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Abstract

Examples of innovative programs for the disadvantaged and minority groups include a demonstration program in guidance and counseling and one in cultural arts. These programs are elements in a three-year demonstration program sponsored by Project Upper Cumberland. A cultural art evaluation and a guidance school program evaluation are presented. Results of the guidance program were favorable as indicated by: (1) improved behavior of students; (2) greater capacity for creative thinking up to grades seven and eight, and (3) positive attitudes toward self, school, and community. The objectives of the cultural arts program were: (1) to provide a model program of instruction in music, art, and drama, and (2) to provide children and adults with opportunities for creative expression. Results show a positive attitude toward the program by pupils, parents, and educators. However, actual changes in attitude while positive did not differ significantly from the attitudes of subjects in the control school. Both the guidance and cultural arts program appear to strengthen a school to a great degree. Hopefully, together they will provide a means for helping the underdeveloped pupil to overcome his cultural, social, and educational deficiencies. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

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GUIDANCE AND THE CULTURAL ARTS

School Enrichment Programs : A Model for America

Prepared for:
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GUIDANCE AND THE CULTURAL ARTS

School Enrichment Programs: A Model for America

INTRODUCTION

Change has become the byword in education over the past decade. Increased public interest and Federal support for innovative programs has provided for studies of existing programs as well as for experimentation with new programs.

Educational opportunities began expanding rapidly in the 1930's and 40's, as the American dream of education for all began to be realized. From that time forward, the educational fires were fanned by humanitarian concern over the concept of each individual developing to his maximum potential. An equally important thrust came as a result of the demands of science and technology in the race for world supremacy.

More recent concern over the plight of the disadvantaged and minority groups have given us cause to look deeply into our traditional practices, to once again evaluate the educational processes as to their relevance for those we teach. New programs, hardware and attitudes are being tested. Program expenses are high and measured results are largely lacking due to the magnitude of the problem and the many factors affecting the lives of school pupils.

Outstanding examples of innovative programs include a demonstration program in guidance and counseling and one in the cultural arts. These programs are elements of a three year demonstration program sponsored by Project Upper Cumberland, a Title III ESEA agency. One of the unique aspects of the demonstration programs is that they are located in the largely rural Southern Appalachian area of the United States. The area is characterized by extreme social, cultural and economic deprivation. Underemployment and unemployment are problems for many poorly educated and trained persons. In 1960, the average citizen of the area had an eighth grade education. More than 21 percent of the population was classified as functionally illiterate, that is, having fewer than five years of schooling. An estimated 47.6 percent of the households had 1967 incomes under \$3,000.

Area testing norms reveal school achievement about 1.1 years behind national norms at the fifth grade level. Word study skills and language subtests were those presenting greatest problems to area pupils. Eighth grade achievement scores fell behind national norms by an additional half-year.

A comparison of fifth grade enrollment in 1959 and twelfth grade enrollment in 1966 reveals only a 53 percent survival rate. School curricula are primarily designed as college preparatory, yet less than a third of the high school graduates attend college. Vocational programs and enrichment programs are lacking because of meager school support.

It was anticipated that innovative demonstration educational programs would provide a model that could be examined by area school personnel and citizens to determine their relevance for area schools. The demonstration programs have completed the second year of their three year funding period.

Evaluation of the initial year's program attested to the professional qualifications of teachers and counselors, completeness of programs and included subjective reports of program effectiveness with area pupils. The current evaluation continued a review of these program characteristics and, in addition, sought objective test data to quantify program effectiveness. Demonstration programs have many unique objectives, but there appears to be similarity in their desire to be relevant to the needs of the individual pupil and to aid in the development of his confidence in himself (self concept). Teachers and counselors feel that improved self-confidence, success experiences and relevance will improve over-all attitude toward school and learning.

Objective analysis was focused on the measurement of attitudes and creative thinking ability. Pupil attitudes were measured on thirteen concepts through the use of a Semantic Differential measure (Osgood, 1965). Evaluative scales were utilized in this study of attitudes. The attitude measure was administered to children in each demonstration program as well as those in a third (control) school.

The criteria of Creative Thinking was selected for examination for three primary reasons: 1) Disadvantaged pupils perform at a lower academic level than middle class youth on standardized achievement tests. Creative expression taps a different potential than the recall required in most standardized achievement tests. 2) Enrichment programs are designed to improve self-concept and may release more creative potential. 3) The disadvantaged pupil has difficulty with verbal symbols and with thinking in terms of ideas that must be expressed verbally. He can cope with concrete verbal symbols, but academic tests are designed around the verbal idea concept.

The Torrance Tests of Creative Thinking were selected for program evaluation because they provide a standard measure that is relatively easily applicable to a wide range of subjects. Scoring is somewhat difficult, but once trained a scorer becomes quite efficient. Scoring procedures take ten to fifteen minutes per test, including totaling and recording of scores. The author defined creativity as

...a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on: identifying the difficulty; searching for solutions; making guesses, or formulating hypotheses about the deficiencies; testing and retesting them; and finally communicating the results.
(Torrance, 1966, p. 6)

Non-verbal forms (Figural Forms A and B) were used to provide adequate measures for those experiencing difficulty in verbal and abstract reasoning.

The Figural test is a non-verbal measure that yields four scores:

Fluency--An ability to produce a large number of ideas.

Flexibility--The variety of ideas or activities attempted.

Originality--An ability to produce ideas away from the obvious, commonplace or established.

Elaboration--An ability to develop, embroider, embellish, carry out or otherwise elaborate ideas.

Only those involved in the cultural arts programs were evaluated on the pretest basis. The post-test was administered in March 1969 (Figural Form B) to those involved in the cultural arts program. In addition, children in the guidance program also completed the measure as well as children in a third (control) school.

The control school for purposes of objective evaluation was selected because it was located in a similar area drawing similar proportions of disadvantaged youngsters and rural youth.

The t statistic was used to determine if significant differences occur between those schools having special demonstration programs and those that do not. Sample groups of approximately thirty pupils were randomly drawn from pupils in grades four thru eight for each school. Grades 10, 11 and 12 were also evaluated in the cultural arts program and compared with the control school. The guidance program included only grades four thru nine, while the cultural arts program included the high school pupils.

In addition to objective evaluation data, subjective data will be reported.

THE GUIDANCE AND COUNSELING PROGRAM EVALUATION

A demonstration program in guidance and counseling was established in two Cookeville, Tennessee, schools in 1967. Programs funds were provided under Title III of the Elementary and Secondary Education Act. There are two counselors at Sycamore Elementary School, each serving three grade levels, and five at Cookeville Junior High School. Four of the latter have assigned grade levels and one acts as coordinator of the entire guidance and counseling demonstration program.

The two schools served by the demonstration program in guidance and counseling probably are typical of those in small communities throughout the area. Buildings generally are old and overcrowded. Money for equipment, supplies and instructors' salaries is quite limited. A poorly educated adult population provides little support for education or for motivation of children.

The program was established along guidelines furnished by professional counseling organizations. A counselor-pupil ratio of approximately 1:200 was maintained. Supplies and equipment was limited. Counselors' offices were formed by subdividing classrooms with temporary partitions.

Professional competencies of Title III ESEA counselors in Cookeville and

the adequate nature of the program were established in the 1967-68 evaluation, which focused on the degree to which program goals and objectives were being met. Continued professional competency is assured through the use of outside professional consultants and the provision of travel funds that would allow counselors to attend professional meetings and to visit exemplary programs.

Evaluation of the guidance and counseling program in the second year is based on multiple criteria:

1. Typical case studies were submitted by counselors. These studies were evaluated and indicated the depth and breadth of individual counseling relationships. These studies revealed professional competencies and thoroughness of counselors. Work at this depth and completeness is possible only where the counselor-pupil ratio is such that counseling time is available for those pupils in need of help. Such work can also only be expected where counselors are allowed to function professionally and without the frustration of many unrelated tasks as assigned in many school systems.

2. Periodic daily logs of counselors were submitted for examination. These logs demonstrate the variety of guidance duties and time involvement. Counselors appear to be functioning at an extraordinary high level of output. Most of their time appears to be used professionally in pupil conferences, teacher conferences and parent contacts.

3. The Counseling Evaluation Inventory (Appendix I) is a checklist used to determine counselee satisfaction. This form was completed by the counselee and submitted to the evaluator. Results of this measure revealed an outstanding series of counseling relationships characterized by great satisfaction on the part of the counselees. The inventory was solicited only from those pupils involved in significant counseling relationships.

4. Teacher Rating of Pupil Attitudes (Appendix II) is a checklist completed by teachers contrasting a pupil's behavior at the beginning of the school year with his behavior after a series of at least three individual counseling sessions. No statistical analyses were made on results of these measures because of the brief treatment afforded the counselee and because of the many other variables operating to change counselee behavior. In most instances, teachers rated pupils at least one scale point higher as a result of the experiences in counseling and concomitant change in behavior. A few teachers were hesitant to complete the instrument, apparently feeling that behavior improvement could only be a result of teacher functioning in the classroom. Several teachers feel quite negative toward the counselors and quite threatened by anything the counselors initiate.

5. Absences were recorded from school records for grades four thru six for three school years beginning the year before the establishment of the guidance and counseling program. The data (Table 1) reveal a general decrease in absences over the three years. Data was compared with a control school to eliminate weather and other factors. The control school showed a similar decrease, leading to the conclusion that the guidance program may not have had a significant effect in reducing absences. Absentee data for the control school was sparse

because of its function as a feeder school. Data, therefore, are not highly reliable.

Table 1
Pupil Absences in Guidance Program School
(Control group absences in parentheses)

<u>Grade</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Fourth	11.7 (8.7)	9.9 (4.7)	4.1 (3.7)
Fifth	5.6 (5.9)	3.4 (6.2)	3.2 (1.8)
Sixth	5.5 (7.7)	8.5 (5.0)	4.6 (3.2)

6. Creative Thinking. Counseling and guidance have multiple objectives. One of the problems confronting effective evaluation of counseling services is the difficulty in filtering out the effects of normal growth and development as well as the growth experiences provided by teachers and other significant individuals in the life of the child. The effects of teachers and significant persons may be lessened through the use of control groups of students in similar situations to the experimental group. A control group was selected in a similar size town of equivalent socio-economic level. No counseling or special services were available in the control school. The control group was selected randomly. The experimental group included a randomly selected sample drawn from the total population of the school which provided the demonstration guidance program. Intelligence test scores were compared to further determine comparability between groups. Table 2 shows the results of the comparison.

Table 2
I.Q. Scores of Sample Group-Guidance Program

<u>Grade</u>	<u>Experimental Grp.</u>			<u>Control Grp.</u>			<u>t</u>
	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	
Fourth	29	104.07	18.75	28	93.32	10.93	1.685
Fifth	30	105.77	13.71	30	92.13	12.56	3.954*
Sixth	35	99.31	14.53	29	96.41	11.18	1.006

* Significant at .05 level

Experimental group intellectual functioning appears somewhat higher than that of the control group. A significant difference between means at the fifth

grade level would indicate that these groups cannot accurately be compared on this criteria. Grade four and six, however, do not vary significantly from the control group on the intelligence criteria and can be considered comparable.

Figural Form B of the Torrance Test of Creative Thinking was administered to sample groups in March, 1969. Table 3 presents results for this measure.

Table 3
Means and Deviation Scores for Torrance Tests (Figural Form B)
March, 1969
Raw score data reported.

Grade	N	Fluency		Flexibility		Originality		Elaboration	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
<u>Experimental School A-Cultural Arts</u>									
Fourth	30	17.70	5.03	13.30	3.44	18.43	8.41	27.77	11.24
Fifth	24	18.67	5.75	15.41	4.97	33.50	15.26	44.00	15.47
Sixth	26	20.00	5.29	15.53	4.18	28.54	11.65	49.77	12.92
Seventh	27	18.89	4.21	15.56	3.36	26.96	7.82	37.07	11.22
Eighth	26	19.23	5.04	15.35	4.11	20.00	8.93	35.65	14.01
Tenth	8	18.00	6.52	14.12	5.03	29.62	13.03	51.12	16.18
Eleventh	16	18.19	5.74	15.06	4.74	33.75	13.99	42.81	15.93
Twelfth	15	17.27	5.98	14.47	4.86	27.53	7.18	48.13	16.76
<u>Experimental School B-Guidance Program</u>									
Fourth	28	33.96	6.44	22.39	6.00	28.68	12.27	25.82	23.13
Fifth	30	29.97	6.11	20.97	4.64	39.83	12.27	28.13	19.59
Sixth	34	20.00	4.87	14.71	4.20	33.32	11.66	32.62	13.44
Seventh	30	15.87	5.96	13.63	5.18	18.03	9.84	34.33	13.94
Eighth	30	16.57	5.59	13.73	4.52	18.57	10.66	35.90	13.91
<u>Control School C</u>									
Fourth	30	16.37	4.06	12.53	3.92	15.07	7.93	35.30	10.64
Fifth	30	18.67	5.33	14.17	3.75	15.53	8.68	33.33	11.98
Sixth	30	21.23	5.87	15.47	3.86	21.77	10.68	43.17	14.79
Seventh	30	16.13	4.59	12.97	3.31	16.53	9.52	34.00	9.74
Eighth	30	16.63	5.45	13.70	3.85	18.07	10.60	29.50	9.87

Pupils in Experimental School B-Guidance Program performed in a roughly equivalent manner to the publishers reported norm group for grades four and five. Performance of this group was lower at the sixth grade level than that of the publishers norm group. Performance of the pupils in the guidance program school decreased for each grade level on the Fluency, Flexibility and Originality scales. The Elaboration score increased from grade 4 thru grade eight. The trend of increased Elaboration performance was roughly similar to that of the norming group. Other scales for the norming group tended to remain fairly constant

over the school years, rather than showing a yearly decrease in functioning.

Table 4 shows pupils functioning on the creative thinking measure as compared with the control school and with the school having an experimental cultural arts program. Data for grades four and five reveals that the guidance program pupils performed at a significantly (.01 level) higher level than did the control group on the Fluency, Flexibility and Originality scales. The Elaboration scale was significantly lower for the guidance pupils at grade four (.05 level). A similar lowered functioning was reported for grade five pupils, however the difference at that level did not reach significance. Grade 6 data was similar to grade five data. There was no significant difference between the guidance pupils and the control pupils on Fluency and Flexibility. Guidance pupils scored significantly higher on Originality (.01 level) than did the control group. The control group scored again significantly higher on Elaboration (.01 level). Grade seven and eight differed little from the control group with the exception of the eighth grade performance on the Elaboration scale which was significantly higher (.05) than that of the control group reversing a trend that appeared in grades four thru six.

A comparison of guidance school pupils with those in the cultural arts program revealed similar superior performance of guidance school pupils in grades four through six for Fluency, Flexibility and Originality. Elaboration scores were again low for the guidance program pupils for these grades. Pupils in the cultural arts program performed generally better than the guidance school pupils in grades seven and eight, although grade eight score differences did not reach significance.

In summary, the guidance school pupils appear to perform better on tests of Creative Thinking than apparent in the control group or in the group of pupils involved in the cultural arts program. Caution would be suggested before drawing conclusions of cause or effect, but the data suggests some encouragement for the value of the guidance program for grades four through eight. A concern remains, however, regarding the general downward trend in creativity scores over the five school years that were evaluated.

7. Attitudes. A Semantic Differential scale was used to measure pupil attitudes toward thirteen concepts related to school, home and community (Appendix III). The same measure was utilized for each grade (four thru nine) in the guidance program school. Only the evaluative scale was considered in this evaluation. Pupils were asked to rate the concepts on a series of four seven-point evaluative scales. Possible scores could range from a low of 4, indicating a strong negative attitude, to a maximum possible score of 20, indicating a strongly positive attitude. A score of 16 indicated an uncertain feeling.

Results of the attitude measure (Table 5) revealed surprisingly favorable attitudes toward the thirteen concepts measured. Only in a limited number of instances were concepts rated lower than average on the evaluation dimension of the Semantic Differential. Attitudes were most favorable in grades four thru six, and decreased somewhat in grades seven through nine. Five concepts receiving generally higher scores at each grade level included those of Art, Music, Counselor, Home and Community. Mathematics received low ratings in all

Table 4
Means, Standard Deviations and Tests of Significance between Sample Groups
Grades Four through Eight
Torrance Test of Creative Thinking- Figural Form B

Scale	A		B		C		t			
	N=30		N=28		N=30		AC	BC	AB	
	Mean	SD	Mean	SD	Mean	SD				
	Experimental School Experimental School Control School									
	Cultural Arts Program Guidance Program									
	Fourth Grade									
Fluency	17.70	5.03	33.96	6.44	16.37	4.06	1.11	12.72**	10.92**	
Flexibility	13.30	3.44	22.39	6.00	12.53	3.92	0.79	7.58**	7.26**	
Originality	18.43	8.41	28.68	12.27	15.07	7.93	1.57	5.15**	3.81**	
Elaboration	24.77	11.24	25.82	23.13	35.30	10.64	2.62*	2.06*	0.42	
	Fifth Grade									
	N=24		N=30		N=30					
Fluency	18.67	5.75	29.97	6.11	18.67	5.33	0.00	7.52**	6.80**	
Flexibility	15.41	4.97	20.97	4.64	14.17	3.75	1.03	6.14**	4.16**	
Originality	33.50	15.26	39.83	12.03	15.53	8.68	5.35**	8.83**	1.68	
Elaboration	44.00	15.47	28.13	19.59	33.33	11.98	2.73**	1.20	3.18**	
	Sixth Grade									
	N=26		N=34		N=30					
Fluency	20.00	5.29	20.00	4.87	21.23	5.87	0.80	0.90	0.00	
Flexibility	15.53	4.18	14.71	4.20	15.47	3.86	0.06	0.74	0.74	
Originality	28.54	11.65	33.32	11.66	21.77	10.68	2.23*	4.05**	1.55	
Elaboration	49.77	12.92	23.62	13.44	43.17	14.79	1.74	5.45**	4.61**	

Table 4, Continued
 Torrance Test of Creative Thinking
 Form: Figural B

Scale	A		B		C		t
	Experimental School Cultural Arts Program		Experimental School Guidance Program		Control School		
	Mean	SD	Mean	SD	Mean	SD	
	N=27	N=30	Seventh Grade		N=30		
Fluency	18.89	4.21	15.87	5.96	16.13	4.59	0.19
Flexibility	15.56	3.36	13.63	5.18	12.97	3.31	0.64
Originality	26.96	7.82	18.03	9.84	16.53	9.52	0.58
Elaboration	37.07	11.22	34.33	13.94	34.00	9.74	0.14
	N=26	N=30	Eighth Grade		N=30		
Fluency	19.23	5.04	16.57	5.59	16.63	5.45	0.04
Flexibility	15.35	4.11	13.73	4.52	13.70	3.85	0.03
Originality	20.00	8.93	18.57	10.66	18.07	10.60	0.18
Elaboration	35.65	14.01	35.90	13.91	29.50	9.87	2.02*

* .05 level of significance
 ** .01 level of significance

Table 5
Means, Deviations and Tests of Significance for Grades Four through Nine
Semantic Differential - Evaluation Dimension

Fourth Grade									
Scale	A Experimental School Program N=30		B Experimental School Guidance Program N=30		C Control School N=28		t		
	Mean	SD	Mean	SD	Mean	SD	AC	BC	AB
Art	25.30	3.56	22.29	4.99	23.90	4.61	1.30	1.25	2.61
Me	20.80	3.16	20.50	5.05	20.80	6.53	0.00	0.19	0.27
Hi story	18.77	5.63	19.14	5.12	21.17	6.13	1.50	1.71	0.26
Teacher	22.83	5.11	22.57	4.80	22.27	6.68	0.36	0.19	0.20
Music	23.87	3.96	21.82	5.40	21.27	7.04	1.85	0.33	1.63
Math	19.50	6.26	22.04	6.51	21.20	7.17	0.97	0.41	1.38
Counselor	24.23	2.81	22.14	5.55	20.83	7.02	2.42*	0.78	1.80
School	21.47	6.74	20.29	7.33	22.07	5.85	0.36	1.01	0.63
English	19.90	5.94	21.14	5.97	20.90	6.97	0.53	0.14	0.78
Home	26.23	2.52	24.36	3.40	22.37	5.95	3.22**	1.52	2.38*
Drama	25.50	2.67	22.68	4.46	21.37	5.44	3.67**	0.98	2.89**
Principal	21.20	5.32	19.93	6.51	20.73	6.80	0.29	0.45	0.80
Community	24.23	3.50	23.64	3.83	21.47	6.29	2.07*	1.55	0.59

* .05 level of significance

** .01 level of significance

Table 5, Continued
Semantic Differential - Evaluation Dimension

Fifth Grade

Scale	A		B		C		t	BC	AB
	Experimental School Cultural Arts Program		Experimental School Guidance Program		Control School				
	Mean	SD	Mean	SD	Mean	SD			
Art	20.75	6.27	23.90	2.80	25.17	2.40	3.48**	1.86	2.41*
Me	20.54	3.75	20.13	4.77	23.40	3.22	2.96**	3.08**	0.34
History	18.75	6.08	19.87	6.26	20.23	5.11	0.96	1.50	0.65
Teacher	20.00	5.90	23.97	3.88	19.83	6.79	0.03	2.86**	2.91**
Music	20.83	6.53	23.30	4.33	20.87	6.69	0.02	1.64	1.64
Math	16.46	7.51	16.83	7.46	18.03	6.80	0.79	0.64	0.18
Counselor	20.79	4.09	25.27	2.98	22.60	4.86	1.43	2.52*	14.45**
School	15.91	7.41	19.97	5.71	20.70	5.70	2.64*	0.49	2.22*
English	20.96	5.96	22.93	3.77	21.03	5.10	0.05	1.62	1.45
Home	23.17	3.11	25.83	2.53	25.23	3.54	2.20*	0.75	3.39**
Drama	24.04	3.13	21.70	5.97	22.27	4.69	1.56	0.40	1.71
Principal	14.92	7.53	21.90	4.76	17.03	8.30	1.04	2.74**	4.08**
Community	21.63	4.97	23.33	4.25	22.60	5.86	0.64	0.54	1.33

* .05 level of significance

** .01 level of significance

Table 5, Continued
Semantic Differential - Evaluation Dimension

Scale	Sixth Grade											
	A			B			C			t		
	Mean	SD	N=26	Mean	SD	N=30	Mean	SD	N=34	AC	BC	AB
Art	25.04	3.35		21.56	6.52		21.67	5.11		2.82**	0.73	2.42*
Me	21.27	4.47		21.79	4.61		20.80	4.55		0.38	0.60	0.43
History	16.50	6.76		19.18	5.36		17.23	6.46		0.41	1.24	1.69
Teacher	18.58	5.16		20.53	5.04		16.47	8.02		1.13	2.42*	1.45
Music	20.85	5.45		23.77	5.65		21.23	5.72		0.25	1.76	1.91
Math	14.65	6.41		18.03	5.79		15.30	6.57		0.93	1.10	2.11*
Counselor	19.69	4.17		22.76	5.55		18.63	6.34		0.69	2.74**	2.22**
School	15.16	5.77		15.88	7.44		17.30	7.46		1.17	0.76	0.41
English	16.42	6.74		20.97	5.34		17.93	5.92		0.88	2.13*	2.88**
Home	24.88	3.60		24.29	3.17		23.17	4.46		1.54	1.15	0.66
Drama	20.85	4.87		22.41	5.19		18.07	6.00		1.85	3.01**	1.15
Principal	20.58	5.57		16.38	7.61		18.10	6.97		1.43	0.92	3.33*
Community	22.15	4.19		22.47	5.36		22.00	5.35		0.11	0.35	0.25

* .05 level of significance

** .01 level of significance

Table 5, Continued
 Semantic Differential - Evaluation Dimension

Scale	Seventh Grade									
	A		B		C		t		AB	
	Experimental School Cultural Arts Program N=27	School Program SD	Experimental School Guidance Program N=30	School Program SD	Control School N=30	Control School SD	BC	BC	AB	AB
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Art	23.00	3.33	22.83	3.77	22.97	4.28	0.03	0.13	0.18	0.18
Me	20.63	4.00	20.30	3.37	20.87	3.86	0.23	0.60	0.33	0.33
History	16.18	6.40	19.30	3.42	21.03	3.68	3.49**	1.85	2.23*	2.23*
Teacher	20.26	5.77	21.50	4.15	22.27	4.68	1.42	0.67	0.92	0.92
Music	16.41	8.84	23.60	4.49	24.63	2.64	4.81**	1.04	4.66**	4.66**
Math	19.15	4.15	20.67	5.28	20.17	5.86	0.64	0.34	1.02	1.02
Counselor	18.15	6.88	22.73	4.71	20.73	4.31	1.69	1.69	2.98**	2.98**
School	18.44	6.86	19.33	4.99	22.10	4.49	2.37*	2.23*	0.57	0.57
English	22.52	4.76	22.47	4.05	18.17	5.79	3.02**	3.28**	0.04	0.04
Home	26.37	2.42	24.37	3.66	24.63	4.48	1.76	0.24	2.42*	2.42*
Drama	20.41	5.69	20.40	4.59	20.53	4.57	0.89	1.02	0.01	0.01
Principal	23.41	3.48	18.47	5.36	19.00	5.19	3.66**	0.38	4.22**	4.22**
Community	22.30	4.59	22.97	4.28	23.03	4.54	0.59	0.05	0.58	0.58

* .05 level of significance

** .01 level of significance

Table 5, Continued
Semantic Differential - Evaluation Dimension

Scale	Eighth Grade									
	A		B		C		t		AB	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Art	24.00	2.57	23.47	3.36	23.77	4.38	0.24	0.29	0.64	0.64
Me	19.35	4.98	20.73	3.65	20.23	5.02	0.64	0.44	1.17	1.17
History	19.15	5.96	18.77	4.55	21.93	5.75	1.47	2.32*	0.27	0.27
Teacher	20.54	5.05	19.90	4.89	20.43	6.03	0.07	0.37	0.56	0.56
Music	18.96	4.94	24.60	3.22	26.03	2.56	6.78**	2.55*	5.03**	5.03**
Math	18.42	6.72	17.10	5.27	14.43	7.84	2.00*	1.48	0.73	0.73
Counselor	21.35	3.98	23.90	3.53	21.47	4.00	0.12	2.36*	2.54*	2.54*
School	16.77	5.98	17.03	5.84	20.57	7.64	2.01*	1.91	0.16	0.16
English	19.62	6.77	20.17	4.54	20.47	6.97	0.45	0.19	0.36	0.36
Home	23.31	5.26	24.83	3.06	24.70	4.41	1.06	0.17	1.35	1.35
Drama	21.88	6.29	21.73	4.19	17.77	6.53	2.35*	2.75**	0.10	0.10
Principal	23.08	5.11	18.13	5.79	19.80	6.79	1.98	1.01	2.58	2.58
Community	23.77	3.79	21.57	4.74	23.80	5.11	0.02	1.75	1.85	1.85

* .05 level of significance

** .01 level of significance

Table 5, Continued
Semantic Differential - Evaluation Dimension

		Ninth Grade									
		A		B		C		AC		t	
		Experimental School Cultural Arts Program N=26		Experimental School Guidance Program N=30		Control School N=30		Control School		Control School	
Scale		Mean	SD	Mean	SD	Mean	SD	Mean	SD	BC	AB
Art		23.42	2.77	22.67	2.17	21.87	6.10	1.13	0.67	1.11	1.11
Me		19.54	3.56	20.20	3.07	21.33	3.78	1.71	1.25	0.72	0.72
History		16.21	5.38	17.57	5.33	18.17	3.99	1.51	0.49	0.87	0.87
Teacher		18.63	3.80	20.20	4.20	19.60	6.44	0.64	0.41	1.38	1.38
Music		22.40	5.24	24.07	3.98	25.77	2.56	2.82**	1.78	1.21	1.21
Math		16.17	6.14	17.10	5.01	17.20	7.73	0.52	0.06	0.64	0.64
Counselor		17.54	4.92	22.67	3.42	20.60	5.50	2.16*	1.66	4.98**	4.98**
School		19.13	4.78	17.80	5.41	21.70	6.78	1.24	2.42*	0.89	0.89
English		19.75	5.40	18.87	5.76	19.03	6.59	0.42	0.99	0.56	0.56
Home		23.72	5.78	23.03	5.00	24.47	4.42	0.53	1.16	0.46	0.46
Drama		21.33	3.18	17.90	6.93	15.93	7.32	3.35**	1.05	2.26*	2.26*
Principal		16.13	6.51	16.87	4.61	18.47	7.74	1.16	0.97	0.48	0.48
Community		20.54	6.49	22.27	5.23	24.87	2.38	3.11**	2.56*	1.07	1.07

* .05 level of significance

** .01 level of significance

but grades four and seven. English was generally rated as the strongest valued academic subject, followed by History and Math. Teachers were given generally positive ratings and were only slightly less valued than the counselors. It was interesting that the cultural arts subjects received quite strong evaluation across grade levels four through nine, with the exception of Drama at the ninth grade level, which was weaker. Attitude toward Self was fairly positive, although generally below the five top concepts listed previously.

A comparison of responses of guidance school pupils with those of the control group showed surprisingly few differences. In general, teachers and counselors were perceived more positively in the guidance program schools. Differences were not always significant, however. There was no apparent differences in self concept or attitude toward Self when compared with the control school. Attitudes toward school and Principal were lower in the guidance program school but generally not significantly lower than that of the control group.

A summary of Semantic Differential results shows rather positive attitudes on all of the thirteen concepts for grades four through nine in the guidance program school. Similarly, there were few significant differences between responses of pupils in the guidance program school when compared with the control school pupils not having significant guidance and counseling programs. An important finding in generally better attitudes toward counselors and teachers in the guidance program school may be a factor that would provide a long range improvement in attitude toward school which is generally lacking in grades six, eight and nine. A general interest in Art, Music, Home and Community may provide a basis for designing a more relevant curriculum. These concepts are related to the concrete type functioning that is most understandable to the pupils. Theoretical courses that require concept formation hold little relevance for the pupil who cannot cope with such abstract concepts.

8. A guidance program evaluation questionnaire (Appendix IV) was prepared for and administered to teachers of grades four through nine in the schools providing the demonstration program in guidance and counseling.

Evaluation for the second year of operation included a survey of teacher attitudes toward, and knowledge of, the guidance program. Forty-four teachers of a total of fifty employed in the schools responded to the questionnaire. The questionnaire included thirty-three questions that could be answered by checking a five-point scale, as well as eight open-ended questions. Check list questions were weighted so that a good knowledge of/or attitude toward the program would yield a high score. Possible scores could range from a low of 33 to a maximum possible 165. An uncertain respondent would receive a score of 99.

Resulting scores ranged from a low of 84, which would indicate a negative attitude toward the program, to a high of 148, indicating a quite favorable attitude. The mean score was 115.6, indicating generally favorable knowledge of and acceptance of the demonstration guidance program. Elementary teachers rated their guidance program higher ($\bar{X}=118$) than the junior high school teachers ($\bar{X}=115$), but the difference between means was not statistically significant when a t test was applied.

The goals and operational aspects of the elementary guidance program are different from those of the junior high school, and this difference was reflected somewhat in responses. Another factor that may influence acceptance of the guidance program was the fact that the elementary school administrative and teaching staff had been involved in a sensitivity training program during the 1967-68 school year. Other than a slightly higher mean score on the questionnaire, the spread of scores at the elementary school was less than at the junior high school. The distribution of scores was similar, but with more extremely low and extremely high scores noted at the junior high school level. Because of similarity of distribution of scores and an interest in measuring the impact of the total guidance program, the results will be combined for purposes of discussion.

Analysis of responses revealed the check list questions to be valuable for general feelings toward the program. The open ended questions, however, provide a deeper insight into feelings and attitudes toward the program, as well as constructive criticism that will be valuable in structuring the final year's program for greater impact.

CHECKLIST RESPONSES. Both elementary school teachers and junior high school teachers felt that teachers have a continuing role in the evaluation and development of the guidance program. Junior high school teachers felt counselors would listen to their problems while this factor seemed unimportant at the elementary school. Both groups of respondents felt that counselors welcome the opportunity to work informally with groups of students, parents or others in the community. Junior high teachers feel that counselors have aided students in adjusting to change from one school to another. Elementary teachers were uncertain on this issue, as they are not in a position to view this adjustment process. Elementary teachers felt that their counselors have generally given helpful information to them about students. Junior high teachers are also positive on this point but not as strong as the elementary teachers responses. Both groups of teachers feel it important that guidance needs of the school be discussed by the school faculty several times each year. Both groups feel the guidance program should be founded upon the needs of the school. Junior high teachers emphasized the point that counselors should provide students an awareness of community services.

Neither group of teachers seemed sure that the guidance program was based upon the needs of the school. This feeling seemed more prevalent at the junior high school than at the elementary school. Teachers of both schools felt that counselors were to solve children's problems rather than help them to seek their own solutions. Teachers felt that orientation is a process most effectively handled by individual teachers. It may be that teachers are referring to orientation within their classrooms, rather than general school adjustment. Elementary teachers do not see a dropout problem in their school and junior high teachers are uncertain or just slightly concerned. Junior high teachers feel that counselors are too far removed from the classroom to understand the problems faced by teachers each day. Elementary teachers do not share this feeling. Junior high teachers feel career orientation is more important to pupils beyond junior high school age than below that age. It is interesting to note that elementary teachers do not share this opinion. Junior high teachers feel that counselors generally do not provide teachers an effective summary and explanation of students' assessed interests, abilities and aptitudes. Elementary teachers do not share this feeling.

The above response differences were those that appeared high or low when compared with average responses for the group. Most items on the measure, therefore, reflected a positive attitude toward and knowledge of the program. A review of the above anomalous responses would suggest a need for greater coordination in planning and in carrying out the yearly guidance programs.

OPEN ENDED QUESTION RESPONSES. Almost all of the respondents to the questionnaire provided detailed and carefully thought-out answers to the open ended questions. The quality and responses seemed to indicate a genuine interest in the developing guidance program. Responses to open ended questions will be presented as direct quotes in most cases. Responses used in this report are considered to be representative of the total number of responses presented. Responses not a part of this report are reflected in the mood of those responses that are presented.

THE GUIDANCE PROGRAM COULD BENEFIT FROM

- "more experience--this year's program is better than last year."
- "more time for direct work with the children."
- "qualified and enthusiastic persons who have had experience in classroom teaching."
- "established guidelines for the correlation of teacher-counselor efforts."
- "better communication; less pampering of pupils; help supervise hallways; help with lunch period responsibilities."
- "less criticism of teachers."
- "transplanting backbones into the students rather than removing them."
- "considering the teacher in the program, rather than just the counselors' being both judge and jury. The child should be able to use the program as a kind of mirror which reflects back to him his shortcomings."
- "if they were classroom teachers."
- "knowing what their job is. As yet, no one seems (including the counselors) to know."
- "better organization, perhaps planned meetings with teachers."
- "more explanations of the guidance program and plans for the year early in the school year."
- "a better communication between teachers and counselors in regard to total program."
- "a time when the counselor could work with students who aren't in trouble."
- "teachers cooperating with counselors."
- "a more effective scheduling period for counseling students."
- "more cooperation from teachers."

I WOULD LIKE TO TELL THE COUNSELORS

- "when children go to counselors to complain about the teachers, the counselors should contact the teachers to hear the teachers 'side' of the question. The child is not always the one in the 'right'. Sometimes a teacher may be right."
- "to let the student come to them--not go to the student."
- "that the students are merely 'using' them (the counselors) to get out of class, and to get their way rather than obeying the rules."

- "to stop pampering the students."
- "to have a time to let the children come to them rather than interrupting in the middle of classes. Also, teachers know the students they teach each day better than they (counselors) might."
- "not always uphold the child. The teacher is sometimes right."
- "not to interrupt classes."
- "that we need a better rapport."
- "to be more careful about feeling superior to classroom teachers and that the classroom teacher should not be told how to run her classroom by a counselor."
- "special provisions for the student who doesn't do well in the usual classroom."
- "that we appreciate their efforts."
- "to work more with probable dropout students."
- "they are providing a much needed service."

THE GREATEST NEEDS IN MY SCHOOL IN TERMS OF PERSONNEL, PROGRAMS OR RESOURCES ARE _____

- "more teachers, library supplies."
- "more teachers to reduce the pupil-teacher ratio."
- "increased maintenance, more materials."
- "better library facilities, increased funds for instructional materials (art supplies, paper), more teachers."
- "music teachers."
- "better curriculum; more classroom teachers."
- "more teachers, lower pupil-teacher ratio. One counselor is sufficient. Since the county has an attendance worker, we do not need counselors for that."
- "more money, more teachers, smaller classes."
- "as the saying goes: 'we have too many chiefs, and not enough Indians.' I think more teachers and smaller classes are needed more than five counselors."
- "better textbooks and stricter discipline."
- "more teachers so each teacher could do a better job; more public programs; and not the constant interruption in classes."
- "vocational classes. Guidance personnel cannot solve problems of the students who are not academically prepared or capable."
- "helping the child who through mental, social or economical deficiency is unable to succeed at this level."
- "more group programs and more outside sources used."
- "there should be a time set aside for more work on group guidance, on manners, health hazards, social etiquette, etc."
- "an activity period as part of our curriculum."
- "we need an activity period where students can seek a release during the day."

THE GREATEST NEEDS OF MY STUDENTS ARE _____

- "more individual help with academic program."
- "fewer interruptions and more time to apply what they learn."
- "more interest shown them by parents."
- "successful experience in school work, language development."

- "better background before starting to school; parents who are interested in their child and his work."
- "individual and small group work towards understanding themselves and growing toward maturity."
- "more individual help."
- "better teachers."
- "to learn to respect their elders, to respect authority, to learn responsibility, to learn that school is a place of learning, to learn more emotional stability."
- "to learn to solve their own problems."
- "to accept correction, learn self-discipline, and respect for themselves and their elders."
- "better facilities."
- "to get to work doing their work rather than sitting and occasionally memorizing. They need to do; get involved, explore."
- "to learn to respect the teachers more and have more discipline."
- "more individual attention."
- "to be in school every day unless ill."
- "a feeling of importance (confidence in themselves)."
- "individual understanding."
- "using their potential to the best advantage."
- "students need to be more aware of the overall duties of their counselors."
- "a listening person."

THE RELATIONSHIP BETWEEN TEACHER AND COUNSELOR SHOULD BE _____

- "very harmonious--it is in our school."
- "one of trust and cooperation."
- "that the counselor is on hand to aid the teacher to do a better job by taking care of individual problem children and helping with resources."
- "one in which both teacher and counselor work together in solving student needs."
- "one of co-worker. To tell or show a pupil how sorry you are for him because the teacher has him to do certain things has been disastrous."
- "improved--the teacher is sometimes right--not always the child."
- "improved--they could work with us instead of against us."
- "that the counselor let the child that has a problem be teacher-referred to the guidance counselor, then the counselor help the child find his problems by tests, conferences, and talking out his problems, in place of counselor picking out some problem and pushing it in on a teacher."
- "more professional. There is much too much friction. The counselor should take the teacher's side in front of the student, not put us down."
- "that each works to help the other in their efforts."
- "both should realize that they exist for the sole purpose of the student."
- "more beneficial to the teacher."

MY OVERALL IMPRESSIONS OF THE TOTAL GUIDANCE PROGRAM ARE _____

- "most favorable."
- "too much time is spent in reports rather than in counselor-student services."
- "that it can be very successful if the counselors spend more time getting new ideas into action and less time planning things that should be done."
- "it is a good program and beneficial to both parents and students."
- "we have an excellent program."

- "it is definitely beneficial to both teachers and students and with time could be more so."
- "I think the guidance program has helped the school."
- "not worth the expense."
- "the pupils would be better behaved if the teachers did the counseling. A person sitting back in an office does not know the situations in the classroom as the teacher does."
- "they are too interested in finding problems in the child's life when there really aren't any."
- "I can see and appreciate one, but I think five are about four too many."
- "they are interfering too much with teacher-student relationships."
- "too often just an interference, but could be a help if conducted with the child 'finding himself' in mind and also consider the teacher's opinion occasionally."
- "work with teachers more. I haven't figured out exactly what they are doing yet."
- "too limited duties--for instance--no participation in any corrective measure."
- "much improved over last year."
- "here it is mediocre (not bad, not particularly good)."
- "satisfactory?"
- "the students have confidence in the counselors."
- "generally good, but I feel we could have better understanding between counselors and teachers in regard to purposes."
- "favorable; there exists student needs and counselors have been helpful in identifying and moving toward solving them."
- "the program is very good. It is helping to solve a lot of problems."
- "they are trying hard and doing a good job in most cases."
- "the counselors have helped with individuals problems many times and have assisted in any areas I have needed help. Very good and helpful."
- "somewhat adequate, but still needing improvement."
- "excellent"

OTHER SERVICES THAT COUNSELORS COULD PROVIDE IN THIS SCHOOL ARE _____

- "more individual guidance with anti-social students."
- "more home visits to explain needs of special children."
- "more special programs for the children. (speakers, films, special projects)."
- "spend extra time with slow children who need individual attention--especially those who get no help at home. Work more with students on basic academic skills."
- "better communication--but not what a terrible home life the child has."
- "more cooperation and better communication and less criticism of teachers."
- "substituting for teachers an hour or so when extremely necessary and when there is a legitimate excuse."
- "sponsoring or promoting formal group activities."
- "it would be very helpful if counselors could arrange meetings for parents of particular students, teachers and counselors."

OTHER COMMENTS OR OBSERVATIONS _____

- "the counselors maintain a friendly and very helpful attitude. They are interested in the welfare of the children."
- "vocational workers would be a help. Some of these students who cannot do much scholastically could benefit from shop."

- "Federal money should be used for more teachers--for vocational work or remedial work. We do not need four extra counselors. The children are becoming emotional cripples when they are being continually sympathized with about their home life and their teachers."
- "It is my opinion that if the counselors will stop trying to dabble in everything and stop tattling on the teachers to the students and their parents, we will have a fine program."
- "In some instances it has seemed to cause the child to be less respectful to their teachers. It has been just a place to 'tattle' on some teachers that is (sic) having it hard anyway."
- "It is really not fair to evaluate the guidance department as a whole. Most of us are associated only with the counselors (of) our grade. These should be separated into grade levels. Too many of us comment on others' comments."
- "More systematic way of doing or carrying on guidance services should be developed."
- "The counselors do not have time to work with students here--all students do not have study periods--need 7 periods."

SUMMARY AND RECOMMENDATIONS: The scores yielded in the checklist portion of the questionnaire revealed a slightly more favorable attitude toward and knowledge of the guidance program at the elementary school. Differences in attitudes between schools were not statistically significant. Generally the teachers seemed aware of the program and were in favor of improving it in relationship to the needs of the total school program. Only seven of forty-four respondents expressed uncertain or generally negative impressions of the program to the extent that it should be discontinued in favor of other types of programs. The fact that almost all of the respondents wrote thoughtful responses to the open-ended questions seemed an indication of support for and interest in improving the program. Responses on each portion of the questionnaire were fairly consistent with one another. The open-ended questions were probably more descriptive on needed improvements in the program while the checklist questions reflected the accepted and known parts of the existing program.

There is little doubt that a communication and coordination problem exists. One hundred per cent acceptance of the program probably would never be achieved, but it is likely that this degree of acceptance could be closely approached. Even the most negative responses to the program reveal needs within the school for guidance services. The few dissenting teachers primarily lack information as to what such a program is capable of doing within the school. They may be more concerned with perceived counselor attitude or position than program results. Counselors and teachers seem to be defensive about the importance of their respective programs rather than in striving for a cooperative merger of ideas. Friction also seems to emanate from the necessity of the counselors working in a situation where few students have "free" periods so that their absence from class would not cause concern to the teacher.

One teacher suggested that it might be unfair to judge the guidance program because of the number of services performed and the number of personnel involved. Just as a chain is as strong as its weakest link, the guidance program must be evaluated with regard to its total impact upon the school program. If the program is weakened by a part of its function or personnel, the burden of

improvement would be on the guidance program itself.

The following recommendations are offered as a result of the guidance program questionnaire:

- (1) Coordination: Goals of the guidance program should be congruent with and supportive of the institutional goals. Counselors should be working within a coordinated framework and aware of institutional needs as well as pupil needs. Scheduled staff meetings to discuss internal affairs of the guidance program are a must. Coordination must also extend beyond the guidance program to that of the total school program. Teachers need to be aware of the guidance goals and programs.
- (2) Communication: Only through two-way communication can a guidance program be developed. Counselors, as experts in human relations, need to be acceptant of divergent views and criticism. They need to use their skills to help teachers develop effective human relations among themselves and in their classrooms. An imposed program would not be effective, but a cooperative program would succeed. Counselors need to tell about their programs, ask for suggestions, offer assistance to teachers and most importantly, demonstrate good communications and human relations concepts within the guidance program itself.
- (3) Counselor training: The counselors have been professionally prepared for their duties to the master's degree level. Nearly two years' experience as professional counselors has provided a solid foundation on which to develop personally and professionally. It is strongly advised that further training be established as a part of the counselors' regular duties to provide more sophistication. Recommended areas for development would include professionalization and ethics, organization and administration, supervised counseling experience via audio and/or video tape, and participation in further sensitivity-type training programs.
- (4) Activity period: Because all students do not have study halls or free periods, they cannot involve themselves in counseling or other school activities without leaving scheduled classes. The counselors might gather information on this topic to present to the school administration. Counselors should be actively involved in helping refine the entire school program. They will be the ultimate beneficiaries as well as providing a better atmosphere for pupils and teachers.
- (5) Principal support: It would normally be expected that a demonstration guidance program would be a great asset to a school in providing a more adequate total school program. School administrators are supportive and appreciative of the program, but have made little effort toward securing school board support or in planning to continue such a program in its present or an altered mode when Federal funding had ceased. It is recommended that school administrators begin an examination of the needs of their schools based upon the available detailed information regarding the guidance program. They should be deeply involved in program planning as well as future projection of programs. It is commendable that school officials have allowed programs to function in a professional counseling manner rather than assigning extraneous duties requested by most schools of their counselors.

SUMMARY

The demonstration program in guidance and counseling is nearing the end of its second year in a proposed three-year existence. An evaluation at the end of the first year showed that the program seemed to be meeting its professional objectives and was staffed with adequate personnel to fulfill its function in the school program.

Evaluation of any school program is difficult in that great numbers of variables are operating in the lives of the pupils at any given time. Longitudinal research is perhaps the most effective because of the difficulty in equating school programs and pupils in the selection of a control group experimental situation. The present study concerns itself with cross-sectional data utilizing a control school that has no specialized program for student development beyond its regular academic courses.

Another difficulty in the current research is the criteria for measurement of change. Objectives of pupil development are difficult to isolate and quantify. Human behavior is characteristically slow to change. Parental and environmental influences are probably much greater than school efforts in shaping behavioral changes and attitudes."

Criteria evaluated for purposes of examining the effects of the demonstration guidance and counseling program included: 1) case studies of pupils who experienced individual counseling; 2) daily logs describing activities of counselors; 3) counseling evaluation inventory, a pupil evaluation of individual counseling; 4) teacher rating of pupil attitudes, a measure of perceived pupil attitude changes as result of counseling; 5) data on pupil absences for grades four, five and six, measured under the assumption that adequate school programs would make school a more palatable commodity to young persons; 6) the measure of creative thinking; 7) the Semantic Differential measuring attitudes, and 8) a questionnaire measuring teachers' attitudes toward the program and seeking suggestions for program improvement.

Results indicate that pupils regard their individual contacts with counselors as rewarding and pleasant. Teachers indicate limited improvement in classroom attitude and behavior of pupils receiving individual counseling for three or more sessions.

Case studies and daily logs indicate that counselors are performing those duties that seem important in a demonstration guidance and counseling program. They further attest to the professional capabilities of the counselors in attempting to assist pupils to solve or adjust to their problems.

Absences were examined for a three-year period, beginning the year before establishment of the demonstration program. Data for grades four through six indicate a decrease in absences by about half over the three-year period. Data for the control school was sparse, but seemed to indicate a similar downward trend in absences over the three-year period.

A test of creative thinking was utilized to determine if there were greater measurable differences in a school with a demonstration counseling

program rather than a control school having no specialized student development program other than regular academic courses. An intelligence measure was used to determine if there might be differences between sample and control groups. Grades four and six were not specifically different although grade five in the experimental school scored significantly higher than the control group. Results of the test of creative thinking showed significantly greater performance in the experimental school for grades four and five when compared with the control group. The experimental group performed considerably higher on the Originality scale of the test for grades four, five and six than did the control group. The control group scored higher on the Elaboration scale at all levels, but the difference was significant only at the sixth grade level. Elaboration scales for all grades in both schools were below national norms. The experimental school scored generally higher than national norms on three scales--Fluency, Flexibility and Originality. The control group scored generally below national norms on all scales of the test of creative thinking with the exception of the Originality scale at the sixth grade level, which was slightly above the national norms. Differences between the guidance program school pupils and control school pupils tended to disappear in grades seven and eight.

Attitudes toward self, school and community were generally favorable in experimental and control groups. Experimental group scores were slightly higher and significantly higher in attitudes toward teachers. Attitudes in the experimental school were fairly consistent over grades four through nine, with slight decrease in attitudes at the higher grades. English was generally a positively viewed concept while mathematics was generally negatively viewed. Positive attitudes toward home, community and music were common to both groups.

The questionnaire designed to elicit opinion and suggestions from teachers of grades four through nine yielded generally positive results. The large percentage of responses, together with significant and lengthy comments, seems to indicate genuine interest in the program together with a desire for improvements. Communication and coordination seem to be the greatest needs of the program.

CONCLUSIONS

The demonstration guidance and counseling program seems to have gained a greater faculty acceptance than achieved during the initial year of operation. Students report satisfaction with individual counseling sessions and teachers report slightly improved behavior in the classroom among those receiving counseling in grades four through six. Absenteeism had decreased, but the decrease may not be a function of the guidance program in that the control school showed a similar trend.

Assuming that guidance programs would allow more release of an individual's potential, a test of creative thinking was administered. Results for grades four through six showed generally greater capacity for creative thinking in the experimental school, especially in the subtest of Originality, which even exceeded national norms for the measure. Differences tended to decrease in grades seven and eight.

Attitudes toward self, school and community concepts were generally positive, with the experimental school showing some even greater positive attitudes toward teachers and other school-related concepts.

The demonstration program in guidance and counseling has continued to meet the rather stringent objectives developed during the initial phase of the program. Counselors continue to develop personally and professionally. Results of their efforts are evident in small but positive attitudinal gains and in rather positive reports by pupils and teachers. Greater measured creativity and originality in grades four through six provide a real challenge for counselors and teachers to develop and improve programs to utilize this potential.

THE CULTURAL ARTS PROGRAM EVALUATION

An outstanding example of innovative programs has been the development of a cultural arts program in Crossville, Tennessee. The three-year demonstration program is sponsored by Project Upper Cumberland, a Title III ESEA agency. Nearly three thousand pupils in grades 1-12 are benefitting from this cultural arts program.

Its objectives were designed to: 1) provide a model program of instruction in music, art and drama from the elementary school through the high school for emulation by other local educational agencies, and 2) to provide children and adults with opportunities for creative expression. Music, art and drama became an integral part of the elementary and junior high school curriculum with each pupil participating in all elements of the program at least once each week. The high school program was an elective one where the pupil could select any phase of the cultural arts for emphasis if he desired.

Teachers prepared operational objectives, curriculum guides and detailed lesson plans for the elements of the cultural arts program. It is important to note that individual development of creative thinking, expression and self concept appear as a major aspect in almost all programs. Technical competency and subject matter mastery are secondary objectives and probably accrue from the individual's development.

Murphy and Gross (1968, p.1) suggest that the arts meet disadvantaged children where they are and lead to desirable goals that include a sense of personal worth, an appreciation of their heritage and an openness to the learning process in its broader dimension.

Whatever the individual's...potentialities are, cognitive development occurs largely in response to a variable range of stimulations, requiring cooperation, accommodation, adjustment, and reconciliation. The more variable the environment to which individuals are exposed, the higher is the resulting level of effective stimulation. Characteristic of the culturally deprived environment, however, is a restricted range and a less adequate and systematic ordering of stimulation sequences. The effects of this restricted environment include poor perceptual discrimination skills; inability to use adults as sources of information, correction, and reality testing, and as instruments for satisfying curiosity; an impoverished language-symbol system; and a paucity of information, concepts and relational propositions. (Ausubel, p. 251)

The problem of developing pupils' capabilities to utilize abstract and verbal symbols underlies a great deal of the school failure and apparent lack of school motivation that is evident in the Appalachian area. The cultural arts may provide the non-verbal element that can serve as a bridge to the abstract verbal requirements of the school curriculum.

Evaluation of the cultural arts program centered about an examination of creative thinking and a study of attitudes. The program is nearing the end of its second year of operation, and all those in the sample groups have been involved for the entire period. Observations in cultural arts classes reveal a great deal of participation and emotional involvement of the part of children. In nearly all instances, pupils can be involved without fear of criticism. Correction is largely in the form of suggestions for improvement. General attitudes toward school appear less tense over the past two years, although such feelings are difficult to quantify. Visitors from other schools and parents seem aware of the feeling of attitudinal improvement, according to reports provided teachers.

Visitors were generally amazed as they viewed the art, music and drama classes in progress. Equipment was limited and facilities makeshift. The outstanding characteristic appeared to be the high degree of pupil participation. Children with severe academic handicaps were having success experiences and receiving approval from their peers for the first time in their school experience.

A fifth grade teacher reports, "My children wouldn't miss school at all on Tuesday (our art day). They enjoy every phase of the program."

A fifth grade pupil wrote: "When I was in the fourth grade we started having art classes. I liked it and it made me look forward to the day we had art. It also made me like school better."

Reactions of pupils, teachers and visiting educators are especially positive for the grade school program. Although instructor capability is very strong throughout the program, pupil reaction is quite variable at the junior high school level. Pupils in the junior high school seem highly concerned with their self-image and the relevance of school activities to their personal needs. Pupils seem hesitant to do those things which are structured and they cannot do. One pupil states, "I don't like art because everytime I make something the class will make fun of the picture." Another said, "I don't like art because I can't do anything worthwhile in it." Similar comments came from pupils regarding drama classes. The most common complaint regarding music pertained to the lack of relevance of materials used. In general the majority of pupils verbalized a highly positive perception of the three cultural arts programs. High school pupils report a great deal of satisfaction with the program that they can elect as an extra course in planning their programs.

Reactions from principals and other school officials are positive toward the cultural arts program but few appear willing to attempt to plan toward continuation of the program beyond the Federal funding period. Most apparently feel there is little they can personally do to influence those providing financing of the school program.

CREATIVE THINKING

The cultural arts components are designed to develop creativity as a part of their objectives. Creativity is difficult to measure, in that there are many divergent definitions of the term. They range from problem solving abilities to unique activities of an artistic or inventive nature.

The Torrance Test of Creative Thinking was used in that many of the school pupils have difficulty in dealing with abstract and verbal symbols. Figural Form A was administered in May 1968 (Table 6) to all pupils involved in the cultural arts programs. A random sample of pupils was selected for the longitudinal study of change in creative thinking.

Table 6
Means and Deviation Scores for Torrance Tests - Figural Form A
May, 1968 (Cultural Arts Program Schools)
(Raw score data reported)

Grade	N	Fluency		Flexibility		Originality		Elaboration	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
Fourth	30	23.27	5.14	17.70	3.75	25.87	9.61	24.23	10.90
Fifth	30	25.43	1.76	18.60	3.64	25.40	10.38	31.07	15.29
Sixth	30	22.93	6.92	18.20	4.95	20.53	7.12	26.83	19.83
Seventh	30	18.67	6.7	15.63	5.62	15.83	7.18	16.40	9.55
Ninth	13	20.00	6.10	12.92	4.06	17.31	7.71	29.54	11.44
Tenth	24	18.79	5.79	14.50	3.55	14.17	5.44	28.29	12.40
Eleventh	19	19.24	5.60	15.89	4.22	20.74	6.11	36.32	3.89
Twelfth	30	16.37	9.93	13.50	4.94	12.83	5.75	22.40	14.38

Results of tests were roughly comparable to national norms on Fluency and Flexibility scales but generally lower on Originality and Elaboration subtests. It appears rather appropriate according to norm data that functioning decreases slightly as upper grades are reached.

An alternate form (Figural Form B) was administered in February, 1969, near the end of the second year's program. Table 7 shows a comparison of pre- and post-test T-scores for grades five through eight.

Results indicate significantly decreased functioning in Fluency and Flexibility scales and significant improvement in Originality and Elaboration. Improvement at all grade levels brought the Originality scale above the national norm level. Arts programs probably stress originality more than other measured elements of the Torrance Tests.

Table 4 shows results of testing in February, 1969, comparing the cultural arts program with a control group as well as with a school which had a Title III ESEA demonstration program in guidance and counseling for lower grades.

Table 7
Torrance Test of Creative Thinking
Grade 5 (1968-69 (N= 24) Experimental School A- Cultural Arts

	Pre-test (Figural Form A) 5-17-68 <u>Mean T Score</u>	Post-test (Figural Form B) 3-13-69 <u>Mean T Score</u>	<u>t</u>
Fluency	49.0	41.33	3.05**
Flexibility	52.5	45.54	2.56*
Originality	49.87	70.25	4.21**
Elaboration	32.29	40.08	5.57**
Grade 6 (1968-69) N= 26 Experimental School A- Cultural Arts			
Fluency	53.12	43.38	6.15**
Flexibility	55.12	44.96	5.08**
Originality	51.23	64.27	3.37**
Elaboration	37.58	42.58	5.23**
Grade 7 (1968-69) N=27 Experimental School A- Cultural Arts			
Fluency	48.37	41.67	2.82**
Flexibility	53.07	45.48	3.56**
Originality	43.48	61.85	6.75**
Elaboration	35.33	37.70	2.70*
Grade 8 (1968-69) N= 26 Experimental School A- Cultural Arts			
Fluency	43.73	42.19	1.27
Flexibility	49.23	45.15	1.51
Originality	39.73	50.58	5.00**
Elaboration	29.23	37.15	5.18**

*significant at .05 level

**significant at .01 level

Creative functioning is generally greater in schools with the cultural arts program as compared with the control school. Differences were significant for Originality at the fifth, sixth and seventh grade levels and for Elaboration at the fourth and fifth grade levels when compared with the control school. General creative functioning was more positive at the creative arts school seventh grade in comparison with the control group. There was no significant difference at the eighth grade level. A comparison of pupils enrolled in the cultural arts program and those in the guidance and counseling program reveals generally lower creative functioning in the cultural arts school. There appears to be an increase in functioning between the fourth and sixth grades in both the experimental school and the control group. There is a decrease in the guidance program school between grades four and six, a movement consistent with norm groups reported in the test manual.

There is a slight improvement in Fluency from grades four to six in the cultural arts school. Flexibility shows an increase at grade five, which is maintained through grade eight. Originality and Elaboration show a great increase between grades four and five, with a leveling through grades six and seven and a decrease at the eighth grade level.

In summary, it appears that the cultural arts may have a beneficial effect on the improvement of creative thinking. The Originality and Elaboration test scales seem most positively affected by the program.

ATTITUDES

Pupil attitudes were measured on thirteen concepts through the use of a Semantic Differential test (Osgood, 1965). It was postulated that success experiences as provided in a cultural arts program would be reflected in pupils' attitudes toward self, school and community. Results of the attitude measures are reported in Table 5 above.

Comparison of responses is made with a control group and with a school having a Title III ESEA demonstration guidance and counseling program in the lower grades.

Results of responses to the thirteen concepts reveal generally positive attitudes. Concepts of Art, Home and Community received the greatest approval. Attitudes varied greatly from grade to grade and general conclusions are difficult to pinpoint. Mathematics and School are generally rated as lowest. Drama and Music are of positive value, but Music appears to fall behind Drama in importance at most grade levels.

When compared with the control group, there are few differences in attitude. The groups do differ by grade level, but there appears little consistent in way of attitudes being stronger in one school or another.

In evaluating responses to the Semantic Differential, it is important to note that in reporting attitudes toward the concepts, the children have only their experiences to judge. Art, for example, is a very positive element in grades four, five and six for both experimental and control groups. They are part of quite different programs, however; experimental school pupils are rating an extensive and professionally staffed program, while control school pupils rate regular classroom activity related to art.

Attitudes are positive although not too different from those of the control group. Admittedly, attitudes are very slow and difficult to change. Further study is needed in another year to determine change after a longer period.

HIGH SCHOOL ART PUPILS

Cultural arts offerings in high school are on an elective basis. Pupils are not necessarily involved in more than one aspect of the three cultural arts offerings. A study of pupils who were involved in their second voluntary course in art was undertaken to determine the degree of creative thinking and attitudes at this level.

Table 8 shows pre- and post-test results of the Torrance Test of Creative Thinking. Results reveal the same development in Originality as noted for pupils in the lower grades. T-scores reveal scores generally below the national norm values with the exception of the improved Originality scores reported on the post-test.

Table 8
Torrance Test of Creative Thinking
Experimental School A - Cultural Arts

	Pre-test	Post-test	<u>t</u>
	(Figural Form A) Mean T Score	(Figural Form B) Mean T Score	
	Grade 10 (1968-69) N= 8		
Fluency	48.0	39.6	2.38*
Flexibility	43.6	42.5	0.49
Originality	41.2	64.2	2.81*
Elaboration	36.7	42.9	2.47*
	Grade 11 (1968-69) N= 15		
Fluency	41.6	41.3	0.18
Flexibility	41.2	45.7	0.02
Originality	55.8	74.3	6.42**
Elaboration	35.5	40.4	2.66*
	Grade 12 (1968-69) N= 15		
Fluency	41.9	39.1	0.76
Flexibility	48.2	43.6	1.15
Originality	42.2	62.75	7.05**
Elaboration	40.1	41.7	0.77

* .05 level of significance

** .01 level of significance

Table 9 shows results of Art students' responses on the Semantic Differential. Attitudes are generally improved over the ninth grade random sample. Again, there is little difference between the experimental group and the control group. Since the control group was randomly selected, it can probably be assumed that the attitude of the art students are probably representative of the general school population. In both cases, there may be fewer potential dropouts than represented in the earlier grades.

In summary, the art pupils appear very similar to their younger counterparts, who are required to participate in the cultural arts or to their control group without such an enrichment program.

Table 9
Results of the Semantic Differential
for Art II Pupils Compared with those of Control School
(Raw Scores Reported)

	Experimental School		Control School		t
	Mean	SD	Mean	SD	
	Grade 10				
	N= 12		N= 30		
Art	24.08	2.95	23.13	4.47	0.72
Me	20.75	3.54	22.27	3.84	1.15
History	17.42	5.90	19.57	4.98	1.17
Teacher	19.33	4.28	20.80	3.77	1.07
Music	24.08	4.96	25.47	2.28	1.22
Math	17.33	4.97	15.93	7.54	0.58
Counselor	18.42	4.59	21.27	4.18	1.89
School	20.75	5.45	21.70	4.04	0.60
English	16.58	7.69	22.27	4.11	3.02**
Home	23.17	4.49	23.50	4.41	0.21
Drama	19.67	8.78	19.07	6.14	0.25
Principal	17.67	4.05	19.97	6.36	1.14
Community	22.00	4.76	21.77	4.18	1.16
	Grade 11				
	N= 19		N= 30		
Art	24.53	2.73	23.93	4.09	0.56
Me	19.47	3.82	20.97	3.79	1.32
History	19.21	4.94	18.73	6.31	0.28
Teacher	17.47	5.37	21.37	4.49	2.69**
Music	25.37	2.79	25.60	2.78	0.27

* .05 level of significance
** .01 level of significance

Table 9
Con't.

	<u>Experimental School</u>		<u>Control School</u>		<u>t</u>
Math	15.47	6.16	16.00	7.34	0.25
Counselor	19.36	5.35	22.23	4.52	1.96
School	19.42	5.53	22.10	5.43	1.64
English	16.26	7.03	19.57	6.39	1.71
Home	24.84	3.76	24.97	3.51	0.12
Drama	21.47	3.45	19.00	6.07	1.59
Principal	18.68	7.65	19.60	5.74	0.47
Community	22.37	3.38	23.57	3.53	1.16
	Grade 12				
	N= 16		N= 30		
Art	24.88	2.42	23.90	5.02	0.72
Me	19.19	3.32	21.00	3.52	1.66
History	18.56	6.54	20.80	5.74	1.24
Teacher	19.25	3.43	20.63	4.03	1.14
Music	25.13	2.42	26.33	2.00	1.81
Math	14.19	7.79	16.83	5.54	1.30
Counselor	20.81	3.59	20.50	5.21	0.21
School	18.81	6.55	21.43	5.25	1.45
English	20.56	4.85	18.97	6.28	0.91
Home	21.94	6.51	24.83	3.44	1.92
Drama	24.25	1.89	18.60	5.41	3.99**
Principal	22.13	3.18	19.03	5.80	1.94
Community	18.63	8.03	24.10	3.37	3.16**

* .05 level of significance

** .01 level of significance

SUMMARY

The impact of any enrichment program is slow to be felt in the total school program. The present evaluation reveals significant improvement in areas of creative thinking which may be a result of the two years of the special cultural arts program. Attitudinal measures derived from pupils on thirteen concepts relating to self, school and community were positive, but not generally significantly different from the control school which has no cultural arts program.

Observation and interviews reveal a positive attitude toward the program by school officials, teachers, pupils, parents and visitors. Teachers report individual instances of improved pupil behavior, but behavioral changes will come slowly because of the many environmental factors affecting the pupils.

CONCLUSION

The demonstration programs in guidance and in the cultural arts have made an immeasurable impact in this Appalachian area. Not only are several thousand pupils receiving benefits, but teachers and school administrators in surrounding counties have had an opportunity to view the program in action. Hopefully they will be instrumental in initiating similar programs in their home areas.

Program goals and expectations have been largely met and in many cases exceeded. A problem remains in the realm of public knowledge of the demonstration aspects of the program. Parents and the general public apparently see the programs as a regular part of the school offering. Educational administrators in the demonstration schools are in general agreement as to the value of the programs, but feel helpless in planning for some form of continuation in the face of extreme needs of their schools.

Program impact appears greatest in program components touching the largest numbers of pupils directly. The elementary school programs seem most effective at a point in the children's lives when they are most open to change and influence. Pupils generally are pleased with the programs through high school, but there seems to be a hesitancy beginning at the junior high school level to enter into programs that would set one apart from the peer group. There appears to be a hesitancy to seek counseling and guidance as well as a hesitancy to seek personal development through the cultural arts.

Success of the demonstration programs is due in large part to the concentrated effort of providing a total program. The same effects would require years to accomplish if fewer personnel were used to present the program. Equally important to the success of the total program is the professional competencies and dedication of the teachers and counselors who have sacrificed greatly to prove the value of such a venture. Success is measured largely in observational terms of viewing pupils excitedly involved in learning processes through cultural arts and in development through guidance and counseling assistance.

One of the greatest problems that would be encountered in an expansion of the present program would be the lack of trained professional people available for such programs, coupled with the generally low salaries and largely inadequate facilities in already overcrowded school buildings.

Certainly the total program of guidance and cultural arts would be recommended for grades one through twelve. If program limitations were necessary, the elementary grades should receive preference. No less than a total guidance and/or cultural arts program would be effective at the elementary level. Both programs work toward goals of self improvement and development. Additions of program components beyond the elementary school should come first in the junior high school and then high school.

A choice between the cultural arts components and the guidance components would be very difficult to make. Both programs have provided measureable results. A decision would favor the guidance program in that the counselors are prepared to focus upon the development of the total child. The cultural arts programs stress individual development and freedom of expression, but do not provide for goal planning or for direct problem solving.

Pupils in this Appalachian area fall well behind their urban peers on standardized tests measuring school learning. Curricula are not consistent with pupil needs. We have been fortunate to have two demonstration programs designed to improve pupils' self image, and provide growth-producing experiences. Perhaps a first priority would be the provision of an adequate financial basis for school operation followed by relevant school programs and adequate teaching. It is considered that both the guidance and cultural arts programs would strengthen a school to a great degree. The teaching processes in these programs emphasize the uniqueness of the individual learner and differential growth rates. Many of the techniques could be generalized to the regular academic subject areas in an attempt to reach more pupils. Perhaps the most important value of the program will be in providing a means whereby the underdeveloped pupil can overcome his cultural, social and educational deficiencies through ability to deal with ideas and abstract data.

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APPENDIX I

COUNSELING EVALUATION INVENTORY

Counseling Evaluation Inventory

Name _____

Please use this inventory to describe the impressions you now have about the interview just completed. Use the blank space at the bottom of the second page for additional comments you may wish to make. This inventory will not be shown to your counselor, but will be used by his supervisor to help him improve his skills.

	Always	Often	Sometimes	Rarely	Never
1. I felt the counselor accepted me as an individual.					
2. I felt comfortable in my interviews with the counselor.					
3. The counselor acted as though he thought my concerns and problems were important to him.					
4. The counselor acted uncertain of himself.					
5. The counselor helped me to see how taking tests would be helpful to me.					
6. The counselor acted cold and distant.					
7. I felt at ease with the counselor.					
8. The counselor seemed restless while talking to me.					
9. In our talks, the counselor acted as if he were better than I.					
10. The counselor's comments helped me to see more clearly what I need to do to gain my objectives in life.					
11. I believe the counselor had a genuine desire to be of service to me.					
12. The counselor was awkward in starting our interview.					

- 13. I felt satisfied as a result of my talks with the counselor.
- 14. The counselor was very patient.
- 15. Other students could be helped by talking with counselors.
- 16. In opening our conversations, the counselor was relaxed and at ease.
- 17. I distrusted the counselor.
- 18. The counselor's discussion of test results was helpful to me.
- 19. The counselor insisted on being right always.
- 20. The counselor gave the impression of "feeling at ease."
- 21. The counselor acted as if he had a job to do and didn't care how he accomplished it.

	Always	Often	Sometimes	Rarely	Never
13. I felt satisfied as a result of my talks with the counselor.					
14. The counselor was very patient.					
15. Other students could be helped by talking with counselors.					
16. In opening our conversations, the counselor was relaxed and at ease.					
17. I distrusted the counselor.					
18. The counselor's discussion of test results was helpful to me.					
19. The counselor insisted on being right always.					
20. The counselor gave the impression of "feeling at ease."					
21. The counselor acted as if he had a job to do and didn't care how he accomplished it.					

*

James D. Linden, Shelley C. Stone, Bruce Shertzer, "Development and Evaluation of an Inventory for Rating Counselors," Personnel and Guidance Journal. 14:270 (November, 1965).

APPENDIX II

TEACHER RATING OF PUPIL ATTITUDES

TEACHER RATING OF PUPIL ATTITUDE

School _____ Teacher _____ Date _____

Pupil _____ Birthdate _____
 Last First Month Day Year

DIRECTIONS: Below are some items that are indicative of pupil attitude toward school. Rate the pupil on each item **TWICE** by circling the appropriate rating. First, rate him on the item as he was at the beginning of the year; second, rate him on the same item as he is now. Follow this procedure for each item using the rating scale below in making your judgments.

RATING SCALE

1	2	3	4	5
Never	Seldom	Occasionally	Often	Always

<u>Start of the Year</u>	<u>ITEMS</u>	<u>Now</u>
1 2 3 4 5		1 2 3 4 5
.	A. CARES ABOUT IMPROVING HIMSELF	. . . . .
.	B. LIKES SCHOOL	. . . . .
.	C. HAS CONFIDENCE IN HIMSELF	. . . . .
.	D. SHOWS AN INTEREST IN VOLUNTARY ACTIVITIES	. . . . .
.	E. TRIES TO DO HIS BEST	. . . . .
.	F. HAS A GOOD ATTITUDE TOWARD LEARNING	. . . . .
.	G. TAKES PRIDE IN HIS APPEARANCE	. . . . .
.	H. MAKES AN EFFORT TO COME TO SCHOOL	. . . . .
.	I. WANTS TO ACHIEVE MORE IN SCHOOL	. . . . .
.	J. COMES TO SCHOOL ON TIME	. . . . .
.	K. GETS ALONG WITH CLASSMATES	. . . . .

APPENDIX III

SEMANTIC DIFFERENTIAL

APPENDIX IV

GUIDANCE PROGRAM EVALUATION QUESTIONNAIRE

School _____

Guidance Program Evaluation

<p>DIRECTIONS: Please indicate your reaction to the following statements by placing a checkmark in the box. Please answer all questions. <u>The entire instrument should take no longer than 20 minutes.</u> Feel free to comment on any item.</p>	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The counselors' primary duty is to solve childrens problems.					
There is no need for counselors at the elementary school level.					
Counselors are an integrating force in the school.					
Teachers have a continuing role in the evaluation and development of the guidance progra.					
One effect of the counseling program has been an improved social adjustment as shown by the attitude of students.					
The counselor assists pupils with basic academic skills.					
Orientation is a process most effectively handled by individual teachers.					
Counselors and teachers communicate well with each other.					
The counselor is one who will listen to my problems.					
The counselors provide systematic ways of reporting to parents, teachers and students.					
The dropout problem is not significant in my school.					
Counselors appear to have a good working relationship with students.					
Student needs are being more adequately met as a result of the development of the guidance program.					
Counseling is more beneficial to those who plan to enter college in the future than to those planning to work immediately.					

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Counselors welcome the opportunity to work informally with groups of students, parents or others in the community.					
Counselors have aided students in adjusting to change from one school situation to another					
Guidance personnel are too far removed from the classroom to understand the problems faced by teachers each day.					
Counselors work effectively with parents in interpreting childrens' attitudes and problems.					
Most students in my school do not need the services of the guidance program.					
Counselors are used as resource persons in the school.					
Counselors have assisted teachers with interpretation of test scores.					
Provision for an effective orientation program for students and staff is a major responsibility of counselors.					
Career orientation is more important to pupils beyond junior high school age than below that age.					
The counselor assists the pupil in identifying his abilities and interests.					
I wish I knew more about the guidance program in my school.					
Our guidance program is highly effective					
Counselors have generally not given helpful information to teachers about students.					
Counselors assess interests, abilities and aptitudes and provide teachers an effective summary and explanation.					
Guidance needs of the school should be discussed by the school faculty several times each year.					
The guidance program should be founded upon the needs of the school.					
The present guidance program does not seem to be founded upon the needs of this school.					

Counselors maintain and provide information to students and teachers regarding social, cultural, recreational, vocational and educational categories.

An awareness of community services, such as health, welfare and job opportunities should come to students and teachers from counselors.

Please answer the following questions as completely and briefly as possible:

The guidance program could benefit from _____

I would like to tell the counselors _____

The greatest needs in my school in terms of personnel, programs or resources are _____

The greatest needs of my students are _____

The relationship between teacher and counselor should be _____

My overall impressions of the total guidance program are _____

Other services that counselors could provide in this school are _____

Other comments or observations _____

THANK YOU FOR YOUR COOPERATION IN ASSISTING WITH THIS EVALUATION
Please return this form to your principal