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Date Aug 1, 1973

A PROPOSED COUNSELING PROGRAM FOR MT. ELLIS ACADEMY

by

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ABSTRACT

This study was an investigation to establish some guidelines for an effective and adequate counseling program for Mt. Ellis Academy. The survey included the present student body, the 1968-72 graduates, and the staff and administration of Mt. Ellis Academy along with the staff and administration of six other boarding academies of comparable size enrollment.

The review of literature revealed some objectives for a guidance program as it benefits the student, the home, the church, the community, the state and the nation.

The method of investigation surveyed the opinions of students and graduates, and staff and administration. All data collected was tabulated into percentages and was directly reported.

Ninety per cent of the students, 64 per cent of the graduates, and 43 per cent of the questionnaires sent to the staff were returned.

The areas surveyed in the student and graduate questionnaires revealed the following: 72.5 per cent of the graduates had attended college with another 3.75 per cent that attended business college.

A slight majority agreed that the academy scholastic program was not too college oriented and that the academy did not provide enough training for securing a post high school job.

About three fourths of the present student body plan to attend college, and that the academy scholastic program was generally adapted to the interests, abilities and needs of the students.

The freshmen only thought that a group counseling service on the elementary level would be beneficial in adjusting to dormitory living and social adjustment.

Social and spiritual problems were faced by many students and most failed to seek help with these problems.

Teachers and deans were considered to be the ones students would seek counsel from, and the students were not confused about whom to seek counsel from. Comments about what caused some confusion and how to eliminate this confusion were listed.

The only qualification for giving good counsel were friendliness, loving kids, able to listen, trustworthiness and being concerned.

The tests students wanted to take were vocational interest and aptitude and personality.

The guidance director was most effective in securing educational information, while the guidance director and resource person were most effective for occupational information.

A large percentage of students agreed about the benefit of a full time counselor.

The guidance director was not considered as a psychologist, or generally as a test giver and interpreter, but an advice giver, friendly, cordial, helpful, able to keep confidences and able to have an adviceless chat.

The general type counseling program in the academies is part time counselor with another responsibility. The present functions of the guidance services are generally adequate or somewhat inadequate.

Money and a full time guidance director dominate the comments of how to improve the guidance services which were considered of more value in a boarding academy than in a day school.

Little use is presently made of the existing guidance services of which the main type referral is by suggestion and that for securing educational information, given by the personal communication.

The role of the guidance director was perceived as a friend and helper of students and a cooperative member of the educational team.

Guidance directors, registrars and principals dominate the most effective ways of securing educational information, with guidance director and resource personnel for occupational information.

The tests most useful for the teachers are vocational interest and aptitude, and scholastic aptitude.

The staff saw the students as seeking counsel from deans, counselors, teachers and pastors in that order.

The full staff and administration should be consulted on disciplinary action involving suspension, expulsion or retention of students.

The conclusions and recommendations involved attention to the terminal student, added electives, group counseling of eighth graders, placement, follow-up, appraisal and further study in personal adjustment areas.

Chapter I

Introduction

With the flying of Sputnik in 1957 came a comparison of the American educational system with the so called advancement in education in the USSR. Almost frantically, the leaders in America searched, formulated, recommended, and implemented programs into our educational system in the hopes of achieving technological success equal to or far in advance of the Russians. In this America has been successful without question. However, a glance into the other aspects of greatness, where does America stand? Internal strife, the breakdown of the American homes, divorce, the highway death toll, the drug problem, the increase of crime among the youth, the constant cry and concern about our environment, the conservation of our natural resources, and many more aspects to which we have been awakened, have brought on another frantic searching for answers.

The greatest natural resource a nation has is its people. Here, the greatest task facing America today, is the conservation and wise use of its youth. Here is the task of the educational enterprise. Here lies the task of the home, the community, the church, the school, the state, and the nation. These are the aspects of the total educational system.

Peters said, "Our age will live in infamy if we do not immediately give all out effort to the educational program. Only if we do give education our full attention will the children of today and tomorrow

be able to say in future years that our schooling really was meaningful." (6:167)

What need does guidance hold in this seemingly almost insurmountable task? According to Stoops and Walquist,(8) "Today the world has grown complex. In little more than one generation, our whole pattern of life has radically changed. The changes make guidance services an invaluable and indispensible part of the instruction of pupils."(8:1) Also, "Guidance is something that is no longer added to the educational program, but it is an indispensible part of the program itself."(8:1)

The philosophy of the educational system of the Seventh-day Adventist Church focuses upon the need for guidance services. "Every human being, created in the image of God, is endowed with a power akin to that of the Creator — individuality, power to think and to do. The men in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men's thought."(12:17) "Instead of educated weaklings, institutions of learning may send forth men strong to think and to act, men who are masters and not slaves of circumstances, men who possess breadth of mind, clearness of thought, and the courage of their convictions."(12:18)

The youth of today face greater problems than have ever been faced by other generations. Along with this "—— modern pupils are over-

whelmed by the baffling complexities which lead to feelings of insecurity, inferiority, lack of confidence, and frustration. Many children are literally starved for personal and social guidance." (8:3)

The function of guidance within education puts the individual in a position to understand himself, his world, and to "... become a more effective, more productive, and happier human." (7:32)

The following quotations from related readings are a potpouri of the function of the guidance function within education:

"The guidance function provides strategically placed stimuli for assisting, altering, accelerating, or adjusting the life motion and direction for the individual." (6:168)

"The guidance function stresses realistic self-appraisal, rational planning, preparation for alternatives (flexibility), problem-solving of self-concerns, and analysis of one's social interactive processes." (6:168)

"Guidance is not a redemptive transaction for dissonant individuals. Guidance is not the Mecca for the meek. Guidance is not the salvation for the slow. Guidance is not the haven for the habitual annoyer." (6:168)

"... guidance through the school counselor, functions for all pupils. Therefore, it is concerned with the malfunction pupil." "... and for the normal ..." (6:168)

"The guidance considers the fullest development of the individual in his educational progress, career development, and personality ful-

fillment." (6:168)

"Guidance is concerned with the hundred-and-one minor maladjustments or shortcomings which keep the student from working effectively." (4:12)

"Guidance helps national security - for strength and survival ..." (8:3)

"Guidance services are the formalized efforts and actions taken by the school to make guidance operational and available to students." (7:32)

"Guidance within education represents society's expression of concern for the individual." (7:36)

"Through pupil personnel services, counseling and provision of professional information about the child and his environment, can help to modify the attitudes of the parents, and help them to become more understanding, more acceptant, and, possibly, less demanding of their children." (1:109)

"Above all the guidance function mandates a consideration of the fullest use of one's qualities based on a foundation of intellectual development." (6:168)

"Our ideas of education take too narrow and too low a range. There is need of a broader scope, a higher aim. True education means more than a pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is

the harmonious development of the physical, the mental, and the spiritual powers." (12:13)

The true teacher is not satisfied with second rate work. He is not satisfied with directing his students to a standard lower than the highest which it is possible for them to attain. He cannot be content with imparting to them only technical knowledge, with making them clever accountants, skilled artisans, successful tradesmen. It is his ambition to inspire them with principles of truth, obedience, honor, integrity, and purity — principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life's great lesson of unselfish service." (12:29-30)

Statement of the Problem

The purpose of this study was to establish some guidelines for the development of a counseling-guidance program for Mount Ellis Academy, Bozeman, Montana.

An attempt was made to answer the following questions by a comparison of data retrieved from student, graduate, and staff and administration questionnaires:

1. What are the needs for individual help with personal problems?
2. What are the needs for individual occupational plans?
3. What are the needs for individual occupational information?
4. What are the needs for educational plans?
5. What are the needs for individual information?

6. What type guidance programs are now in effect in small boarding academies and what use are made of them?
7. What might be added to the present guidance services to make them effective?

Need for the Study

There are presently no adequate guidelines for developing a counseling-guidance program at Mount Ellis Academy. The researcher's own three children have been students of and graduated from the Academy, and he has been greatly concerned about the inadequacy of guidance services both on the elementary and secondary level at Mount Ellis.

In order to fulfill the purpose for which Mount Ellis Academy was established along with all the other academies, elementary schools, and colleges of the Seventh-day Adventist Church, that being the "... harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come." (12:13) Couple this with the restoration of man to "... the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind and soul, that the divine purpose of his creation might be realized - -this was to be the work of redemption. This is the object of education, the great object of life." (12:16)

There is a constant searching for successful ways to adequately

finance the public as well as the parochial and private school systems within the United States. There has to be study, evaluation, and implementation or deletions of programs within these systems. If these systems are to continue to do the task for which they were established, they must be successful in finding ways to guide the youth in making intelligent decisions from a foundation of personal success and contentment within the framework of freedom, justice, equality and tranquility which can be gotten only from a free people. This freedom can only be maintained and propagated to posterity by our own intelligent decisions now.

General Procedures

The procedures in this study are as follows.

1. A review of literature to:
   a. establish the need and function of guidance services in the educational enterprise, both public and parochial.
   b. to review the basic objectives of guidance services in both public and parochial high schools.
2. The development of an instrument for retrieving information from:
   a. graduates and presently enrolled students of

Mount Ellis Academy

b. staff and administration of Mount Ellis Academy

c. staff and administration of six other Adventist boarding academies of comparable size enrollment

3. Compilation of the responses in appropriate tables

4. Analysis of the data

5. Drawing conclusions from the analysis of the data and making of recommendations.

Limitations

This study was limited to Seventh-day Adventist parochial boarding high schools with enrollments of fewer than 175 students; these schools being located in the following states:

1. Montana
2. Nebraska
3. North Dakota
4. Missouri
5. Kansas
6. New Mexico
7. Iowa

Only the students and graduates of Mount Ellis Academy were surveyed. The graduates for the years 1968-1972.

Definition of Terms

1. Guidance as used in this study refers "... to describe certain services to make the educational experience of the learner effective to

a maximum degree."(4:3) This will include personal, social, and spiritual adjustment problems, as well as those dealing with educational questions, frustrations, or whatever experience the student has in making successful adjustments, and wise decisions, in relation to persons, home, school, community, church, business world, state and nation.

2. Counseling as a function of the over all program of guidance. This being a one to one relationship between a professional counselor and counselee "... which is designed to facilitate self-understanding and development through dyadic or small-group relationships. The major focus of such relationships tend to be upon decision making which incorporates self-understanding and knowledge of the environment." (7:32-33)

Summary

The needs and purpose for establishing a guidance program for Mount Ellis Academy is the primary focus of this chapter. The problem of the study being the establishment of some guidelines for the development of guidelines for an effective guidance program.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter examines the basic objectives of the guidance services within the school system.

The areas given study are:

1. For who is the guidance services of the schools beneficial?
2. How should guidance relate to the social, emotional, scholastic, physical, and spiritual aspects of the school life of a student?
3. What help should be available within the high school to help the student to make intelligent use of educational, occupational or personal information services?
4. What use should be made of the testing services?
5. What place does placement, follow-up, and appraisal have in the guidance services?

Benefactors of the Guidance Services

Guidance services affect not only the student, but also have an impact on the school, parents, community, and the nation.

The Student

The first consideration for guidance services within a school is

necessarily for the student, but this is not to say it is separate from other considerations. We must consider the pupil within his total environment of school, home, church, community, state and nation. From this viewpoint an objective for guidance would be to consider each of these as the student grows, develops, and prepares himself or herself to take up position and function within his environment. Warter[11] calls this the social integration of individuals.[11:108]

Arbuckle[1] states that the citizenry is not as secure and stable as might be desired.[1:57] The individual must achieve greater understanding of himself and his environment.[1:108] The objective according to Arbuckle[1] is to "... help the child to modify his environment, and at the same time live more securely in it, even though this may mean living within a hostile environment."[1:108]

Warter[11] states that socialization involves individualization, [11:106] and that students are to be participants in collecting and analyzing information in order to become interested in finding, and putting them to use.[11:69] She continues, "When interested and informed, students strive more deliberately and more intelligently to correct their weaknesses and to increase their strengths than they are likely to do otherwise."[11:69] She also states that through interpreted findings "... helps him to gain insights into his own development, to see more clearly the facts concerning himself, and to evaluate these facts in relation to his hopes and plans." [11:69-70]

The individual must relate himself in a meaningful way to these hopes and plans and carry them to fruition for his personal satisfaction and not be personally submerged into a group.(8:36) The group must and should benefit from individual involvement but not at the expense of loss of individuality.

An objective for guidance would be for the individual to be able to explore interrelationships among his feelings, values, perceptions of others, his personal fears and his life choices. This clarifies the role and produces self-understanding.(8:142-143)

The School

Worthington (14) states that the counselor in the school is the team captain, and the classroom teacher, as a team member, is in position to observe, and provide input to the guidance function, and often the one to successfully guide the student.(14:341) The teacher spends many hours with the student, in many situations, and sees the functioning or non-functioning of the student. Therefore, the teacher is in a strategic situation to either guide the student or to provide information to the guidance service. Conversely, the guidance director can provide insight to the teacher concerning learning problems. (3:321)

The counselor also makes recommendations concerning educational programs to the school administrator.(3:321) Part of the recommendation will involve evaluation of the curriculum and the learning climate.(3:321) Inversely, then, the direction for the guidance program will come from

the administrator who will also provide leadership for the counselor. (5:96)

The guidance service can collect, organize, and interpret a body of information about each student, share this with the teacher, and both will be able to understand and work with the student much more effectively. (15:159) If the student can be worked with effectively, there will be less tension and learning will take place with relaxation and enjoyment.(1:56)

The Parents

The pupil personnel services can help to modify the attitudes of parents, so they can become more understanding and acceptant of the student.(1:109) Wrenn(15) recommends consultation "... with staff and parents on questions of student understanding and management." Then too, parents expect children to develop intellectually.(8:133)

Worthington(14) says that parents can be educated on how to make the best use of the school's guidance services and be a more effective guide for the student in the home.(14:34) Toldson(10) believes we need to "... bring our product to our customers; if it is good enough the customers begin to come to us."(10:29) Keeping parents informed of the guidance work and recommendations concerning education programs for the children(3:21) will have great effect on the attitudes of the parents and the subsequent attitudes of the children.

The Community

The community sets the goals for guidance[8:35] but the implementation of the programs must necessarily be done by the school staff with these goals as guidelines. There must be a "... coordination and management of school and community resources."[8:36] Shertzer and Stone[8] further state that the guidance services in the educational systems are "... society's expression of concern for the individual." (8:36)

The Nation

The security of a nation is based upon the concept of freedom of choice within a set of guidelines. Our children must believe in, support, and actively practice the democratic way of life.[7:162] This will come about only from a sense of personal security and the stability of the total citizenry.[1:57] This personal security and stability will in turn provide for the strength and survival of the American way of life.[9:3] The educational program guided by the total staff and parents of the school system toward effective guidance will give America "... a continuing supply of increasingly capable citizens."[8:33]

Student Personal Problems

Social and Emotional

Personal and social guidance will aim at developing greater under-

standing for the student of himself;[1:109] to help the student "... understand why he feels the way he does, learns what information or skills are needed to master his problems and develop the capacity to act upon his problems."[8:144]

The ability to master problems and act upon them effectively will lead to greater understanding of others and bring about social integration more readily and successfully.

Physical Development and Health

White [13] states that there is a definite relationship of the "... influence of the mind on the body, as well as the body on the mind."[13:197] Personnel guidance services will provide a source of discovery of special health problems which may be having effect upon students.[11:153] Then too, social and emotional problems may be successfully dealt with which may have been causing health problems to the student.

Spiritual

Berg[2] emphasizes the fact that "... religious counseling should lead, as does vocational or educational counseling, to an intelligent choice and commitment on the part of the youth."[2:347]

The religious counselor must understand when a person is stymied or has reached a point in his experience where he is not moving ahead. He must bring the counselee to awareness of his experience and give

insight and direction to re-kindle the desire to move forward. He may do this by the communicating of self through discussing his own experience.(2:346, 347)

Berg(2) also stresses that there must be openness to accept the student's point of view, and willingness to discuss this with the student even when it may be in conflict with his own views.(2:347)

Information Services

Arbuckle(1) states that the basic purpose of information is to help the child to develop a clearer and broader picture of himself within his environment, and that "... the individual is more important than the information and information only makes sense when it makes sense to the individual."(1:251)

White(12) states that "Success in any line demands a definite aim."(12:262) She also states that much mental inefficiency and moral weakness is caused by "... a lack of concentration for worthy ends." (12:189)

This concentration toward worthy ends or having a definite aim is determined by one's natural aptitude which should be clutivated if it is to be legitimate.(12:233)

To help cultivate this legitimate aim, the information service should provide knowledge of educational, vocational, and personal-social opportunities that better informed choices and decisions will be made. (8:32)

Arbuckle[1] considers it absolutely essential that the counselor and the total staff be able to relate closely to the individual so that information can be communicated without a turning away on the part of the student.

Testing

There are three main objectives concerning the testing services of the guidance program. The first consideration, and most important, is "... to gather information about the pupil that will aid him in understanding hemself in making meaningful decisions."[8:184]

The second consideration is putting information into the hands of teachers, counselors, administrators, and students themselves in order that direction may be given to provide meaningful experiences for the student, leading to meaningful decisions.[8:226]

Thirdly, the testing program can provide a vehicle for instigating evaluation of programs, methods, treatments, and bring about changes which may be essential.[8:189]

Placement, Follow-up, Appraisal

Placement, follow-up and appraisal has been defined by Shertzer and Stone [8] to be the "... systematic assistance given pupils in developing goals and choices related to their educational and vocational futures." [8:325] Arbuckle[1] considers placement as a service to assist the student to become "... an educated and secure person so

that he can place himself."(1:290) He further defines placement "... as a measure of the whole educational experience...". (1:288)

Follow-up can determine whether or not the individual is developing and succeeding in placement, (8:326) and whether or not the educational experience was actually successful in the long run.(1:288)

Appraisal is an evaluative measure to determine if the whole guidance service program is of help to the student.(1:293)

Needed changes can then be planned, implemented, and evaluated to see if the basic objective of all guidance services, the happy, secure functioning individual, is the result in the end.

Summary

Into whatever phase of the guidance services we want to look, the underlying goal or objective is to bring about a self-actualizing individual who will be able to make intelligent decisions and function individually in a group for his own personal security and happiness and for the benefit of the home, the church, the community, the state and the nation. The direction taken in any particular phase of the guidance services will not be force, but will provide a reference point for the student to understand his problems, to solve these problems within himself, and to successfully place himself into the network of society.

Chapter 3

PROCEDURES

Introduction

The research for this study was primarily investigative in nature, and was designed to answer the following questions:

(1) Is there a need for individual help with personal problems of emotions, social life, and scholastic success, physical well-being, and spiritual happiness?

(2) Is there a need for occupational information and planning to help solve some of the above personal problems, and at the same time plan for an effective educational experience?

(3) Is there a need for educational information and planning?

(4) What type guidance programs are now in effect in small boarding academies and what uses are made of them?

(5) What might be added to the present guidance services to make them effective?

This chapter presents the population description, the description of the sampling procedures, and the method used in collecting and organizing the data.

Population Description

The popululation for this study included four particular groups.

The first group, called "Present Students", consisted of the present student body of Mount Ellis Academy who would possibly benefit the most in terms of ideas and recommendations for establishing guidelines for an effective guidance program. The second group, called "Graduates", contained the 1968-1972 graduates from Mount Ellis Academy. This group did not benefit directly from the study, but gave much insight from their hindsight to help determine problem areas in guidance services and helped focus beyond the high school years for college entrance preparation of entrance into the labor force. The third group, called "Staff and Administration of Mount Ellis Academy" was composed of the present staff and administration who must formulate, implement, and administer an effective guidance program in order that the purpose for which Mount Ellis Academy was set up may be more fully realized. The fourth group, called "Staff and Administration of Other Academies", constituted the staff and administration of six other boarding academies. This was in the hopes of gleaning ideas to help in making recommendations for this paper, and for detecting weak areas and strong points in present guidance service programs.

The academies were located as follows: Sheyenne River Academy, Harvey, North Dakota; Enterprise Academy, Enterprise, Kansas; Sandia View Academy, Corrales, New Mexico; Oak Park Academy, Nevada, Iowa; Platte Valley Academy, Shelton, Nebraska; Sunnydale Academy, Centralia, Missouri; and Mount Ellis Academy, Bozeman, Montana.

Sampling Procedures

A questionnaire, named "Student and Graduate Survey", was formulated to retrieve information and opinions from students and graduates in the following areas:

(1) Section one determined the present status of students or graduates, whether in college, academy, graduated from college, never attended college, in the labor force, or if there were plans to attend college after graduation from college.

(2) Section two concerned whether or not an elementary school guidance program would have been of assistance in high school entrance, dormitory living, or social adjustment problems.

(3) Section three dealt with areas of need for guidance services, and from whom students would seek out the needed help.

(4) Section four concerned the testing inventories, and methods of dispensing occupational and educational information.

(5) The last section asked the student how he personally perceived the guidance director.

This questionnaire was formulated in consultation with the present guidance director of Mount Ellis Academy and with Dr. Suvak of Montana State University.

The questionnaire, named "Staff and Administration Survey", used for retrieving information from the staff and administration of the

seven boarding academies was also formulated in consultation with the present guidance director of Mount Ellis Academy and with Dr. Suvak of Montana State University. This questionnaire sought information in four areas as follows:

(1) Section one described the type of guidance program in effect at each academy, and what could be done to improve these services. This was strictly on an opinion basis of the individual answering the questionnaire.

(2) Section two revealed how the present services were being utilized by the individual staff and administration personnel, and how each perceived the role of the counseling director.

(3) In section three, each staff and administration personnel was asked to reveal how he or she would dispense occupational and educational information, and to respond to the usefulness of testing inventories.

(4) The final section was an endeavor to seek opinions concerning whom students would seek help from when problems arose, and when disciplinary action involving student suspension or expulsion from school, whose recommendation for suspension, expulsion or retention of a student carried the most weight.

Methods of Collecting and Organizing Data

The data used in this study was taken from two questionnaires.

(See appendix) One hundred thirty-six "Student and Graduate Survey" questionnaires were given to the principal of Mount Ellis Academy who, along with the academy pastor, administered the questionnaire in their respective classes. All of the students in the academy are in either of these two persons' classes. The completed questionnaires were returned to the investigator by the principal.

One hundred twenty-five "Student and Graduate Survey" questionnaires were sent to the 1968-1972 graduates of Mount Ellis Academy along with a stamped, return envelope.

The "Staff and Administration Survey" questionnaires were sent to the principal of each of six academies along with postage for their return. The investigator personally delivered the questionnaires for the staff and administration of Mount Ellis Academy to the principal, who in turn gave them to his staff. These were then returned by the principal to the investigator.

The data was tallied from each item on each questionnaire and hand calculated to find the percentages of responses.

The following comparison was made from the data:

(1) The enrolled student opinions were compared to the graduate opinions. In each case of the enrolled students, each class was graphed separately and then totaled for the comparison.

(2) The graduate and student opinions were compared to the Mount Ellis staff and administration opinions.

(3) The Mount Ellis Academy staff and administration opinions

were compared to the opinions of the staff and administration of the six other academies.

The conclusions for this study were drawn from the data. This was reported in chapter five. From these conclusions and from information gleaned in related readings, the recommendations for guidelines were formulated and reported in chapter five.

Summary

The procedures used in this study were primarily investigative in nature. Data was retrieved from two questionnaires. One questionnaire called, "Student and Graduate Survey", surveyed opinions of the presently enrolled students of Mount Ellis Academy and the 1968-1972 graduates of the same school. The information sought here covered five particular areas: (1) post high school plans or status, (2) high school entrance problems, (3) areas of need for guidance services and from whom help was secured, (4) testing inventories and methods of dispensing occupational and educational information, and (5) how the guidance director is perceived by the student.

A second questionnaire called, "Staff and Administration Survey", was sent to the staff and administration of Mount Ellis Academy and six other boarding academies of comparable size enrollment. This questionnaire sought information in four areas as follows: (1) the type of guidance services presently in effect and what might be done to improve

these services, (2) the utilization of present guidance services by the staff, and how they perceived the role of the guidance director, (3) the dispensing of occupational and educational information and the usefulness of testing inventories, and (4) the person or agency students seek help when problems arose, and whose recommendation carried the most weight in disciplinary measures involving the suspension, expulsion or retention of students.

This data was tallied, calculated into percentages, comparisons were made of the information from the different groups, and this was reported directly into tables in chapter four. From this data, conclusions were drawn, and recommendations were made from these conclusions and from the information gleaned in related readings. These were recorded in chapter five.

Chapter 4

ANALYSIS OF DATA

This chapter presents the data collected by this study. The information is arranged into the following sections: (1) population description, (2) student and graduate responses, (3) staff and administration responses, (4) comparison of student and graduate responses with staff and administration responses in areas which apply, and (5) summary.

Description of Population

Present Students

The present student sample included 136 with a return of 123, or 90.4 per cent. This sample was made up of 33 freshmen, 31 sophomores, 33 juniors and 26 seniors of Mount Ellis Academy during the 1972-73 school year.

Graduates

The graduate sample included 125 of the 134 graduates of Mount Ellis Academy for the years 1968-1972. (Addresses were not available for all of the students and one is deceased.) Of the 125 questionnaires sent to the graduates, a total of 80 were returned, or 64 per cent.

Staff and Administration

The staff and administration sample was a bit difficult to deter-

mine in that the researcher was unable to determine just how many members made up the staff and administration of each of the seven academies. One hundred and fifty questionnaires were sent with a return of 65, or 43.3 per cent of the number sent.

Student and Graduate Responses

The following data presents the responses of the students and graduates to the questionnaire. The response to each item is presented and discussion of the response will follow.

Item 1. What is your present status?

The present student sample of Mount Ellis Academy included 33 freshmen, 31 sophomores, 33 juniors and 26 seniors.

Of the 80 graduates who responded, 60 per cent were college students, 12.5 per cent had already graduated from college, 3.8 per cent were students at a business college, 12.5 per cent started college but were working and 10 per cent had never attended college.

Item 2. Was the academy scholastic program too college oriented?

	Present Students				Average	Graduates
	Fr.	S.	Jr.	Sr.		
No Response	93.9	64.5	75.8	03.8	55.2	03.8
Yes	03.0	06.5	00.0	42.3	17.3	45.0
No	03.0	29.0	24.2	53.8	27.5	51.3

The responses show that 45 per cent of the graduates considered that the academy scholastic program was too college oriented against 51.3 per cent who felt it was not too college oriented. Forty-two and three tenths per cent of the seniors agreed that it was too college oriented compared to 53.8 per cent who felt it wasn't. Ninety-three and nine tenths per cent, 64.5 and 75.8 per cent of the three lower classes did not even respond to the question, perhaps indicating that they were still too far from college entrance to determine whether or not it was too college oriented, whereas only 3.8 per cent of the graduates and seniors failed to respond to the question.

Item 3. If you did not attend college, did you receive enough training at the academy to help you secure a job?

	Graduates (Only)
No Response	53.8
Yes	18.8
No	27.5

The responses indicate that the 27.5 per cent of the graduates who did not attend college believed they did not recieve enough training to obtain a post high school job without college training. However, 53.8 per cent failed to respond to the question.

Item 4. I would like to see more courses offered in (list in one or two areas).

Courses	No. of Students	Courses	No. of Graduates
foreign languages	29	foreign languages	29
art	15	science	9
industrial arts	11	industrial educ.	7
mechanics	10	homemaking & family living	6
science	6	art	6
math	4	Bible electives	6
business	3	math	6
electronics	3	mechanics	6

secretarial sciences	3
history	3
physical education	3
photography	2
more electives	2
carpentry	2
job awareness	1
anatomy	1
nurse aid	1
economics	1
flight ground school	1
sex	1
spelling	1
speech	1
engineering	1
law	1
public relations	1
outdoor programs	1
agriculture	1
taxidermy	1

biological sciences	5
physical education	4
occupational info.	4
business	3
psychology	3
job opportunities	2
speech	2
business machines	2
physics	2
gen. sociology	2
agriculture	2
history	2
anthropology	1
English composition	1
English	1
career class	1
chemistry	1
literature	1
more electives	1
electronics	1
secretarial	1
computer science	1
remedial reading	1

The responses to item 4 reveal the courses that students and graduates would like to see offered more extensively in some cases, and added to in other cases. Heading both columns is the desire for a foreign language which is presently being offered at Mount Ellis. French and Spanish were two specific languages mentioned most often.

Item 5. Do you feel you learned enough in a trade in your work program at the academy to receive credit and a grade?

	Present Students					
	Fr.	So.	Jr.	Sr.	Average	Graduates
No Response	51.5	48.4	15.2	07.7	30.7	03.8
Yes	15.2	19.4	36.4	57.7	32.2	45.0
No	33.3	32.3	48.5	34.6	37.2	51.3

As maturity and training increase there are fewer no responses and a greater tendency toward positive responses. At this point a slightly larger percentage do not believe they have learned enough in a trade in their work program at the academy to receive credit and a grade.

Item 6. If the above answer was yes, what was the trade?

Trades	No. of Students	Trades	No. of Graduates
secretary	9	secretary	6
machine shop	5	maintenance	4
kitchen	4	ski instructor	3
library	3	kitchen	2
reader	2	janitor	2
bookkeeping	2	farm	2
maintenance	2	welding	1
laundry	2	monitor	1
farm	2	carpentry	1
mechanics	2	laundry	1
ski instructor	1	ski tow operator	1
ski patrol	1	ski repairman	1
business office	1		

There were a variety of trades which are shown in which students and graduates who responded positively indicated enough training and esperience to receive a grade and credit. Top among these deal with the secretarial sciences, machine shop and maintenance.

Item 7. If you are now attending academy, do you plan to attend college?

	Fr.	So.	Jr.	Sr.	Average
No response	15.2	19.4	09.1	00.0	14.9
Yes	69.7	64.5	66.7	92.3	73.3
No	15.2	16.1	24.2	07.7	15.8

A higher percentage of the seniors plan to attend college than indicated by the three lower classes. This may be because the seniors are nearer to the point of having to make that decision about their future. One hundred percent of the seniors responded to the question, 92.3 per cent desiring to attend college. The desire to attend college eventually, is shown by the positive responses of the three lower classes.

Item 8. If you have attended or are attending college, what is your major? Minor?

Major	No. of Students	Major	No. of Students
Nursing	17	Foreign Languages	1
Pre-med	6	English	1
Elementary Educ.	5	Physical Therapy	1
Biology	5	History	1
Industrial Educ.	4	Med Technology	1
Engineering	4	Pre-vet	1
Medical Sec.	3	Theology	1
Secretarial	3	Office Admin.	1
Speech Pathology	2	Physical Education	1
Home Economics	2	Nutrition	1
Pre-dental	2	Sec. Accounting	1
Business	2		

Minor	No. of Students	Minor	No. of Students
Chemistry	5	Library Science	2
Math	4	Office Admin.	1
Home Economics	4	Speech	1
Religion	4	Physical Educ.	1
Psychology	4	Nutrition	1
Biology	3	Business	1
English	3	Health	1
Art	2	Biblical Lang.	1
History	2	Sociology	1
Agriculture	2	Paraprof. (Teach)	1

Item 9. If you have attended or are attending college, which courses related to this major or minor would you recommend receiving more emphasis on the academy level?

Courses	No. of Responses	Courses	No. of Responses
chemistry	17	general shop	2
biology	15	medical vocabulary	1
math	10	micro-biology	1
physics	10	writing	1
physiology	9	research writing	1
foreign languages	8	office machines	1
psychology	6	general business	1
home economics	4	office management	1
accounting	4	industrial education	1
general sciences	4	history	1
health	3	filing	1
physical education	3	public relations	1
nutrition labs	3	electrical	1
woodworking	2	current history	1
shorthand	2	literature	1
Bible	2	library science	1
general sociology	2	art	1
English	2	speech	1
mechanics	2	plant propagation	1
typing (required)	2		

The subject areas of math, sciences, physiology and foreign languages head the list of courses which college students recommend placing greater emphasis on during the academy years.

It should be noted that in depth study of many of these courses beyond the normal coverage was desired by many. For instance, in home economics it was recommended that there be more emphasis on home management and family living and nutrition, rather than merely cooking and sewing. It was also emphasized that typing should be required rather than remain an elective.

Item 10. Was your academy scholastic program adapted to your interests, abilities and needs?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Interests						
No Response	36.4	29.0	27.3	15.4	27.0	06.3
Yes	30.3	45.2	42.4	46.2	41.0	57.5
No	33.3	25.8	30.3	38.5	34.0	36.3
Abilities						
No Response	48.5	32.3	30.3	19.2	32.5	06.3
Yes	45.5	35.5	48.5	61.5	47.8	63.8
No	06.1	32.3	21.2	19.2	19.7	30.0
Needs						
No Response	48.5	29.0	27.3	19.2	31.0	06.3
Yes	36.4	48.4	51.5	57.7	48.5	57.5
No	15.2	22.6	21.2	23.1	21.0	36.3

An almost consistently higher percentage of those who responded to the item felt that their interests, abilities and needs were being met by the academy program. It was noted that a lower percentage of no-responses occurred on each successively higher grade level, and that a consistently higher percentage of responses occurred at each higher grade level. This may correlate with the fact that a higher percentage plan to attend college, and college entrance requirements are being met.

Item 11. Would a guidance program in the elementary school have been a help to you in adjusting to academy life?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	00.0	03.2	03.0	03.8	03.3	05.0
Yes	57.6	25.8	21.2	30.8	33.9	28.8
No	42.4	71.0	75.8	65.4	63.7	65.0

Fifty-seven and six tenths per cent of the freshmen responded positively that a counseling guidance program in the elementary school would have been of help in adjusting to academy life. This probably indicates the nearness to the situation and actually experiencing frustration and

nervousness. As the newness wears off and adjustment made the more negative response was indicated by the higher grade levels. This is shown by a range of 65.0 to 75.8 per cent of no-responses.

Item 12. If the above answer was yes, in which way?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Dorm Living						
No Response	61.7	83.9	93.9	96.2	85.2	91.3
Yes	39.3	16.1	06.1	03.8	16.3	08.7
Social Adjustment						
No Response	75.8	93.5	90.0	80.8	85.3	82.5
Yes	24.2	06.5	09.1	19.2	16.5	17.3
Scholastic						
No Response	90.9	93.5	87.9	80.8	88.3	78.8
Yes	09.1	06.5	12.1	19.2	12.5	21.2
Emotional Adjustment						
No Response	84.8	93.5	93.9	84.6	87.7	83.8
Yes	15.2	06.5	06.1	15.4	10.8	16.2
Other						
No Response	93.9				98.5	96.2
Yes	06.1				06.1	03.8

The freshmen seem to fear most of all the abrupt change from living in the security of a home to being placed in a dormitory situation. This is probably part of the cause for the emotional adjustment problem of 15.2 per cent of the respondents. It might be noted that generally the seniors and graduates responded with higher percentages in social, scholastic and emotional adjustment problem areas than did the sophomores and juniors.

The students were asked to specify the problems faced in the other category above. The responses are: 1) "being away from home", 2) "prepare us for the retarded attitude we had to show in social life with the opposite sex", 3) "algebra", and 4) "class work".

Item 13. Which type of elementary school guidance services would have been most beneficial?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	18.2	19.4	30.3	30.8	24.6	33.8
Private Consult.	36.4	22.6	27.3	38.5	31.2	31.3
Group Counseling	45.5	58.1	42.4	30.8	44.2	35.0

The freshmen, sophomores, juniors and graduates leaned more heavily toward group counseling on the elementary level, while the seniors thought private counsultation as more effective. It is interesting to note the higher percentage of responses on this section.

Item 14. Which particular area did you experience some problems in while attending academy?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Emotional	30.3	29.0	24.2	34.6	29.5	32.5
No Response	69.7	71.0	75.8	65.4	70.5	67.5
Social	18.2	29.0	30.3	30.8	27.1	41.3
No Response	81.8	71.0	69.7	69.2	72.9	59.7
Scholastic	27.3	29.0	30.3	23.1	27.4	31.3
No Response	72.7	71.0	69.7	76.9	72.6	68.7
Physical	18.2	12.9	21.2	07.7	15.0	16.3
No Response	81.8	87.1	78.8	92.3	85.0	83.7
Spiritual	45.5	48.4	58.1	61.5	53.4	38.8
No Response	54.5	51.6	41.9	38.5	46.6	61.2

All four classes of students experienced a higher percentage of

problems along spiritual lines than any other category. This was followed by emotional problems, then social, scholastic and lastly, by physical problems.

Item 15. Did you seek help in solving these problems?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	18.2	22.6	24.2	23.1	22.0	13.8
Yes	36.4	29.0	12.1	23.6	25.3	41.3
No	45.5	48.4	60.6	53.8	52.1	45.0

A larger percentage of each group who experienced problems failed to seek help with these problems. Also, a much higher percentage of each group responded to this question than some of the previous ones concerning personal adjustment problems.

Item 16. If you received help in solving these problems, please indicate from whom.

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Counselor	00.0	06.5	03.0	15.4	08.3	03.8
No Response		93.5	97.0	84.6	93.5	96.2
Pastor	09.1	03.2	15.2	15.4	10.7	16.3
No Response	90.9	96.8	84.8	84.6	89.3	83.7
Teacher	09.1	03.2	93.9	11.5	29.4	25.0
No Response	90.9	96.8	06.1	88.5	70.6	75.0
Dean	18.2	12.9	15.2	15.4	15.4	21.3
No Response	81.8	87.1	84.8	84.6	84.6	78.7
Principal	03.0	03.2		03.8	03.3	02.5
No Response	97.0	96.8		96.2	96.7	97.5

The larger percentage of students and graduates failed to respond to the question of whom they received help from in solving the problems experienced. The following trend of the responses made are: The freshmen and sophomores sought out the deans. The juniors tended to a high percentage (93.9) to get help from the teachers, and the seniors said they went to the counselor, pastor and dean with a percentage of 15.4

for each. Teachers and deans were sought out more extensively by the graduates.

The two categories which were consistently lower from whom help was sought were the counselor and the principal. In the average student response column, the teachers ranked first followed by deans, pastor, counselor and principal.

Item 17. If you were presently requested to seek counsel, list in rank order (1st, 2nd, 3rd, 4th, 5th) whom you would seek this counsel from.

	Students (Averaged)		Graduates	
First	Dean	29.7	Teacher	26.3
	Pastor	23.7	Dean	23.8
	Teacher	19.9	Counselor	18.5
	Counselor	14.7	Pastor	12.5
	Principal	03.4	Principal	03.8
Second	Counselor	26.5	Teacher	31.3
	Teacher	23.0	Counselor	22.5
	Dean	18.2	Dean	16.3
	Pastor	17.5	Pastor	13.8
	Principal	03.0		

Item 17 - continued -

	Students (Averaged)		Graduates	
Third	Teacher	23.9	Pastor	35.0
	Pastor	21.0	Counselor	20.0
	Dean	14.3	Teacher	12.5
	Principal	14.1	Dean	12.5
	Counselor	13.3	Principal	03.8
Fourth	Teacher	19.8	Dean	28.8
	Counselor	17.3	Counselor	16.3
	Principal	15.9	Teacher	13.8
	Pastor	14.5	Pastor	12.5
	Dean	14.4	Principal	10.0
Fifth	Principal	52.1	Principal	65.0
	Counselor	13.7	Pastor	08.8
	Pastor	06.4	Counselor	03.8
	Teacher	04.1	Dean	02.5
	Dean	00.0	Teacher	01.3

The closeness and long hours with the deans, no doubt, influenced the choice for counsel at the head of the list by the students, and perhaps for the same reason, the graduates contact with teachers. The students placed the counselor second and teachers third, while the graduates placed teachers and pastors in that order. It is surprising

to see the deans in fourth place for the graduates. There was a note of high agreement for both groups of placing the principal last.

Item 18. Were you ever confused as to whether you should seek counsel from the dean, pastor, principal, counselor or teacher?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	06.1	09.7			07.9	05.0
Yes	48.5	29.0	21.2	35.5	34.4	35.0
No	45.5	61.3	78.8	61.5	61.8	60.0

The larger percentage of students and graduates responded negatively to whether or not they were ever confused as to whom they should seek counsel from. This ranged from 45.5 per cent to 78.8 per cent for students as compared to 60 per cent for graduates. The yes responses ranged from 21.2 per cent to 48.5 per cent for students and 35.0 per cent for graduates. It was noted that the freshmen had more yes responses than no responses.

Item 19. If you answered the above question yes, why were you confused?

The respondents were asked, if they were confused as to whom they should seek counsel from, to state briefly why. A representative sampling of those comments follow:

"Not trust any of them."

"Too busy, and who will find out about my problem?"

"Who would help you or would you get into trouble?"

"Who can I confide in?"

"What will they think of me when they know my problem? They don't care anyway. Will they tell? They'll never understand."

"Who gives the best advice?"

"Thought it would do no good."

"Faculty seemed distant and aloof — unapproving — not as friends to help."

"Most really didn't care."

"I distrust principals."

"Not very interested —doubt if confidences kept."

"Responsibility often passed to another — not unbiased when part of the faculty."

"Pastor talked too much — how could you seek counsel when they attended faculty council meetings."

"Because no one would help you."

"Always orders and not advice — never relate to the problem. Also like telling a stranger your problems."

"Afraid to talk to them."

"Who was best qualified?"

"Hard to place confidence in any of these people."

"I don't feel real close to any of them."

"My problems aren't anything to them."

"Didn't know who would understand."

"I feel you should seek help, but not from the pastor."

"I don't know them."

"Because I didn't know what their reactions would be and if they'd laugh or think I was stupid."

"So many of them seemed two-faced."

"Because I might think how embarrassed I'd be."

"Just didn't go talk to them."

"I was scared"

"Adult always in the right and student always in the wrong."

'Because my problem referred to one of them."

"Shy."

"Feel uneasy talking to them."

"One would tell me one thing and one would tell me another."

Item 20. How would you correct this problem?

Some or the representative ways the students and graduates suggested to correct the problem of confusion are listed below:

"Have them be a little more neutral in everything."

"Have someone to talk to that you can trust."

"Don't have counselors that teach anything else."

"Trial and error — intelligent guess."

"Find out which one nearest your problem, such as a teacher of a particular class."

"Have faculty become Christian."

"Go to someone besides the pastor."

"Faculty quit gossiping."

"Getting to know the person."

"Ask a trusted friend."

"Find out about the person or suffer."

"Develop a different attitude — refer your problems to God — ask Him to help you."

"Pray."

"Not worry about it."

"Get a full time counselor that's not on an council."

"Take a try to find out who could help."

"Try to get to know the faculty really well."

"Get up courage."

"Trust them more."

"Go to someone your own age."

"Watch how others react to counsel given, and how they are treated and listened to."

"Counselor keep confidences."

"Faculty show interest — be trustworthy."

"Get people who love kids and can show it."

"Counselor not part of disciplining committee."

"Counselor be available."

"Mutual feeling of security and honesty between counselor and student."

"Closer relationship between faculty and students."

"Be a friend to the students and not just receive pay for a job."

The comments most often given were a heart cry for getting to know the faculty as friends, being willing to keep confidences, not take everything to a disciplinary committee and just plain being interested enough to listen.

Item 21. In order to receive good counsel, what qualifications do you feel most important?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	12.1	12.9	00.0	07.7	10.9	01.3
Elder	03.0	03.1	09.0	03.8	03.2	05.0
Administrator	03.0	00.0	06.1	07.7	05.6	45.0
Counselor Trng.	24.2	29.0	36.4	30.8	30.1	31.3
None	57.6	54.8	54.5	50.0	54.2	17.5

A range of 50 per cent to 57.6 per cent of the four classes felt that there were no special qualifications necessary for giving counsel, however, 45 per cent of the graduates felt that being an administrator was needful.

Many of the respondents wrote in qualifications they thought were beneficial for an effective guidance director. The qualifications listed below are all personal qualifications and not the position qualifications as listed in the item.

"Shows concern."

"Understanding, warm, likes people — have interest in people, natural and spontaneous."

"Give advice as a suggestion and not act perfect."

"Have practical sense and love kids."

"Makes an effort to understand."

"Christ-centered life."

"Trustworthy, understanding, more training."

"Experience in field."

"Get along — common sense — analyze a problem, think clearly, be calm, make intelligent decisions."

"Empathy, respect, genuine love of people."

"Reasonable."

"Friendly."

"Having a good relationship to the students."

"Someone that people can feel at ease around and can talk to."

Item 22. In many high schools different kinds of tests and inventories are offered to students to help them make decisions. Check the following test or inventory you would like to take if you had the chance.

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Mental Maturity	21.2	32.3	39.4	30.8	30.9	31.3
Sch. Aptitude	33.3	22.6	12.1	19.2	21.8	36.3
Personality	39.4	45.2	54.5	34.6	43.4	46.3
Voc. Interest	36.4	32.3	36.4	42.3	36.8	65.0
Voc. Aptitude	12.1	35.5	27.3	61.5	34.1	63.8

In the section concerning tests and inventories, the vocational interest test was considered as the test that 32.3 per cent to 42.3 per cent of the students wanted to take. This was compared to the 65 per cent of the graduates who considered the test most popular. The seniors, however, considered the vocational aptitude test most popular by 61.5 per cent. Sixty-three and eight tenths per cent of the graduates desired to take this particular test. The three lower classes felt they'd like to take the personality test. This particular test had a choice range of 39.4 to 54.5 per cent among the three classes.

This section had a high percentage of no responses.

Item 23. Rank the effectiveness of ways you might receive necessary educational information according to the following scale: 1) most effective, 2) effective, 3) somewhat effective and 4) not effective at all.

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
BOOKS						
Most effective	18.2	22.6	42.4	53.8	25.6	20.0
Effective	30.3	12.9	27.3	26.9	24.4	45.0
Somewhat effective	24.2	16.1	24.2	34.6	24.8	27.5
Not effective at all	09.1	09.7	06.1	07.7	08.2	05.0
PAMPHLETS						
Most effective	06.1	12.9	12.1	07.7	09.7	10.0
Effective	24.2	12.9	27.3	46.2	27.7	38.8
Seomwhat effective	30.3	29.0	45.5	26.9	32.9	40.0
Not effective at all	18.2	06.5	12.1	15.4	13.1	08.8
GUIDANCE DIRECTOR						
Most effective	30.3	22.6	35.3	53.8	35.0	45.3
Effective	30.3		27.3	19.2	25.6	31.3
Somewhat effective	15.2	22.6	21.2	15.4	18.6	13.8
Not effective at all	09.1	09.7	18.2	03.8	10.2	03.8
REGISTRAR						
Most effective	09.1	09.7	12.1	15.4	11.6	20.0
Effective	18.2	12.9	21.2	30.8	20.8	45.0
Somewhat effective	24.2	06.5	42.4	26.9	25.0	20.0
Not effective at all	21.2	35.5	24.2	23.6	26.4	08.8
PRINCIPAL						
Most effective	06.1	03.2	06.1	07.7	05.8	06.3
Effective	15.2	06.5	18.2	34.6	18.6	23.8
Somewhat effective	18.2		42.4	15.4	25.3	36.3
Not effective at all	27.3	29.0	27.3	26.9	27.6	23.8

The opinions were varied concerning the ways of receiving educational information. The two top items for most effective were consultation with a guidance director followed by books. In the effective column, some general disagreement between students and graduates was found. The percentages were very close for pamphlets, guidance director and books for the students, and books, registrar and pamphlets for the graduates. Again, the percentages varied little and also a little more agreement was evident in the somewhat effective category. The students placed pamphlets, principal, registrar and books, while the graduates placed pamphlets, principal, books and registrar in that order. There was entire agreement on the not effective at all item, placing the principal at the head of the list by both groups.

Item 24. Rank the effectiveness of ways of securing occupational information and planning services according to the following scale: 1) most effective, 2) effective, 3) somewhat effective and 4) not effective at all.

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
BOOKS						
Most effective	09.1	12.9	15.2	07.7	11.2	13.8
Effective	24.2	12.9	51.5	50.0	34.7	35.0
Somewhat effective	27.3	16.1	21.2	19.2	21.0	32.5
Not effective at all	18.2	12.9	06.1	11.5	12.2	13.8
PAMPHLETS						
Most effective	03.0	16.1	12.1	03.8	08.8	12.5
Effective	24.2	19.4	42.4	53.8	35.0	36.3
Somewhat effective	33.3	19.4	24.2	26.9	26.0	35.0
Not effective at all	15.2	09.7	12.1	11.5	12.1	11.3
CLASS STUDY UNITS						
Most effective	27.3	25.8	27.3	11.5	23.0	22.5
Effective	30.3	19.4	30.3	50.0	32.5	32.5
Somewhat effective	09.1	19.4	27.3	26.9	20.7	32.5
Not effective at all	06.1	09.7	06.1	03.8	06.4	06.3
RESOURCE PERSON						
Most effective	18.2	32.3	33.3	50.0	33.5	47.5
Effective	27.3	25.8	36.4	26.9	29.1	36.3
Somewhat effective	12.1	06.5	18.2	19.2	14.0	08.8
Not effective at all	09.1	06.5	06.1		07.2	
GUIDANCE DIRECTOR						
Most effective	33.3	19.4	27.3	57.7	34.4	37.5
Effective	12.1	12.9	24.2	19.2	17.1	40.0
Somewhat effective	12.1	16.1	21.2	11.5	15.2	16.3
Not effective at all	18.2	12.9	18.2	07.7	14.3	01.3

The most effective ways of securing occupational information showed the student group placing the guidance director at the head of the column followed closely by the resource person. The graduates just reversed this order, but with a wider percentage span.

Pamphlets, books and class study units were considered by the students, and guidance director, pamphlets and resource person were considered by the graduates as effective means of securing occupational information. In the last two categories, somewhat effective and not effective at all, the percentages generally drop off quite rapidly.

Item 25. Do you feel the guidance services for a high school important enough to benefit from the services of a full time guidance director?

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
No Response	27.3	09.7	03.0	07.9	11.9	03.8
Yes	54.5	32.3	51.5	65.4	50.9	78.8
No	18.2	58.1	45.5	26.9	37.2	17.5

Thirty-two and three tenths per cent to 65.4 per cent of the students and 78.8 per cent of the graduates believe that it would benefi-

cial to have a full time guidance director. It can be noted that a very high percentage of all students and graduates responded to this item.

Item 26. I view the designated guidance director as a psychologist, a test giver and interpreter, an advice giver, friendly, cordial, helpful, able to keep confidences, able to visit for a friendly, adviceless chat.

	Present Students					Graduates
	Fr.	So.	Jr.	Sr.	Average	
Psychologist						
Yes	21.2	35.5	46.2	19.2	30.5	32.5
No	48.5	58.1	73.1	61.5	60.3	55.0
Test giver & Interptr.						
Yes	12.1	25.8	61.5	30.8	32.6	50.0
No	57.6	67.7	53.8	50.0	57.3	40.0
Advice giver						
Yes	45.5	80.6	66.7	76.9	67.4	76.3
No	30.3	12.9	24.2	07.7	18.8	15.0
Friendly, cordial & helpful						
Yes	69.7	54.8	60.6	84.6	67.4	87.5
No	06.1	41.9	33.3	03.8	21.3	03.8
Able to keep confidences						
Yes	51.5	41.9	54.5	65.4	54.4	82.5
No	21.2	48.4	42.4	19.2	32.8	07.5
Friendly, adviceless chat						
Yes	57.6	45.2	69.7	76.9	62.4	78.8
No	18.2	45.2	27.3	07.7	24.6	10.0

Viewing the averaged student column, we can readily match item for item concerning perceptions of the guidance director. It was definitely not as a psychologist by both students and graduates. As a test giver and interpreter, the students said no and the graduates said yes. Both groups expected to get advice and they expected the director to be friendly, cordial and helpful, to keep confidences, and to be able to just sit down for a friendly, adviceless chat.

Staff and Administration Responses

The following data presents the responses of the staff and administration of Mount Ellis Academy and the six other academies surveyed. The response to each item is presented and the discussion of the response will follow.

Item 1. Our present guidance program fits the following description.

	Academies	
	Mt. Ellis	Others
Part time counselor & teacher	00.0	64.8
Part time counselor & administrator	12.5	06.3
Part time counselor and pastor	62.5	14.3
Full time counselor	12.5	00.0
None at all	00.0	00.0
Other	12.5	14.6

The responses give a general view of the type guidance programs which are now in existence at the academies that were surveyed. However, this is only as it pertains to personnel and not to the internal workings. Part time counselor and teacher indicates the situation for most of the other academies, with part time counselor and pastor for Mount Ellis Academy.

The following are four general type comments made in the "other" category:

"half-time counselor"

"part time counselor, teacher and pastor"

"staff, quite counselor oriented"

"part time counselor, teacher, administrator"

Item 2. Rate the adequacy of your present guidance services according to the following scale: 1) inadequate, 2) somewhat inadequate, 3) adequate and 4) excellent.

	Academies	
	Mt. Ellis	Other
PERSONAL ADJUSTMENT SERVICES		
Inadequate	00.0	07.7
Somewhat inadequate	25.0	46.6
Adequate	62.5	45.0
Excellent	00.0	12.7
EDUCATIONAL INFORMATION SERVICES		
Inadequate	00.0	14.0
Somewhat inadequate	50.0	34.0
Adequate	25.0	52.7
Excellent	12.5	32.7
OCCUPATIONAL INFORMATION SERVICES		
Inadequate	00.0	23.1
Somewhat inadequate	37.5	39.8
Adequate	37.5	38.0
Excellent	12.5	24.5
TESTING & INTERPRETING TESTS		
Inadequate	00.0	13.0
Somewhat inadequate	25.0	24.1
Adequate	37.5	66.2
Excellent	25.0	20.0

In the staff and administration evaluation of the present guidance services of the various academies surveyed, it was found that the opin-

ions generally considered the various services as adequate. In some cases somewhat inadequate was noted, and in some cases the opinions were close.

In the area of personal adjustment help, the Mount Ellis staff felt that the services were adequate. Comparing this with the other academies we find that it was almost 50-50 for adequate and somewhat inadequate.

The opinions were reversed for the second category of educational information. Mount Ellis expressed somewhat of an inadequacy here, whereas in the other academies it was noted for adequate. There were substantial percentages on either side of it too for somewhat inadequate and excellent.

For Mount Ellis, it was a draw between inadequate and adequate in the area of occupational information services. It was almost the same for the other academies with a slight edge for the somewhat inadequate column. About one fourth of the other academy respondents felt the services in this area to be adequate and one fourth for excellent.

A larger percentage of both Mount Ellis respondents (37.5) and the other academies' respondents (66.2) felt the testing services to be adequate. One fourth of Mt. Ellis's respondents felt they were somewhat inadequate and one fourth thought they were excellent. About one fourth and one fifth respectively thought they were somewhat inadequate and excellent in the other academies.

Item 3. What would you add to your present guidance services to make it adequate and effective?

The following representative suggestions were made to make the guidance services adequate and effective.

"More financing."

"More career planning."

"Results of test made available to teachers."

"Scheduling of time to make services more available."

"A full time counselor."

"Someone with a degree in counseling who can dedicate at least half-time to just that work."

"Counselor needs more time — with fewer responsibilities in other areas."

"Teachers need to make better plans."

"Teachers and staff need (education) help to know how to help students and to really care."

"Full time counselor who administers all testing."

"Have an information file background file on each student and have group counseling and discussion groups."

"Need a counselor who identifies with kids whom they'll seek out."

"More coverage of student related problems."

"Communication of school problems to the guidance services, and responsibility of dealing with these problems."

"Have a person who is interested in the field rather than someone who is just there in the office."

"Referral of problems to the guidance director."

"More occupational and educational guidance."

"Better qualified personnel."

Item 4. Do you perceive that a guidance program for a boarding school to be of more value than for a regular day school? If yes, state briefly why, and if no, state briefly why.

	Academies	
	Mt. Ellis	Other
Yes	87.5	66.7
No	12.5	08.8

YES

"Students are removed from home situations and parental guidance." (This was stated by 37 of the respondents.)

"We get more deeply involved in the personal adjustment problems."

"Have students 24 hours a day, seven days a week. Teachers, deans, counselor and administrators have much more of a chance or possibility to know the student and his problems much more deeply."

"We are in more frequent contact with the students, and they with one another, thus, more problems arise."

"The students need the security of a counselor."

"More social problems due to dorm life."

"More persona. Contact."

"Closer to the problem."

"More difficult social adjustment."

NO

"Because in a smaller boarding school the students have more opportunity to talk with the deans, pastors, etc."

"No matter where you are, the problems they face are the same. It is more difficult at a day school. You don't have a controlled environment in which to help the kids work out their problems."

"The length of time one has to deal with a student is not as pertinent as the fact that one must always deal with the whole person."

"All have problems."

"Deans take care of the counseling in a small boarding school."

"Students in some situations are freer to come to the faculty for help."

Item 5. What use do you make of your present guidance services? 1) none, 2) little, 3) much.

	Academies	
	Mt. Ellis	Other
None	25.0	35.1
Little	50.0	54.7
Much	25.0	11.9

Little use seems to be made of the present guidance services as indicated by the opinions of both groups. A substantial percentage make no use of the services.

Item 6. What type referrals to the guidance director do you make most often?

	Academies	
	Mt. Ellis	Other
None	12.5	35.3
Suggestion	75.0	47.0
Insisting	12.0	07.7

Of those who are making use of the present guidance services, Mt. Ellis makes the most use of the suggestion type referral. The other academies do too, but with a much lower percentage. Over one third of the other group make no type referral at all.

Item 7. Rank in order (1st, 2nd, 3rd, 4th, 5th, 6th) the type purpose for making your referrals to the guidance director.

	Academies	
	Mt. Ellis	Other
FIRST		
Educational information	37.5	27.2
Testing		25.7
Occupational information		21.1
SECOND		
Emotional adjustment	25.0	26.1
Behavior	25.0	
Educational information		24.9
Occupational information		22.8
THIRD		
Social Adjustment		32.1
Occupational information	25.0	
Testing	25.0	
Emotional Adjustment	25.0	
FOURTH		
Social Adjustment	37.5	27.6
Testing		22.1
FIFTH		
Occupational Information	25.0	20.5
Emotional Adjustment	25.0	21.9
Educational Information	25.0	
SIXTH		
Testing	37.5	
Behavior	26.7	26.7

There are no outstanding rank order of purposes for which referrals are made to the guidance services. However, it can be seen that educational information appears at the head of the list followed by emotional adjustment problems. Third, fourth and fifth order do not clearly come out, while behavior holds last place.

Item 8. How do you inform the guidance director of the type and nature of the problems involved in student referrals?

	Academies	
	Mt. Ellis	Other
Note	12.5	19.8
Personal Communication	62.5	40.9
Phone Call	12.5	16.4
Let the student do it	00.0	18.7
None at all	12.5	15.6

The personal communication appeared to be the most popular way of informing the guidance director of the nature of the problems in student referrals. Nearly one fifth of the respondents of the other academies let the students do it themselves.

Item 9. Rank in order of importance the role you perceive of the guidance director (1st, 2nd, 3rd, 4th, 5th).

	Academies	
	Mt. Ellis	Other
FIRST		
Friend and helper	87.5	57.7
Cooperative member or educational team		30.7
SECOND		
Cooperative member of educational team	62.5	29.7
Friend and helper		38.0
THIRD		
Dispenser of educational & occupational information	37.5	28.3
Test administrator & interpreter	25.0	27.3
Cooperative member of educational team	25.0	
FOURTH		
Dispenser of educational and occupational information	50.0	42.3
Test administrator & interpreter	37.5	
FIFTH		
Psychologist	50.0	54.4
Test administrator & interpreter	37.5	25.3

The most important role of the guidance director as perceived by both groups is that of friend and helper of students, and the least important is that of psychologist.

Item 10. Rank the effectiveness of ways of dispensing educational information to the students according to the following scale: 1) most effective, 2) effective, 3) somewhat effective, 4) not effective at all.

	Academies	
	Mt. Ellis	Other
BOOKS		
Not effective at all	50.0	31.5
Somewhat effective	37.5	46.3
PAMPHLETS		
Somewhat effective	50.0	50.0
Effective	37.5	
QUALIFIED GUIDANCE DIRECTOR		
Most effective	75.0	56.9
Effective		37.4
REGISTRAR		
Effective	37.5	44.2
PRINCIPAL		
Effective	62.5	56.4
Somewhat effective	37.5	

There was agreement in all categories for both groups. For securing educational information, books were considered not effective at all by both groups. Pamphlets were considered somewhat effective, a qualified guidance director as most effective, and registrar and principal

as effective.

Item 11. Rank the effectiveness of ways of dispensing occupational information and planning to the students according to the following scale: 1) most effective, 2) effective, 3) somewhat effective, 4) not effective at all.

	Academies	
	Mt. Ellis	Other
MOST EFFECTIVE		
Qualified guidance director	62.5	41.9
Resource person	37.5	40.3
EFFECTIVE		
Class study units	62.5	47.5
Resource person	50.0	47.5
Qualified guidance director		44.7
Books	37.5	30.7
Pamphlets	37.5	35.2
SOMEWHAT EFFECTIVE		
Pamphlets	37.5	49.0
Books	25.0	44.3
Class study units	25.0	
NOT EFFECTIVE AT ALL		
Pamphlets	25.0	17.8
Books	12.5	23.8

The first four categories, books, pamphlets, class study units and resource persons were considered by Mount Ellis respondents to be

effective ways of dispensing occupational information. In one category, pamphlets were also considered to be somewhat effective by the same percentage. A qualified guidance director was considered to be most effective.

The first two categories, books and pamphlets, were considered somewhat effective, and the last three, class study units, resource persons and a qualified guidance director were considered effective by the other academies' respondents.

Item 12. Rate the usefulness of the following tests and inventories for use in guiding students in their high school program according to the following scale: 1) no use at all, 2) limited usefulness, 3) somewhat useful, 4) very useful.

	Academies	
	Mt. Ellis	Other
LIMITED USEFULNESS		
Mental maturity	50.0	23.1
Personaltiy	25.0	34.9
Scholastic aptitude	12.5	23.1
Vocational aptitude		19.2
Vocational interest		11.9
SOMEWHAT USEFUL		
Personality	50.0	33.9
Vocational aptitude	50.0	35.7
Scholastic aptitude	37.5	41.3
Mental maturity	25.0	49.9
Vocational interest	25.0	35.7

Item 12 - continued -

	Academies	
	Mt. Ellis	Other
VERY USEFUL		
Vocational interest	62.5	50.7
Scholastic aptitude	37.5	40.5
Vocational aptitude	37.5	60.7
Personality	12.5	26.1
Mental maturity	12.5	21.4

It was noted that Mount Ellis respondents considered the mental maturity test limited in usefulness and all the other academies' respondents were slightly divided on the usefulness of the personality tests with 34.9 per cent for limited usefulness and 33.9 per cent for somewhat useful. The other tests fall into categories of being either somewhat useful or very useful. The three tests of vocational interest, scholastic aptitude and vocational aptitude were agreed upon by both groups to fall into the very useful column.

Item 13. Rank the order in which you think a student would seek counsel from the following if they were requested to seek counsel. (1st, 2nd, 3rd, 4th and 5th)

	Academies	
	Mt. Ellis	Other
FIRST		
Counselor	62.5	33.5
Dean		33.5
Teacher		33.0
SECOND		
Counselor	37.5	27.6
Dean		36.4
Teacher	25.0	22.2
Pastor		21.7
THIRD		
Teacher	37.5	
Dean	25.0	42.7
Pastor	25.0	27.2
Counselor		22.5
FOURTH		
Principal	25.0	35.2
Teacher		38.1
Pastor	12.5	35.9
Principal		35.2
FIFTH	00.0	00.0

Students, according to Mt. Ellis respondents, would seek the counselor for help first of all, while the other academies' respondents believe they'd go to the deans first. The principal seems to hold a substantial place near the end of the list. It appears that teachers and pastors hold more of a central position.

Item 14. In a disciplinary action involving a possible suspension or expulsion of a student, rank in order whose recommendation should carry the most weight to suspend, expel or retain a student. (1st, 2nd, 3rd, 4th, 5th, 6th)

	Academies	
	Mt. Ellis	Other
FIRST		
Full staff and administration	37.5	37.9
Administrative council		27.9
Principal		27.7
Dean	25.0	
Counselor	25.0	24.1
SECOND		
Dean	37.5	24.4
Administrative Council	37.5	42.1
Counselor	25.0	21.8
THIRD		
Principal	25.0	29.9
Dean	25.0	34.0
Administrative Council	25.0	
Pastor	25.0	
FOURTH		
Administrative Council	37.5	20.6
Dean		51.7
Full staff and administration		23.5
Counselor	25.0	
FIFTH		
Principal	37.5	21.4
Counselor		48.3
Pastor	25.0	23.4
Full staff and administration	25.0	

Item 14 - continued -

	Academies	
	Mt. Ellis	Other
SIXTH		
Pastor	37.5	61.6
Counselor		31.3
Principal	25.0	
Full staff and administration	25.0	

Concerning the question of whose recommendation should carry the most weight when disciplinary action involving suspension, expulsion or retaining a student was needed, Mt. Ellis respondents lined up in the following way: 1) full staff and administration, 2) dean or administrative council, 3) either the principal, pastor, dean or administrative council (all have the same percentage), 4) administrative council, 5) principal and 6) pastor.

The other academies agreed upon the following: 1) full staff and administration, 2) administrative council, 3) dean, 4) dean, 5) counselor and 6) pastor.

Comparison of Student and Graduate Opinions with Mt. Ellis Staff and Administration Opinions in Areas which Apply

Personal Adjustment Areas

It was found that the students and graduates experienced problems while attending Mt. Ellis Academy, but certainly not in agreement with

each other. The graduates listed the problems that they experienced in order as social, spiritual, emotional, scholastic and physical, while the students lined them up as social, spiritual, emotional, scholastic, social and physical. There was only one point of agreement and that was in the physical area being last on the list of each. Scholastic help did not appear as the most crucial need of the students for guidance services, yet this was the foremost purpose for which referrals were made by the staff. There was more general agreement in other categories.

In the area of whom students would seek counsel from, there was disagreement also. The students listed the order as deans, counselor, teacher and principal. The graduate order was teacher, pastor, dean and principal. The staff put the counselor first followed by teacher and principal. About the only agreement was to place the principal last.

Testing and Educational and Occupational Information

The staff categorized personality tests as somewhat useful while the students placed this on top as a test they'd like to take. It was about the middle of the selection for the graduates.

Vocational interests were considered very useful by the staff and highest on the list for graduates and the second test the students most wanted to take.

Vocational aptitude tests were considered as somewhat useful by the staff, second for the graduates and third for the present students as a test they'd like to take.

For scholastic aptitude tests it was a draw with the staff between somewhat useful and very useful. It was low on the list for students and graduates.

Mental maturity tests made about the same end on the list for all three groups and that was on the bottom rung.

Books as a means of receiving educational information was considered non-effective by the staff, most effective by the students and effective by the graduates.

Pamphlets were somewhat useful according to all three groups, and a qualified guidance director hit the top of the list as most effective. The principal and registrar were listed as effective.

In the area of securing occupational information, books were rated effective by all groups. Pamphlets were rated in two categories as effective and somewhat effective by an equal percentage of the staff, while the students and graduates rated them effective. A qualified guidance director took top place as most effective by students and staff and effective by the graduates. The students and graduates agreed on most effective for the resource person, and rated effective by the staff. Staff and students agreed that class study units should be assigned to the effective column, and the graduates split the choice

between effective and somewhat effective.

Perceptions Concerning the Guidance Director

There was agreement between all three groups that the guidance director not be labeled a psychologist. The students and staff did not relegate much importance to the guidance director as a test giver and interpreter even though the graduates did. In the third category of comparison all three groups generally agreed that the counselor be friendly, cordial and helpful.

Summary

Student and Graduate Comparisons

The respondents included 90.4 per cent of the present student body of Mount Ellis Academy, 64 per cent of the graduates of Mount Ellis Academy for the years 1968-1972, and 43.3 per cent of the total of 150 questionnaires sent to seven boarding academies.

Seventy-two and five tenths per cent of the 80 graduates are either attending college or have graduated from college.

Of the 80 college students or graduates, the eight most popular majors are as follows: nursing (the most popular), pre-med, elementary education, biology, industrial education, engineering, medical secretary and secretarial. The seven most popular minors include chemistry, math, home economics, religion, psychology, biology and English.

A slight majority of the students and graduates did not consider the academy scholastic program too college oriented. The student response below the senior level was very low on this item.

The response to the question of whether the graduates received enough training during the academy years to help them secure a job was less than 50 per cent. Of those who did respond, a larger percentage indicated they did not receive enough such training.

Foreign languages dominated the courses which the students and graduates thought should receive greater emphasis on the academy level. This was followed closely by art, industrial education, mechanics, science, homemaking and family living, math and Bible electives. There was a great number of courses listed.

Students and graduates agreed by a narrow margin that they did not receive enough training in a trade at the academy to receive credit and a grade. Of those who responded positively to the item, the trades most often mentioned are secretary, machine shop, maintenance, kitchen, library and ski instructor. A total of 19 were mentioned.

A total of 73.3 per cent of the present study body indicated a desire to attend college. The seniors were the top in this.

Of the 39 courses listed to receive greater emphasis at the academy level, chemistry, biology, math, physics, physiology and anatomy and foreign languages dominated.

Both students and graduates generally agreed that the academy

program was adapted to their interests, abilities and needs.

Agreement concerning the help of an elementary school guidance program would have been a help in adjusting to academy life was met with a negative response except by the freshmen who indicated otherwise.

Because of a high response and a negative answer to the previous item, a large no response was noted on the areas in which an elementary guidance program would have been of benefit. Dorm living and social adjustment were highest on the list of the freshmen who indicated a yes response on the previous item. Social adjustment and dorm living were the two highest for students, and scholastic program planning and social adjustment were highest for the graduates.

With a slight margin group, counseling was favored over private consultation as the type elementary guidance program that would have been most beneficial. There was also much higher response to this item than to the previously associated one.

The problem areas while attending the academy were varied. Spiritual problems were high on the list for students, with social for the graduates. Emotional problems were second and third. The last and least was physical problems for both groups. The response was not high.

Help was secured most often from deans and teachers. The deans,

teachers and counselors led the list for future consultation. The principal was low on each list.

A substantially larger percentage of the students and graduates indicated that they were not confused as to whom to seek counsel from. This item had a large response.

A number of comments by those who were confused as to whom to seek counsel from are listed along with comments of how the confusion may be eliminated. The comments most often given were a heart cry to get to know the faculty as friends, for them to keep confidences, not to take everything to a disciplinary committee and just plain be interested enough to listen.

No special qualifications for a guidance director were considered as important as far as holding position or training is concerned, but a number of comments of personal qualifications were volunteered by the respondents. Among these were friendliness, loving kids, being able to listen, trustworthiness and being concerned.

The three tests students most wanted to take were personality, vocational interest and vocational aptitude. For the graduates they were vocational interest, vocational aptitude and personality.

The guidance director, generally as the most effective, and the principal as not effective at all for ways of receiving educational information with the other being effective or somewhat effective was noted.

Guidance directors and resource persons topped the list as the most effective ways of securing occupational information. Books, pamphlets and class study units were generally considered as effective.

Out of a group of high responses, the students and graduates, with a substantial margin, indicated that a high school could benefit from the services of a full time guidance director.

A high response of students and graduates showed that the guidance director should not be considered a psychologist. The students did not consider the guidance director as a test giver and interpreter, but the graduates did so indicate. There was agreement on all the other categories in this item. It was with a substantial yes on an advice giver, friendly, cordial and helpful, able to keep confidences and able to visit with a friendly, adviceless chat.

Staff and Administration Comparisons

The academies' present guidance services most generally consist of part time counselors holding other responsibilities such as teaching or pastoring.

In the area of personal adjustment services, Mount Ellis considered its program adequate and the other academies by a slight margin indicated somewhat inadequate.

In providing educational information, Mount Ellis, by a wide margin, said somewhat inadequate. The other academies rated their services in this area as adequate.

Mount Ellis had an even split between somewhat inadequate and adequate for providing occupational information. For the other academies, the margin was again very narrow in favor of somewhat inadequate.

For testing and interpreting tests, both groups felt these services as adequate. There were no comments made under the section "other".

There were a series of suggestions made for improving the guidance services. Money and full time personnel seemed to dominate these.

A large yes response was registered for the greater value for guidance services in a boarding school. Comments were solicited for this area. On 37 of the returned questionnaires, the comment under the yes column was that students are removed from their home situations and parental guidance.

Little use is presently made of the guidance services that are in existence in the academies surveyed. Of those who are taking advantage of these existing guidance services, the main type of referral of students to the services is by suggestion.

Heading the list for both groups as to the purposes for student referrals to the guidance services is for educational information. The other purposes vary greatly in order of use. Behavior seems to fall at the lower end of the scale.

Friend and helper of students, and cooperative member of the educational team seem to dominate the highest perceptions of the guidance

director by the groups surveyed. Test administrator and interpreter and psychologist occupy the lower end of the scale.

Qualified guidance directors, registrars and principals dominate the most effective and effective ways of securing educational information by both groups. Pamphlets and books were considered somewhat effective and not effective at all respectively for both groups.

Qualified guidance directors and resource personnel were considered most effective, class study units were listed as effective and books and pamphlets varied between effective and somewhat effective as ways of securing occupational information.

The tests most generally considered very useful by all the academies are the vocational interest, vocational aptitude and scholastic aptitude. Those of limited usefulness and no use at all are personality and mental maturity. A substantial percentage of the respondents rated the vocational interest, vocational aptitude and scholastic aptitude tests in the somewhat useful category.

In their perceptions about students seeking counsel from certain individuals, the counselor and teachers came first and second for Mount Ellis; the dean, counselor, teacher and pastor for first and second for the other academies. There was general agreement placing the principal at the lowest end.

There was not much doubt about having the full staff and administration involved in the decision for discipline involving suspension,

expulsion or retention of a student. The deans, administrative council and principal were viewed as being in the middle of the rank order, while the counselor and pastor held the lowest position involving disciplinary action.

Students and Mount Ellis Comparisons

Social, spiritual and emotional problems generally dominated the problem areas for which students and graduates needed guidance help while attending Mount Ellis. However, the main purpose for student referrals to the guidance services by the staff was for securing help for educational information.

The students and graduates generally put deans, teachers and counselors as the ones students would seek counsel from, but the staff perceived them seeking out the counselors first and teachers next. There was agreement in placing the principal last of all.

The students and graduates agreed on the desire to take vocational interest, vocational aptitude and personality tests, while the staff placed personality tests in the somewhat useful category and the other two tests were considered very useful. The scholastic aptitude test was placed as very useful by the staff, but not so by the students and graduates.

Students and graduates did not agree with the staff about the usefulness of books as a means of securing educational information. The staff viewed them as not effective at all which was the opposite ex-

treme of what the students felt.

There was agreement on pamphlets being somewhat effective, and a qualified guidance director as most effective as a means of securing educational information.

Continuing the area of educational information, we find the registrar effective according to the staff and graduates, and somewhat effective by the students. The principal was placed in three categories as effective by the staff, somewhat effective by the graduates and not effective at all by the students.

In securing occupational information, we found agreement among all groups placing the guidance director as most effective, and the other categories varying between effective and somewhat effective.

The guidance director should not be considered a psychologist. The students and staff agreed that he was not mainly to administer and interpret tests, but the graduates thought this important. There was full agreement that the director be friendly, cordial and helpful to students.

Summaries, conclusions and recommendations stemming from this study will be found in Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The over-all purpose of this study was to gather information from several sources to establish the need for a guidance program and to formulate some guidelines for an effective and adequate program for Mount Ellis Academy.

Related Readings

From the related readings objectives were sought to provide a reference point for the student to understand his problems, to solve these problems himself, to make intelligent decisions and place himself into the network of society providing himself with personal security and happiness and at the same time benefiting the home, the church, the community, the state and the nation.

Procedures

The procedures involved the use of two questionnaires formulated to retrieve information from the present students and the 1968-1972 graduates of Mount Ellis Academy, and from the staff and administration of seven boarding academies of comparable size enrollment, including Mount Ellis Academy.

The student and graduate questionnaire sought answers in five particular areas: 1) post high school plans and status, 2) high school

entrance problems, 3) a need for guidance services in the personal problems area and from whom help was secured, 4) testing inventories and methods of dispensing educational and occupational information, and 5) how the guidance director is perceived by the student.

Coupled with this was the staff and administration questionnaire involving four areas of study: 1) the type guidance services presently in effect and what might be done to improve these services, 2) how these services are presently being utilized and how the role of the guidance director is perceived by the staff and administration, 3) the dispensing of educational and occupational information and the usefulness of testing inventories, and 4) the person or agency students would seek help from if problems arose and whose recommendation should carry the most weight in disciplinary measures involving suspension, expulsion or retention of students.

Analysis of Data

The respondents included about 90 per cent of the student population, 64 per cent of the graduate population and 43 per cent of the total of 150 questionnaires sent to the staff and administration of the seven academies.

Seventy-two and one half per cent of the graduate respondents are presently in college or have graduated. There were also another 3.8 per cent who attended business college.

The eight most popular majors include nursing (the most popular),

pre-med, elementary education, biology, industrial education, engineering, medical secretary and general secretarial. The seven most popular minors included chemistry, math, home economics, religion, psychology, biology and English.

The academy scholastic program was not too college oriented as considered by a slight majority.

Of those who responded, a larger percentage indicated they did not receive enough training during the academy years to secure a post high school job.

Foreign languages, art, industrial education, mechanics, science, homemaking and family living, math and Bible electives were courses the students and graduates thought should receive greater emphasis on the academy level.

No credit or grade should be given for a trade worked at in the academy as indicated by a narrow margin of respondents.

Almost 75 per cent of the present student body desired to attend college.

Courses related to college majors which graduates recommended greater emphasis on during the academy years are chemistry, biology, math, physics, physiology and anatomy and foreign languages. These were the ones most often mentioned.

The students and graduates generally agreed that the academy program was adapted to their interests, abilities and needs.

Only the freshmen agreed that an elementary guidance program would have been of help in adjusting to academy life.

Dorm living and social adjustments were the two main areas where an elementary guidance program may have been of most value.

Group counseling was favored slightly over private consultation as the type elementary guidance help that would have been helpful.

Social and spiritual problems were highest on the list as problems encountered during the academy years with emotional problems third.

A large percentage of students and graduates failed to seek help for the problems encountered during the academy years.

The teachers first and deans second, were selected as the ones who were sought out most often for counsel. The principal was at the bottom of the list.

The deans, counselors and teachers were generally the ones that students agreed they'd presently seek out first. The principal again was at the low end.

A larger percentage of both students and graduates said they were not confused about whom to seek counsel from.

Comments were listed as to why the students who were confused did not seek help, and also how this confusion could be eliminated. The comments most often sighted were a heart cry to get to know the faculty as friends, for the faculty to keep confidences, not to take everything

to a disciplinary committee and just be interested enough to listen.

No position or training qualifications were cited as necessary for a good guidance director, but rather have the personal qualifications of friendliness, loving kids, able to listen, trustworthiness, and just being concerned.

The three most popular tests for the students and graduates are vocational interest, vocational aptitude and personality.

The guidance director was generally considered the most effective, the principal not effective at all, and books, pamphlets and the registrar varied between effective and somewhat effective as means of receiving educational information.

The guidance director and resource person topped the list as the most effective ways of securing occupational information. Books, pamphlets and class study units were considered effective.

A large percentage of students and graduates agreed that the high school could benefit from the services of a full time counselor.

As a psychologist, the groups said no for the guidance director. It was a toss up about the test giver and interpreter with the students saying no and the graduates saying yes. It was a substantial yes on the other categories of an advice giver, friendly, cordial, helpful, able to keep confidences, and able to have a friendly, adviceless chat.

For the academies' staff and administration comparisons, it was found that the general type of guidance program now in effect as far

personnel is concerned is part time counselor with teacher or pastor as the other responsibility.

Mount Ellis considered the area of personal adjustment in their guidance program as adequate, and the other group listed somewhat inadequate.

This was exactly reversed in the area of providing educational information, with Mount Ellis saying somewhat inadequate and the other group as adequate.

Mount Ellis showed an even split for providing occupational information between somewhat inadequate and adequate. The other academies indicated a slight margin of somewhat inadequate over adequate.

Both groups felt their testing services were adequate.

Money and a full time guidance director dominated the comments for improving the guidance services.

It was with an overwhelming yes concerning the greater value of guidance services for a boarding academy over a day school. Thirty-seven comments were registered stating the students were removed from home situations and parental guidance as the reason.

Little use seems to be made of the present guidance services. Of those taking advantage of these services, the main type of referral was by suggestion.

The main purpose for student referrals to the guidance services for both groups was for securing educational information. Behavior

was at the low end.

The personal communication appeared to be the most popular way of communicating the nature of the problem in student referrals.

Friend and helper of students and cooperative member of the educational team were the roles perceived of the guidance director.

Qualified guidance directors, registrars and principals dominate the most effective way of securing educational information by both groups.

Qualified guidance directors and resource personnel were considered most effective, and class study units as effective for ways of securing occupational information by both groups.

The three tests which both academy groups considered very useful are vocational interest, vocational aptitude and personality.

In their perceptions about students seeking counsel from certain individuals, the counselor and teacher were first and second for Mount Ellis, and dean, counselor, teacher and pastor for the other group. Again, the principal was at the bottom.

The full staff and administration seems to be the opinion of both academy groups when discipline involving suspension, expulsion or retention of a student is necessary.

In the areas where comparison could be made between the student and graduate respondents with Mount Ellis staff and administration respondents, we find some agreement and some disagreement.

The three main type problems faced by the students and graduates while attending Mount Ellis were social, spiritual and emotional. Yet the main purpose for student referrals to the guidance services were for securing educational information.

The students and graduates put deans, teachers and counselors to seek counsel from in that order, while the staff placed the counselor first and teachers second. Both groups relegated the principal to the low end.

Students, graduates and staff agreed on the vocational interest and vocational aptitude tests, but disagreed on the personality test. The staff classified it as somewhat useful while the students and graduates considered it one of the three they most wanted to take.

Books were considered most effective by the students and graduates for securing educational information and the staff said not effective at all.

All groups agreed on pamphlets as somewhat effective and a qualified guidance director as most effective in securing educational information.

The registrar was considered effective by the staff and graduates and somewhat effective by the students in the same category.

The principal received a not effective at all by the students, somewhat effective by the graduates and effective by the staff as a means of securing educational information.

In the area of securing occupational information, the following agreements are noted. All groups listed the guidance director as most effective and all the others varied between effective and somewhat effective.

The guidance director should not be thought of as a psychologist according to all groups. The staff and students did not consider him a test giver and interpreter, but the graduates did. There was full agreement about the guidance director being friendly, cordial and helpful to students.

Conclusions

The following conclusions were reached by the writer:

1. Terminal students are not really receiving training enough to help them secure a post high school job.

2. There are too few electives in the scholastic program.

3. There is a need to have group counseling sessions with eighth graders prior to coming to the academy to cover such areas as dormitory living, social adjustment and scholastic program planning.

4. Principals need to rise off the bottom of the list as individuals whom the students can seek out for help and have confidence in.

5. There is an extreme barrier between faculty and students which needs to be broken down to provide each other with Christian friendship.

6. There is an extreme reluctance on the part of the staff and administration to build up and use a guidance service. There appears to be an attitude of self sufficiency among staff and administration that they can do the counseling needed.

7. Placement, follow-up and appraisal are lacking there losing an opportunity to measure and evaluate the present program and to plan and implement changes.

8. A place, material and personnel need to be provided for art and craft work.

Recommendations for Further Study

Based on the writer's observations of this study, he would like to suggest some recommendations that should be looked at if further studies are to be conducted on this particular subject.

1. See what might be the advantages and disadvantages of giving a grade and credit for the work done in the work program at the academy.

2. Find out ways of breaking down the existing barriers between students and staff for the benefits of friendship and counseling.

3. Survey the present student body of Mount Ellis Academy with a similar questionnaire in the personal adjustment area after they have graduated to see what changes of opinions may have resulted from added maturity and experience.

4. Survey with a similar questionnaire in the personal adjustments area, the 1964-1967 graduates who were under a different administration to see if the results correlate with the present study.

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APPENDIX

STUDENT AND GRADUATE SURVEY

The following questionnaire is intended to help us to evaluate the present scholastic program and guidance services of Mt. Ellis Academy in order to be of better service to you. We are asking you to be honest and frank in answering each of the following items. Please do not sign your name.

PART I.

I am at present, Check ( ) one.

1. Academy freshman
2. Academy sophomore
3. Academy junior
4. Academy senior
5. College student
6. Graduated from college
7. Business college student
8. Started college, but now working
9. Never attended college 1.( )

Was the academy scholastic program too college entrance oriented?
1. (yes)_____ 2.(no)_____ 2.( )

If you did not attend college, did you receive enough training at the academy to help you secure a job?
1.(yes)_____ 2.(no)_____ 3.( )

I would like to see more courses offered in (list in one or two areas only).
1._____ 2._____ 4.( )
5.( )

Do you feel you learned enough in a trade in your work program at the academy to receive credit and a grade?
1. (yes)_____ 2. (no)_____ 6.( )

If the above answer was marked yes, what was the trade?_____ 7.( )

If you are now attending academy, do you plan to attend college?
1. (yes) _____ 2. (no) _____ 8.( )

If you have attended or are attending college what is your
major?_____ minor?_____ 9.( )
10.( )

If you have attended or are attending college, which courses related to this major or minor would you recommend receiving more emphasis on the academy level?
1._____ 11.( )
2._____ 12.( )
3._____ 13.( )
4.(none)_____ 14.( )

Was your academy scholastic program adapted to your

1. interests?	1. (yes)_____	2. (no)_____	15.( )
2. abilities?	1. (yes)_____	2. (No)_____	16.( )
3. need?	1. (yes)_____	2. (no)_____	17.( )

PART II.

Would a guidance program in the elementary school have been a help to you in adjusting to academy life?

1. (yes)_____ 2. (no)_____ 18.( )

If the above answer is yes, in which way? Check ( ) all appropriate areas.

1. dorm living	_____	19.( )
2. social adjustment	_____	20.( )
3. scholastic program planning	_____	21.( )
4. emotional adjustment	_____	22.( )
5. other (specify)	_____	23.( )

Which type of elementary school guidance services would have been the most beneficial? Check ( ) one.

1. private consultation	_____	24.( )
2. group counseling	_____	

PART III.

Which particular area did you experience some problems in while attending the academy? Check ( ) each area where there was a problem.

1. emotional	_____	25.( )
2. social	_____	26.( )
3. scholastic	_____	27.( )
4. physical	_____	28.( )
5. spiritual	_____	29.( )

Did you seek help in solving these problems?

1. (yes)_____ 2. (no)_____ 30.( )

If you received help in solving these problems, please indicate from whom. Check ( ) all that apply.

1. counselor	_____	31.( )
2. pastor	_____	32.( )
3. teacher	_____	33.( )
4. dean	_____	34.( )
5. principal	_____	35.( )

If you were presently requested to seek counsel, list in rank order (1st, 2nd, 3rd, 4th, 5th), who you would seek this counsel from.

1. counselor _____ 36.( )
2. pastor _____ 37.( )
3. teacher _____ 38.( )
4. dean _____ 39.( )
5. principal _____ 40.( )

Were you ever confused as to whether you should seek counsel from the dean, pastor, principal, counselor or teacher?

1. (yes)_____ 2. (no)_____ 41.( )

If you answered the above question yes, why were you confused?

How would you correct this problem? (answer briefly)

In order to receive good counsel, what qualifications do you feel most important? Check ( ) one.

1. being an elder _____
2. being an administrator _____
3. counseling guidance training _____
4. none _____ 42.( )

PART IV.

In many high schools different kinds of tests or inventories are offered to students to help them make decisions. Check ( ) the following test or inventory you would like to take if you had the chance.

1. mental maturity _____ 43.( )
2. scholastic aptitude _____ 44.( )
3. personality _____ 45.( )
4. vocational interest _____ 46.( )
5. vocational aptitude _____ 47.( )

Rank the effectiveness of ways you might receive necessary educational information according to the following scale: 1. most effective, 2. effective, 3. somewhat effective, 4. not effective at all (put appropriate number in front of each item).

_____1.	books	48.( )
_____2.	pamphlets	49.( )
_____3.	consultation with qualified guidance director	50.( )
_____4.	registrar	51.( )
_____5.	principal	52.( )

Rank the effectiveness of ways of securing occupational information and planning services according to the following scale: 1. most effective, 2. effective, 3. somewhat effective, 4. not effective at all (put appropriate number in front of each item).

_____1.	books	53.( )
_____2.	pamphlets	54.( )
_____3.	class study units	55.( )
_____4.	resource persons	56.( )
_____5.	qualified guidance director	57.( )

PART V.

Do you feel guidance services for a high school important enough to benefit from the services of a full time counseling and guidance director?

1. (yes)_____ 2. (no)_____ 58.( )

I view the designated guidance director as:

1.	a psychologist	1.(yes)____2.(no)____	59.( )
2.	a test giver and interpreter	1.(yes)____2.(no)____	60.( )
3.	an advice giver	1.(yes)____2.(no)____	61.( )
4.	friendly, cordial, helpful	1.(yes)____2.(no)____	62.( )
5.	able to keep confidences	1.(yes)____2.(no)____	63.( )
6.	able to visit for a friendly, adviceless chat	1.(yes)____2.(no)____	64.( )

ADMINISTRATION AND STAFF SURVEY

The following survey is intended to help us to evaluate and seek ways to improve counseling guidance services on the academy level. We ask you to answer the following items honestly and frankly.

PART I.

Our present guidance program fits the following description.
Check ( ) one.

_____1. part time counselor and teacher
_____2. part time counselor and administrator
_____3. part time counselor and pastor
_____4. full time counselor without other duties
_____5. none at all
_____6. other (specify)_____ 1.( )

Rate the adequacy of your present guidance services according to the following scale:
1. inadequate 2. somewhat inadequate 3. adequate 4. excellent
(put appropriate number in front of each item)

_____1. personal adjustment problems 2.( )
_____2. educational information and planning services 3.( )
_____3. occupational information and planning services 4.( )
_____4. testing and interpretation of tests 5.( )
_____5. other (specify)_____ 6.( )

What would you add to your present guidance services to make it adequate and effective? (State briefly)

Do you perceive that a guidance program for a boarding school to be of more value than for a regular day school?

1._____(yes) Why? (state briefly 7.( )

2._____(no) Why? (state briefly)

PART II.

If your school has guidance services, answer the following:

What use do you make of your present guidance services?
check ( ) one.

1._____none 2._____ little 3._____ much 8.( )

What type referrals to the guidance director do you make most often? Check ( ) one.

1._____none
2._____by suggestion
3._____by insisting 9.( )

Rank in order (1st, 2nd, 3rd, 4th, 5th, 6th) the type purposes for making your referrals to the guidance director.

1._____behavior 10.( )
2._____occupational information and planning 11.( )
3._____educational information and planning 12.( )
4._____social adjustment problems 13.( )
5._____emotional adjustment problems 14.( )
6._____testing 15.( )

How do you you inform the guidance director of the type and nature of the problems involved in student referrals? Check ( ) those that apply.

1._____note 16.( )
2._____personal communication 17.( )
3._____phone call 18.( )
4._____let the student do it 19.( )
5._____none at all 20.( )

Rank in order of importance the role you perceive of the guidance director (1st, 2nd, 3rd, 4th, 5th).

1._____psychologist 21.( )
2._____dispenser of educational & occupational infor. 22.( )
3._____test administrator and interpretor 23.( )
4._____cooperative member of the educational team 24.( )
5._____friend and helper of students 25.( )

PART III.

Rank the effectiveness of ways of dispensing educational information to the students according to the following scale: 1. most effective, 2. effective, 3. somewhat effective, 4. not effective at all (put appropriate number in front of each item.)

1._____books 26.( )
2._____pamphlets 27.( )
3._____consultation with qualified guidance director 28.( )
4._____registrar 29.( )
5._____principal 30.( )

Rank the effectiveness of ways of dispensing occupational information and planning to the students according to the following scale:
1. most effective, 2. effective, 3. somewhat effective, 4. not effective at all (Put appropriate number in front of each item.)

1._____books 31.( )
2._____pamphlets 32.( )
3._____class study units 33.( )
4._____resource persons 34.( )
5._____qualified guidance director 35.( )

Rate the usefulness of the following tests and inventories for use in guiding students in their high school program according to the following scale: 1. no use at all, 2. limited usefulness, 3. somewhat useful, 4. very useful. (Put appropriate number in front of each item.)

1._____mental maturity 36.( )
2._____scholastic aptitude 37.( )
3._____personality 38.( )
4._____vocational interest 39.( )
5._____vocational aptitude 40.( )

PART IV.

Rank the order in which you think a student would seek counsel from the following if they were requested to seek counsel. (1st, 2nd, 3rd, 4th, 5th)

1._____counselor 41.( )
2._____dean 42.( )
3._____pastor 43.( )
4._____teacher 44.( )
5._____principal 45.( )

In a disciplinary action involving a possible suspension or expulsion of a student, rank in order whose recommendation should carry the most weight to suspend, expel or retain a student. (1st, 2nd, 3rd, 4th, 5th, 6th)

1._____administrator (principal) 46.( )
2._____pastor 47.( )
3._____dean 48.( )
4._____administrative council 49.( )
5._____full staff and administration 50.( )
6._____counselor 51.( )

Your attention to the above items is greatly appreciated. If your school would be interested in a copy of the study, please indicate.

Yes _____ No._____