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Guidance Program

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A National Inventory of Aptitudes and Abilities

SCHOOL QUESTIONNAIRE

Guidance Program

General Directions:

This questionnaire has questions relating to your guidance program and facilities. Place your answers in the booklet. Answer each question as accurately as possible, but do not spend too much time on any one question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

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University of Pittsburgh
Pittsburgh, Pennsylvania

Name of school _____
 City _____
 State _____
 School code number _____

To the Counselor: This questionnaire will be used in connection with Project TALENT. Please complete this form and give it to your principal. For each question, answer as indicated; place an X in the parentheses next to the number or write your answer in the space provided.

1. Does your school have a guidance program in which one or more persons is officially assigned, part or full time, to working with individual students?

A. YES

B. NO

IF YOU ANSWERED YES:

2. How many persons in your school are assigned full time to guidance?

- () 1. None
- () 2. 1
- () 3. 2
- () 4. 3
- () 5. 4
- () 6. 5
- () 7. 6
- () 8. 7
- () 9. 8
- () 10. 9 or more

3. How many persons in your school devote part-time to guidance?

- () 1. None
- () 2. 1
- () 3. 2
- () 4. 3
- () 5. 4
- () 6. 5
- () 7. 6
- () 8. 7
- () 9. 8
- () 10. 9 or more

GO ON TO QUESTION 4

IF YOU ANSWERED NO:

2. Have you any plans to install a counseling or guidance program?

- () 1. Yes, in the near future
- () 2. Yes, but not for at least two years
- () 3. No

3. Who is responsible for guidance activities in your school? (Mark one answer.)

- () 1. No one
- () 2. A school system counselor
- () 3. Teachers handle questions brought to them by students.
- () 4. The principal
- () 5. Other (specify) _____

4. What is the principal reason that a guidance program has not been established? (Mark one answer.)

- () 1. Administration has not approved a program
- () 2. Lack of funds
- () 3. Other (specify) _____

NOW SKIP TO QUESTION 20, PAGE 9

4. How many years ago did your school organize a guidance program?

- () 1. Less than 1 year ago (this school year)
- () 2. 1 year ago
- () 3. 2 years ago
- () 4. 3 years ago
- () 5. 4 years ago
- () 6. 5 years ago
- () 7. 6 or 7 years ago
- () 8. 8 or 9 years ago
- () 9. 10 to 15 years ago
- () 10. 16 years ago or longer

5. How adequate are the facilities for guidance which are available to you? Mark each blank as follows:

- 1. Unavailable
- 2. Minimal or inadequate
- 3. About adequate for present needs
- 4. Fully meets present needs

- a. _____ Private room especially for counseling
- b. _____ Testing space
- c. _____ File of available tests
- d. _____ Space for guidance services
- e. _____ Budget for guidance services
- f. _____ Appropriate file for confidential records
- g. _____ Clerical assistance

6. What facilities for referral are available in your school and community? Place an X in the parentheses for each that applies.

- 1. Available in our school
- 2. Available in the school system
- 3. Available in the community
- 4. Available only after a long waiting period

	1	2	3	4
a. Psychiatrist	()	()	()	()
b. Psychologist	()	()	()	()
c. Social worker	()	()	()	()
d. Child guidance clinic	()	()	()	()
e. Speech clinic	()	()	()	()
f. Reading clinic	()	()	()	()
g. Other (specify)	()	()	()	()
_____	()	()	()	()
_____	()	()	()	()

7. How long do counseling conferences with students last. Please estimate the per cent of conferences that last the following amounts of time.

- a. _____% Less than 20 minutes
- b. _____% 20 - 30 minutes
- c. _____% 31 - 45 minutes
- d. _____% 46 - 60 minutes
- e. _____% More than 1 hour
- _____ 100% - Total

8. How frequently do students bring each of these topics to a counselor for discussion or advice? Mark your answers in the spaces below.

1. Very frequently
2. Frequently
3. Occasionally
4. Very rarely
5. Never

- a. _____ Dissatisfaction over low grades
- b. _____ Students with high grades who want extra academic work
- c. _____ Dating problems
- d. _____ Personality problems
- e. _____ Problems with other students
- f. _____ Course planning
- g. _____ Vocational planning
- h. _____ Plans for further education or training
- i. _____ Financial problems in high school
- j. _____ Financing education after high school
- k. _____ Other (specify) _____

9. Under what conditions are counseling interviews held with individual students? Mark your answers as follows:

1. Yes
2. Under some circumstances, as explained below.
3. No

- a. _____ If the student requests it
- b. _____ As part of a course in Occupational Planning
- c. _____ If a teacher or principal requests it
- d. _____ If a parent requests it
- e. _____ At the counselor's discretion
- f. _____ Periodically with all students
- g. _____ Other (specify) _____

10. Under what circumstances are conferences held with parents? Mark your answers as follows:

1. This is not done
2. Routinely
3. For special problems only

- a. _____ If the parent requests it
- b. _____ If the student requests it
- c. _____ If a teacher or principal requests it
- d. _____ If a counselor feels it necessary

11. For each of the following, how often does the counselor call the student's parents for a conference? Mark your answers as follows:

1. Always
2. Frequently
3. Occasionally
4. Rarely
5. Never

- a. _____ For disciplinary reasons
- b. _____ Low grades
- c. _____ High grades
- d. _____ Personality problems
- e. _____ Medical problems
- f. _____ Attendance
- g. _____ College plans
- h. _____ Job plans
- i. _____ This is the method used for reporting academic progress
- j. _____ Other (specify) _____

12. For each of the following activities, mark your answers as follows:

1. The counselor performs it regularly, as a major responsibility
2. The counselor performs it occasionally, but not regularly
3. The counselor never performs it

- a. _____ Counseling with students not getting along with classmates
- b. _____ Helping students make the most of their potentialities
- c. _____ Assisting students in making valid self-appraisal
- d. _____ Administering testing program
- e. _____ Teaching
- f. _____ Counseling with handicapped
- g. _____ Research
- h. _____ Non-counseling administrative duties
- i. _____ Clerical work
- j. _____ Helping individual students plan their high school programs
- k. _____ Counseling individual students on college entrance requirements, choice of college, etc.
- l. _____ Counseling with individual students on subject-matter difficulties
- m. _____ Counseling with individual students achieving below the acceptable scholastic level
- n. _____ Counseling with individual students regarding plans for financing college education

12.- cont'd.

For each of the following activities, mark your answers as follows:

1. The counselor performs it regularly, as a major responsibility
2. The counselor performs it occasionally, but not regularly
3. The counselor never performs it

- o. ___ Counseling individual students on jobs and occupations
- p. ___ Helping students find part-time jobs
- q. ___ Helping graduates find jobs
- r. ___ Counseling with individual students on personal or family problems
- s. ___ Identifying seriously disturbed students having severe emotional problems, and referring them elsewhere for help
- t. ___ Counseling with disturbed students having emotional problems
- u. ___ Counseling with students over minimum age who wish to drop out of school
- v. ___ Counseling with students under minimum age who wish to drop out of school
- w. ___ Conducting group orientation sessions for new students
- x. ___ Conducting group discussions on jobs and occupations
- y. ___ Conducting group discussions on colleges and other training after high school
- z. ___ Conducting group discussions on adjustment of personality
- aa. ___ Conducting group discussions on military obligations
- bb. ___ Follow-up work with individuals to determine the results of counseling
- cc. ___ Counseling with gifted students
- dd. ___ Counseling with students having problems with teachers
- ee. ___ Other (specify) _____

13. What is the policy of your school on reporting test results to students' parents?

- () 1. No reports are given
- () 2. Only interpretive report given
- () 3. Test scores are reported in addition to an interpretive report

RECENT CHANGES IN THE PROGRAM

Counseling programs in many schools have undergone a great deal of change in recent years. The following questions are about ways in which the counseling program in your school has changed.

14. Have counseling, guidance, or testing services in your school been increased in recent years?

- 1. No
- 2. Yes, in the past two years
- 3. Yes, since about 3 or 4 years ago
- 4. Yes, since about 5 or 6 years ago
- 5. Yes, since about 7 to 10 years ago

IF YOUR ANSWER WAS NO, PLEASE SKIP TO NUMBER 16.

15. In which of the following ways has your school's counseling program changed in the last 2 years? Mark an X in the parentheses under Yes or No for each item.

- | | Yes | No | |
|----|--------------------------|-------------------------------------|---|
| a. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | We have more full-time counselors. |
| b. | <input type="checkbox"/> | <input type="checkbox"/> | We have fewer full-time counselors. |
| c. | <input type="checkbox"/> | <input type="checkbox"/> | We have more part-time counselors. |
| d. | <input type="checkbox"/> | <input type="checkbox"/> | We have fewer part-time counselors. |
| e. | <input type="checkbox"/> | <input type="checkbox"/> | Our counselors have received additional training. |
| f. | <input type="checkbox"/> | <input type="checkbox"/> | Clerical personnel have been added to relieve counselors of these routines. |
| g. | <input type="checkbox"/> | <input type="checkbox"/> | Our counselors have more personal contact with students. |
| h. | <input type="checkbox"/> | <input type="checkbox"/> | Our counselors have more personal contact with parents. |
| i. | <input type="checkbox"/> | <input type="checkbox"/> | We do more follow-up work on students. |
| j. | <input type="checkbox"/> | <input type="checkbox"/> | We use more standardized tests. |
| k. | <input type="checkbox"/> | <input type="checkbox"/> | We use fewer standardized tests. |
| l. | <input type="checkbox"/> | <input type="checkbox"/> | We participate in national testing programs. |
| m. | <input type="checkbox"/> | <input type="checkbox"/> | We participate in state or regional testing programs. |
| n. | <input type="checkbox"/> | <input type="checkbox"/> | We maintain more detailed records of students' progress. |
| o. | <input type="checkbox"/> | <input type="checkbox"/> | We keep fewer records. |
| p. | <input type="checkbox"/> | <input type="checkbox"/> | We make more effective use of test results. |
| q. | <input type="checkbox"/> | <input type="checkbox"/> | We have started to keep cumulative records. |
| r. | <input type="checkbox"/> | <input type="checkbox"/> | We have more referral services available. |
| s. | <input type="checkbox"/> | <input type="checkbox"/> | We are doing some research. |
| t. | <input type="checkbox"/> | <input type="checkbox"/> | Other (specify) _____ |
| | | | |
| u. | <input type="checkbox"/> | | There has been no change |

PLANS FOR EXPANSION

Some schools are planning to expand their counseling facilities in the future. The next questions are about plans for expansion of counseling, guidance, or testing services.

If your school has no plans for expanding these services, please mark No for Number 16 and skip to Number 20.

16. Is your school planning to expand counseling, guidance, or testing services within the near future?
- 1. No
 - 2. Yes, and will probably get under way within a year
 - 3. Yes, but will probably not get under way for one or two years
 - 4. Yes, but will probably not get under way for three or four years
 - 5. Yes, but will probably not get under way for at least five years
17. To what extent has your school developed plans for expanding guidance facilities? (Mark one.)
- 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
 - 2. Careful consideration is being given to a plan for expansion by administrative authorities.
 - 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
 - 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
 - 5. Expansion of services has been given some thought, but nothing very definite has been done.
18. To what extent has your school developed plans for expanding testing facilities? (Mark one.)
- 1. Administrative approval for expansion has been obtained and expansion is in process, or will soon be carried out.
 - 2. Careful consideration is being given to a plan for expansion by administrative authorities.
 - 3. A plan for expansion is being formulated and will be given administrative consideration at a later date.
 - 4. Expansion of services has been discussed, but a formal plan is not yet under consideration.
 - 5. Expansion of services has been given some thought, but nothing very definite has been done.

19. Are any of the following included in your plans for expansion? Mark an X in the parentheses under Yes or No for each item.

- | | Yes | No | |
|----|-----|-----|---|
| a. | () | () | Additional full-time counselors |
| b. | () | () | Additional part-time counselors |
| c. | () | () | More time made available for counseling |
| d. | () | () | Additional clerical staff |
| e. | () | () | Courses in occupational information |
| f. | () | () | Increased use of standardized tests |
| g. | () | () | More extensive follow-up after graduation or withdrawal |
| h. | () | () | More contact with parents |
| i. | () | () | More detailed records of students' performance |
| j. | () | () | Other (specify) _____ |
| k. | () | () | _____ |

THE USE OF TESTS

20. Are standardized tests or inventories used in your school?

- () 1. Yes
 () 2. No

IF YOU ANSWERED NO TO THIS QUESTION, SKIP TO NUMBER 27.

21. In what grades does your school give each of the following types of tests to all students. Place an X in the parentheses for each that applies.

- | | 9 | 10 | 11 | 12 |
|---|-----|-----|-----|-----|
| a. Individual intelligence test | () | () | () | () |
| b. Paper-and-pencil intelligence test | () | () | () | () |
| c. Multiple aptitude batteries | () | () | () | () |
| d. Standardized achievement tests | () | () | () | () |
| e. Interest inventories | () | () | () | () |
| f. Personality or adjustment inventories | () | () | () | () |
| g. Locally devised system-wide tests or inventories (may include above types) | () | () | () | () |
| h. Special aptitude tests - art, music, language, etc. | () | () | () | () |
| i. Tests for scholarship competitions | () | () | () | () |
| j. Other (specify) _____ | () | () | () | () |
| _____ | () | () | () | () |

22. In what high school subjects are standardized achievement tests given? Mark your answers as follows:

- 1. Regularly, on schedule
- 2. Frequently
- 3. Occasionally
- 4. Never

- a. ___ English
- b. ___ Math
- c. ___ Physical Sciences
- d. ___ Social Sciences
- e. ___ Foreign Languages
- f. ___ Reading
- g. ___ Spelling
- h. ___ Other (specify) _____

23. Which of the following kinds of tests are administered to groups of high school students (but not to all students) under special circumstances? Mark Yes for those that apply and No for those that do not.

- | | Yes | No | |
|----|-----|-----|---|
| a. | () | () | Paper-and-pencil intelligence test |
| b. | () | () | Multiple aptitude batteries |
| c. | () | () | Standardized achievement tests |
| d. | () | () | Interest inventories |
| e. | () | () | Personality or adjustment inventories |
| f. | () | () | Locally devised system-wide tests or inventories |
| g. | () | () | Special aptitude tests - art, music, language, etc. |
| h. | () | () | Tests associated with contests |
| i. | () | () | Employment test batteries |
| j. | () | () | Tests for scholarship competitions |
| k. | () | () | Tests for college entrance |
| l. | () | () | Other (specify) _____ |

24. Which of the following kinds of tests are administered to the individual student (but not to all students)? Mark Yes for those that apply and No for those that do not.

- | | Yes | No | |
|----|-----|-----|---|
| a. | () | () | Individual intelligence test |
| b. | () | () | Projective personality test |
| c. | () | () | Personality or adjustment inventories |
| d. | () | () | Reading tests |
| e. | () | () | Speech tests |
| f. | () | () | Special aptitude tests - art, music, language, etc. |
| g. | () | () | Other (specify) _____ |

25. For which of the following purposes are test or inventory results used in your school? Mark Yes for those that apply and No for those that do not.

- | | Yes | No | |
|----|-----|-----|---|
| a. | () | () | To meet state requirements |
| b. | () | () | To aid in establishing homogeneous classes according to ability <u>in each subject</u> |
| c. | () | () | To aid in establishing homogeneous groups or tracks in each grade |
| d. | () | () | To aid in placing students in the various curricula (business, vocational, college preparatory) |
| e. | () | () | As a screening device for admission to your school |
| f. | () | () | For comparison of your school with others in the nation |
| g. | () | () | As measure of achievement during the year |
| h. | () | () | To evaluate curricula |
| i. | () | () | To measure the students' growth |
| j. | () | () | To measure the school's growth |
| k. | () | () | To help the student gain a better understanding of himself |
| l. | () | () | As an aid in counseling |
| m. | () | () | Other (specify) _____ |

26. To what extent are test or inventory results used for each of these purposes? Mark your answers as follows:

1. Very frequently
2. Frequently
3. Occasionally
4. Never

- a. ___ To diagnose reading, arithmetic, spelling, or other learning difficulties
- b. ___ To diagnose personality or adjustment difficulties
- c. ___ To advise the students on choice of specific high school curriculums
- d. ___ To advise the students on choice of specific high school subjects
- e. ___ For diagnosis of underachievers or other scholastic problems
- f. ___ To counsel potential high school dropouts
- g. ___ As a basis for recommending transfer to schools for special abilities (vocational, art, music, etc.)
- h. ___ As an aid in placing students in jobs
- i. ___ As an aid for recommending students for jobs
- j. ___ As a basis for recommending transfer to schools for mental defectives
- k. ___ To provide information to professional workers (social workers, physicians, welfare agencies, etc.) concerned with the student's welfare
- l. ___ To provide information to students on their potentiality for college
- m. ___ To provide information to students on which they may base their choice of a college curriculum
- n. ___ To provide information to students on their occupational potential

26. Cont'd.

- o. ___ To provide information to students on their personality and adjustment
- p. ___ To aid in interpreting the student's needs to his teachers
- q. ___ To provide information on the student to prospective employers
- r. ___ To provide information on the student to colleges or other post high school educational institutions
- s. ___ To provide information to scholarship granting agencies
- t. ___ To provide information to the student for self-appraisal
- u. ___ Other (specify) _____

27. Does your school have available the following materials for the students' use? Mark your answers as follows:

- 1. No
- 2. Yes, but minimal or inadequate
- 3. Yes, fairly complete, up-to-date, and well organized
- 4. Yes, very complete, up-to-date, and well organized

- a. ___ Catalogs of colleges within commuting distance
- b. ___ Catalogs of colleges beyond commuting distance
- c. ___ Catalogs for vocational or industrial schools
- d. ___ Printed matter about scholarships, loan plans, etc.
- e. ___ Printed matter about military service
- f. ___ Printed matter about occupational opportunities
- g. ___ Printed matter about recreational and cultural opportunities in the community
- h. ___ Printed matter about placement organizations (e.g., USES)
- i. ___ Other (specify) _____

28. Which of the following methods are used to present information to students on colleges, scholarships, military, and occupational opportunities? Place an X in the appropriate parentheses to indicate your answer.

- | | Col | Sch | Mil | Occ | |
|----|-----|-----|-----|-----|--|
| a. | () | () | () | () | Talks by the counselor |
| b. | () | () | () | () | Talks by the faculty members (other than counselor) |
| c. | () | () | () | () | Talks by authorities and experts external to the school system |
| d. | () | () | () | () | Films and audio-visual means |
| e. | () | () | () | () | Bulletin board displays (posters, pictures, etc.) |
| f. | () | () | () | () | Printed material (pamphlets, books, floaters, etc.) |
| g. | () | () | () | () | Group discussion sessions |
| h. | () | () | () | () | Occupational information library |
| i. | () | () | () | () | Individual conferences |
| j. | () | () | () | () | Career days |

28. Cont'd.

- | | <u>Col</u> | <u>Sch</u> | <u>Mil</u> | <u>Occ</u> | |
|----|------------|------------|------------|------------|--------------------------------------|
| k. | () | () | () | () | Visits to campuses |
| l. | () | () | () | () | Visits to industries |
| m. | () | () | () | () | Talks by company recruiters |
| n. | () | () | () | () | Talks by military service recruiters |
| o. | () | () | () | () | Other (specify) _____ |

29. Which of the following topics are offered as a full course or part of a course at your school? Indicate whether it is required, an elective, or not offered or whether it is a full course or part of a course. Mark even if the title differs somewhat, if you feel the content is the same.

- | | <u>Not Offered</u> | <u>Req.</u> | <u>Elect.</u> | <u>Full Course</u> | <u>Part of Course</u> | |
|----|--------------------|-------------|---------------|--------------------|-----------------------|---------------------------------|
| a. | () | () | () | () | () | Life Adjustment |
| b. | () | () | () | () | () | Occupational Information |
| c. | () | () | () | () | () | Mental Health or Mental Hygiene |
| d. | () | () | () | () | () | Self-appraisal |
| e. | () | () | () | () | () | Personality Development |
| f. | () | () | () | () | () | How to Study |
| g. | () | () | () | () | () | Family Living |

(Go on to Question 30 on page 14.)

30. Outstanding talent: List the names of all students in your school who have displayed truly outstanding talent in some area. Some examples of talents are music, art, dramatics, dancing, writing, public speaking or debate, athletics, leadership, science, mechanics, electronics, etc. Include any other talents that occur to you. It is anticipated that only a small number of a typical group of students will be listed here. Under comments, list any evidence of talent such as winning a competitive art award, etc.

Name	Grade	Special Talent	Comments
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Continue on the next page, if necessary.

30. - cont'd.

Name	Grade	Special Talent	Comments