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Signature Judith A. Bunn
Date May, 1977

GUIDANCE SERVICES IN THE MIDDLE
SCHOOL IN TOWNSEND, MONTANA

by
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ABSTRACT

The purpose of this study was to investigate the social, educational and developmental needs of the students in the Townsend Middle School. This student needs assessment was one of the factors that contributed to the maintenance and expansion of the guidance program for the school years of 1977-79.

The investigator designed a 33 item questionnaire which dealt with five middle school guidance services: standardized testing, counseling, orientation, values clarification and career awareness/development. The respondents to the survey consisted of the parents/guardians of the eighth grade students.

In general, the results of the survey showed that standardized testing and the interpretation of such test results to students and their parents/guardians were considered to be beneficial to the pupils. The counseling service and its goals and concepts were also supported by the respondents as well as orientation to the ninth grade. Although the parents/guardians generally favored the concept of values clarification, the results from some of the items were inconclusive. The respondents also supported the idea of career awareness/development as being beneficial to middle school pupils.

From the data obtained from this survey, the investigator recommended that the current program of standardized testing and the counseling and orientation services be maintained. It was also recommended that the method of interpreting such test results, the method of orientation and the placement of the counseling office merited further investigation. In addition, the researcher also suggested that middle school personnel should seek opportunities to explain the content of values clarification and career awareness/development courses to the middle school students and their parents/guardians as well as interested community members. The final recommendation was that middle school personnel should strive for a flexible guidance program--one that could function within limited facilities and according to the time of available personnel without sacrificing student needs.

CHAPTER 1

INTRODUCTION

In a paper presented at the American Personnel and Guidance Association in 1974, Phipps outlined the following steps for implementation and maintenance of the guidance program: (a) definition of the school's educational philosophy, (b) definition of the guidance department's philosophy, (c) implementation of a needs assessment, (d) implementation of the guidance program, i.e., establish goals and objectives, conduct activities and evaluate the program.

The needs assessment is the third step, for it is from this survey that the guidance team sets its goals and objectives, determines its activities and partially evaluates its program. Phipps recommended that an assessment of needs should be conducted on a yearly basis in order to identify any changing or established students' needs. He further stated that these needs should be developmental/preventive and crisis/remedial in nature. Finally, the author recommended that students' needs should be determined by school personnel, parents, students and community.

Statement of the Problem

The problem of this study was to assess students' needs, from the viewpoint of the parents/guardians, of the middle school pupils--grades seven and eight--in Townsend, Montana.

Purpose of the Study

In August of the 1975-76 school year, the investigator was hired as the guidance counselor for Broadwater County High School--grades nine through twelve--and the middle school--grades seven and eight--in Townsend, Montana. At that time a full-time guidance program had existed since the previous school year.

The investigator was hired with the understanding that she would expand the program by maintaining and initiating necessary guidance services through student needs assessments and evaluation of the program. In order to fulfill her obligations to the middle school, the researcher utilized this study to investigate the philosophy of counseling in general, and how it adheres to the concept of the middle school and the developmental and behavioral needs of its students.

For the purpose of this paper a student needs assessment, based on the review of literature in the above-mentioned areas, was conducted among one of the four recommended groups who contribute to such data, the parents/guardians. The results of the data contributed to the investigator's recommended goals, objectives and activities for the guidance department relative to grades seven and eight during the school years of 1977-79.

General Questions to be Answered

1. Are the current services of orientation, curriculum planning, counseling, and testing offered by the middle school guidance department adequately meeting students' needs in Townsend?
2. Are there additional services that could be offered through the guidance department to the middle school pupils in Townsend?
3. Are the exploration of career areas and the clarification of values better achieved through the unified arts program, or the guidance services, or a combination of both in the Townsend Middle School?

General Procedure

After reviewing the literature the researcher drafted a questionnaire which was based on guidance services that are relevant to students' needs in the middle school. The questionnaire included pertinent statements about the middle school guidance program.

In early spring of 1977 the questionnaire was mailed to 99 parents/guardians of the eighth grade students in Townsend's Middle School.

On the basis of the collected data the investigator tabulated frequency distributions. The researcher analyzed the data in order to determine if the current middle school guidance services were meeting pupils' needs.

Limitations and Delimitations

The population of this study included only the parents/guardians of the Townsend eighth grade students. Thus, it involved only one group of the four groups that are recommended for surveying pupils' needs.

The review of literature was limited to the reference material at the Montana State University Library and the researcher's small personal library of professional journals and books.

While surveying the literature the investigator read extensively in the areas that pertain to counseling in general, the philosophy of the middle school, the developmental and behavioral aspects of the transescent and recommended guidance services for intermediate youth. For this paper, however, the researcher reviewed only briefly the areas of philosophy and concepts and focused more extensively on students' needs and recommended guidance programs.

Definition of Terms

Counselor is a school faculty member whose major functions are counseling and its related activities. He may also be responsible for providing professional leadership relative to the guidance program and coordination of its activities (Smith, 1955). For the purpose of this study, guidance worker and guidance counselor were used synonymously with counselor.

Adolescent is a youth who tends to be moving toward adulthood. He possesses a mature reproductive system and an interest in the opposite sex. He is economically dependent on adults, and he gratifies his needs mainly through his peer group (Wattenberg, 1957).

Preadolescent is in a stage of transition between childhood and adolescence. His characteristics include: (a) rapid physical growth that occurs sporadically, changing his physique from that of a child to a young adult, (b) physiologically, his reproductive system matures, (c) a tentative interest in the opposite sex, (d) play groups are almost entirely homosexual, (e) a shifting emotional dependence from significant adults to his peer group (Wattenberg, 1957).

Child is a young person who tends to assume his societal role without confusion or struggle. He is almost entirely dependent on adults, and he gratifies his needs almost always through adults (Wattenberg, 1957).

Transescent is a youth who is in a stage of transition between childhood and adolescence, i.e., transescence. He is in a stage of human development that includes physical, social, emotional and intellectual changes which span entrance into puberty and continue through early adolescence (Eichorn, 1966, p. 3).

Needs Assessment is a means of identifying the students' guidance needs as viewed by students, school personnel, parents and community. It can also be utilized to determine how well the existing guidance program is meeting students' needs (Phipps, 1973).

Middle School is designed to be an intermediate school for pre- and early adolescent youth. Its grade organization includes grades five or six through grade eight. It should be in a separate building with a general curricular program that is flexible (Kindred, 1968).

Congruence is the counselor-ability to be genuinely oneself, i.e., to be aware of one's feelings, thus to be real and without a professional facade and to communicate these feelings, without fear, to the client (Rogers and Stevens, 1971).

Empathy is the counselor-capacity to accurately sense the client's inner world--to step into the client's emotional framework--thus, viewing the client's world as he sees it and communicating this understanding to the client (Rogers and Stevens, 1971).

Unconditional Positive Regard is the counselor-attitude of a nonjudgmental, nonevaluative, unreserved feeling toward the client as a person, thus communicating a positive acceptance at all times (Rogers and Stevens, 1971).

Summary

A student needs assessment is the third step in implementing and/or maintaining a guidance program. Such an assessment serves two purposes: it helps to identify any changing or established pupils' needs, and it can also contribute to evaluating the services.

The literature recommended that the parents should contribute to such an assessment. Thus, the purpose of this study was to collect data relative to students' needs from the parents/guardians of the pupils in grade eight in Townsend, Montana. The collected data contributed to the recommendations proposed for the 1977-79 Townsend Middle School guidance program.

CHAPTER 2

REVIEW OF LITERATURE

The task of this investigator was to review the literature relative to the functions of the counselor within the school environment, and the philosophy and curricula of the middle school and its guidance program. The survey was organized into four areas. They included a brief summary of the role and identity of the counselor, a general review of the middle school, an extended survey of the development and behavior of the middle school pupil, and a review of the middle school guidance program that serves him.

The Counselor: Professional Role and Identity

Pine (1975) summarized the dilemma in which school counselors currently find themselves because of the controversy that reigns concerning the functions of guidance workers. The author raised various questions with which school administrators, trustees and counselors are being confronted:

1. What is the philosophy upon which guidance services are based?
2. Is there a rationale for employing counselors in the schools?
3. In what specific ways do counselors' responsibilities and functions differ from teachers, administrators, nurses, remedial teachers, etc.?

4. What services should and can the guidance department offer that they do not offer?

Despite the current disagreement and confusion, various authorities have suggested goals that are necessarily broad in scope in order to meet the particular needs of individual schools.

Dr. H. Vaughn Phelps, 1975-76 President of the American Association of School Administrators, identified the school counselor's role as being unique because the primary concerns are to focus on the behavioral aspects of every child within the school, and to explore ways to improve conditions that assist children to become responsible and self-sufficient adults. He stated that for him it was impossible to define the counselor's role any more exactly and suggested, therefore, that his concept be considered as an "ideal." Yet he emphasized that an ideal role is essential, for it can then be adapted to the specific needs of individual schools, the result being a workable program in terms of what can be realistically accomplished. Based upon the above-mentioned concept and society's current educational demands, he also stated that it seemed to him that rather than reduce or eliminate guidance services, they should be maintained in proportion to the increase or reduction of other teaching staff (Crabbs and Jarmin, 1977).

Dr. Carl Rogers (Rogers and Stevens, 1971) defined the role of counseling as establishing, maintaining and experiencing a

relationship. He included counselors when he suggested that it appeared that it is the quality of the relationship between the counselor and client which seemed to facilitate effective counseling. He further states,

I suspect that for a guidance worker also the relationship he forms with each student--brief or continuing--is more important than his knowledge of tests and measurements, the adequacy of his record keeping, the theories he holds, the accuracy with which he is able to predict academic success, or the school in which he had his training. (p. 86)

On the basis of this theory, Rogers (1971) developed certain hypotheses. He suggested that the effectiveness of the counseling relationship is determined by the three counselor-attitudes of congruence, empathy and unconditional positive regard. However, he emphasized that for these attitudes to be effective within the counseling relationship, inherent in a counselor's philosophy is a belief that a client is worthwhile as an individual who is respected for his individuality and potential.

Thus, Rogers (1971) concluded: (a) the purpose of guidance "is to enhance the personal development, the psychological growth toward a socialized maturity, of its clients" (p. 101); (b) the effectiveness of a counselor should be measured relative to the degree he achieves this goal in the counseling relationship.

Gammons (1969) viewed guidance in a practical way. First, he supported counselors in the school simply because today's pupils

face a much more complex and often more frightening world than did the students of previous generations. Thus, a special program of auxiliary services is needed to assist students to realistically understand their potentials and limitations.

Second, the program should help each child to plan an academic program that is realistic for the individual. It emphasizes discovery and knowledge of self, which in itself enhanced effective decision-making. In addition, the guidance worker should help the student explore valid options that are available to him. The author was careful to note, however, that in this self-deterministic approach, the student learns to accept the responsibility for the consequences of his decisions.

Third, the counselor's approach should be a "soft" one in that it is nonjudgmental. However, the counselor should not be the school's "nice guy" in order to gain and maintain rapport with the child.

Fourth, he proposed that the main function of the guidance program should be academically oriented, i.e., to help pupils gain the maximum benefits from the entire school program, thus touching all parts of a student's development. Yet, Gammons approached this function from a practical viewpoint. Because the guidance worker must work as a part of the total school system, every effort should be made to assist teachers to perform their important job of teaching. And, even though the counselor's task should be to deal with

the total growth of the child, this can be accomplished only within the framework of the school. Thus, realistically, guidance services are limited.

Fifth, the counselor's role is unique; he functions outside the teaching-oriented classroom and apart from the authoritarian realm of the administration. Yet, he is a necessary part of the total educational program because the guidance worker can meet the needs of students informally on an individual or small group basis. However, even from this unique position, he should and can fulfill his responsibilities to teachers and administrators.

In summary,

The counselor becomes an ally of the developing adolescent, a source of information that will help unlock the doors to adulthood, an advocate of authority and an interpreter of reality. . . . He is understanding but not permissive. And he is deeply concerned with every one of his counselees. (p. 218)

Middle School: Rationale, Concept, Organization and Curricula

Rationale

During the past decade, much of the support for the middle school has risen from criticism of the junior high school. It has not met its original goals, i.e., to meet the special educational and social needs of the adolescent between the elementary grades and his entry into high school (Coffland, 1975).

Coffland proposed that three general areas can be identified as receiving the most criticism. One area pertains to the social activities of junior high school students. They have been forced to participate in social activities that are too advanced for them, such as formal dances, dating, interschool athletic competition, formal graduation exercises, fraternities, sororities, etc. These functions are nothing more, therefore, than "mini" high school activities.

Critics also disagree with the departmentalized structure of the educational program. Because pre- and early adolescents need special attention, understanding and guidance, departmentalization is considered to be too fragmented--it is neither conducive to the need for security nor the need to be an integral part of a group.

The final area seemed to be more of an area of concern rather than one of criticism. Children in this age group appear to be maturing earlier than in previous generations. Consequently, there now seems to be a greater difference between students in the seventh and ninth grades than between those in grades nine and twelve. Therefore, it appears that to effectively meet the needs of these children, it would be more beneficial to place ninth grade students in high school and more sixth grade students into junior high school.

Concept

Ideally, then, the concept of the middle school is viewed as being (a) an alternative, or intermediate, educational experience for the pre- and early adolescent and (b) a replacement for the junior high school. Flinker and Pianko (1971) suggested that the term "middle school" is utilized because it is the school "between." As a result, it should not be considered as an extension of the elementary school nor an imitation of the high school.

Continuing with this thought, Flinker and Pianko (1971) stated that such a school should provide an "educational experience." Such instruction would provide "self-exploration, educational guidance, and . . . differentiated instruction." This kind of education would meet and satisfy the curiosity and maturity of this age group, providing "a gradual transition from the self-contained classroom of the elementary school to the varied programs of the high school" (p. 67).

Organization

The kind of educational program described by Flinker and Pianko is perceived as serving children of approximately 10 through 14 years old. Since the ages of these children usually span levels anywhere from the fourth through eighth grades, the organization of middle schools varies. A report by Hunt, Berg and Doyle (1970) is typical

of the available data in this area. The investigators surveyed 50 state instruction offices; 48 responded. The results were based on 38 states, and the researchers identified three specific types of middle schools: grades five through eight, grades six through eight, grades seven and eight. On the basis of this data, it appears that the organization of the middle school is flexible. It can begin with any of the above-mentioned lower grades but does not extend beyond the eighth grade.

Curricula

When referring to the curricula, Heller and Hansen (1973) also utilized the word "flexible." In addition, they emphasized the necessity of individualized instruction. A flexible curricula is the only way that the middle school can hope to attain its goal, that of satisfying the special needs of its students. Inherent in this kind of curricular plan is the realization that to individualize the program--arrange each child's program according to his needs, desires, abilities--is an effective means of obtaining and maintaining flexibility.

Thus, a unique kind of curricular program has evolved. It includes not only the content of required courses, but as J. J. Ryan (1976) pointed out, the services also include a program that has been labeled unified arts. The stated goals include exploration, skills,

consumerism, careers, and leisure. These courses usually consist of music and fine arts, health and physical education, and vocational and homemaking arts. All of these, ideally, should be broad in scope and/or of an exploratory nature.

This kind of program offers students the opportunity to choose unified arts courses, thus partially arranging their own programs of study. In addition, the unified arts concept is an excellent opportunity for each child to participate in individualized or small group instruction. Thus, each student can receive one-to-one instruction by the teachers, share ideas with adults or each other, and progress according to individual abilities (Ryan, 1976).

Late Childhood--Early Adolescence:
The Nature of the Individual

Wattenberg (1957) stated that the transition from childhood to preadolescence to adolescence is gradual, with no identifiable line between the stages. Consequently, each youth may combine characteristics of any one or more of the different areas of development. Usually, the cycle covers a four-year span which extends from the time any fraction of one group enters preadolescence until the last fraction of the same group enters adolescence. As a result, the author hesitated to index late childhood with a chronological age, especially when referring to psychological development.

Although Thornburg (1970) agreed with Wattenberg in that there is no noticeable line between childhood and adolescence, he did state that noticeable changes relative to development and learning do exist. He was careful to note, however, that these changes are gradual. Thornburg, then, identified the preadolescent's age as typically from the years 9 to 12 or from 10 to 13.

Another author, Kindred (1968), distinguished chronologically between physical development and psychological development. Physically, girls usually enter puberty from ages 10 to 12, and boys generally enter adolescence from 12 to 14 years of age. Psychologically, both sexes show signs of entering this developmental stage from ages 9 or 10, with such changes being fully evident by the age of 12. However, Kindred distinctly labeled the onset of puberty as "adolescence" and the entry into psychological change as "preadolescence." Thus, he seemed to indicate that there is an area of development between childhood and adolescence which may include late childhood through early adolescence, or, as indicated by his chronological demarcations, the ages spanning from 9 to 14.

Finally, Eichorn (1968) specifically identified a stage of human development which he termed as "transescence." This stage includes physical, social, emotional, and intellectual changes. It spans an individual's development prior to his entrance into puberty and continues through his period of early adolescence.

According to the afore-mentioned authorities, the youth in the intermediate stage is attempting to leave the former stage and enter the latter stage. He is, therefore, in transition; he is a transescent. What, then, are his needs, abilities and interests that encompass Eichorn's identified changes during this period of the life cycle?

Increasing Physical Changes

There are variations in every transescent's growth pattern, but for each individual the physiological and physical changes are continuous (Kindred, 1968).

Physiologically, there are indicative changes that sexual maturation is approaching. From ages 10 through 12, usually the girls will experience a growth in height and a gain in weight, breasts and pubic hair develop, and they will menstruate. The boys generally experience sexual maturity later than girls, from 12½ through 14 years old. They also experience an increase in height and a weight gain. Sexually, they experience a growth in testes, penis and pigmented hair, involuntary rigidity of the penis and irregular seminal emissions (Thornburg, 1970).

Kindred (1968) summarized some of the physical aspects of this intermediate stage. He pointed out that the weight gain is usually six months behind the increase in height, and both are usually

greater in the male. By ten years of age both sexes show motor skill prowess, which is utilized in group activities. The boys at this age are generally more active and aggressive, and by 11 and 12 years old the boys also display more physical endurance.

Consequently, the author suggested that the resulting problems often include accidents which occur due to awkwardness because of rapid growth changes. Many preadolescents are embarrassed and self-conscious because of their inferior coordination and also because of skin eruptions that result from the increase of oil and sweat glands, plus the irregular eating habits prevalent in this age group.

A need, then, for the youth in transition is to accept as normal the physiological and physical differences among and between the sexes, realizing that this development not only takes place but occurs at different rates of change. Therefore, he must learn to accept, understand and deal with such development (Thornburg, 1970).

Growth in Cognitive Ability

Bantel (1968) stated that an individual's capacity to reason through mental experimentation increases during the transescent period. He is able to learn to study logical parts and understand these parts as they relate to the whole, or an orderly world. Consequently, in matters that concern himself the intermediate youth can usually see and order his life experiences.

Kindred (1968) defined this trait as the ability to generalize from meaningful experiences and to draw conclusions from them. The author also stated that the transescent can solve problems in his mind, thus eliminating the need for concrete reality.

Therefore, Bantel (1968) concluded that if the intermediate youth is encouraged to develop his natural ability to increase his reasoning processes and problem-solving techniques, he can establish firm points of reference. Consequently, he will increase his perceptions of the world around him, transferring his interpretations and experiences to various learning and social situations.

Personality Development: Interests
Social Needs, Self-identity, Moral
Code and Values

Interests

From 10 years of age on an individual increasingly displays interest in the ideas of others. The 11- and 12-year-old is genuinely interested in expanding his knowledge. His interests include the ideas he gains through school, records, his peer group and the media of television, newspapers, magazines, and radio. His world expands to encompass national and international problems and politics, social reform, ecology, racial and religious conflicts and scientific development. Contrary to the adolescent who appears self-centered,

the transescent is interested in and concerned about his environment; he is outgoing and inquisitive.

Thus, the intermediate youth needs opportunities to expand his ever increasing interests in the world around him. He also needs an environment that facilitates the purposeful relationship of intellectual tasks to everyday living (Kindred, 1968).

Social Needs

To the 10-year-old, belong to "the gang" is of utmost importance. Being an integral part of the peer group continues throughout early adolescence and satisfies three intense needs:

1. Support and acceptance from his peers.
2. Through conformity to group standards and the influence of his peers, the transescent progressively becomes more independent from his parents.
3. Concurrently, group membership enhances social growth as he learns acceptable behavior and social interactions (Kindred, 1968).

However, the social role is not a simplistic one, for it is complicated by learning social sex roles, or the shift from unisexual to heterosexual interests.

Kindred (1968) summarized this transition as follows: both sexes at age 10 usually show an intense desire to be part of their

respective homosexual groups, and they often display open affection toward each other. As the youth advances in age, however, the roles become more complex because of the varying rate of maturation between the sexes. At 11 and 12 years old the girls are usually beginning to become interested in forming peer relationships with the boys. However, the boys of this age are generally prone toward athletic and physical endeavors with other males rather than participating in heterosexual activities. In addition, the female role is further complicated by the lack of a clear societal definition of her role. The male role at this age, however, is more clearly defined. Consequently, there is less confusion for the boys.

During the ages of 13 and 14 the social interests of both sexes begin to meld. At 13 both gradually show increased sophistication, conscientiousness, calmness and interest in the opposite sex and heterosexual activities. By the 14th year both sexes tend to display an inner peace and even more interest in the opposite sex, showing more self-interest and periodic unwillingness to lose one's identity within the peer group.

Relative to the transition from unisexual to heterosexual activities, Thornburg (1970) pointed out that the transescent usually prefers to pursue heterosexual activities within the safety of the group, where members of the same sex are also present.

He also indicated that today's society has suggested varying sex roles for the 10-to-13-year-old in that "less distinct masculine-feminine roles exist." In our present society, then, it "appears that preadolescence is not the period of quietly accepting one's own sex role as it once was" (p. 104).

The author drew the following conclusions relative to the social needs of youth in transition: first, although the social sexual role is not learned in its entirety during late childhood and preadolescence, what is learned will significantly affect the adolescent, and eventually the adult. Second, the transescent, then, needs an environment that provides a conducive atmosphere for developing meaningful and cooperative peer relationships. Third, consequently, socialization with the same sex should be facilitated and encouraged, and heterosexual group activities should be allowed to evolve according to the natural development and personal interests of every individual.

Self-identity

Bantel (1968) viewed the preadolescent's identity of self as being directly linked with his peer group. In order to construct and then maintain the self, the transescent strives toward "sharpening perceptive skills, building knowledge, mastering the essential tools and symbols of his culture" (p. 169). One of the

criteria utilized to measure his successes and failures is acceptance or rejection by his peers. Therefore, the youth in transition takes a great risk; he needs and wants friends, but he still must engage in establishing self-identity, thus risking peer-rejection.

The author also proposed that the 9-to-12-year-old perceives a "two world" self. One world consists of the logical foundation provided by school, family and culture. The other is his private world of fantasy within which all things are possible. It is a world of his own design. The outer world may be prescribed for him, but through his inner world of ideals and dreams he may transcend that which others consider rational.

Thornburg (1970) stressed the need to become physically independent, e.g., being able to be away from home, increasing ability to make decisions, to not idolize significant adults in his life, yet respect their wishes and opinions, etc. It is a process of normal development for the preadolescent to gradually begin to increase his right to make decisions. Consequently, his view of self should be one of a maturing individual.

In order to acquire self-identity, then, youth in transition possess abilities to build and sustain the self. It is also a necessary part of this life stage. Thus, they need constant adult encouragement to develop a healthy attitude toward personal

independence as well as an environment which stimulates such growth (Bantel, 1968; Thornburg, 1970).

Moral Code and Values

Kindred's (1968) perspective of the transescent's valuing system was one of changing behavior. Despite the fact that significant adults have taught him values throughout his life, the preadolescent begins to question the system and its contents. Often he also begins to act out his new opinions. Bantel (1968) also stated that the transescent engages in this exploratory and evaluative procedure. He maintained that all peer and adult behavior are questioned on the basis of what is fair, and any conclusions reached are made from this perspective. Thornburg (1970) stressed the importance of the peer group. Because of the influence and importance of the peer group, the preadolescent begins to identify more with the valuing system of his friends than with adults.

In order to understand youth in transition relative to their values and morals, Kindred (1968) suggested that their values are not too different from those of adults. Any difference generally lies in the intensity with which young people uphold them. Thornburg (1970) proposed that since the peer group is so essential to the preadolescent, he can learn a regard for truth, fairness, the results of decisions and actions through meaningful group

activities. Thus, a worthwhile outcome may be self-responsibility as well as increasing responsibility to peers, family, school and community.

The Middle School Guidance Program

Philosophy and Rationale

Instrumental in establishing guidance services in the elementary grades was the passage of the National Defense Education Act in 1958. Since then, there has been an increasing acceptance to provide such services to every student throughout his educational experience. A primary objective now includes guidance to assist children, both socially and educationally, in their normal development. In order to adhere to this goal and the concept of the middle school, a guidance program for the transescent ideally meets the special needs of these youth (Heller and Hansen, 1973).

Organization of the Guidance Department

A report by the New York City Board of Education (1973, p. 9) stipulated that the organization of the middle school guidance department is a combined effort of the administration and the head of the guidance department. The program should reflect the following: (a) the school's educational philosophy, (b) the needs of the students, the number of faculty members and the resources

of the community, (c) long and short-range goals in order to objectively assess the program.

The report also stated that basic to the organization were certain fundamental considerations. Among them were:

1. To utilize the special skills and interests of the counselors.
2. To reach as many students as possible.
3. To provide for continuity among the services.
4. To show receptivity to innovation.
5. To provide supportive services to students through effective communication with teachers, parents and community.
6. To continually assess the program of services.

The Program of Services

Heller and Hansen (1973) proposed the program of services encompasses four general areas: appraisal, counseling, information, and placement and followup.

Appraisal

According to the afore-mentioned authors, the purpose of appraisal is to analyze and coordinate pertinent data obtained from testing, counseling and other sources. To Batezel (1968) the "other sources" may include guidance team conference reports, course schedules, academic reports and health records.

The report by the New York City Board of Education (1973, pp. 41, 43) suggested that testing should be a comprehensive and coordinated plan. It may include tests of mental ability, scholastic and specific area aptitudes, achievement and personality and interest inventories. The report emphasized that although no results of one test or a battery of same can tell the entire story about an individual, they are one source of valuable information. And, as Heller and Hansen (1973) stated, test results, if properly interpreted to the child and significant adults in his life, can provide important information relative to the child's needs.

Batezel (1968) recommended that such information be kept in every individual's cumulative folder. In order to enhance communication to and about every pupil, the author further stipulated adequate and uniform cumulative file recordkeeping.

Counseling

All children exhibit a common need, that of reacting and adjusting to pressures within and outside themselves. Often, these pressures result from physical, physiological, and emotional changes from within, and from outside changes experienced in their home, school and community environments (The New York City School Board, 1973, p. 72). Consequently, Heller and Hansen (1973) identified the function of counseling as enhancing the student's

self-understanding. M. K. Ryan (1974) designated counseling as helping the pupil to gain understanding of himself and discovering his identity. The New York City Board of Education (1973) defined this service as the counselor's facilitating self-understanding as well as the capacity to deal effectively with the pressures of life.

All three sources proposed that individual and small group counseling be employed in order to improve the student's interaction with himself and other people. In addition, effective counseling is contingent on modified attitudes by parents and teachers. Thus, communication among these adults and the counselor is essential (Heller and Hansen, 1973). Wattenberg (1957) even suggested there may be times when conjoint family counseling is necessary. He also said that counseling may be employed through special classes which are allotted a given time period, i.e., Values Clarification, Human Relations, Personal Adjustment, Interests, Abilities and Aptitudes Exploration.

Information

The service of information was defined by Heller and Hansen (1973) in a general way as acquainting the pupils with the world around them. Specifically, they identified the areas as educational, vocational and personal-social opportunities.

Representative of the evolving programs in this service was the outline provided by the New York City Board of Education (1973, pp. 45-50). "Career Guidance" was the title of this section of the report. It stated that in the middle school choosing a career should become a "conscious process." The student should be able to develop this ability if provided opportunities of (a) appraising his abilities, interests, needs, desires and values, (b) acquiring a knowledge of the world of work, (c) relating what he has learned about himself to available career choices.

Inherent in career guidance is the acquisition of decision-making skills. These skills include teaching the student to realistically and objectively assess his talents and limitations. Second, the pupil learns how to best cultivate the former and overcome the latter. Third, the child learns how to explore the fields where he would probably find success and satisfaction. Fourth, the student begins to accept the responsibilities that accompany decision-making. Fifth, the child learns how to set objectives and decide the actions necessary to meet the goals.

Also consistent with other literature in this area was the recommendation that career exploration should be broad in scope. In order to adhere to the concept of the middle school and the needs of the transescent, he should deal with job families which provide a broad spectrum of occupational information.

Finally, the report suggested a twofold approach; career guidance can be accomplished through individual or group counseling. It also emphasized that this service should be viewed as a total process in that it is the counselor's task to involve the students, staff, parents and community in this program.

Planning, Placement, and Followup

Heller and Hansen (1973) defined the service of planning, placement, and followup as assisting teachers and administrators in placing every student according to his correct group; participating in evaluating his academic achievement, emotional and social progress; helping him to plan entry into high school.

The New York City School Board's report (1973, p. 4) elaborated upon this service, designating specific functions by the guidance department.

1. To meet with relevant elementary and middle school personnel constructing an individualized program for every student entering the middle school.

2. To continue to meet with relevant middle school personnel assessing each pupil's program, his achievement and progress and assisting in the continual development of his middle school program.

3. To meet with students and their parents/guardians explaining the curricular plan and perhaps conducting tours of the school.

4. To meet with students and their parents/guardians explaining the special needs of the student and answering any questions.

5. To continue to meet periodically with students and their parents/guardians assessing the pupil's academic achievement, emotional and social progress and answering any questions.

Flexibility: A Key to
Organization and Maintenance

In a general statement about the services of the guidance department, Kindred (1968) suggested that the essential basis of the program is an understanding of the principles of human growth and development of the pupils involved. Thus, the significant adults in the students' lives must be aware of the physical, physiological, emotional, and social needs of the transescent.

However, the author carefully noted the danger of over-generalizing. He pointed out that because a student is in a certain grade and is a certain age, adults should not assume he is experiencing the usual problems of that grade and age. Therefore, the most important aspect of the program are the concerns of each pupil, not preconceived notions about what his needs probably are. Consequently, the guidance services should be flexible, i.e., designed to be pupil-centered, not program-centered.

Summary

Although the role of the school counselor tends to be somewhat confused, there is general agreement among various educational and counselor experts that a guidance program is a necessary part of every school. These authorities generally recommend that each student should be provided with guidance services from grades K-12.

During the past 20 years an effort has been made to determine if youth between childhood and adolescence possess developmental and behavioral traits which are unique to this life cycle. The results of studies indicate that there are, and such youth have been identified as pre- and early adolescents.

Mostly within the last decade the concepts and implementation of the middle school have arisen. It has developed partially because of the criticism of the junior high school and partially as a result of an effort to meet the recently identified developmental and behavioral needs of intermediate youth.

Guidance services are considered to be an integral part of the middle school. Although various authorities recommend different emphases for the program, there is general agreement that flexibility is the key to successful implementation and maintenance, i.e., guidance services that focus on the student rather than the program.

CHAPTER 3

PROCEDURES

This chapter consists of the procedures utilized by the investigator to organize a survey of students' social, educational and developmental needs in the middle school of Townsend, Montana. The specific procedural areas to be outlined are the population distribution and sampling method, the definition of categories utilized in the questionnaire, instrument-validity and the methods of collecting and organizing the data.

Population Distribution and Sampling Procedure

The data obtained for this study were drawn from a sample of the parents/guardians of the middle school students--grade eight--in Townsend, Montana. The random sample was obtained by utilizing a table of random numbers. Through this method of random sampling, a total of 99 adults was obtained.

Definition of Categories

In order to organize and develop a questionnaire, the investigator included five guidance services: standardized testing, counseling, orientation, values clarification and career awareness/development. The purpose of the questionnaire was to help assess the current social, educational and developmental needs of the seventh and eighth grade pupils in Townsend's Middle School.

The questionnaire consisted of 33 statements which pertained to the above-mentioned students' needs.

A five-point Likert scale, which ranged from "strongly agree" to "strongly disagree," followed each item. Definitions of terms with which the respondents might not be conversant were attached to the instrument. A sample of the questionnaire is shown in Appendix B, page 82.

Method of Collecting Data

The investigator designed a questionnaire that was mailed to 99 parents/guardians of the middle school students in Townsend, Montana. A self-addressed, stamped envelope was also enclosed. The instrument was mailed March 26, 1977.

A cover letter explaining the purpose of the study and instructions relative to how to respond to the questionnaire were attached to the instrument. A sample of the cover letter is shown in Appendix A, page 81.

Validity

Face validity of the instrument was established during March, 1977. The five authorities who perused the questionnaire were Mr. Harold Knodel, Mr. Herbert Sprout and Mr. John Ryan, the superintendent, elementary principal, and secondary principal, respectively, of the Townsend Public Schools; Dr. Carol Parker of

the Department of Educational Counseling, and Dr. Eric Strohmeier of the Department of Secondary Education and Foundations, both of Montana State University.

Method of Organizing Data

Organization of the data was as follows: in order to show the frequency distributions that resulted from the data, frequency tables were organized. The tables were organized according to the five guidance services that were described in the "Definition of Categories."

The first six statements dealt with standardized testing. Counseling was surveyed in items 7 through 16. Statements 17 through 23 covered the orientation service. The service of values clarification was surveyed in items 24 through 30. Statements 31 through 33 dealt with career awareness/development.

The tables were organized to show the frequencies and percentages that resulted from the responses of each statement. These data were then analyzed by the investigator.

Precautions Taken for Accuracy

In an effort to provide precautions for accuracy, the researcher analyzed the data several times. The responses to the 33 questionnaire items, the frequency distributions and the percentages were computed by hand.

Summary

On March 26, 1977, a 33 item questionnaire, which was designed by the investigator, was mailed to 99 parents/guardians of the eighth grade students in Townsend, Montana. The instrument dealt with five guidance services.

The intent of the questionnaire was to survey the social, educational and developmental needs of Townsend's seventh and eighth grade pupils. The responses to each item were organized in table form. The tables showed frequency distributions and percentages relative to each item on the questionnaire, followed by a brief explanation of the results. The tables and analyses appear in Chapter 4.

CHAPTER 4

A SURVEY OF OPINIONS RELATIVE TO THE TOWNSEND MIDDLE SCHOOL GUIDANCE PROGRAM

This survey was conducted during March, 1977, in Townsend, Montana. The data were obtained from a questionnaire that was designed by the investigator. The instrument contained 33 statements which pertained to five middle school guidance services: standardized testing, counseling, seventh and ninth grade orientation, values clarification and career awareness/development.

A total of 99 questionnaires were mailed to the parents/guardians of the eighth grade students who were enrolled in the Townsend Middle School. After two follow-up procedures a total of 66 instruments (66.7%) were returned to the investigator.

The data obtained from the questionnaires were arranged in 33 tables. Each table is arranged according to the frequency distribution and percentage of the Likert scale responses. The percentage computations were carried to the nearest hundredth and rounded back to the nearest tenth. Consequently, any discrepancies that occur in the total percentages (Total %) are due to the rounding-off procedures.

Accompanying each table is an interpretation of the dominant characteristics of the data. When applicable, the interpretations also include comparisons of the data between or among tables.

Table 1

Standardized Tests Should be Administered
to Seventh and Eighth Grade Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	15	22.7
Agree	42	63.6
Undecided	3	4.5
Disagree	5	7.6
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	99.9

Table 1 shows that a large percentage (86.3%) of the respondents agreed that standardized tests should be part of the educational experience of pupils in grades seven and eight. Only a total of six respondents (9.1%) disagreed with this statement. A total of three respondents, 4.5%, were undecided. The results of this item seem to indicate that the parents/guardians support the concept of standardized testing in the middle school.

In item 2 a large number of the respondents (86.3%) agreed that seventh and eighth grade students benefit from having their standardized test results interpreted to them by qualified school personnel. Note that 24.2% strongly agreed with this statement.

Table 2

Students Benefit From Having Standardized
Test Results Interpreted to Them by a
Member or Members of the Faculty

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	16	24.2
Agree	41	62.1
Undecided	7	10.6
Disagree	2	3.0
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	99.9

Two respondents were in strong disagreement. However, a total of seven respondents (10.6%) were undecided. Because they agreed it would be helpful to the testees, it seemed that numerous parents/guardians would approve of middle school faculty members interpreting standardized test results to their pupils.

Statement 3 shows a total of 11 respondents (17.5%) agreed that standardized test results should be interpreted in a large group situation such as a homeroom. Slightly over half of the 63 respondents (57.1%) disagreed with this statement. One quarter (25.4%) of the respondents were undecided. Three persons did not

Table 3

The Interpretation of Standardized Test Results Should
Be Conducted During a Homeroom Situation

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	1	1.6
Agree	10	15.9
Undecided	16	25.4
Disagree	28	44.4
Strongly Disagree	<u>8</u>	<u>12.7</u>
Total	63	100.0

respond to this item. Although some of the parents/guardians indicated that standardized test results could be interpreted in a large group situation, a number seem to prefer that another method be utilized to interpret such test results to the middle school pupils.

In Table 4 one individual did not respond to this item. A total of 14 respondents (21.5%) agreed that interpreting standardized test results should be conducted in small groups of six to eight students. If three more individuals had strongly agreed or agreed with this statement, 26.2%, or, slightly more than one quarter, of

Table 4

The Interpretation of Standardized Test
Results Should be Conducted in Small
Group Sessions (6-8 students)

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	1	1.5
Agree	13	20
Undecided	15	23.1
Disagree	27	41.5
Strongly Disagree	<u>9</u>	<u>13.8</u>
Total	65	99.9

the respondents would have preferred this method of interpreting such test results.

Fifteen respondents were undecided about this statement. Thus, slightly less than one quarter of the individuals (23.1%) neither agreed nor disagreed.

Thirty-six respondents disagreed with conducting the interpretation of standardized test results in a small group situation. This is slightly over half (55.3%) of the respondents. The data seem to indicate, then, that a number of parents/guardians seemed to prefer another method of interpreting such test results to seventh and eighth grade students.

When compared to Table 3, three more individuals preferred the small group situation to the homeroom. The respondents who were undecided varied by only one individual. The same number of respondents (36) seemed to indicate a method other than a group method, large or small, was preferred for interpreting standardized test results to middle school students.

Table 5

The Interpretation of Standardized Test Results Should
Be Conducted Individually With Each Student

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	24	37.5
Agree	36	40.6
Undecided	7	10.9
Disagree	6	9.4
Strongly Disagree	<u>1</u>	<u>1.6</u>
Total	64	100.0

Two individuals did not respond to statement 5. Fifty respondents (78.1%) either strongly agreed or agreed with interpreting standardized test results individually with each middle school pupil. A total of seven (10.9%) were undecided, and seven respondents also were in disagreement. Thus, a majority of parents seemed to prefer

that the interpretation of standardized test results be conducted on an individual basis with middle school pupils.

In a comparison of Tables 3, 4, and 5, the individuals who were undecided decreased in Table 5 by a total of nine. Those respondents who agreed with the fifth item rose when compared to the corresponding respondents in items 3 and 4. Also important is the increase of individuals (24) who strongly agreed with the fifth statement; only one respondent strongly agreed in each of the third and fourth tables. In addition, those who agreed and strongly agreed in Table 5 varied by only two. However, in the third statement there was a difference of 9; in the fourth item there was a difference of 12. Finally, in Table 5, those who disagreed or strongly disagreed decreased when compared to the third and fourth items. The data seemed to indicate, therefore, that when a choice of interpretation methods is provided, the respondents preferred the individual approach.

Table 6 shows that a total of 50 individuals (75.7%) strongly agreed or agreed that middle school students benefit from having their standardized test results interpreted to their parents/guardians. A total of 16 or almost one quarter (24.2%) of the total respondents, strongly agreed with this statement. Slightly over half of the total respondents (51.5%) agreed with item six. Nine individuals (13.6%) were undecided. A total of seven respondents

Table 6

Students Benefit From Having Their Standardized Tests
Results Interpreted To Their Parents/Guardians

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	16	24.2
Agree	34	51.5
Undecided	9	13.6
Disagree	6	9.1
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	99.9

(10.6%) indicated that interpreting standardized test results to parents/guardians is not helpful to the students. Therefore, a number of parents/guardians seemed to agree that they would be willing to participate in such a service.

In Table 7, 24 respondents (36.4%) strongly agreed that counseling services should be offered to middle school pupils. A total of 36 individuals (54.5%) agreed with this statement. Six respondents (9.1%) were undecided. No one disagreed or strongly disagreed with this item. Since 60 individuals (90.4%) were in agreement with this statement, and no respondent was in disagreement, the results seemed

Table 7

Counseling Services Should Be Part of the Guidance
Program for Seventh and Eighth Grade Students

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	24	36.4
Agree	36	54.5
Undecided	6	9.1
Disagree	0	0
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

to suggest that counseling services should be an integral part of a guidance program for students in grades seven and eight.

Table 8 shows a total of 64 respondents (97.0%) were in agreement with this statement. Consequently, the data seemed to indicate that an important function of middle school personnel is to assist their students to deal effectively with their various problems.

Statement 9 shows only one individual who was not in agreement with this item. Since a total of 65 respondents (98.4%) strongly agreed or agreed, it seemed that learning and/or refining decision-making skills is a necessary part of the educational experience of seventh and eighth grade students.

Table 8

Students Should Have the Opportunity to Talk to
School Personnel About Various Approaches to
Solving Problems With Which They are Faced

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	30	45.5
Agree	34	51.5
Undecided	1	1.5
Disagree	1	1.5
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

Table 9

Through Learning Decision-making Skills, Students
Learn to Develop Self-reliance

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	23	34.8
Agree	42	63.6
Undecided	1	1.5
Disagree	0	0
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	99.9

Table 10

Students Benefit From the Opportunity to Express and
Talk About Their Real Feelings, Desires, Concerns
and Needs to Qualified School Personnel

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	18	27.3
Agree	37	56.1
Undecided	9	13.6
Disagree	2	3
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

Item 10 shows that a total of 18 individuals (27.3%) strongly agreed with this statement. Thirty-seven respondents (56.1%) agreed. Although 9 persons (13.6%) were undecided and 2 individuals (3.0%) disagreed, the 55 respondents (83.4%) who were in agreement seemed to indicate that qualified school personnel should be available for counseling purposes for middle school pupils.

In Table 11 a total of 16 respondents (24.2%) strongly agreed with this statement. A total of 39 (59.1%) individuals agreed. Eleven persons (16.7%) were undecided; however, no one was in disagreement. These figures seemed to show that parents/guardians

Table 11

One of the Benefits of Counseling is that Students are
Able to Learn to Accept the Responsibility
of Their Own Actions and Decisions

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	16	24.2
Agree	39	59.1
Undecided	11	16.7
Disagree	0	0
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

tended to agree that through the counseling process middle school pupils can learn to accept responsibility for their own actions and decisions.

In statement 12 one person did not respond. A large number of individuals (95.4%) indicated that seventh and eighth grade students benefit from being able to understand the problems which often result from the personal and social development prevalent to this life stage.

In Table 13 a large percentage of individuals (95.5%) were in agreement with this statement. This response seemed to suggest that

Table 12

It Is Helpful To Students To Understand The
Problems of Personal and Social Development
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	15	23.1
Agree	47	72.3
Undecided	3	4.6
Disagree	0	0
Strongly Disagree	<u>0</u>	<u>0</u>
Total	65	100.0

Table 13

Students Benefit From the Opportunity to Talk to School Personnel
About Their Abilities, Interests and Limitations
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	18	27.3
Agree	45	68.2
Undecided	2	3.0
Disagree	1	1.5
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

middle school students should be provided with opportunities and encouraged to talk about their personal abilities, interests and limitations.

Table 14

Sharing the Counselor's Office in the High School for Counseling Purposes Inhibits Seventh and Eighth Grade Students From Utilizing the Counseling Services
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	5	7.6
Agree	23	34.8
Undecided	26	39.4
Disagree	11	16.7
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	100.0

Table 14 shows a total of 26 individuals (39.4%) undecided relative to this statement. However, 23 respondents agreed and 5 persons strongly agreed, for a combined percentage of 42.4%. In addition, a total of 12 individuals (18.2%) were in disagreement. Although a number of respondents were undecided about middle school pupils being inhibited about utilizing the high school counseling office, a number of parents/guardians agreed that it does. Some individuals, however, disagreed with this statement.

Table 15

The Counseling Service Would Better Serve the Students
if A Counselor's Office Were Available to the
Students in Their Own Building
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	8	12.1
Agree	31	47.0
Undecided	15	22.7
Disagree	11	16.7
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	100.0

Item 15 shows that 31 persons (47.0%) agreed with the statement and 8 individuals (12.1%) strongly agreed. These figures show that slightly over half of the respondents (59.1%) were in agreement. However, 15 individuals (22.7%) were undecided, and 12 respondents (18.2%) were in disagreement.

When compared to Table 14, the data seemed to indicate that although there was still a degree of indecision in Table 15, the respondents tended to indicate that a counselor's office located in the middle school building is preferable to one located in the high school. In addition, the total number of those in disagreement remained the same.

Table 16

The Counseling Service Would Better Serve the Students
if Counselor-office Hours Were Established for
the Students in Their Own Building

(number and percentage of responses)

Response Scale	N	%
Strongly Agree	8	12.1
Agree	32	48.5
Undecided	15	22.7
Disagree	10	15.1
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	99.9

In statement 16 a total of 32 respondents (48.5%) agreed with the item. Eight individuals (12.1%) strongly agreed. Fifteen persons (22.7%) were undecided, and a total of 11 respondents (16.6%) were in disagreement. Therefore, 60% of the parents/guardians indicated that if counselor-office hours were established for the middle school pupils in their own building, this guidance service would better meet student needs. However, 15 persons were undecided, and a few disagreed with this statement.

When Table 16 is compared to Tables 15 and 14, the interpretations noted for Table 15 remain relatively the same.

Table 17

Orientation to the Seventh Grade Should be
Provided for Sixth Grade Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	9	13.6
Agree	28	42.4
Undecided	14	21.2
Disagree	14	21.2
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	99.9

Table 17 shows that 9 respondents (13.6%) strongly agreed with this item. Twenty-eight (42.4%) agreed. Fourteen persons were undecided, the same number as those who disagreed. One respondent strongly disagreed.

These figures seemed to indicate that if such a service were offered to seventh grade pupils, it would be acceptable to the parents/guardians. However, because of the 21% who were undecided and the total number of those who were in disagreement (22.7%), the data could indicate that this service is not considered to be a necessity.

Table 18

Orientation to the Ninth Grade Should be
Provided for Eighth Grade Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	13	19.7
Agree	45	68.2
Undecided	7	10.6
Disagree	1	1.5
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

In Item 18 a total number of 58 respondents (87.9%) were in agreement with the statement. Seven individuals (10.6%) were undecided; one person disagreed. The figures seemed to show, then, that the parents/guardians consider orientation to the ninth grade for eighth grade students as an important middle school service.

Statement 19 shows 23 persons (35.9%) agreed with this item. Five respondents (7.8%) strongly agreed. However, 20 individuals (31.3%) were undecided. In addition, 15 persons (23.4%) disagreed, and 1 respondent strongly disagreed. Two individuals did not respond to this item.

Table 19

Orientation to the Ninth Grade Should be Conducted
During a Homeroom Situation
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	5	7.8
Agree	23	35.9
Undecided	20	31.3
Disagree	15	23.4
Strongly Disagree	<u>1</u>	<u>1.6</u>
Total	64	100.0

The data seemed to indicate that orientation to the ninth grade during a homeroom would be acceptable to some of the parents/guardians. However, because of the 56.3% of the individuals who were undecided or in disagreement it could indicate that another method of orientation would be preferable.

Table 20 shows that 18 respondents (27.3%), or more than one quarter, were undecided about this statement. A total of 27 individuals (40.9%) were in disagreement, while a total of 21 persons (29.8%) were in agreement. Thus, 11.1% more of the respondents seemed to prefer another method for ninth grade orientation.

Table 20

Orientation to the Ninth Grade Should be Conducted
in Small Group Sessions (6-8 students)
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	3	4.5
Agree	18	27.3
Undecided	18	27.3
Disagree	24	26.4
Strongly Disagree	<u>3</u>	<u>4.5</u>
Total	66	100.0

When compared to Table 19, a few more respondents preferred homeroom orientation (43.7%) to small group orientation (31.8%). However, 27.3% were still undecided.

In Item 21, 9 individuals (13.8%) strongly agreed with the statement and 24 persons (36.9%) agreed, for a total of 50.7%. Twenty-two respondents (33.8%) disagreed, and 2 persons (3.1%) strongly disagreed, for a total of 36.9%. Eight individuals (12.3%) were undecided. Thus, the data seemed to indicate that half of the parents/guardians preferred orientation to be conducted on an individual basis with the middle school students. Yet, some respondents disagreed with this method.

Table 21

Orientation to the Ninth Grade Should be Conducted
Individually With Each Student
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	9	13.8
Agree	24	26.9
Undecided	8	12.3
Disagree	22	33.8
Strongly Disagree	<u>2</u>	<u>3.1</u>
Total	65	100.0

When compared to Tables 19 and 20, more parents/guardians preferred individual orientation to group orientation, large or small. Yet, there was only a 7.0% increase for the individual method when compared to the homeroom method. In addition, those individuals who were undecided decreased in Table 21.

In statement 22 a total of 51.5% individuals were in agreement with this item. One quarter of the respondents, 25.8%, were undecided; 22.7% were in disagreement. Although there were a number of persons who were either undecided or in disagreement, one half of the parents/guardians seemed to indicate they would be in favor of being included in seventh grade orientation.

Table 22

Students Benefit from Including Their Parents/Guardians
in Seventh Grade Orientation
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	12	18.2
Agree	22	33.3
Undecided	17	25.8
Disagree	15	22.7
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

Table 23

Students Benefit from Including Their Parent(s)/Guardian(s)
in Ninth Grade Orientation
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	18	27.3
Agree	31	47.0
Undecided	11	16.7
Disagree	6	9.1
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

Table 23 shows 18 persons (27.3%) strongly agreed with this statement, and 31 (47.0%) agreed. Eleven respondents (16.7%) were undecided, and 6 (9.1%) disagreed. The figures show a number of parents/guardians who preferred being included in ninth grade orientation.

In a comparison with Table 22, 15 more parents/guardians preferred to be included in orientation to the ninth grade. Nine fewer persons disagreed in Table 23 than in Table 22. Six fewer respondents were undecided in the 23rd statement when compared to the preceding table. These results seemed to suggest that the parents/guardians considered being included in ninth grade orientation more beneficial to middle school students than parental participation in seventh grade orientation.

Table 24 shows 5 respondents (7.5%) strongly agreed with this statement. Eight persons (12.1%) agreed, for a total of 19.7%, or less than one quarter of the respondents. There were 57.6% individuals in disagreement, or slightly more than one-half of the total respondents. Although 15 (22.7%) individuals were undecided, the data seemed to indicate that some parents/guardians disagreed that clarification of students' values is totally the responsibility of their respective homes.

Table 24

Clarification of Students' Values is the Total
Responsibility of Their Respective Homes
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	5	7.6
Agree	8	12.1
Undecided	15	22.7
Disagree	33	50.0
Strongly Disagree	<u>5</u>	<u>7.6</u>
Total	66	100.0

Table 25

Clarification of Students' Values Should Not Be A
Part of the Students' School Experiences
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	0	0
Agree	7	10.6
Undecided	9	13.6
Disagree	43	65.2
Strongly Disagree	<u>7</u>	<u>10.6</u>
Total	66	100.0

In statement 25 a total of 7 persons (10.6%) agreed with this item; 9 individuals (13.6%) were undecided. Because the remaining respondents (75.8%) were in disagreement, the data seemed to indicate that a number of parents/guardians would approve of including clarification of students' values as part of the educational experience of middle school pupils.

Table 26

Clarification of Students' Values is a Shared Responsibility
of Their Respective Homes and the School
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	20	30.8
Agree	42	64.6
Undecided	2	3.1
Disagree	1	1.5
Strongly Disagree	<u>0</u>	<u>0</u>
Total	65	100.0

Item 26 shows that 95.4% respondents agreed or strongly agreed that the homes and school share the responsibility of student value-clarification. One individual did not respond to this statement.

Statement 27 shows that a total of 37 parents/guardians (56.9%) agreed or strongly agreed that a values clarification course should

Table 27

A Values Clarification Course Should be Included
in the Students' Elective Classes
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	6	9.2
Agree	31	47.7
Undecided	22	33.8
Disagree	6	9.2
Strongly Disagree	<u>0</u>	<u>0</u>
Total	65	99.9

be included in the elective classes in the middle school. However, 22 individuals (33.8%) were undecided about this item. One person did not respond to this statement.

Table 28 shows that a total of 49 parents/guardians (74.3%) were in agreement with this statement. Although 13 individuals were undecided and 4 disagreed, a large number of respondents preferred that a trained instructor in the area should teach any values clarification course.

In statement 29 a total of 42 respondents were in agreement with this item. However, 25.8% of the individuals were undecided. Ten persons disagreed or strongly disagreed. Although one quarter of

Table 28

A Values Clarification Course Should be Conducted by
A Trained Instructor in Values Clarification
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	12	18.2
Agree	37	56.1
Undecided	13	19.7
Disagree	4	6.1
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.1

Table 29

Sharing Values in a Classroom Situation Can Be
A Meaningful Experience to the Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	8	12.1
Agree	34	51.5
Undecided	17	25.8
Disagree	6	9.1
Strongly Disagree	<u>1</u>	<u>1.5</u>
Total	66	100.0

the respondents were undecided, 63.6% of the parents/guardians agreed that sharing values in a classroom situation can be a meaningful experience for middle school students.

Table 30

Sharing Values in a Classroom Situation Inhibits
and/or Embarrasses Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	1	1.5
Agree	22	33.8
Undecided	22	33.8
Disagree	18	27.7
Strongly Disagree	<u>2</u>	<u>3.1</u>
Total	65	99.9

Statement 30 shows an almost equal distribution of responses. Those individuals who were undecided totaled 22 (33.8%). Twenty-three (35.3%) respondents were in agreement; 20 individuals (30.8%) were in disagreement. One individual did not respond.

When compared to Table 29 the data seem to suggest the following: a number of respondents agreed that a values clarification course can be a meaningful experience to the students. However, the respondents seemed to indicate that such an experience could inhibit

and/or embarrass some students. However, other students would probably not perceive it as an embarrassing or inhibiting experience. Yet, a total of 39 respondents were undecided about both items.

Table 31

A Career Awareness/Development Course Should Be
Included in the Students' Elective Classes
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	12	18.2
Agree	39	59.1
Undecided	12	18.2
Disagree	3	4.5
Strongly Disagree	<u>0</u>	<u>0</u>
Total	66	100.0

In Table 31 12 individuals (18.2%) strongly agreed with this statement; 39 persons (59.1%) agreed. Twelve respondents (18.2%) were undecided. Three individuals (4.5%) disagreed. Thus, the results seemed to suggest that a majority of parents/guardians (77.3%) would approve a career awareness/development class being included in the middle school students' elective courses.

Statement 32 shows that a total of 42 respondents (63.6%) were in disagreement with this item. Fifteen individuals (22.7%) were

Table 32

A Career Awareness/Development Course Has No
Value to Seventh and Eighth Grade Students
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	0	0
Agree	9	13.6
Undecided	15	22.7
Disagree	36	54.5
Strongly Disagree	<u>6</u>	<u>9.1</u>
Total	66	99.9

undecided; 9 persons (13.6%) were in agreement. These figures seemed to indicate that if a career awareness/development course were included in the students' elective classes, there would be no strong objection from their parents/guardians.

Table 33 shows that a total of 46 respondents (70.7%) were in agreement with this statement. Three individuals (4.6%) disagreed, and 16 persons (24.6%) were undecided. One person did not respond. Thus, a number of respondents indicated that a career awareness/development course should be taught by an instructor who is trained in this area.

Table 33

A Career Awareness/Development Class Should be Taught By
A Trained Instructor in Career Awareness/Development
(number and percentage of responses)

Response Scale	N	%
Strongly Agree	11	16.9
Agree	35	53.8
Undecided	16	24.6
Disagree	3	4.6
Strongly Disagree	<u>0</u>	<u>0</u>
Total	65	99.9

Summary

The investigator surveyed 99 parents/guardians of the eighth grade students in the Townsend Middle School. The data obtained from the 33 item questionnaire pertained to five middle school guidance services. Sixty-six individuals responded to the instrument.

Relative to standardized testing, the results showed a large number of individuals who approved of such testing being conducted in the middle school as well as the results being interpreted to the examinees and their parents/guardians.

A majority of persons were in agreement that counseling should be an integral part of the guidance program for grades seven and eight. The respondents also tended to agree with the major concepts and benefits of counseling.

The respondents favored ninth grade orientation. Just 56% supported orientation to the seventh grade.

There was agreement relative to students' values clarification being a shared responsibility of the home and school. However, only 56.9% of the respondents agreed that a values clarification course should be available in the students' elective courses. There were 33.8% undecided about this item.

Over half of the individuals (63.6%) disagreed with the statement that a career development/awareness course is of no value to middle school pupils. The respondents tended to support a career awareness/development course as part of the students' elective classes.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In August of the 1975-76 school year, the investigator was hired with the understanding that she would expand the guidance program of the Townsend Middle School--grades seven and eight. This was to be accomplished by maintaining and initiating necessary guidance services through student needs assessments and evaluation of the program.

In order to fulfill this obligation, the researcher extensively reviewed the literature in the following areas: counseling in general, the philosophy of the middle school, the developmental and behavioral aspects of the transescent and recommended guidance services for intermediate youth. After reviewing the literature, the investigator chose to conduct a survey of the parents/guardians of the eighth grade students in the middle school.

This decision was made for the following reasons; first, the Townsend Middle School had existed since the 1975-76 school year. Consequently, the guidance program in the middle school was almost nonexistent. Second, the literature recommended that in order to implement and maintain a guidance program, the third step was to conduct an annual student needs assessment. Third, the literature also suggested that one of the four contributors to such an assessment should be the parents/guardians of the middle school pupils.

From this perspective, the researcher designed a questionnaire which included five recommended guidance services; standardized testing, counseling, orientation to the seventh and ninth grades, values clarification and career awareness/development. The instrument consisted of 33 items. The parents/guardians responded according to a Likert scale, i.e., strongly agree, agree, undecided, disagree, strongly disagree. After computation of the frequency distributions and their percentages, a table was constructed for each of the items. The investigator included with each table an interpretive explanation of the dominant characteristics of the compiled data.

Conclusions

The results of the six questionnaire items that pertained to standardized testing showed that the respondents (86.3%) supported the concept for middle school pupils. The survey showed, therefore, that the parents/guardians supported standardized testing for middle school pupils.

The individuals who responded to the statements about interpretation of standardized test results to (a) the examinees and (b) their parents/guardians also indicated support of this service; 86.3% were in agreement relative to the former; 75.7% were in agreement relative to the latter. Thus, the results suggested that a

number of respondents viewed interpreting standardized test results by school personnel as beneficial to seventh and eighth grade pupils.

There was a degree of indecision regarding the method of interpretation, i.e., homeroom, small groups, individually. One quarter of the respondents were undecided about the homeroom method; 23.1% were undecided regarding the small group technique; 10.9% were indecisive concerning the individual approach.

In a comparison of the three methods, the largest percentage (78.1%) favored individual interpretation. This item also showed the lowest undecided percentage. The homeroom method was the approach least supported by the respondents (57.1%); 55.3% disagreed with small group interpretation. Based on these results, the individuals seemed to prefer that standardized test results should be interpreted individually to middle school students. However, based on the percentage of undecided responses concerning the group methods, the researcher determined the data to be inconclusive, thus meriting further investigation.

The parents/guardians (90.9%) were in favor of counseling services being provided for middle school students. They also supported the six items which pertained to some of the benefits which can be gained by the students through the counseling process.

From these results the investigator concluded that counseling should be an integral part of the middle school.

There was a degree of indecision about whether the placement of the middle school counselor's office should be shared with high school students or be placed in the middle school building. Despite the undecided responses, there seemed to be a tendency to show a preference for establishing a counseling office and office hours in the middle school because such an arrangement would better meet student needs. However, because of the percentage of undecided responses concerning these three items, the researcher concluded that the data obtained were inconclusive and this area merited further investigation.

The data showed that 87.9% of the individuals favored orientation for eighth grade students to the ninth grade. The data were inconclusive, however, relative to the means of orientation, i.e., homeroom, small group or individual. Therefore, although the survey showed ninth grade orientation should be included in the middle school program, the researcher concluded that the method of orientation merited further investigation.

Slightly over half of the respondents (56.0%) were in agreement that orientation to the seventh grade should be provided for sixth grade pupils. Because of the percentages of undecided responses

and individuals who were in disagreement, the tentative conclusion was that seventh grade orientation could be provided but it was not essential for sixth grade pupils.

The survey indicated that the parents/guardians preferred to be included in ninth grade orientation because it was beneficial to the students. Relative to seventh grade orientation, the investigator tentatively concluded that such participation would be supported by the parents/guardians but was probably not considered to be essential for sixth grade pupils.

The individuals who responded to the three statements which pertained to students' clarifying their values favored the statement that it was a shared responsibility of the home and school--95.4%. Although 33.8% of the respondents were undecided, 56.9% agreed that a values clarification course should be included as an elective class in the middle school curriculum; 63.6% of the individuals were in agreement that such a course could be a meaningful experience; 25.8% were undecided. On the basis of these results, the researcher determined that (a) such a course could be included but it was not essential in the middle school curriculum; (b) this item merited further investigation. The survey also indicated that the respondents (74.3%) preferred a trained instructor for such a course; however, 19.7% were undecided about this statement.

The data indicated that the individuals were in favor of a career development/awareness course being part of the middle school students' elective classes. Although 24.6% were undecided, 70.7% were in agreement that such a course should be conducted by an instructor trained in this area. The investigator concluded, therefore, that such a class would be a valuable experience for middle school students, especially if taught by a trained instructor.

Recommendations

In order to meet student needs, the investigator, as coordinator of the guidance program, reviewed pertinent literature and surveyed the parents/guardians of the eighth grade students. Based on this information, the following services are recommended for the Townsend Middle School:

The program of standardized testing should be maintained:

(a) Iowa Basic Achievement Tests, which are administered by the teachers, to both seventh and eighth grade pupils, (b) Differential Aptitude Test, (c) an Algebra Prognosis Test. These two tests should continue to be administered through the guidance department to students in the eighth grade.

Every effort should be made by the teachers and counselor to interpret the results of the tests to the students and their parents/guardians. Because the method of interpretation merits further

investigation, the researcher suggests a survey of the students' preferences. The availability of school personnel and facilities would also be determining factors.

The investigator also recommends that during test-interpretation a careful step-by-step approach be utilized: (a) explain what the test was designed to measure, i.e., abilities, academic achievement, etc., (b) explain the scores in language that the students and adults can understand, (c) emphasize that test scores should be related to the personality of the examinee, i.e., interests, needs, values, etc., (d) focus on strengths as well as limitations, (e) discuss ways of improving deficit areas, if the areas being interpreted are conducive to improvement.

Counseling in the middle school is considered to be a shared responsibility of the teachers and guidance department. Thus, it is suggested that to effectively meet student needs in this area the guidance coordinator should organize and conduct a communication workshop for the middle school teachers. This would not only enhance the teachers' counseling abilities, but would also assist in maintaining and expanding this service.

The placement of the counseling office merits further investigation, and it is suggested that pupils be surveyed relative to their opinions. Another determining factor would be available space in the middle school building.

Orientation to the ninth grade for eighth grade students and their parents is a necessary service. Such a program should include an explanation of (a) required and elective ninth grade courses and their content, (b) number of required credits for high school graduation, (c) number of classes a student is allowed to carry per semester. It should also include a discussion of each student's abilities, needs, interests, etc.

It is also recommended that this service be conducted by the counselor and other available high school personnel. The middle school teachers, however, are an integral part of this service, for they should be conversant with the high school educational program and encourage their students to discuss plans, help to answer questions, etc. Finally, parents/guardians should be invited to participate in orientation.

Seventh grade orientation for sixth grade students merits further investigation. It is suggested that a student-opinion survey be conducted relative to this area.

The method of ninth grade orientation also merits further research. However, it is recommended that parents/guardians and their children be given the option of orientation by small group or individual sessions and be scheduled accordingly. A survey of students' opinions could also be conducted.

The literature substantiates values clarification and career awareness/development as being part of the middle school program. A significant degree of undecided survey responses were obtained relative to the former. The respondents tended to support the latter. Despite this discrepancy the recommendations are the same for these two services. First, seek opportunities to explain course-content of these classes to students, parents/guardians and interested individuals in the community. Second, such explanations should be conducted by school personnel who actually teach the courses and/or who are trained to teach them. Third, conduct a student-opinion survey.

In conclusion, the investigator emphasizes that, as in all schools of a comparative size, the maintenance and expansion of the Townsend Middle School will be dependent on the available facilities. Another determining factor is the amount of time that middle school personnel can give to the program. Thus, guidance services will necessarily be somewhat restricted because of these limitations.

However, student needs cannot and should not be sacrificed. In a school such as Townsend, then, school personnel must adhere to the middle school concept of working together. Certainly, sacrifices and compromises will have to be made. Yet, with real effort to cooperate with each other, a comprehensive guidance program can be maintained and expanded. It can and should be a program which

provides services that truly contribute to the social, educational and developmental needs of the students in the Townsend Middle School.

APPENDICES

APPENDIX A

COVER LETTER

March 25, 1977

Dear

The guidance department of the Townsend Schools, grades seven through twelve, is sponsoring an assessment to help determine the social, educational and developmental needs of the students in grades seven and eight. The attached questionnaire has received the approval of the Townsend Superintendent of Schools, Mr. Harry Knodel, and the Townsend Elementary Principal, Mr. Herb Sprout.

Results from the questionnaire will serve a two-fold purpose. First, the data will be utilized to help set the goals and objectives of the guidance program for the seventh and eighth grade students for the school years of 1977-78 and 1978-79. Second, the data will assist in the research for my professional paper that is required for my graduate work at Montana State University.

In order to respond to the questionnaire, simply circle one of the answers immediately following each statement. To facilitate your responses, terms with which you might not be familiar have been defined. Names will not be associated with the information that is received. The number in the upper left corner is merely for follow-up purposes.

I would appreciate your taking the time to complete this questionnaire, for your responses are most important to maintaining a worthwhile guidance program for our seventh and eighth grade students as well as initiating new guidance services for them. Please return the questionnaire in the enclosed stamped, self-addressed envelope by April 2, 1977.

Sincerely,

Judith A. Bunn
Counselor - Grades 7-12
Townsend Public Schools

APPENDIX B
QUESTIONNAIRE

This instrument contains statements that pertain to assessing the social, educational and developmental needs of seventh and eighth grade students in the Townsend Elementary School. You are being asked to respond to the statement by circling one of the responses that follows each statement. The scale of responses reads as follows: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree.

For example:

1. Guidance services should be provided for every seventh and eighth grade student in the Townsend Elementary School.

SA A U D SD

If you strongly agree with the statement you would circle SA

SA A U D SD

If you agree with the statement, you would circle A

SA A U D SD

If you are undecided about the statement, you would circle U.

SA A U D SD

If you disagree with the statement, you would circle D

SA A U D SD

If you strongly disagree with the statement, you would circle SD.

SA A U D SD

In order to facilitate your responses, the following terms are defined:

Standardized test - an exam carefully constructed by professional test designers. It is administered with standard

directions and under standard conditions to a representative sample of people for the purpose of obtaining norms. Example: Achievement tests

Values Clarification - the process by which an individual looks closely at his values. An individual can usually accomplish this by: (1) Considering the available choices; (2) Considering the consequence of the available alternatives; (3) Considering whether he is proud of his choice; (4) Carrying out the choice; (5) Considering how often he carries out the choice.

- | | |
|---|-------------|
| 1. Standardized tests should be administered to seventh and eighth grade students. | SA A U D SD |
| 2. Students benefit from having standardized test results interpreted to them by a member or members of the faculty. | SA A U D SD |
| 3. The interpretation of standardized test results should be conducted during a home-room situation. | SA A U D SD |
| 4. The interpretation of standardized test results should be conducted in small group sessions (6-8 students). | SA A U D SD |
| 5. The interpretation of standardized test results should be conducted individually with each student. | SA A U D SD |
| 6. Students benefit from having their standardized test results interpreted to their parent(s)/guardian(s). | SA A U D SD |
| 7. Counseling services should be part of the guidance program for seventh and eighth grade students. | SA A U D SD |
| 8. Students should have the opportunity to talk to school personnel about various approaches to solving problems with which they are faced. | SA A U D SD |

- | | |
|---|-------------|
| 9. Through learning decision-making skills, students learn to develop self-reliance. | SA A U D SD |
| 10. Students benefit from the opportunity to express and talk about their real feelings, desires, concerns and needs to qualified school personnel. | SA A U D SD |
| 11. One of the benefits of counseling is that students are able to learn to accept the responsibility of their own actions and decisions. | SA A U D SD |
| 12. It is helpful to students to understand the problems of personal and social development. | SA A U D SD |
| 13. Students benefit from the opportunity to talk to school personnel about their abilities, interests and limitations. | SA A U D SD |
| 14. Sharing the counselor's office in the high school for counseling purposes inhibits seventh and eighth students from utilizing the counseling service. | SA A U D SD |
| 15. The counseling service would better serve the students if a counselor's office were available to the students in their own building. | SA A U D SD |
| 16. The counseling service would better serve the students if counselor-office hours were established for the students in their own building. | SA A U D SD |
| 17. Orientation to the seventh grade should be provided for sixth grade students. | SA A U D SD |
| 18. Orientation to the ninth grade should be provided for eighth grade students. | SA A U D SD |
| 19. Orientation to the ninth grade should be conducted during a homeroom situation. | SA A U D SD |

- | | |
|--|-------------|
| 20. Orientation to the ninth grade should be conducted in small group sessions (6-8 students). | SA A U D SD |
| 21. Orientation to the ninth grade should be conducted individually with each student. | SA A U D SD |
| 22. Students benefit from including their parent(s)/guardian(s) in seventh grade orientation. | SA A U D SD |
| 23. Students benefit from including their parent(s)/guardian(s) in ninth grade orientation. | SA A U D SD |
| 24. Clarification of students' values is the total responsibility of their respective homes. | SA A U D SD |
| 25. Clarification of students' values should not be a part of the students' school experiences. | SA A U D SD |
| 26. Clarification of students' values is a shared responsibility of their respective homes and the school. | SA A U D SD |
| 27. A values clarification course should be included in the students' elective classes. | SA A U D SD |
| 28. A values clarification course should be conducted by a trained instructor in values clarification. | SA A U D SD |
| 29. Sharing values in a classroom situation can be a meaningful experience to the students. | SA A U D SD |
| 30. Sharing values in a classroom situation inhibits and/or embarrasses students. | SA A U D SD |
| 31. A career awareness/development course should be included in the students' elective classes. | SA A U D SD |

32. A career awareness/development course has no value to seventh and eighth grade students.
33. A career awareness/development class should be taught by a trained instructor in career awareness/development.

SA A U D SD

SA A U D SD

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