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OCCUPATIONAL INFORMATION LIBRARY FACILITIES
IN SOUTH DAKOTA HIGH SCHOOLS
OF 100-500 ENROLLMENT

BY

MILDRED DETERS

A research report submitted
in partial fulfillment of the requirements for the
degree, Master of Education, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts

August, 1961

SOUTH DAKOTA STATE COLLEGE LIBRARY

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CHAPTER I

INTRODUCTION

Plans for this survey of guidance library facilities in South Dakota high schools stemmed from three factors:

1. Visits to five New Mexico high schools in the fall of 1958 to conduct a comparison study of their general school library facilities, this as a practice thesis for a course in research methods.
2. A semester of teaching in 1959 in a New Mexico high school of 550, which had a new building containing a roomy, attractive library and also had a full-time guidance counselor for the first time that term. One day a week all classes of some of the teachers, the author included, used their library for each full class period, students doing individual research of various kinds, depending on the subject field.
3. It was noted that, in the above school, Deming, N.M., occupational information needed to be available for general use to all students and teachers in the library itself, as well as in the counselor's office.

The basic purpose of the survey, of which this is the report, was to learn what occupational library facilities are found in South Dakota high schools. Since these would be very limited by funds and lack of personnel in the very small high schools of the state, it was decided to limit the survey to high schools with enrollments between 100 and 500. There are 99 such high schools, according to the "Educational Directory of South Dakota High Schools," published by the State Department of Education at Pierre.

It was also felt that the problems would be quite different in the few larger high schools of the state, so these were also excluded from this survey.

In preparing the questionnaire to be used, the aim was to use a positive, constructive point of view. The very fact that a survey of this type was being made, and a letter explaining its purpose was sent with it, should give some impetus to school administrators and guidance personnel to build up and attach more importance to the occupational information library. The parts of the questionnaire were worded to suggest some guides for improving these guidance library facilities. Such concepts as having the library in both the counselor's office and the school library, considerable use of bulletin boards, a vertical file of pamphlets in the school library--it was hoped that all of these might be stimuli for improvement.

In preparing the questionnaire an effort was made to keep it concise, so that it would be only one page in length. The letter accompanying it pointed out one of the purposes of the survey as being to build up interest in occupational information library facilities in schools of the state, and expressed the expectation that the summary of the survey might serve as something of a measuring stick for further progress.

Each letter and questionnaire was accompanied by a

stamped, addressed envelope for its return. The survey letters were sent out March 17 to the 99 schools in the 100 to 500 enrollment group in South Dakota. Eighty-two of these schools filled out the questionnaires and returned them. This was an 82% response.

The questionnaire and background material in this survey is based on the premise suggested at the beginning of the introduction and described in detail on pages 10 and 11, "A Two-Place Plan For An Adequate Guidance Library."

Stated as a hypothesis this would be: Each high school needs to have its occupational information library in both the counselor's office and the school library. Suggested ways of dividing it in this way are made in the detailed two-place plan on pages 10 and 11. It is expected that the survey will bear out this premise, and this hypothesis will be accepted or discarded, according to results tabulated as part of the conclusions made for this research report.

CHAPTER II

Authoritative Background Materials

Considerable reading and research was done, both in other courses related to counseling and guidance, and in preparing the questionnaire for this survey. This furnished some authoritative background material, both to justify the survey questions and to give readers interested more concise information on recent trends in occupational information filing plans and facilities.

An excellent check sheet for evaluating a school's occupational information service is presented on the next page. This is an excerpt from Bennett's excellent book on guidance for schools.¹

¹Margaret E. Bennett, Guidance in Groups, McGraw-Hill Book Company, Inc.: New York, 1955.

The Information Service

- | | Strong | Fair | Weak |
|--|--------|------|------|
| 1. Does the school maintain an adequate supply of school and college catalogs, and other types of information about educational and training opportunities? | | | |
| 2. Does the school cover opportunities such as junior colleges, vocational and trade schools, adult and evening schools, and apprenticeship programs? | | | |
| 3. Does the school have a collection of books, pamphlets, and other materials on a wide range of occupations, which is kept up to date? | | | |
| 4. Is the collection of occupational material easily available to counselors, teachers, and students? | | | |
| 5. Are the educational and occupational information materials used in connection with planned group activities which enable all students to become familiar with them and their use? | | | |
| 6. Are members of the school staff assigned specific responsibilities for keeping the materials up-to-date and in usable condition? | | | |
| 7. Do the teachers regularly provide their classes with occupational information related to their respective subject matter fields? | | | |
| 8. Are individual students assisted to work out their educational-vocational plans through interviews with a trained counselor? | | | |

Filing Plans For Unbound Guidance Literature

The filing and classifying of information on occupations, (so as to have it immediately accessible for use and so that the librarian and counselor are able to file new materials quickly), has been simplified and standardized by a number of commercial sets of filing plans and materials. These are described in detail in Hoppock,² with a brief resume of some being given below.

1. The Dictionary of Occupational Titles is published by the U.S. Department of Labor, and usually briefly referred to as the D.O.T. This is revised at intervals, and the most recent edition of 1959 lists about 22,000 job titles. Each of these is followed by a short paragraph on the nature of the job. A very complete number and letter filing plan for all these occupations is a most useful part of this publication. Some schools and agencies use this plan directly for their filing of occupational information. More often, as with the Chronicle, Science Research, New York, and Bennett plans, much of the filing is based on the D.O.T., but not identical to it. This D.O.T. is also much used for background material for the Occupational Outlook Handbook of the U.S. Department of Labor, also published at intervals, the last edition in 1959.
2. The Chronicle Plan (by Chronicle Guidance Publications, Moravia, N.Y.) is a collection of 340 occupational briefs and re-prints and 113 posters, with necessary file folders, which may be purchased with the filing plan and one year's subscription to Chronicle Guidance Service.
3. The Science Research Associates Career Information Kit (by Science Research Associates,

²Robert Hoppock, Occupational Information, McGraw-Hill Book Company, Inc.: New York, 1957.

57 Grand Avenue, Chicago 10, Ill.) is a collection of 490 publications on occupations filed in 164 coded and labelled folders. A supplementary service to add new materials to the kit may be purchased. The filing here is also based on D.O.T., but not identical to it.

4. The Bennett Occupations Filing Plan is a less expensive means for a school to start its occupations file. The filing plan is explained and 706 red and blue labels for files and cross-references are furnished. The school buys its own Manila folders, and collects its own materials on careers.
5. By the term Alphabetical Plan in Question 1 of the survey sheet is meant any home-made plan, and this would then probably be different in each school.

Location Of The Occupational Information Library

Speaking of the location of the occupational information library facilities in the school Roeber, Smith, and Erickson³ say:

The location determines to some extent the type of equipment necessary to handle adequately all types of informational materials. As previously mentioned, the school library is an ideal location; but lack of interest on the part of the librarian and a shortage of clerical assistance may suggest another location, perhaps a counselor's office, or some other central place.

If the school library is not appropriate for housing information, the counselor may have to use his own space....In large quarters the counselor can utilize some type of display rack... Assuming average interest and clerical assistance from the librarian, there are three distinct ways in which to utilize facilities. First, materials may be handled in ordinary ways: school bulletins and catalogs on shelves in one part of the library, books on occupations cataloged and shelved with other books, and loose-leaf occupational materials filed in some convenient place....Second, all materials may be brought together, shelved, and displayed in one corner or section of the room... Third, all materials can be brought together in a room near or adjoining the library, a sign over the door informing pupils of the material available there.

³Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, Organization and Administration of Guidance Services: McGraw-Hill Book Company, Inc., New York, 1955.

Cooperation With The Librarian On Filing Guidance Materials

In an excellent discussion of this problem, Hoppock⁴ suggests what the counselor may do to serve best the needs of the school for various types of occupational information.

The counselor who starts on a new job may find that the librarian in his institution already has an occupational file, but that the filing system does not serve the counselor's purposes. The librarian will usually be a staff colleague of equal rank to whom the counselor cannot issue orders and with whom he will wish to establish and maintain cordial working relationships.

If the librarian is cooperative, the whole problem may be discussed freely and some solution reached. In rare cases,⁷ the librarian may welcome the help of the counselor in revising his files, he may offer to change his filing system, or he may invite the counselor to assume responsibility for his part of the library. More frequently, perhaps, the librarian will suggest that the counselor set up a file of occupational information in his own office. The counselor will, in turn, recognize that the librarian must serve other staff members whose needs may conflict with those of the counselor; he may recognize that the librarian may know some things the counselor does not know about the ways students and others use the files, and he will respect the librarian's professional training in selecting, acquiring, housing, and distributing all kinds of library materials.

Important as a good filing system can be, it may...be less important than good working relationships. A librarian can be of great help to young people who seek occupational information and to the counselor....If the counselor had alienated his colleagues, the students will get poorer service than if the staff is working together in a friendly cooperation with mutual consideration of one another's needs and problems and limitations.

⁴Hoppock, op. cit., p. 71-73.

A Two-Place Plan For An Adequate Guidance Library

The following premises regarding a good occupational information library for the high school indicate standards it was hoped many of the high schools in this survey would have attained.

1. Unless the school is very small, there needs to be two occupational information libraries in the school, to provide an easily-accessible and adequate supply of materials for all student needs.

Part A: That of the Guidance Counselor in his or her office. This should include:

1. A well-organized and complete filing system for all careers, probably either the SRA Occupational File, or the Chronicle File, both being very good and complete systems.
2. A complete and up-to-date library of college catalogs and information about other types of schools in the geographic area.
3. As complete a supply as possible of attractive pamphlets relating to personal, educational, and occupational guidance, both for loan and to give to pupils, especially of the many available free or at low cost.
4. Some of the most basic of books relating to careers, such as the Occupational Outlook Handbook.
5. The counselor's professional library of books, tests, manuals, projects--these for private use only, unless he wishes to loan or use them.
6. A bulletin board, especially for guidance materials, in a conspicuous place, where all students see it; this to be changed regularly and kept attractive.

Part B: The Guidance Materials in The School Library

1. Vertical file of career bulletins--ideally, the librarian and counselor work together, buying or requesting two copies or more, so that there will be one in each library.
2. A continual process of adding new books and discarding obsolete books relating to guidance and occupations for the library's shelves. These should probably not be more than 10 years old--or with publication dates of 1950 or later. They would be arranged on the library's shelves, according to the regular Dewey decimal system--personal problems and psychology, occupations and jobs, personal appearance, home economics, manners, being some of the divisions.
3. Well-advertised listings of fiction and biography about various careers: these should also be posted in the guidance office, and are usually suggested for free reading for pupils, or in connection with English classes. The Kuder list of this type is very good, and attractively arranged. Most librarians can also make their own.
4. Library bulletin board use of guidance materials, as new ones are received, or when especially suitable.

CHAPTER III

THE SURVEY

In summarizing the results of this survey of guidance library facilities in South Dakota high schools on the following pages, each question, as stated on the questionnaire sheet, precedes the summary material about it. This inclusion of the question itself may avoid constant reference to the complete copy of the questionnaire, as given on Page 27 of the Appendix to this report.

It was the purpose in summarizing the results of this survey to present as much usable material as possible. With this in mind, supplemental answers taken from the questionnaires are presented with each summary. In Question 1, for example, when other plans than those about which the question specifically asks were mentioned, these also were tabulated, and are given as a part of the summary of the question.

With 82 of the 99 high schools to whom the questionnaires were sent responding, these results may be considered quite representative of the schools in the state in the 100 to 500 enrollment group, which was the group surveyed.

Summary--Question 1
Occupational Information Filing Plans

Type of Plan	Number of Schools	Percentage
1. Science Research Careers Kit and File -----	14 -----	17%
2. Chronicle Guidance Publications Plan -----	52 -----	63%
3. D.O.T. Plan As Such -----	19 -----	23%
4. Bennett Plan -----	1 -----	1%
5. Alphabetical Plan -----	22 -----	27%
6. Other Plans* -----	6 -----	7%
7. Schools Using Two Plans -----	25 -----	30%
8. Schools Using Three Plans -----	8 -----	10%
9. Schools Using Both SRA and Plans	8 -----	10%

*Named under Other Plans were such as those below, in some cases two being named by a school:

1. U. S. Department of Labor Publications.
2. Career Monographs.
3. Finney Company Filing Plan.
4. Filing by School Subjects.
5. Largo Careers Plan.
6. Florida Chronicle Plan.
7. Occupational Outlook Quarterly.
8. Life Adjustment Books.
9. Own Plans.

Summary-Questions 2 and 3
Location of Occupational Information Files

Question 2. All possible combinations of the four locations listed in the question are listed, and answers compiled under them.

Location	Number of Schools
1. Counselor's office only -----	36
2. Library only -----	19
3. Principal's office only-----	10
4. Superintendent's office only -----	2
5. Both counselor's office and library -----	7
6. Principal's office and library -----	2
7. Principal's office and counselor's office-----	3
8. Principal's office, counselor's office, and library -----	2
9. Counselor's office, superintendent's office, and principal's office-----	1

Question 3. Separate guidance file of a general nature available to students.

1. Through counselor's office -----	33
2. Through school library-----	34
3. In both places-----	10
4. Principal's office-----	1
5. No answer-----	9
6. Definite <u>No</u> -----	2

Summary--Questions 2 and 3.
Location of Files.

The counselor's office seems to be the preferred location for the complete and technical occupational information file, with the library the second choice.

Counselor's office (36)	-----	44%
Library (19)	-----	23%
Principal's office (10)	-----	13%
Superintendent's office (2)	-	2%

In the remaining 18% of the schools reporting, the filing is either not in one place, or the counselor may also have another position such as librarian, principal, or superintendent of the school.

It may be assumed that Question 3 refers to a more general file of occupational materials than the detailed one based on the D.O.T., or similar systems, which the counselor needs. It is noted, that, in the schools surveyed, these are available almost as much through the school library as the counselor's office:

School library (34)	-----	42%
Counselor's office (33)	-----	41%
Both places (10)	-----	12%

Methods of filing this general guidance material proved interesting. Only eight of the schools surveyed used envelopes for this material. Thirty-two said that they had a vertical file for these.

Among other interesting ways listed for filing and displaying this material were:

Bookshelf type display or open shelving, table layout plan, a magazine rack, browsing room, combined with college catalogs, a bulletin board, and on the vocational shelf in the home economics room.

Types of Filing for General Guidance Materials	
	Number of Schools
Vertical file-----	32
Envelopes -----	8
Had file, but didn't specify type---	15
Did not answer question-----	7
Book shelf type display-----	4
Table lay-out plan-----	1
Magazine rack-----	2
Browsing room-----	3
Open shelving-----	2
Pamphlets-----	3
Combined with college catalogs-----	1
Vocational (In Homemaking Room)-----	1
Pamphlets in classrooms-----	1
Bulletin boards-----	1

Summary--Question 4
Number of Books Related to Guidance in School Library

There were fewer answers to this question than to any other of the 10. Apparently this information was not easily available in many schools, or the matter had not been considered at all in the school.

Of the 49 schools answering the question, the following shows their estimates of the books related to guidance with a publication date of 1950 or later. The numbers below indicate the number of schools having that many books of that type.

	<u>Number of Books</u>					
	0-25	25-50	50-75	75-100	100-125	More
Fiction	25	11	3	1	1	2
Non-fiction	30	8	5	1	1	2
Biography	22	11	6	2	3	2

One school pointed out that they increased their number of books for outside reading by borrowing from the Free Library Commission at Pierre. Another enclosed their mimeographed list of books relating to careers by title and shelf number, as prepared for use by their students.

Summary--Question 5

What is the most valuable single source of occupational information used in your school?

1. Chronicle Guidance Publications-----	29
2. <u>Occupational Outlook Handbook</u> -----	14
3. Pamphlets in guidance office-----	6
4. Pamphlets from large companies-----	5
5. SRA Kit (Science Research Associates)-----	5
6. New York Life Insurance Co. "Careers"-----	4
7. D.O.T. Filing Plan-----	4
8. Vocational Encyclopedia-----	2
9. Occupational literature by Forrester-----	2
10. Encyclopedias-----	2
11. Materials--S.D. Guidance Dep't. & Ass'n.-----	2
12. Actual job experiences of students-----	2
13. Occupational guidance materials by Finney-----	2
14. Occupational Library-----	2
15. Job Guides--Dep't. of Labor-----	1
16. U.S. Employment Office-----	1
17. Government Agencies-----	1
18. Film strips-----	1
19. Pegboard and Bennett-----	1
20. <u>Occupational Outlook Quarterly</u> -----	1
21. Educational Research Institute, Chicago-----	1
22. Terms, "Occupational File, Commercial," "Occupational Service," and "National Occupational Files" each listed as-----	1

Summary--Questions 6, 7 and 8
Other Guidance Library Facilities

Question 6. Do you have a definite shelf for college catalogs and other types of educational materials?

Yes ----- 80
No ----- 2

Location for the above:

Counselor's office ----- 36
Principal's office ----- 19
Library ----- 31
Study hall ----- 3
Browsing room ----- 1

It is interesting to note that almost all schools reporting on this survey have a definite shelf for college catalogs and similar material, with the counselor's office and the library the most common locations.

Question 7. In which of these places do you have a magazine rack or reading table for guidance magazines and bulletins?

Counselor's office ----- 32
Principal's office ----- 6
Library ----- 55
Guidance browsing ----- 1

Here, for guidance material of a more general nature, the library is most often used. It may be assumed that, if the counselor has an outer office or waiting room, there would be guidance materials there for browsing.

In those schools not having guidance materials available in the library, students not going to the counselor's

office might miss seeing materials in which they are vitally interested.

Question 8. Do you have a guidance bulletin board?

Yes ----- 71

No ----- 10

Classroom----- 1

Location for the above:

Counselor's office ----- 28

School Halls----- 32

Assembly----- 22

Library----- 15

Classroom----- 1

All senior classrooms----- 2

In several schools, more than one place was checked as having a guidance bulletin board. In the above locations, apparently a definite effort is being made to have guidance materials on bulletin boards where all students may see them.

**Summary--Question 9
Group Guidance Practices**

Question 9. Which of the following group guidance practices do you use to present new and pertinent materials to your students during each school term?

Practice	Number of Schools	Percentage
Group meetings	48	59%
Home rooms	28	34%
Student assemblies	37	46%
Films	40	49%
Filmstrips	24	29%
Outside speakers	25	30%
Records	5	6%
Tape Recordings	0	0%

Other means of presenting materials to groups were listed by various schools as follows:

Guidance class	3
Orientation class for freshmen	1
Present material individually	7
College day program	2
In regular classes	2
By letters	1
Announcements to seniors	1
Daily bulletin announcements	1
Mimeograph publications	1
Teachers in own departments	1

Summary--Question 10.
Orienting Faculty to Guidance Library

Question 10. How are guidance materials presented to faculty members?

Practice	Number of Schools	Percentage
1. Teachers' reading shelf -----	24 -----	29%
2. Faculty meetings -----	65 -----	80%
3. Circulating and initialing ---	33 -----	40%
4. Guidance committee -----	12 -----	15%
5. Counselor's reports -----	22 -----	36%

Other means listed by single schools were bulletin boards, bulletins to teachers, and conferences.

It is commendable that so many methods are used to orient the entire faculty to the importance of guidance to the student and to the entire school program.

The guidance committee is considered a superlative help in this faculty orientation. Apparently this device is not being used extensively in South Dakota schools.

The above question is only indirectly concerned with the school's occupational information library. However, this library will be of much more use and importance to the school if all teachers are made aware of its contents and importance. There are many uses in classwork in the various subject-matter fields for the excellent guidance material available in each field.

CHAPTER IV

SPECIFIC AND GENERAL CONCLUSIONS

Conclusions Regarding Specific Questions

Question 1 results show that practically all the schools surveyed are making definite efforts and progress in building up an occupational information library in their schools, and that, at present, the Chronicle Filing System is by far the most-used, that is in 52 schools, or in 63% of those surveyed.

The fact that a number of schools are using more than one plan (25 of the 82 reporting) may indicate an emphasis on their guidance programs, as well as an effort to have the guidance materials available in both the counselor's office and the school library.

Question 5 results show that guidance counselors in the schools surveyed are using a variety of excellent materials, as evidenced by the varied number of selections as to that reference considered the most valuable single source.

It should be noted that 10 of the 82 schools did not answer Question 5 at all, and that, of those who did, 23 schools gave two or more choices as "most valuable."

Results of Question 9 show that group meetings seem to be the common method of presenting guidance materials in most of the schools, as is evidenced by the high percentage using group meetings, home rooms, and student assemblies. All of these terms may be considered in the same category, as they are types of group meetings.

The fact that audio-visual aids, with four types of these included in the group guidance practices which could be checked in the survey question, are not used in almost all schools surveyed seems to indicate a definite weakness in the guidance work in South Dakota schools. With so many of these aids available for guidance work, it appears that every effort should be made to promote their general use in all schools.

Question 10 points out that in only 15% of the schools surveyed is there a guidance committee composed of other faculty members. It appears that such a committee would help to make all faculty members in a school more aware of the importance and versatility of a good guidance program.

General Conclusions

It may be concluded from the results of this survey that the hypothesis stated on page three in the introduction to this project is true to a considerable extent in the South Dakota high schools surveyed.

These general conclusions may be made:

1. Schools of South Dakota in the 100-500 enrollment group surveyed are using a variety of excellent occupational information, and some of this, at least, is available in the school library, as well as in the counselor's office.

2. Most schools surveyed have a definite filing system for their occupational information materials.

3. Considerable progress seems to have been made in seeing that occupational information is available in convenient and accessible places in the school, including the library and bulletin boards.

4. All schools are not using audio-visual guidance materials regularly. This seems to be a marked weakness in the schools surveyed.

5. Not enough effort is being made to make other faculty members a part of the cooperative guidance efforts and opportunities of the school. They, also, should be well acquainted with all the occupational information materials available in the school, or through it.

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APPENDIX

Survey Questionnaire

High School at _____, S. Dak. Date _____

Please answer the following by checking or filling in the answer. If the question does not apply to your school, leave it blank.

1. Which of the following do you use for guidance material?

SRA Career File-----	{ }	Bennett Filing Plan-----	{ }
Chronicle Briefs-----	{ }	Alphabetical Plan-----	{ }
D.O.T. Filing Plan---	{ }	Other-----	{ }

2. Location of the above Careers File:

Counselor's Office---	{ }	Superintendent's Office--	{ }
School Library-----	{ }	Principal's Office-----	{ }

3. Is there also a separate guidance pamphlet file of a general nature available to students through:

Counselor's Office--	()	School Library---	()	Both	()
----------------------	-----	-------------------	-----	------	-----

 If so, is it: Vertical File---() Envelopes---()
 Other (specify) _____

4. Books related to guidance in your High School Library: What is your estimate of the number of these with publication dates 1950 or later?

Fiction_____	Non-Fiction_____	Biography_____
--------------	------------------	----------------

5. What is the most valuable single source of occupational information used in your school? _____

6. Do you have a definite shelf for college catalogs and other types of educational material? Yes () No ()
 Location: Counselor's Office () Principal's Office ()
 Library ()

7. In which of these places do you have a magazine rack or reading table for guidance magazines and bulletins?

Counselor's Office	()	Principal's Office	()
Library	()		

8. Do you have a guidance bulletin board? Yes () No ()
 Location: Library { } Assembly () School Halls ()
 Counselor's Office { }

Survey Questionnaire (continued)

9. Which of the following group guidance practices do you use to present new and pertinent materials to your students during each school term?
- | | | | |
|------------------------|-----|----------------------|-----|
| Group Meetings----- | { } | Films----- | { } |
| Home rooms----- | { } | Filmstrips----- | { } |
| Student Assemblies-- | { } | Records----- | { } |
| Outside Speakers---- | { } | Tape Recordings----- | { } |
| Other: (specify) _____ | | | |
10. How are guidance materials presented to Faculty Members?
- | | | | |
|----------------------------|-----|-----------------------|-----|
| Teacher's Reading Shelf-- | { } | Guidance Committee-- | { } |
| Faculty Meetings----- | { } | Counselor's Reports-- | { } |
| Circulating and initialing | { } | Other----- | { } |

Survey Letter

South Dakota State College
Brookings, S. Dak.
March 17, 1961

Dear Guidance Director:

To build up interest in occupational information library facilities in the high schools of the state, the enclosed questionnaire is being mailed to South Dakota high schools with enrollments of from 100 to 500.

This project has been suggested by the Guidance Division of the Education Department at State College, and is being conducted by a graduate student who is majoring in guidance and counseling. It is expected that the summary of the survey may serve as a measuring stick to plan further progress in building up occupational information libraries in our schools.

I shall appreciate your cooperation in filling in the questionnaire and mailing it to me in the addressed, stamped envelope enclosed herewith, so that we may finish tabulating the material by April 1.

It is expected that a summary of the questionnaire will be available through SDEA reports and also in the daily newspapers of the state.

Thank you for your time and cooperation in this project.

Sincerely yours,

Graduate Student in
Guidance and Counseling