers because he felt they worked in closer relationship with their students than did other faculty members. Also each had a background of some guidance courses. No schedule was made for counseling individually, rather the students were made to feel free to seek counseling services at any time with any of the three counselors.

The entire faculty constituted the guidance committee, ready to learn anything concerning guidance or to personally counsel with any student who asked for such services. The principal's room was designated as the counseling office. The necessary equipment to be supplied would include a metal filing cabinet for cumulative records. Each teacher would have a key and free access to the filing cabinet and could use the records whenever he wished.

January 7: Drop-out study. The faculty decided on January 7, that those students who had dropped out of high school during the last three years would be interviewed. This was to be a personal type of interview as there were only three drop-
outs and they had continued to live in the community so could be personally contacted. The superintendent offered to visit the boy who dropped out the previous year while a freshman. The principal offered to interview the two boys who had dropped out two years before, one while a junior and one while a senior.

March 4. Study of commercial offerings. The faculty decided on March 4, to have the commercial teacher send out questionnaires to the members of the classes of 1948, 1953, and 1958. The purpose of this was to aid in evaluating the entire educational program of its instructional offerings and its guidance phase. The returns from this questionnaire and follow-up study would be used in planning the curriculum the following year and would also be helpful to the teachers in their attempt to anticipate what experiences and opportunities the graduates might expect as well as providing information beneficial to the faculty in their dealings with the students still in school.

The commercial teacher mimeographed and distributed a questionnaire on March 18. This was given to all enrolled students in the high school, filled out by them, and returned to the principal so the students could be aided in making adjustments and in planning for the future. Each student was also asked to write an autobiography as an English assignment.

---

1 Appendix C.

2 Ibid.
Each autobiography would be filed in the student's cumulative record as an aid to the faculty in dealing with the individuals and their problems.

II. PLANS OF THE PROGRAM

A desirable way to begin a guidance program in any school is with a modest program. Chisholm stated several reasons why he believed this to be true.

The teachers generally may not be well trained in the field of guidance. Hence they will not be able to carry out a program as effectively as they will when they have had experience and perhaps additional training in this work. Through experience most teachers are able to eliminate many relatively unimportant yet time consuming things which they did earlier in the guidance work.1

The principal of the high school was put in charge of the guidance program in the Malcom school. He was to assume responsibility for organizing the program, selecting the staff personnel, and distributing the guidance functions so that each member would have definite tasks to perform. He was to procure the necessary office supplies, books and pamphlets for the occupational library, and tests for the study of individual differences. Through an in-service training program, the principal was to prepare the teachers to do group and personal guidance. He would assume the duties of special

counselor and advisor, providing leadership to the guidance program. He would also inaugurate courses in the curriculum in occupations for the freshmen and sophomores and in social and consumer education for the juniors and seniors. Individual conferences would be conducted by the director with students who needed assistance. He would help administer tests, confer with teachers on maladjustments, and plan conferences with students for preventive measures.

The guidance committee, serving as a screening center for ideas relative to guidance activities, was to be composed of all members of the high school faculty. The chairman of the committee, the principal, would delegate duties to each member, make recommendations, and furnish leadership. This committee was to be responsible for the supervision of the guidance work, make recommendations concerning the scope of the work undertaken, and furnish other types of leadership.

The in-service program was to include, in addition to the teachers' meetings-scheduled, inter-school visitations, surveys to reveal the nature of students' problems and interests, and the preparation and distribution of teachers' bulletins on pertinent guidance topics.

The plans also included the composition and issuance of a student handbook, the formation of a student council, personal interviews of dropouts, alumni questionnaires, and teacher self-evaluation questionnaires. Provisions were made
for various high assemblies throughout the school year for
the benefit of the school student body; the frequency to vary
according to the needs. Also planned were the formation of
clubs to supplement the activities of the regular curriculum.
These included science clubs, Future Teachers of America Club,
language clubs, and current events clubs.

III. THE GUIDANCE PROGRAM

Once the basic plans are made for any program the next
step is the initiation of such a program. So it is with the
guidance program. The principal of the Maloom High School
seriously contemplated his functions as educational leader
and questioned himself about his own concepts of guidance,
his knowledge of individual members of his faculty, his own
understanding of the principle of individual differences among
pupils, his beliefs about school-community relations and his
thoughts concerning what the nature of the whole-school pro-
gram ought to be. He then helped to install the guidance pro-
gram, organized by the entire faculty, and fashioned to serve
the best interests of the pupils and the teachers.

The principles suggested by Hamrin, to be considered
by an administrator in inaugurating such a program were follow-
ed.

1. The administration should participate actively in
the planning of the program as well as assuming
the major responsibility.
2. Start with the guidance problems the faculty members think are important.

3. Begin at a point consistent with their present degree of training.

4. The program should be built on the interests of teachers when this is possible.

5. Faculty members should participate in planning the program.

6. Desirable as well as undesirable practices now being carried on in school should be considered.

7. In-service training should be held during the regular school day as often as possible.

8. The program should parallel the daily duties of the staff whenever possible.

9. The program should provide for continuous professional growth of the staff.

10. The program should be continuous and not spasmodic.¹

A student hand book containing general information concerning rules for participation in school activities, curriculum offerings, student conduct, and graduation requirements, was introduced by the guidance director.

A student council was formed so all students of the high school would have an opportunity to practice the qualities of good citizenship and to promote all worthy school activities in cooperation with the faculty. The superintendent was the advisor of this organization. The council was

composed of two representatives from each class, elected at the beginning of the school year. The homecoming activities and school dances were in charge of the council. Student complaints were heard by the council and recommendations for any action taken were made in the council meetings held weekly.

Shelves were installed in the principal’s room to accommodate the counseling library which includes an Occupational Outlook Handbook, Occupational Briefs, Occupational Information, Occupations and Careers, Job Guide for Young Workers, and guidance materials furnished by the National Forum, Incorporated, 407 South Dearborn Street, Chicago 5, Illinois, and by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Information relative to college admission requirements, available scholarships, opportunities in the armed forces, and a complete file of college catalogs were placed on the shelves.

The principal was scheduled two free periods daily, from

---

5 United States Department of Labor, Job Guides for Young Workers (Washington: Government Printing Office, 1957)
11:25 a.m. to 12:05 p.m. and from 1:00 p.m. to 2:00 p.m. During this time individual counseling would be done. The following is a list of regulations to be observed by the students and faculty.

1. Interviews are to be by appointment if possible.
2. Call slips must be made by interviewees.
3. Counseling is to be done during study hall periods whenever possible.
4. Students desiring interviews should make arrangements as early as possible.
5. Any counselor or teacher should voluntarily meet students or parents after school hours.
6. A student who misses class because of having an interview should not be counted absent from class and should have the opportunity to make up any work missed.

Group guidance was given by the principal during his English class periods once each week. This was an important phase of the guidance program because the guidance material was assembled in this room and questions which arose could be partially answered by referring immediately to the available material in the guidance library. Because the English teacher was also the guidance director he was in an excellent position to arrange for personal interviews if a student desired.

The group guidance directors were the home-making and the drivers' education teachers who each gave one period per week to the girls and to the boys respectively. At the first
meeting of the month programs of topics to be discussed during that month were made. Some of the topics chosen by the girls were "How to Dress When Applying for a Position", Proper Make-Up for the Office", Do's and Don't's of Baby Sitting", "Home Manners", and other topics related to home-making and guidance. Similar topics were chosen by the boys as they would apply to them. Such areas as "Suitable Clothes for the Job", "What to Say When Applying for a Job", "The Proper Actions for the Escort", or "How to Meet Your Girl's Mother for the First Time", were included.

A personal interview was made by the superintendent with the freshman boy who had dropped out the previous year. The boy reported that difficulty with school subjects, a feeling of not being accepted by the other students, too much home responsibility and financial troubles contributed to his leaving school. Both parents were factory workers; there were seven other children in the family; and much of the housework devolved on him.

Of the two drop-outs interviewed by the principal, one stated he had left because of a forced marriage and the other said he left to join the navy because he felt he was not able to get along well with either the teachers or the students.

A questionnaire based on that used by Stuhr in 1956 was sent to all members of the graduating classes of 1948, 1953,
and 1958. A questionnaire was constructed by the teachers based on the needs and problems of modern high school students that should be met by the school, prepared by the National Association of Secondary-School Principals. Copies of both questionnaires are included in the appendix. Returns from both questionnaires were used for guidance and curriculum purposes. An analysis of the returns of the questionnaire sent to the alumni was presented in Chapter Two of this thesis. The completed returns to the student questionnaire were filed in the individual's cumulative record folder.

Each student was required by the English teacher to write an autobiography to be filed with other data in the cumulative record folder. They were instructed to write, not a chronological record of their life alone, but also a report of how they felt about themselves, in order that feelings and attitudes which make actual behavior more meaningful would be revealed. It would thus provide an insight into his personality not only through what was included but also by what was omitted.

An outline is a necessity in most cases of writing, and in the case of an autobiography to be kept in the student's

---

1 *op. cit.*

folder to aid in guidance purposes, the English instructor provided the following topical outline suggested by McDaniel and Shaftel:

1

Identification data

Family members
Your place in the family
Family relationships
Homes
Moves
Friends
Family occupations and recreations

Schooling

Progress in elementary years
Remembered teachers
Friends
Achievements and problems
High school majors
Course achievements
Activities
Subjects liked and disliked
Aspirations

Employment

Chronology of jobs

Duties
Promotions
Reactions

Present plans, aspirations, and problems
Immediate educational goal
Occupation goal
Problems and difficulties
Philosophy of life

The guidance committee decided that the testing program of previous years would again be followed during the 1958-1959 school year. This consisted of the Otis Quick Scoring Intelligence Test given to the ninth and twelfth grades in September; the Iowa Tests of Educational Development given to the entire high school and the Kuder Preference Record (Vocational) given to the seniors in October. As is customary the results were filed in the cumulative record.

The superintendent believed that in-service training is beneficial to all teachers so he made plans to give each teacher in the system one-half day for inter-school visitations. One week in advance of such a visitation the teacher made his own arrangements for the visit with the school and the teacher he wished to observe. On the day of his visit his students were given tests in the study hall, supervised by the study

\[\text{Ibid.}\]
hall teacher, but prepared in advance by the teacher who was absent. The superintendent expressed the desire that each teacher should arrange such visitations for the half day in which his free periods or period occurred so the classes would be disrupted as little as possible.

Another in-service technique employed in the Malcolm High School for the first time was the teacher-self evaluation questionnaire used during the 1958-1959 school year. One of the teachers found it during his review of guidance literature and when he submitted it at a staff meeting all present agreed it would be of great benefit to them. They felt each could profit by examining himself concerning his success in meeting responsibilities as he studied his pupils, curriculum material, teaching procedures, and other related subjects covered in the questionnaire constructed for use in Michigan.\(^1\)

\section*{IV. SUMMARY}

The in-service program in the Malcolm High School led to the development of the guidance program as set forth in the plans given in this chapter. The basic principles suggested by known authorities were followed in the initiation of that program.

\begin{itemize}
\item \(^1\)Appendix C.
\end{itemize}
SUMMARY AND CONCLUSIONS

The purpose of this project was to promote in-service training of the Malcom High School staff in guidance needs, to develop within the staff a feeling of a need for guidance program, and to develop and initiate a guidance program in the Malcom High School.

The purposes were accomplished in the following ways:

1. The faculty met together and discussed both the literature available on guidance and the needs for a guidance program in the Malcom school.

2. Inter-school visitations by the staff and self-evaluation questionnaires for the teachers helped to give the teachers a feeling for the necessity of a formal guidance program.

3. The faculty, together at their meetings, did develop a guidance program which was initiated into the school program.

The guidance program as planned by the staff was based on recommendations made by leading authorities in the field. Many of the authors are quoted in previous chapters so the reader can establish a relationship between the Malcom school guidance program and generally approved practices in the field.

From an analysis of the alumni survey in Chapter Two,
the writer draws the conclusion that a substantial number of the former students contacted felt they would have benefitted from a guidance program which provided for vocational training and consumer education. These courses were added in the second semester of the 1958-1959 school year by the superintendent.

Less emphasis should be placed on foreign languages and advanced sciences, in this particular school in the light of the alumni response, and more emphasis should be given to those subjects which would be beneficial to housewives and non-professional laborers. As expressed by the largest percentage of alumni these subjects should include English and speech as well as courses in psychology.

A poll of the Malcom teachers indicated that they believe the program as installed has been highly beneficial to both themselves and the student body. Five of the six high school teachers evidenced such an opinion. The sixth teacher stated that he believed the program was not adequate, and that a full-time guidance director was needed. There are bound to be many weaknesses in any newly planned and initiated guidance program but these will be eliminated or strengthened in the future. Many changes will have to be made and many new features will be added as their need becomes apparent.

Based upon the study made, the following conclusions are presented.

1. That an in-service training program in guidance
needs will help to promote within the staff a feeling of a need for a guidance program.

2. That because the teachers are interested in a program of guidance they will willingly share the responsibilities of the guidance duties.

3. That the school should begin the guidance program slowly and revise the program whenever such needs are evident.

4. That a trained guidance director is necessary for a well-planned program.

5. That the school is responsible for taking an interest in the personal problems of all its students.

6. That the high school students need guidance in areas of consumer education, vocations, and individual capacity.

7. That a regular follow-up study is essential to the evaluation of both the educational and the guidance program of the school.
BIBLIOGRAPHY

新华出版社，图书馆学，第三版，1982年版。

金坚，《图书馆学概论》，上海人民出版社，1983年版。

赵绿，《图书馆学研究》，第一卷，1984年。

张金，《中西图书馆文献比较研究》，第一卷，1986年。

王明，《中国图书馆发展史》，第一卷，1989年。
BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES AND OTHER ORGANIZATIONS


C. PERIODICALS


Young, J. M. "Can Counseling Reduce Drop-outs?" Clearing House, XXX (September, 1955) 22-23.
D. UNPUBLISHED MATERIALS


APPENDICES
Copy of the Letter
Which Accompanied the Questionnaire Sent to Graduates

THE PUBLIC SCHOOLS OF MALCOM
Malcom, Iowa

March 15, 1959

Dear M. H. S. Alumnus:

As a means of helping us in the improvement of our high school program we are undertaking a follow-up study of our graduates. For the purpose of this survey we have selected the classes of 1948, 1953, and 1958, and we are mailing copies of the enclosed questionnaire sheets to each member of those three classes.

I would appreciate your taking a few minutes of your time to fill out the enclosed questionnaire and return it to me in the provided envelope.

Your participation in this survey at your earliest convenience will be appreciated.

Thank you very much.

Respectfully,

Effie Kuntz
Principal
APPENDIX A

QUESTIONNAIRE TO ALUMNI

1. You are a member of what class? 1948__, 1953__, 1958__.
2. What is your present occupation? (or preparing to enter)
3. Did you attend college?
4. Number of years of college attendance?
5. Are you a college graduate?
6. Did you attend a business or trade school?
7. How many years did you attend?
8. What type of school was it?
9. Were you graduated from high school?
10. Did you drop out of school?
11. For what reason did you drop out?
12. In what grade did you drop out?
13. Have you regretted dropping out?
14. What subject has been most helpful to you in your present occupation?
15. What subject has been most beneficial to you socially?
16. In your private life which subject has been most beneficial?
17. Which subject would you say has been of the most value in every way?
18. Which has been least valuable?
19. What high school subject do you regret not having taken?

20. What high school activity do you regret not having participated in?

21. Is there any activity or subject which was not available to you that you feel would have helped you in your life situation? (If yes, what?)

(Signed) ___________________________ (Date) ___________________________

Your address ______________________________________________________
APPENDIX B

MALCOM HIGH SCHOOL MALCOM, IOWA,
STUDENT QUESTIONNAIRE

The following questionnaire is for the purpose of gathering some facts which will enable the Malcom High School to help you. Since it would be difficult for each of your teachers to talk to you personally concerning your activities, interests, and ambitions, will you please answer these questions carefully and accurately. You may feel free to omit any questions you prefer not to answer.

Name: _____________________________(Boy or Girl)
   Last    First    Middle
Address______________________________________Phone_____________________
Birthplace_________________________Year___Month___Day__________
   City     State
Church preference_________________________Church member__Yes__No__
Have you attended a school other than Malcom?__________________________
When?__________________________Where?__________________________

HEALTH AND PHYSICAL CONDITION

The general condition of my health is: (Check one)
Excellent____, Good____, Fair____, Poor____.

The general condition of my vision is: (Check one)
Excellent____, Good____, Fair____, Poor____.

The general condition of my hearing is: (Check one)
Excellent____, Good____, Fair____, Poor____.
My height is ____________ My weight is ____________

Do you have any health difficulties at present? ____________

If so what? ________________________________________________________________________________

In what way would you like to improve physically? ________________________________________________________________________________

What serious illnesses have you had? ________________________________________________________________________________

Has anyone in your home been seriously ill in the last 5 years? Explain (if yes) ________________________________________________________________________________

FAMILY INFORMATION

Father: Name__________________________Age________________

Birthplace__________________________If dead, when?____

Occupation: (Be specific)____________________________________

__________________________________________________________________________________________

Did he attend high school?_____Graduate?________

Did he attend college?_________Where?__________

When?________Did he receive a degree?__________

List his hobbies or interests________________________

Mother: Name__________________________Age________________

Birthplace__________________________If dead, when?____

Occupation:____________________________________

Did she attend high school?_____Graduate?________

Did she attend college?_________Where?__________

When?________Did she receive a degree?__________

What are her interests or hobbies?________________________
Stepfather or Stepmother: Name______________ Age______________

Occupation__________________________________________

Did he or she attend high school?________________________

Graduate?__________________________________________

Did he or she attend college?_____ Graduate?____

Brothers and Sisters: List in order of age—oldest to youngest. List their age and sex M or F. Place an X after each name that attended high school; XX after each that attended college; XXX after each that graduated from high school; XXXX after each that graduated from college.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

List and give the relationship of any other relatives living in your home.

____________________________________________________________________

PERSONAL HISTORY

Have you ever lived in a larger town?____________________

If so, which did you like best, here or there?____

Why?________________________________________________

Have you ever lived with someone other than your parents?____ If so, whom?______________________________

Did you like it there?________________________________

What interests do you share with your brothers and sisters?

____________________________________________________________________
Describe your present family home. (Farm, apartment, duplex, house, etc.)

Do you have your own room?

How many rooms are there?

Do you get along well with your family?

Explain

Do you enjoy entertaining friends in your home?

Why or why not?

Does your family own a set of encyclopedias?

Do you like to read?

What?

List the magazines you get in your home?

List any magazines you occasionally buy

Who is your best friend?

What recreations do you prefer?

What hobbies do you enjoy? (List in order of preference)

What is your idea of a good time?

Do you have dates? How often?

What was your most enjoyable vacation or travel trip?
List the athletics, clubs, extra-curricular activities, or organizations in which you have participated. Check any in which you had a leading part.

<table>
<thead>
<tr>
<th>School activities</th>
<th>Outside activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What summer camps or conferences have you attended?

List your favorite radio programs

List your favorite T V programs

How many hours per week do you study at home?

Do you have a room where you can study?

Do you actively participate in church work?

How often do you attend Sunday School?

How often do you attend church?

Do you like school?

Draw a ring around the subject you like best

algebra, English, geometry, general science, biology, physics, history, music, typing

Which subject above do you like least?

Do you like to speak before members of your class?

Yes______ No______

What is your average grade for the last three years?

A B C D F
Draw a ring around any words which you think apply to you. Hard Working; Peace Loving; Day Dreamer; Energetic; Good Looking; Easily Discouraged; Shy; Daring; Quiet; Slow; Talkative; Moody; Reserved; Hesitant; Strong Willed; Prejudiced; Friendly; Like to Stay Home; Like Excitement; Unhappy; Prefer to be With Others; Like to Work.

How would you rate yourself on the following traits when compared with other members of your class?

<table>
<thead>
<tr>
<th>Courtesy</th>
<th>Dependability</th>
<th>Leadership</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
</tr>
</tbody>
</table>

YOUR FUTURE

How far do you intend to go in school?

If you quit school will it be because you desire to do so?

What type of work would you like to do to earn a living after you finish school?

Draw a line under the reasons that prompted you to choose the above occupation:

Parents suggestions; Suggestion from others; Family tradition; Desire to be with friends; Social prestige; Desire for economic security; Desire to avoid routine work; Desire to travel; Possibilities of employment; Possibilities for advancement; Possession of required abilities; Training requirements can be met

Other

If you expect to enter college, have you thought about the one that you plan to attend?

If so, which one? Second choice

Do you plan to do part time work this year?
APPENDIX C

THE CLASSROOM TEACHER AND THE GUIDANCE PROGRAM

Your teaching field

Please place the correct number in front of each of the following items:


I. Am I acquainted with each of my pupils in each of my classes?

( ) Do I know his intelligence rating (academic ability)?

( ) Do I know his reading ability as measured by standardized reading tests?

( ) Am I acquainted with most of the important details of his past academic work?

( ) Am I acquainted with his parents and his home situation?

( ) Am I acquainted with his vocational plans?

( ) Am I acquainted with his educational goals?

( ) Do I know how he spends his leisure time?

( ) Have I helped him become acquainted with each other pupil?

II. Am I constantly reorganizing my subject matter and my teaching in view of what I know about my pupils?

( ) Am I selecting subject matter in terms of the needs, interests, and abilities of my pupils?

( ) Am I permitting pupils to participate in the selection of course content and the material to be used?

( ) Am I attempting to find many applications to the life problems and experiences of pupils?

( ) Am I reorganizing my subject because of information I gather about home and community conditions?
( ) Am I permitting a great deal of flexibility and choice so that each pupil can find his most worthwhile activities?

( ) Am I assisting pupils to develop the "how-to-study" techniques necessary in my field?

( ) Am I using the educational resources of the community as a part of my class content?

( ) Am I making my assignments clearly?

( ) Do I help pupils clearly understand the purposes and values of my subject?

( ) Do I commend pupils for work well done and for serious effort?

( ) Am I giving my pupils as much information as possible about the world of work?

( ) Am I learning a job skill (other than teaching) so that I can be better informed about the working world?

III. Am I using my subject to provide special services to each pupil?

( ) Am I including as much vocational information in my subject as possible?

( ) Am I suggesting the vocational possibilities resulting from a study of my subject field?

( ) Am I using my subject as a means for teaching good health habits?

( ) Am I encouraging each pupil to develop his unique interests and abilities through my subject?

( ) Do I try to solve as many pupil problems as possible through my subject?

( ) Am I helping each pupil develop more productive social relationships and personal friendships?

( ) Am I using my subject to help pupils with problems that they face out of school (grooming, etiquette, poise, ability to write letters of application, etc.)?
( ) Am I helping pupils select the courses they should take in my subject area?
( ) Do I assist pupils to select their extra-curricular activities?
( ) Do I use my subject as an opportunity for pupils to learn to make more intelligent decisions?
( ) Am I using the extra-curricular activities to further pupil development?

IV. Am I attempting to prevent difficulties from developing?
( ) Am I trying to find pupils who are unhappy?
( ) Am I looking for pupils whose attendance record indicates difficulties worthy of further study?
( ) Am I attempting to find out more about pupils who are always late with their work?
( ) Am I trying to locate pupils with evident lack of interest in the class?
( ) Am I trying to find pupils whose physical conditions may handicap their school work?
( ) Am I locating pupils whose home conditions militate against their success in school?
( ) Am I locating pupils who seldom or never succeed in their subjects?
( ) Am I locating pupils in danger of leaving school before graduation?
( ) Am I locating those pupils who need encouragement and social development?
( ) Am I finding some activities that the less capable pupils can carry on successfully?
( ) Am I locating those pupils whose problems arise out of personal handicaps (physical defects, poor clothing, foreign tongue, etc.)?
( ) Am I locating the more able pupils who are not working up to their abilities?

( ) Do I show a personal interest in any pupil who is in trouble?

( ) Do I try to help other teachers better understand some of the pupils with whom I am well acquainted?

( ) Am I trying to locate and help the pupils handicapped because of poor reading ability?

V. Do I use the guidance resources that are available?

( ) Do I frequently use the school records?

( ) Do I confer with other teachers about pupils I am attempting to help?

( ) Do I try to get acquainted with all the parents of my pupils?

( ) Do I try to find better explanations for pupil behavior?

( ) Have I read materials on guidance and child understanding recently?

( ) Have I encouraged other teachers and my principal to develop better guidance practices in our school?

( ) Do I make any case studies of my pupils?

( ) Do I feel free to ask the counselor for help?¹