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## A Study of the Attitudes of Parents and Graduates toward the Group Guide Program in Technical High School

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A STUDY OF THE ATTITUDES OF PARENTS AND GRADUATES TOWARD  
THE GROUP GUIDE PROGRAM IN TECHNICAL HIGH SCHOOL

A Field Study

Presented to the

Department of Educational Administration

and the

Faculty of the Graduate College

University of Nebraska at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

by

Grace Leona Davis

December 1975

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FIELD PROJECT ACCEPTANCE

Accepted for the faculty of the Graduate Faculty of the  
University of Nebraska at Omaha, in partial fulfillment of the  
requirements for the degree Specialist in Education.

Graduate Committee Ross Pilkington Counseling & Guidance  
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11-24-75  
Date

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## CHAPTER I

### INTRODUCTION

The members of the Omaha Board of Education, through the office of the Superintendent of Schools, made provisions for the school year 1972 to 1973. One of the changes was to revise the curriculum. A Task Force was formed in June of 1972, to work on curriculum revision and staffing. The Task Force was composed of fifty-two persons from the Omaha School System. The Task Force included teachers from Technical High School, teachers from other high schools, Administrators from Technical High School and the Central Administration.

In September, 1971, there was tension, unrest and discontent among the student body. This was the third year of student unrest. Many students were involved in negative overt behavior.

As a result of the many behavioral problems, tension, and student unrest during the entire year, the Education Committee of the Ministerial Alliance of the Black Community became interested in the welfare of the school. The committee members offered their assistance to the principal and the central office staff. The committee invited parents, students, and interested citizens to study areas of concern. The areas of concern were curriculum revision, building renovation, and student behavior. After meeting for several months, recommendations were made and submitted to members of the Omaha Board of Education for their consideration.

A questionnaire was distributed to the students. The students identified their major problems at Technical High School. Their concerns

were:

1. Communication involving parents and faculty.
2. Communication involving students and faculty.
3. Black Literature and books relating to Blacks.
4. Renovation of the building, (carpeting, painting, new furniture, and an inter-communication system).
5. Relevant courses.
6. Security Guards.
7. Revision of the curriculum.
8. Renovation of the men and women's showers and dressing rooms.
9. Renovation of the swimming pool.
10. A student lounge.
11. Full-time counselors.
12. Black employees in the cafeteria.
13. Special Education classes.
14. A larger selection of elective courses.
15. Attendance and discipline rules.
16. Unauthorized persons entering the school without permission.
17. Current textbooks.

The Task Force took into consideration the concerns of the students and decided to move toward the student oriented philosophy, Individualized Instruction and implemented the Group Leaders concept. The student body was divided by grades, with each grade forming two groups for a total of eight groups. Each group had two group leaders and one counselor. The group leader was a member of the staff to whom



a group of students were assigned. His primary concern was the student and his welfare, and the student remains with the same group from the beginning until the end of his high school career.

#### THE PROBLEM

Statement of the problem. The purpose of this study was to determine the attitudes of parents and graduates toward the Group Guide Guidance Program in Technical High School and to determine if the parents and graduates felt that the objectives of the Group Guide Program met the needs of the students.

Questions to be answered. The significance of the Group Guide Guidance Program was that it was designed to provide a staffing plan which focused on student needs.

1. Is there evidence to support the belief that the Group Guide Program met the following objectives?
  - a) Create and organize a sense of groupness for those students assigned to the group guide.
  - b) Know each individual in the group in and out of school.
  - c) Integrate the new students into the group.
  - d) Identify and recommend specific academic and out of school program needs for individual students.
  - e) Assume responsibility for each student's social and academic development.
  - f) Provide individual counseling.
  - g) Be responsible for the student's behavior in the school.

2. Is there evidence to support the belief that the Group Guide always had the following characteristics?
  - a) Fair in making decisions.
  - b) Possess positive attitudes.
  - c) Exhibit that they care.
  - d) Firm with discipline rules.
  - e) Consistent with decision making.
  - f) Honest with students.
  - g) Consistent in expectations.
3. Is there evidence to support the belief that the Group Guides were:
  - a) A primary source for unbiased information about students?
  - b) An advocate for the students?
4. Is there evidence to support the belief that the Group Guide Program had helped students to develop fundamental interpersonal skills to live and work with others?
5. Is there evidence to support the belief that the Group Guide Program had provided students with opportunities to explore their individual talents, attributes, capabilities, and expand their self-awareness?
6. Is there evidence to support the belief that the students are insured of having marketable skills when they complete their high school career?

Importance of the study. There were goals established in the summer of 1972 by the Task Force. The goals were:

1. Discipline under control.
2. Restore parents and citizens faith in the school.
3. Restore students faith in the school.
4. Move toward placing the school on a criterion basis.
5. Rekindle the staff's belief that they could do something.<sup>1</sup>

In June of 1972, Pacific Learning Corporation, Palo Alto, California was asked to work with the Technical High School staff by the Omaha Board of Education to accomplish certain goals. These goals were in the affective domain, that is, to change the negative attitude of students, staff, administrators, parents and citizens in the community.

In June of 1973, Pacific Learning Corporation, submitted a status report and proposal for Technical High School to the Superintendent of Schools, Omaha Public Schools. The Status Report in the summer of 1973 was as follows:

1. Discipline incidents were relatively minor. The many outstanding situations documented in the principal's files were clear evidence that the students viewed the school as a place to help them. Teachers and administrators agreed there were relatively few discipline problems. Some teachers indicated it was the most pleasant year they had spent in twenty years in the system.<sup>2</sup>

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<sup>1</sup>Pacific Learning Corporation, Status Report and Proposal for Technical High School, Unpublished, Pacific Learning Corporation, Stanford Professional Center, Palo Alto, California, June 1973, p. 1.

<sup>2</sup>Ibid.

2. The newly won support of the patrons of the school was clearly demonstrated by the tone of the community meetings and the participation of parents in the summer program development.<sup>3</sup>
3. Student positive participation in the development of educational opportunities at Technical was easily seen by watching the strong, constructive contributions by students in the summer workshops. The study of student attitudes represented a very dramatic change over twelve months.<sup>4</sup>
4. Teachers were attempting to revise the "challenge criterion" for courses based on their experience from the previous year. Additional courses were being developed and the students were moving from a time orientation to a task orientation.<sup>5</sup>
5. The most dramatic change was in the level of staff enthusiasm. The absence of negative documents were replaced by positive discussions of how things could be made better through interdisciplinary approaches, etc., had completely changed the school atmosphere from one of despair to eagerly anticipating the next steps that would improve the opportunity for Technical High School students.<sup>6</sup>

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<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 2.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

### Assumptions.

1. The Group Guide Program provided staffing plan which focused on the student needs.
2. The change in students' actions and overt behavior since the beginning of the program indicates favorable acceptance of the Group Guide Program.
3. The responses of parents and graduates suggest a positive relationship between them and the services provided by the Group Guide Guidance Program.

Definition of terms. For the purpose of the study the following terms are defined:

Group Guide. This term refers to a teacher or counselor, a member of the staff assigned full time as an unrelenting student advocate. He or she is a person willing to be involved with students in his or her group all year to deal with parents, teachers and other agencies with which the students will become involved.

Group Guide Program. This term refers to a Guidance Program implemented through the use of Group Leaders. The student body is divided by grades, with each grade forming two groups for a total of eight groups. Each group has two group leaders and one counselor. The Group Leader is a member of the staff to whom a group of students are assigned. His primary concern is the student and his welfare. The student remains with the same group from the beginning until the end of his high school career.

Ministerial Alliance. This term refers to an organization composed of the Black Ministers in the city of Omaha.

Task Force. This term refers to fifty-two educators from the Omaha Public Schools approved by the members of the Omaha Board of Education to work on curriculum revision and staffing at Technical High School during the summer of 1972. There were teachers, counselors, administrators and supervisors from the Practical Arts, Applied Arts and the Humanities Disciplines.

Delimitations. The project was limited only to the parents and graduates of Technical High School for the school years of 1972 to 1973 and 1973 to 1974. There were one hundred and ninety-four graduates for 1973 and one hundred and fifty-nine graduates for 1974.

The graduates for the school years of 1973 and 1974, were selected for the study on the basis of being the first two groups of graduates involved in the Group Guide Guidance Program.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The Group Guide Guidance Program at Technical High School is a new Guidance Program and literature is limited. Everyone agrees that high schools are in difficulty. In the report of the National Commission on the Reform of Secondary Education, the commission made thirty-two recommendations for improving Secondary Education. The Commission believes that its list of suggested national goals for secondary education represents a point of departure for reform. The proposed goals provide a framework for educational experiences that will enable people of great diversity to live together in harmony while maintaining their individuality; to employ critical analysis to the solution of problems presented by rapid change; and to value continuous learning as a means of satisfactory adjustment. The goals provide a strategy for developing affective oral and written communication as well as for providing experiences which are thought provoking, instructive, and self-fulfilling.<sup>7</sup>

The purpose of goals is to indicate the direction in which the schools should be moving. Because American schools serve the needs of society, the purposes of education must be modified as society changes. If the schools are to be responsible to society, educational goals must be reconstituted periodically.<sup>8</sup>

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<sup>7</sup>The National Commission on the Reform of Secondary Education, The Reform of Secondary Education (New York: McGraw-Hill Book Company, 1973), p. 25.

<sup>8</sup>Ibid., p. 27.

The first and foremost of the efforts to define the purposes of secondary education was that of the Commission on the Reorganization of Secondary Education in 1918. The summary statement of this Commission, sponsored by the National Education Association was the Seven Cardinal Principles of Secondary Education. The following goals were (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) citizenship, (6) worthy use of leisure time, and (7) ethical character.<sup>9</sup>

The second twentieth-century definition of the purpose of secondary education was expressed in 1938, by the Education Policies Commission of the National Education Association and the American Association of School Administrators. The group developed a number of goals under four headings: (1) self realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility.<sup>10</sup>

The third endeavor to set goals for education was made by the President's Commission on National Goals, which was appointed by President Eisenhower and which made its report on November 16, 1960. The most applicable new goal for the high school was expressed briefly: "It is essential that the tradition of the comprehensive high school should be preserved and strengthened."<sup>11</sup>

The goals that were established by the Commission in 1973, can be divided into categories of content and process. The content goals are

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<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.



the general skills that students must acquire if they are to function at a level that is both personally and socially rewarding. Process goals are the individual abilities and attitudes which are influenced by the procedures, environment, and activities of the school. The responsibility for achieving these goals rests with teachers, administrators, school board members, parents, and to a very considerable degree, the students themselves.<sup>12</sup>

The content goals set up by the Commission were:

1. Achievement of communication skills.
2. Achievement of computation skills.
3. Attainment of proficiency in critical and objective thinking.
4. Acquisition of occupational competence.
5. Clear perception of nature and environment.
6. Development of economic understanding.
7. Acceptance of responsibility for citizenship.<sup>13</sup>

The process goals set up by the Commission were:

1. Knowledge of self.
2. Appreciation of others.
3. Ability to adjust to change.
4. Respect for law and authority.
5. Clarification of values.
6. Appreciation of the achievement of man.<sup>14</sup>

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<sup>12</sup>Ibid., p. 32.

<sup>13</sup>Ibid., p. 33.

<sup>14</sup>Ibid., p. 34.

The Commission report contains a number of recommendations that lead toward reform of the high schools, but educators in our schools must try to meet the needs of our youth today. The incentive for continuous innovation will come from achievement and success.

The question of how to develop the quality of humaneness in youth has become a popular innovation in educational circles in the last few years. In the late 1950's and during the 1960's great concern was focused on developing the minds of young people. Society seemed to lose sight of the fact that man is not merely the sum total of his intellectual capacity. The emphasis in learning was placed on the accumulation of knowledge almost to the exclusion of the development of the child's values and humane qualities.

A shift has begun which may see humaneness move to the fore in educational thought and planning, and the primary goal of education may become that of helping each person become fully humane. The emphasis is on the development of the whole child, his mind, heart, and soul, and those qualities which make him uniquely human.<sup>15</sup>

Education which focuses on the development of humaneness sees nothing in the learning process more important than the individual and the development of his unique human qualities. This philosophy insists that each person must be allowed to grow in his own way and at his own rate if he is to have a chance to develop fully. No two people are exactly alike, no two develop in the same way, and no two reach the same level of their potential. There must be chances for mistakes, and the

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<sup>15</sup> Arthur W. Combs, "An Educational Imperative: The Human Dimensions," in *To Nurture Humaneness, 1970 Yearbook*, Association for Supervision and Curriculum Development, NEA, p. 366.

learning situations must allow students to feel free to take risks. It is only through trying different alternatives that young people will be able to arrive at answers and values which are truly meaningful for their lives.<sup>16</sup>

Learning experiences which aim at developing fully each person's potential for humane living must allow students to follow roads of inquiry which appeal and are relevant to them. Students must be allowed to seek answers to such questions as: Who am I? How can I best fulfill my destiny? What values should I accept as guiding lights in my life? How can I best get along with other people? How can I function most effectively as a part of the universe? What is the purpose of my existence? The answers to such questions will be different for each person, and each individual must discover his own answers to these questions.<sup>17</sup>

Education which is centered around the development of humaneness must include a rich and varied learning environment. Teachers need to be extremely humane themselves and must look upon each child as unique and of great value. They must realize that all young people need an equal opportunity to develop fully as people embodying the most human qualities.

In this article the author describes newly emphasized strategies and methods that are significant components of humaneness which are essential. These components are:

1. Teachers must be more concerned with the personal and human

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<sup>16</sup>Ibid., p. 365.

<sup>17</sup>Ibid., p. 367.

development of each child than with learning material, organizing information, and acquiring bodies of knowledge.

2. A nonpunitive evaluation system, which allows students to experiment and to make mistakes in their quest for meaningful answers, must be established.
3. Teachers must remember constantly to comment favorably on students' efforts, provide encouragement, and offer frequent opportunities for success.
4. Sensitivity training can be used to advantage by those who have had careful training in the use of this technique.
5. Flexible schedules and nonrigid curriculum guidelines must allow students to pursue the learning experiences which are most meaningful to them.
6. Students must assume a greater share of the responsibility for their own learning.
7. Small classes are important to give students more freedom and a greater chance for spontaneous interaction with teachers and with one another.
8. Students must become so completely involved in the learning process that the learning which takes place becomes internalized.
9. There must be a reassessment of the basic purposes of education and the desired outcomes of the educational process.
10. Commitment must be made to putting humanistic goals first and to pursuing them above other objectives.

11. Equal opportunities must be given to all people if there is to be a development of a society of truly humane individuals.
12. Community resources and learning experiences outside the classroom must be fully utilized.
13. Society as a whole must work to reduce problems such as pain and hunger, for a person cannot concentrate on establishing a value system or improving interaction skills when he is starving.
14. There must be less emphasis on schools as a preparation for specific skills and more stress on developing each individual's capacity for humaneness.
15. Basic in the program are materials which allow the humaneness of the teacher to be brought out and the humaneness of the student to be developed.
16. The intricate nature of each person's personality must be recognized and appreciated.
17. Individualized instruction is essential.
18. There must be ample time in the school program for non-structured socializing experiences, which greatly facilitate the humanizing process.
19. Each student must initiate many of his own learning experiences.
20. Inservice programs are necessary to help change the thinking of the teachers who are oriented primarily to the development of the cognitive areas of learning.
21. Students must be given chances to experiment with interacting

with all people around them so that they can develop good interpersonal relationships.

22. Students must be given the opportunity to study their relationship to the machine and technology.
23. Teachers must treat all students in a humane way and not tolerate inhumaneness among those in their classes.
24. Society must be deeply concerned with the development of each child into a warm, compassionate, and understanding individual.
25. The inquiry method is often very effective in the affective areas of learning.
26. Children must have early experiences which foster curiosity and allow them to develop as fully functioning individuals, who interact totally with life.
27. Emphasis must be placed on truly educating as opposed to training or indoctrinating.
28. Superior and varied learning environments are essential.
29. Time must be provided for reflection and introspection.
30. Pupils should be deeply involved in planning their learning activities.<sup>18</sup>

Humanistic education now is a fad. The term itself is apparently new, but the ideas embodied in the term are old.

In Mary Jensen's article, "Humanistic Education: An Overview of

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<sup>18</sup>Ibid., p. 368.

Supporting Data", defines humanistic education. Humanistic Education is a value commitment toward certain educational goals. Whereas traditional education is concerned with the mastery of content, humanistic educators are committed to the growth of the whole individual. They are directly concerned with programs that foster psychological growth, including affective and motor, as well as growth in cognitive domains. They are concerned with individuals, their needs and interests, and how they relate to themselves, to others, and to society at large. In short, humanistic education is concerned with a reordering of educational priorities.<sup>19</sup>

Second, humanists are "wholists". Third, humanists are concerned with the development of content which is relevant to the student's own needs and interest. Fourth, humanists wish to develop in students the idea that they are "effectors", that is that they can exercise control over the direction their own learning and life takes, that they can take and meet responsibility effectively, that in fact, they can make choices about what they do and how they do it.<sup>20</sup>

Finally, humanists hope to provide education for tomorrow. The means by which humanists propose to achieve these goals are varied. However, nearly all advocates suggest that a restructuring of the classroom is necessary so that the teacher is no longer the central

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<sup>19</sup>Mary Jensen, "Humanistic Education: An Overview of Supporting Data," The High School Journal, (University of North Carolina, 1973), p. 341.

<sup>20</sup>Ibid.

figure in the classroom. Instead, the teacher adopts the role of facilitator and resource person. As teachers become less central in the classroom, students become more active learners. Students begin making decisions about what they will study, when they will study, and what methods are most appropriate for them to learn the material.<sup>21</sup>

Although there is little long term evidence available to suggest that humanistic education is superior to traditional education in producing more competent, vital and emotionally stable individuals, the research literature does suggest at least it is a viable alternation to traditional schooling.

The philosophy adopted at Technical High School was similar to the philosophy emphasized by Dr. William Glasser, author of Schools Without Failure. Dr. Glasser emphasizes central city education because of the great need. This book has been written on the difficulties of improving education in the central city. He states, "most people who write about these schools have not raised the critical issue. They have been so obsessed with the social environmental, and cultural factors affecting students that they have not looked deeply enough into the role education itself has played in causing students to fail, not only in the central city but in all schools. Children can learn in Watts, and they can learn in Beverly Hills. The main obstacle is our present educational philosophy, a philosophy of non-involvement, non-relevance, and thinking. Schools Without Failure presents suggestions for making

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<sup>21</sup>Ibid.



involvement, relevance, and thinking realities in our schools."<sup>22</sup>

As a psychiatrist, Dr. Glasser has worked many years with people who are failing. He has struggled with them as they try to find the way to a more successful life. As he became involved with them, he has shared their pains and misfortunes and fought against their rationalizations. From these struggles, he has discovered an important fact: regardless of how many failures a person has had in his past, regardless of his background, his culture, his color, or his economic level, he will not succeed in general until he can in some way first experience success in one important part of his life.<sup>23</sup>

We must develop schools where children succeed, not only in our wealthy suburbs, but in all parts of our cities, from upper middle class neighborhoods down through the poverty-stricken central city. It is the responsibility of each individual child to work to succeed in the world, to rise above the handicaps that surround him; equally it is the responsibility of the society to provide a school system in which success is not only possible but probable. Too much of our present educational system emphasizes failure and too many children who attend school are ailing. Unless we can provide schools where children through a reasonable use of their capacities, can succeed, we will do little to solve the major problems of our country.<sup>24</sup>

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<sup>22</sup>William Glasser, Schools Without Failure (New York: Harper and Row Publishers, 1969), p. 5.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid., p. 13

In this book, Schools Without Failure, Dr. Glasser refers to his book, Reality Therapy. There are many kinds of failure, of which school failure is usually considered only one. He describes two kinds of failure: failure to love and failure to achieve self-worth. A person must learn to give and receive love; he must find someone in the world to love and someone in the world who loves him, many people, if possible, but at the minimum one person he loves and one person who loves him. If a person succeeds in giving and receiving love, and can do so with some consistency throughout his life, he is to some degree a success. Teachers are overwhelmed with children who need affection. When children cannot fulfill their needs at home, they must do so at school. To begin to be successful, children must receive at school what they lack, a good relationship with other people, both children and adults.<sup>25</sup>

Students need involvement with educators who are warm and personal and who will work with their behavior in the present. They need teachers who will encourage them to make a value judgment of their behavior rather than preach or dictate: teachers who will help them plan better behavior and who will expect a commitment from the students that they will do what they have planned. They need teachers who will not excuse them when they fail their commitments, but who will work with them again and again as they commit and recommit until they finally learn to fulfill a commitment. When they learn to do so, they are no longer lonely; they gain maturity, respect, love, and a successful identity.<sup>26</sup>

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<sup>25</sup>Ibid., p. 16.

<sup>26</sup>Ibid., p. 24.

Schools are in a unique position in that they are supposed to stimulate children to solve problems, both academic and social.

The Group Guide Program that was adopted at Technical High School emphasized humanistic education and Dr. Glasser's philosophy. The program was designed to provide a staffing plan which would focus on student needs. The student needs were described in three areas.

1. Students as part of a group.
2. Students in an academic program.
3. Students in the community.<sup>27</sup>

Students as part of a group. Students belong to a number of groups in and out of school; clubs, informal peer groups, church groups or instructional groups. Some are voluntary and open and some closed and invitational. Not all students have equal opportunity to belong to groups. Similarly many students do not have the opportunity to know which groups would be of interest and benefit to them. What is missing is a group which provides continued and comprehensive support for the student's development.<sup>28</sup>

Students in the academic program. In some cases the student is exposed to a variety of teachers in his academic program; each with specific expectations for the student. This indicates the need for guidance about their academic program and career goals. This highlights the need

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<sup>27</sup>Pacific Learning Corporation, Proposal for the Omaha Public Schools (Palo Alto, California: Pacific Learning Corporation, 1971), p. not numbered.

<sup>28</sup>Ibid.

for one adult to be the student's advocate in his academic program.<sup>29</sup>

Students in the community. Students learn as much out of school as they do in school. There are many community resources that the school cannot afford to duplicate. By extending the schools into the community you can provide more continuous and related experiences for the students not duplicating services already available in the community.<sup>30</sup>

Group leader. The group leader is not just a classroom teacher, administrator or a guidance counselor. He is in a new role: the "fearless leader" for his group of students. At all times he is the unrelenting student's advocate. He is a person willing to be involved with the students in his group all year and to deal with parents, teachers and other agencies with which the youngster will become involved. He is a member of the staff to whom a group of students is assigned. His primary concern is the student and his welfare; not a program, grades or the perpetuation of any organization. To this end he stays with the same group of students from the beginning to the end of their high school career.<sup>31</sup>

Teacher. The teacher works with the student in the academic program. It is the teacher's responsibility to individualize the academic program to meet student needs in the area of the teacher's expertise. The group

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<sup>29</sup>Ibid.

<sup>30</sup>Ibid.

<sup>31</sup>Ibid.

leader is responsible for the student's social and academic development and might be in the position of recommending to the teacher that the student has certain academic needs. It is the teacher's responsibility to individualize the academic program to meet those needs. This does not mean that the group leader decides what the teacher presents to each student. The teacher presents the program he thinks best. The group leader suggests how that must be modified for individual students.<sup>32</sup>

Auxiliary leader. Auxiliary leaders can be anyone in the community interested in working with the students. In some cases they may be associated with the schools, the recreation center or simply an interested adult. Responsibilities of the auxiliary leaders include:

1. Capitalizing on community resources.
2. Extending the school facilities into the community and the community facilities to the school.
3. Meeting student needs for which the school cannot provide.
4. Bringing multi-age community groups together for specific learning needs.<sup>33</sup>

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<sup>32</sup>Ibid.

<sup>33</sup>Ibid.

## CHAPTER III

### DESIGN OF THE STUDY

Description of research design. The Descriptive Survey research design was used to investigate the parents' and graduates' attitudes toward the Group Guide Program that was implemented during the school year 1972 to 1973, at Technical High School, an inner city high school, Omaha, Nebraska

The gathering device in which the data was obtained from the respondents was a telephone questionnaire. The questionnaire was used by the investigator to determine the following things:

1. If the attitudes of the parents and graduates are favorable toward the program?
2. If the program met the needs of the students?
3. If the program was beneficial and worthwhile in helping the graduates to achieve academic and career goals?

Population and sample. The random sampling statistical process of gathering, describing, organizing, analyzing, and interpreting numerical data was used by the investigator to tabulate attitudes of parents and graduates. There were three hundred and fifty-three students who graduated during the two year period. Approximately one-third of the total number of parents and one-third of the total number of graduates were selected from each class of graduates. The alphabetical listing of the graduates was numbered and every fourth person was surveyed, if available. If the fourth person was not available the next person was selected and this person was used in the survey.

Data instrumentation. An alphabetical listing of graduates and parents was secured from Technical High School. A Telephone Survey questionnaire was administered by telephone to the graduates and parents. Appendix A, (graduates survey). Appendix B., (parents survey). Permission to administer the survey was granted by the Director of Research, Omaha Public Schools and is in Appendix C. The investigator's introduction to the graduates and parents is in Appendix D.

Data treatment. In this study simple types of data analyses were used because the population as a whole was sufficiently homogeneous. The number of responses in this study were done by hand. The procedure to tabulate the frequency and the percentage for a population sample of ninety-four parents and one hundred and ten students was established to process, tabulate and statistically analyze the data. The data was classified by years, analyzed and synthesized in such a way so as to provide answers relative to the questions involved in the study.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data present in this chapter was gathered over a period of eight months. The investigator involved a random sample of graduates and parents for the school years 1972 to 1973 and 1973 to 1974. There were three hundred and fifty-three students who graduated during the two year period. Approximately one-third of the total number of parents and one-third of the total number of graduates were selected from each class of graduates. Involved in the study were one hundred and ten graduates and ninety-four parents. The Figures 1 to 14 affords a comparison of the attitudes of the parents and graduates toward the Group Guide Program relative to the questions involved in the study.

Bar graphs are arranged horizontally to represent data. The investigator assigned each position a scale value. Starting with a point of view, all statements favoring a position, "yes," the score value assigned is two and the score value for "no" is one. The graduates' data was tabulated first and next the parents' data was tabulated. The frequency count was converted to percentage responses in order to compare the groups meaningfully. Translating frequency counts into percentage indicates the number-per-hundred compared.

The responses 1 through 11, verified that the Group Guide Program provided a staffing plan which focused on the needs of students:

(1) students as part of a group, (2) students in an academic program, and (3) students in the community. The responses to question 12 verified



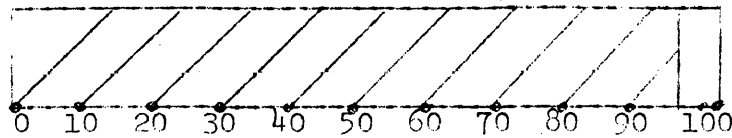
that there was a change in behavior and attitudes of students. The responses 13 and 14, verified that the graduates and parents were favorable to the services provided by the Group Guide Program.

The Group Guides are counselors, advisors and tutors. They are teachers no longer assigned to the classroom. One simply calls himself "a jack of all trades." The students ignore job titles and just call them "friends". The group guide teams help the students to get through school.

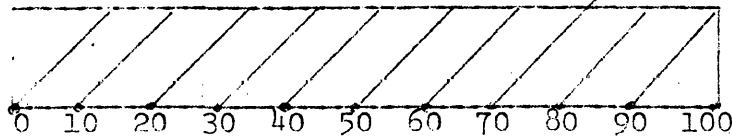
In the traditional program, many students did not want to see counselors because they felt a stigma was attached to such a visit. The purpose for having group guides removes such stigmas, either real or imagined. Each student is assigned to a group guide room. The students know their group guides. They all know guides are there to help.

The important thing that happens is that the student becomes a part of the group, his group. He is given an opportunity to know the majority of the students in his group through group meetings. See Figures 1 and 2.

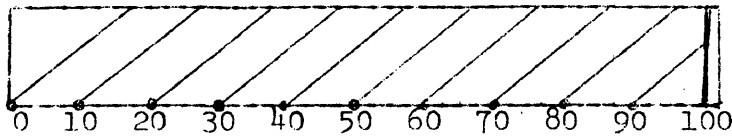
FIGURE 1



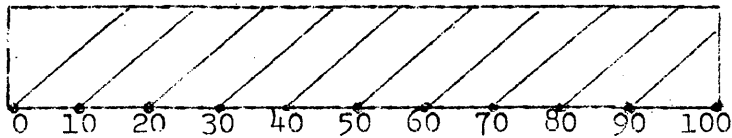
1973 Graduates  
 96% Yes  
 4% No



1973 Parents  
 100% Yes  
 0% No



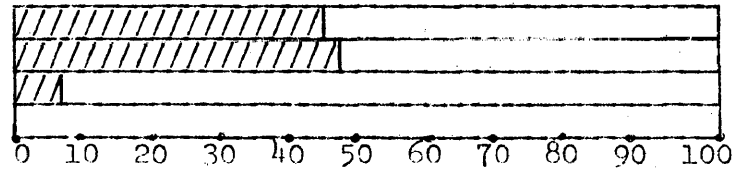
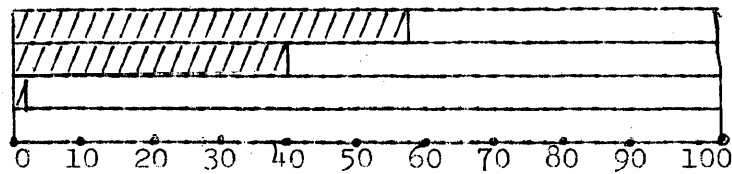
1974 Graduates  
 99% Yes  
 1% No



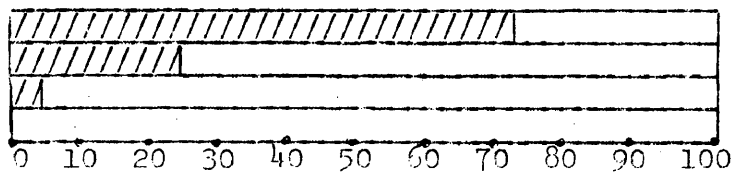
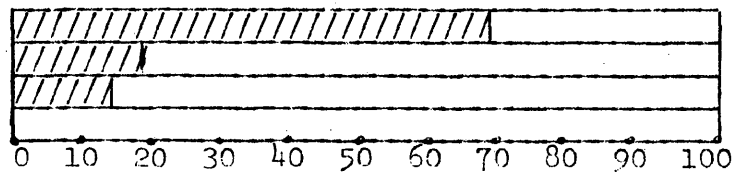
1974 Parents  
 100% Yes  
 0% No

1. Did you feel that you were a part of the group and could get involved in group decision making and group activities? (Graduates).
1. Did you feel that your (son or daughter) was a part of the group and could get involved in group decision making and group activities? (Parents).

FIGURE 2



1973 Graduates	1973 Parents
59% All	45% All
40% Half	48% Half
1% Less than half	7% Less than half
0% None	0% None

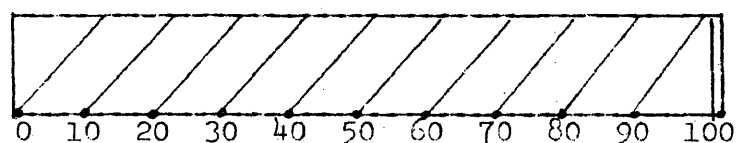
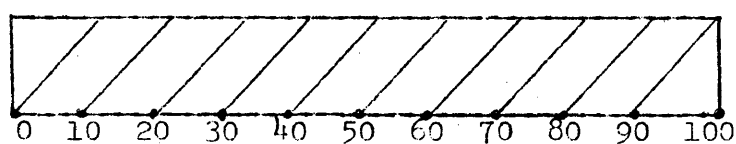


1974 Graduates	1974 Parents
69% All	73% All
17% Half	23% Half
14% Less than half	4% Less than half
0% None	0% None

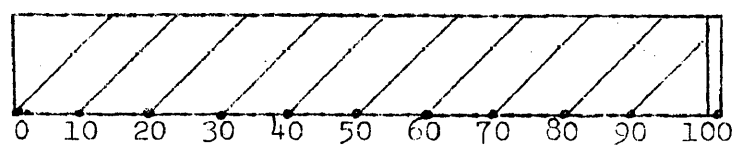
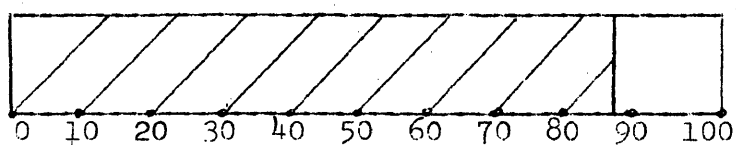
2. Did you become well acquainted with the others in your group and how many did you know? All \_\_\_\_ Half \_\_\_\_ Less than half \_\_\_\_ None \_\_\_\_ (Graduates).
2. Did you feel that your (son or daughter) became well acquainted with others in the group and how many did (he or she) know? All \_\_\_\_ Half \_\_\_\_ Less than half \_\_\_\_ None \_\_\_\_ (Parents).

Group Guides assist students with academic and personal problems. They help students decide what courses to take. They also keep students' records. They counsel and tutor students individually or in small groups. The group guides make sure each student receives individual attention. Traditionally, the real attention-getters were the exceptional students. This is not true with the Group Guide Program. See Figures 3 and 4

FIGURE 3



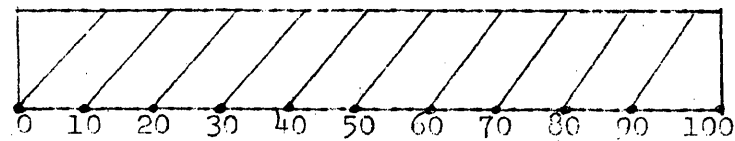
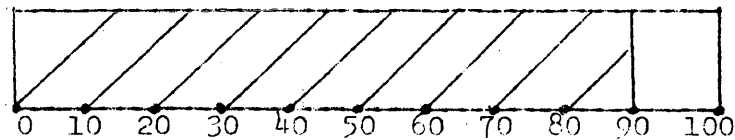
1973 Graduates	1973 Parents
100% Yes	99% Yes
0% No	1% No



1974 Graduates	1974 Parents
88% Yes	99% Yes
12% No	1% No

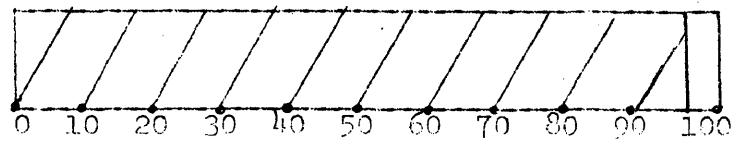
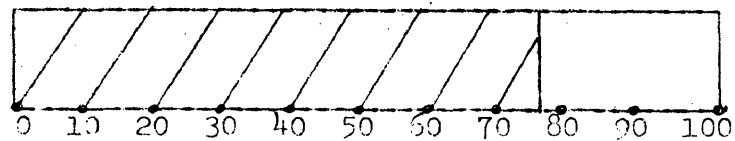
3. Did you receive individual, social and academic counseling? Yes \_\_\_\_  
No \_\_\_\_\_. (Graduates).
3. Did you have knowledge of your (son or daughter) receiving individual social and academic counseling? Yes \_\_\_\_ No \_\_\_\_\_. (Parents).

FIGURE 4



1973 Graduates  
90% Yes  
10% No

1973 Parents  
100% Yes  
0% No



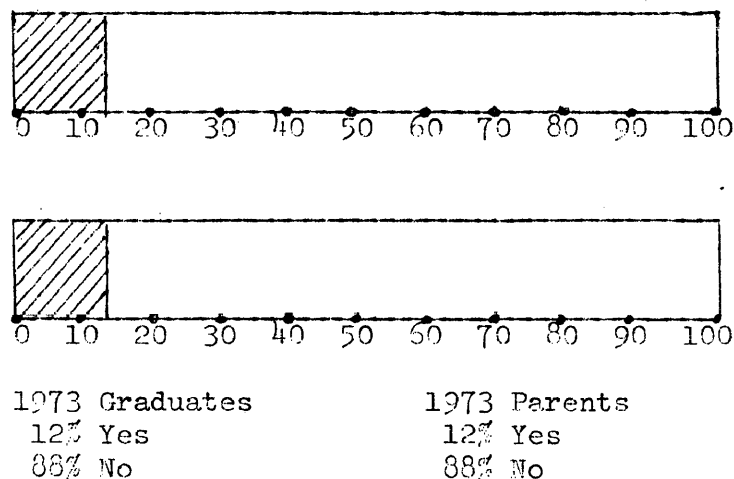
1974 Graduates  
78% Yes  
22% No

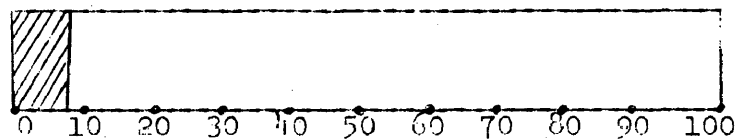
1974 Parents  
96% Yes  
4% No

4. Do you feel that help in solving your problems came from these sessions? Yes \_\_\_\_ No \_\_\_\_\_. (Graduates).
4. Do you feel that your (son's or daughter's) help in solving (his or her) problems came from these sessions? Yes \_\_\_\_ No \_\_\_\_\_. (Parents).

The Group Guide and the teacher may decide after a period of time it may become evident to call on auxillary personnel to provide some experience in the community to enlist some additional support. The student may be referred to an agency for recreational, tutoring or counseling services. The 1973 graduates were referred to the Nebraska State Rehabilitation Department, University of Nebraska Dispensary, Douglas County Assistance Bureau, Creighton University Upward Bound Program, Greater Omaha Community Action Office and Omaha Boys Club. The 1974 graduates were referred to the Northside Black Library, University of Nebraska at Omaha Annex counseling services and the Omaha Boys Club. Some students took advantage of the services and the parents had knowledge of the services offered by the agencies. See Figures 5 and 6.

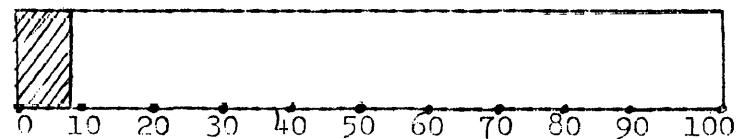
FIGURE 5





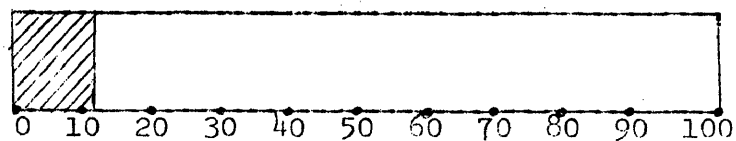
1974 Graduates  
 7% Yes  
 93% No

1974 Parents  
 3% Yes  
 92% No



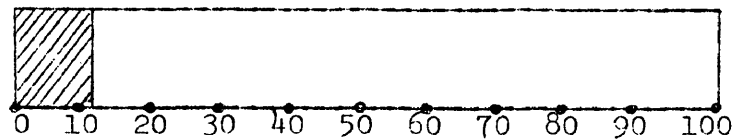
5. Were you referred to any outside agency for recreational, tutoring or counseling services? Yes \_\_\_\_ No \_\_\_\_\_. (Graduates).
5. Did you know if your (son or daughter) was referred to any outside agency for recreational, tutoring, or counseling services? Yes \_\_\_\_ No \_\_\_\_\_. (Parents).

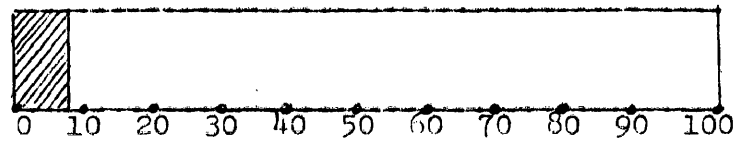
FIGURE 6



1973 Graduates  
 12% Yes  
 88% No

1973 Parents  
 12% Yes  
 88% No





1974 Graduates

7% Yes

93% No

1974 Parents

8% Yes

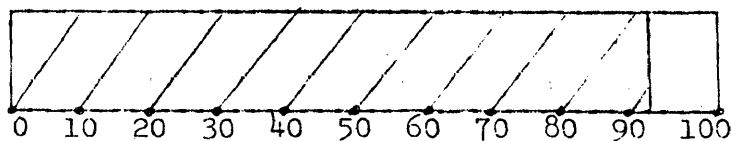
92% No

6. Did you take advantage of the services? Yes \_\_\_\_ No \_\_\_\_\_. (Graduates).

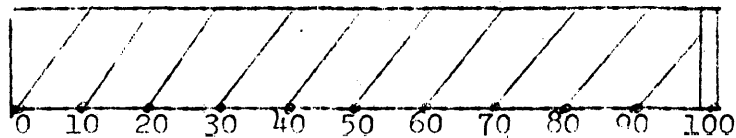
6. Did your (son or daughter) take advantage of the services? Yes \_\_\_\_ No \_\_\_\_\_. (Parents).

The Group Guide duties also include assisting with student activities, visiting students and their families in their homes, and performing numerous other tasks which strengthen communication between the school, parents, and community. The Group Guide is the student's advocate. The Group Guide is the middleman between student and teacher, between student and administrator, between student and parents, also even between student and employer. See Figure 7

FIGURE 7

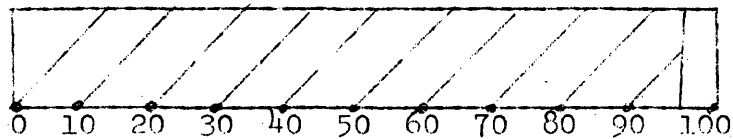
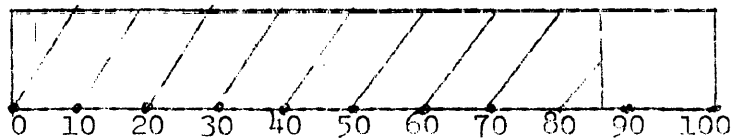






1973 Graduates  
92% Yes  
8% No

1973 Parents  
99% Yes  
1% No



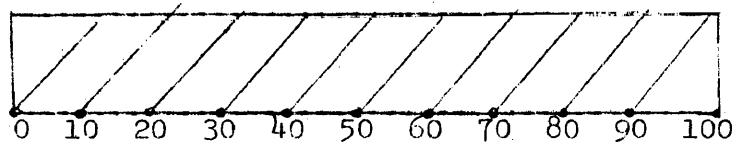
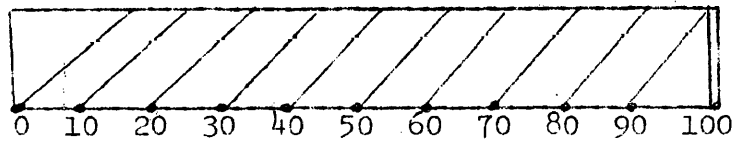
1974 Graduates  
86% Yes  
14% No

1974 Parents  
96% Yes  
4% No

7. Was the communication between you, teachers, administrators and parents improved through the Group Guide Program? Yes\_\_\_\_, No\_\_\_\_. (Graduates).
7. Was the communication between you, teachers, administrators and (son or daughter) improved through the Group Guide Program? Yes\_\_\_\_, No\_\_\_\_. (Parents).

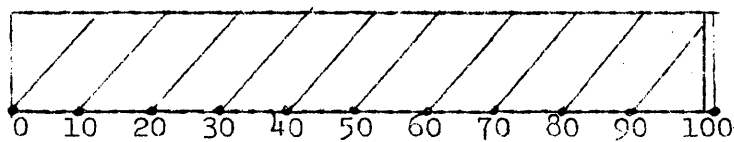
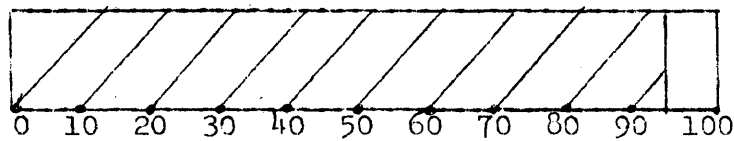
For a group guide a positive manner is essential. Parents are constantly informed about students' successes. Parents should not have contact with the school only when students' have problems. It is important for the parents to visit the school and have conferences at other times. This is one of many Tech programs which strengthen closeness between the school and home. See Figure 8.

FIGURE 8



1973 Graduates  
99% Yes  
1% No

1973 Parents  
100% Yes  
0% No



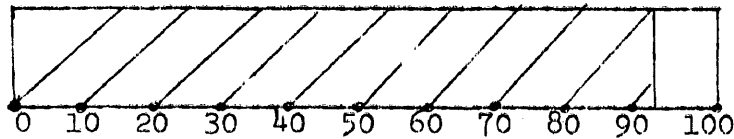
1974 Graduates  
95% Yes  
5% No

1974 Parents  
99% Yes  
1% No

8. Was your Group Guide fair, consistent, honest and positive in helping you make decisions? Yes \_\_\_\_ No \_\_\_\_\_. (Graduates).
8. Was the Group Guide fair, consistent, honest, positive in helping your (son or daughter) make decisions? Yes \_\_\_\_ No \_\_\_\_\_. (Parents).

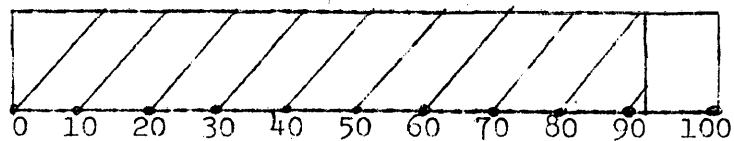
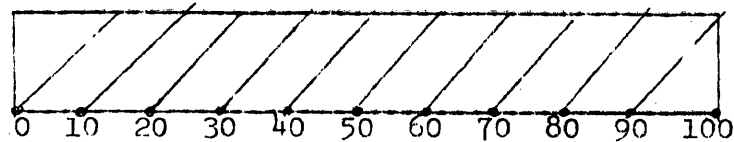
Technical High School is a comprehensive high school with individualized curriculum and flexible scheduling. Each student has the opportunity to progress as rapidly as his or her abilities and objectives dictate. Under this program, it is imperative to have group guides to provide strong support for students. See Figures 9, 10 and 11.

FIGURE 9



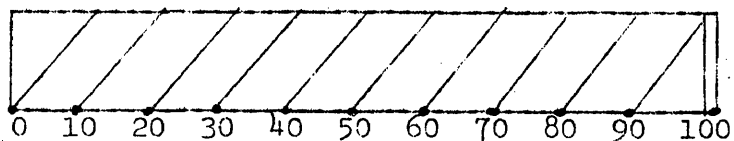
1973 Graduates  
94% Yes  
6% No

1973 Parents  
100% Yes  
0% No



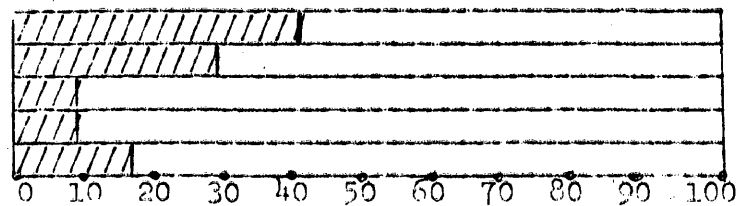
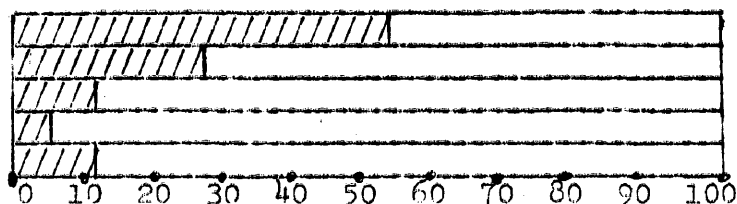
1974 Graduates  
91% Yes  
8% No

1974 Parents  
99% Yes  
1% No

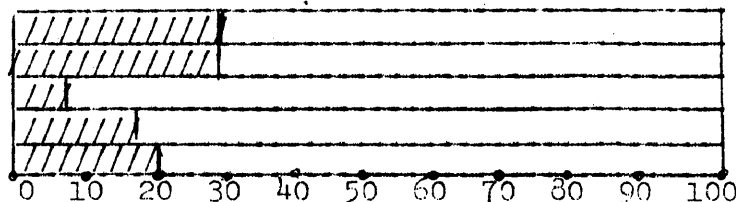


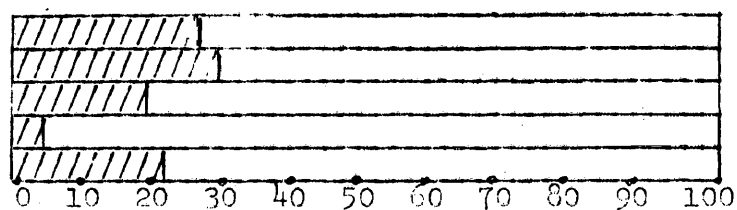
9. Did the Group Guide Guidance Program give you self confidence and give you an opportunity to explore your talents and capabilities? Yes\_\_\_\_No\_\_\_\_. (Graduates).
9. Did the Group Guide Guidance Program help your (son or daughter) to gain self confidence and gave (him or her) an opportunity to explore (his or her) talents and capabilities? Yes\_\_\_\_No\_\_\_\_. (Parents).

FIGURE 10



1973 Graduates	1973 Parents
51% Employed	40% Employed
25% College	29% College
10% Service	7% Service
4% Vocational School	7% Vocational School
10% Unemployed	17% Unemployed

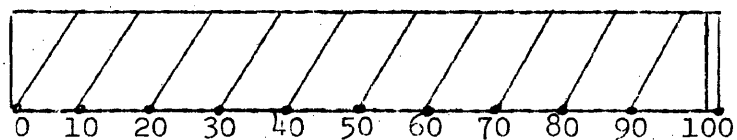
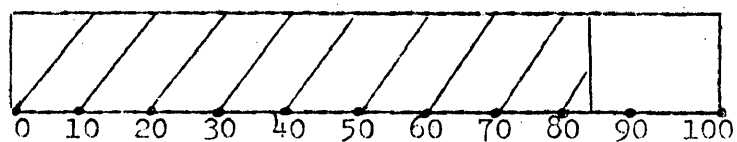




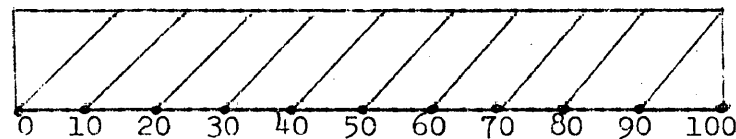
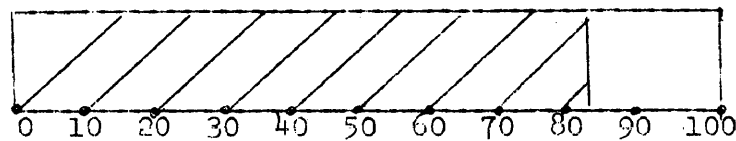
1974 Graduates	1974 Parents
29% Employed	25% Employed
29% College	31% College
5% Service	19% Service
17% Vocational School	4% Vocational School
20% Unemployed	21% Unemployed

10. Are you employed, attending college, in service, vocational school or unemployed? (Graduates)
10. Is your (son or daughter) employed, attending college, in service, vocational school or unemployed? (Parents)

FIGURE 11



1973 Graduates	1973 Parents
83% Yes	99% Yes
17% No	1% No



1974 Graduates

83% Yes

17% No

1974 Parents

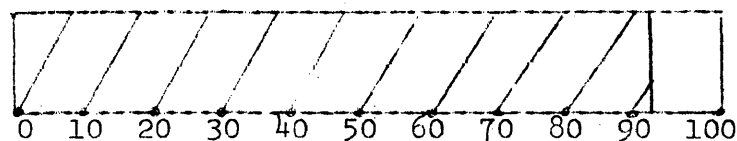
100% Yes

0% No

11. Through counseling in the Group Guide Program and the school curriculum were you prepared for employment, college, service or vocational school? (Graduates).
11. Through counseling in the Group Guide Program and the school curriculum do you feel (he or she) was prepared for employment, college, service or vocational school? Yes \_\_\_\_ No \_\_\_\_ . (Parents).

From the Status Report and Proposal for Technical High School presented to the Omaha Board of Education from the Pacific Learning Corporation, it was indicated in the summer of 1973, discipline incidents were relatively minor during the school year 1972 to 1973. Teachers and administrators agreed there were relatively few discipline problems. Some teachers indicated it was the most pleasant year they had spent in twenty years in the system. The student positive participation in the development of educational opportunities at Technical High School was easily seen by watching the strong, constructive contributions by students to the summer workshops. See Figures 12 and 13.

FIGURE 12



1973 Graduates

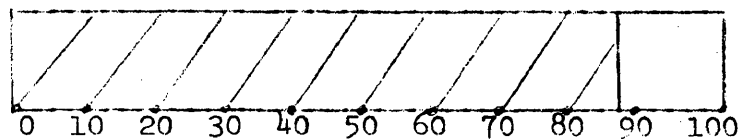
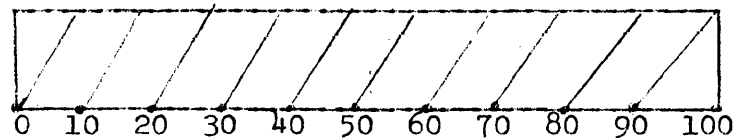
94% Yes

6% No

1973 Parents

100% Yes

0% No



1974 Graduates

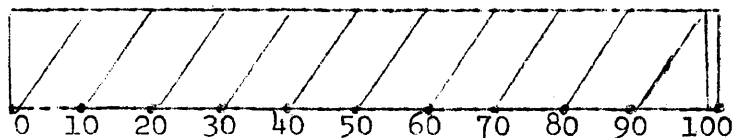
88% Yes

12% No

1974 Parents

99% Yes

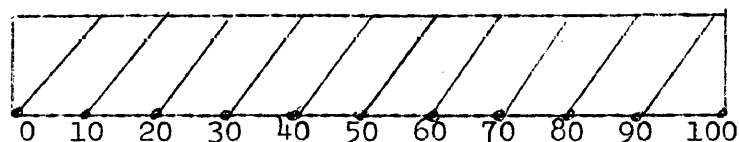
1% No



12. Did the Group Guide Program improve the discipline in the school?  
Yes\_\_\_No\_\_\_. (Graduates).

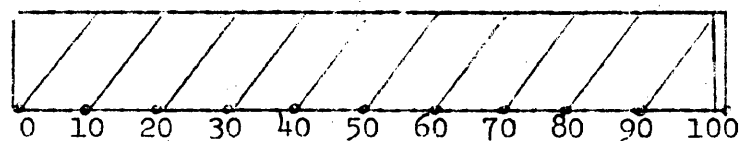
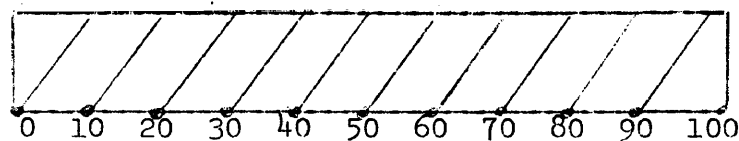
12. Did the Group Guide Program improve the discipline in the school?  
Yes\_\_\_No\_\_\_. ( Parents).

FIGURE 13



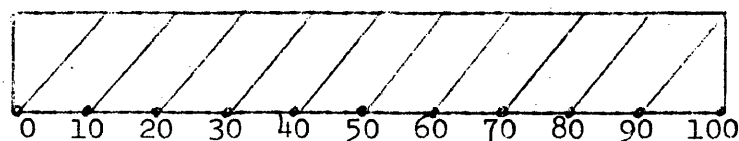
1973 Graduates  
100% Yes  
0% No

1973 Parents  
100% Yes  
0% No



1974 Graduates  
99% Yes  
1% No

1974 Parents  
100% Yes  
0% No



13. Do you think the Group Guide Program was a good program? Yes \_\_\_\_  
No \_\_\_\_\_. (Graduates).

13. Do you think the Group Guide Program was a good program? Yes \_\_\_\_  
No \_\_\_\_\_. (Parents).

In 1973, the majority of the graduates made recommendations for the Group Guide Program, 66% of the students made recommendations and



34% of the students were satisfied with the program. In 1974, 72% of the students made recommendations and 28% were satisfied with the program. In 1973, there were 95% of the parents satisfied with the Group Guide Program, and there were 5% that made recommendations. In 1974, there were 69% of the parents satisfied with the Group Guide Program and 31% of the parents that made recommendations.

Suggestions and recommendations made by the 1973 graduates were:

1. Need for career counseling.
2. Need for more college preparatory courses.
3. Need for students to be better prepared for employment.
4. Need for the English Department to offer extensive help in writing of research papers, themes, etc.
5. Need for teachers to listen to students.
6. Need for the students to become more involved in making rules for the school.
7. Need for more elective courses.
8. Need for more help in mathematic courses.
9. Need for student discipline.
10. Need for all students to be given equal attention.
11. Need for students to be encouraged to stop loitering the halls and cutting classes.

Suggestions and recommendations made by the 1974 graduates were:

1. Need for career counseling.
2. Need for students to be encouraged to stop loitering the halls and cutting classes.

3. Need for the Group Guides to get more involved in individual counseling.
4. Need for discipline in the Group Guide rooms.
5. Need to get parents involved in school activities and to be aware of students' progress.
6. Need for the students to be encouraged to apply themselves academically.
7. Need for the Group Guides to be more patient and understanding.
8. Need for advanced art classes.
9. Need for more elective courses.
10. Need for more personal group counseling sessions on sex, drugs, etc. especially for junior and senior students.
11. Need for the Group Guides to encourage the students to participate in extra curricular activities.

Suggestions and recommendations made by the 1973 parents were:

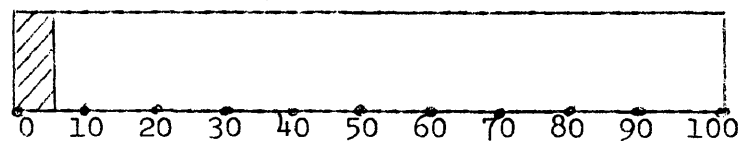
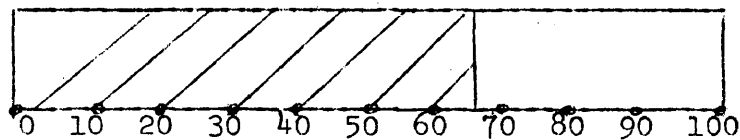
1. Need for career counseling.
2. Need for more elective courses.
3. Need for more individual counseling and encouragement of the students.
4. Need for the Group Guides to become more involved with parents and to keep them aware of their son or daughter's progress and behavior.
5. Need for an explanation of the Group Guide Program.

Suggestions and recommendations made by the 1974 parents were:

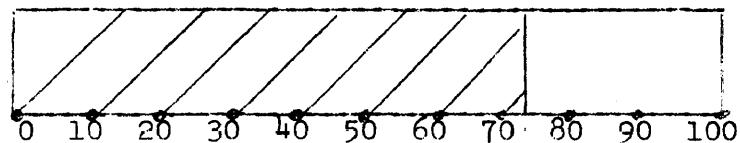
1. Need for the Group Guides to become more involved with parents and to keep them aware of their son or daughter's progress and behavior.
2. Need for more individual counseling.
3. Need for tutoring.
4. Need for the Group Guide to assist her son or daughter to gain self-confidence and independence.

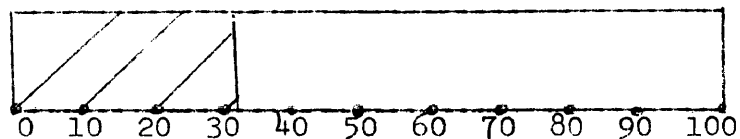
See Figure 14

FIGURE 14



1973 Graduates	1973 Parents
66% Recommendations	5% Recommendations
34% None	95% None





1974 Graduates

72% Recommendations

28% None

1974 Parents

31% Recommendations

69% None

14. What would you suggest that would make it a better program?  
(Graduates).

14. What would you suggest that would make it a better program?  
(Parents).

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary. The purpose of this study was to determine the attitudes of parents and graduates toward the Group Guide Guidance Program in Technical High School and to determine if the parents and graduates felt that the objectives of the Group Guide Program met the needs of the students.

The Descriptive Survey research design was used to investigate the parents' and graduates' attitudes toward the Group Guide Program that was implemented during the school year 1972 to 1973 at Technical High School, an inner city high school, Omaha, Nebraska.

The data gathering device in which the data was obtained from the respondents was a telephone questionnaire.

The random sampling statistical process of gathering, describing, organizing, analyzing, and interpreting numerical data was used by the investigator to tabulate attitudes of parents and graduates for the school year 1972 to 1973 and 1973 to 1974. There were three hundred and fifty-three students who graduated during the two year period. Approximately one-third of the total number of parents and one-third of the total number of graduates were selected from each class of graduates.

Conclusions. The data obtained from this study indicated that the Group Guide Program provided a staffing plan which focused on the needs of students.

The data determined by this study indicates:

1. The students became a part of a group and became well acquainted with the majority of the students within the group.
2. The students received individual, social and academic counseling that helped to solve their problems. The majority of their problems were solved at Technical High School, but if necessary the Group Guides referred them to outside agencies for services.
3. The graduates' and parents' attitudes were favorable toward the Group Guide Program and felt the program was good. They made recommendations to be considered for improving the program. The communication improved through the Group Guide Program between graduates, parents, teachers, and administrators. The parents and graduates felt that the group guides were fair, consistent, honest and positive in helping to make decisions to develop self-confidence, and gave the graduates an opportunity to explore their talents and capabilities. Through counseling, the graduates were given beneficial and worthwhile help in choosing academic and career goals.
4. The graduates and parents felt that that the discipline in the school improved through the Group Guide Program. There were fewer behavior problems.

Recommendations.

1. The Group Guide Program should be continued at Technical High School.
2. The Group Guide Program was a preventive measure for Technical High School and could be used in other inner-city secondary schools.
3. The Group Guide Program should be evaluated by a Learning Corporation to give a more objective analysis of the program.
4. There should be in-service training for the new Group Guides on human awareness, scheduling, school policies and procedures of personnel policies.

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## BIBLIOGRAPHY

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## APPENDIX

## APPENDIX A

## QUESTIONNAIRE FOR GRADUATES

1. Did you feel that you were a part of the group and could get involved in group decision making and group activities?  
Yes\_\_\_\_, No\_\_\_\_.
2. Did you become well acquainted with the others in your group and how many did you know? All\_\_\_\_, Half\_\_\_\_, Less than half\_\_\_\_, None\_\_\_\_.
3. Did you receive individual, social and academic counseling?  
Yes\_\_\_\_, No\_\_\_\_.
4. Do you feel that help in solving your problems came from these sessions? Yes\_\_\_\_, No\_\_\_\_.
5. Were you referred to any outside agency for recreational, tutoring or counseling services? Yes\_\_\_\_, No\_\_\_\_.
6. Did you take advantage of the services? Yes\_\_\_\_, No\_\_\_\_.
7. Was the communication between you, teachers, administrators and parents improved through the Group Guide Program?  
Yes\_\_\_\_, No\_\_\_\_.
8. Was your Group Guide fair, consistent, honest and positive in helping you make decisions? Yes\_\_\_\_, No\_\_\_\_.
9. Did the Group Guide Guidance Program give you self confidence and give you an opportunity to explore your talents and capabilities? Yes\_\_\_\_, No\_\_\_\_.
10. Are you employed, attending college, in the Armed Services, Vocational School or unemployed?\_\_\_\_\_.
11. Through counseling in the Group Guide Program and the school curriculum were you prepared for employment, college, Armed Service or a vocational school? Yes\_\_\_\_, No\_\_\_\_.
12. Did the Group Guide Program improve the discipline in the school? Yes\_\_\_\_, No\_\_\_\_.
13. Do you think the Group Guide Program was a good program?  
Yes\_\_\_\_, No\_\_\_\_.
14. What would you suggest that would make it a better program?

## APPENDIX B

## QUESTIONNAIRE FOR PARENTS

1. Did you feel that your (son or daughter) was a part of the group and could get involved in group decision making and group activities? Yes\_\_\_\_, No\_\_\_\_.
2. Did you feel that your (son or daughter) became well acquainted with others in the group and how many did (he or she) know? All\_\_\_\_, Half\_\_\_\_, Less than half\_\_\_\_, None\_\_\_\_.
3. Did you have knowledge of your (son or daughter) receiving individual, social and academic counseling? Yes\_\_\_\_, No\_\_\_\_.
4. Do you feel that your (son's or daughter's) help in solving (his or her) problems came from these sessions? Yes\_\_\_\_, No\_\_\_\_.
5. Did you know if your (son or daughter) was referred to any outside agency for recreational, tutoring or counseling services? Yes\_\_\_\_, No\_\_\_\_. If yes, what agency\_\_\_\_\_.
6. Did your (son or daughter) take advantage of the services? Yes\_\_\_\_, No\_\_\_\_.
7. Was the communication between you, teachers, administrators and (son or daughter) improved through the Group Guide Program? Yes\_\_\_\_, No\_\_\_\_.
8. Was the Group Guide fair, consistent, honest, positive in helping your (son or daughter) make decisions? Yes\_\_\_\_, No\_\_\_\_.
9. Did the Group Guide Guidance Program help your (son or daughter) to gain self confidence and give (him or her) an opportunity to explore (his or her) talents and capabilities? Yes\_\_\_\_, No\_\_\_\_.
10. Is your (son or daughter) employed, attending college, in service, vocational school, or unemployed?\_\_\_\_\_.
11. Through counseling in the Group Guide Program and the school curriculum, do you feel (he or she) was prepared for employment, college, service, or vocational school? Yes\_\_\_\_, No\_\_\_\_.
12. Did the Group Guide Program improve the discipline in the school? Yes\_\_\_\_, No\_\_\_\_.

13. Do you think the Group Guide Program was a good program?  
Yes\_\_\_\_, No\_\_\_\_\_.

14. What would you suggest that would make it a better program?

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## APPENDIX C



OMAHA PUBLIC SCHOOLS  
Intercommunication

To: Mrs. Grace L. Davis, Assistant Principal, Technical Senior High  
From: Irving C. Young  
Date: December 12, 1974  
Subject: Research Proposal

We have had an opportunity to review your application for permission to conduct a research project at Technical High School and are pleased to inform you that the project has received our endorsement. As I noted during our telephone conversation of December 11, the project appears to be one which is worthwhile and desirable. We understand that you are pursuing this project with the approval of Mr. Bradley and that you are coordinating your efforts through his office. If there is anything additional which we can do to assist you with this study, please do not hesitate to call upon us.

Perhaps, upon completion of your study, you could make a copy available to Dr. Hlavac. I am certain he would be interested in your findings.

CC: Mr. Odra Bradley, Principal, Technical High School

ICY/cs

## APPENDIX D

## TELEPHONE CONVERSATION WITH PARENTS AND GRADUATES

Introduction:

Hello! Mrs. \_\_\_\_\_ (parent) \_\_\_\_\_, or \_\_\_\_\_ (graduate) \_\_\_\_\_, this is Grace Davis, Assistant Principal at Technical High School. How are you? I am doing a telephone survey to secure your attitude toward the Group Guide Program that was implemented September, 1972. May I take a few minutes of your time and ask you a few questions pertaining to the Group Guide Program. I am contacting parents and graduates for the school years 1972 to 1973 and 1973 to 1974. Many thanks for your cooperation.