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An Investigation into the Relationship and Outcomes of Parent Conferences to the Educational Plans of Freshman Students at Hoquiam Junior High School

C. Don Holmlund
Central Washington University

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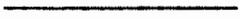
AN INVESTIGATION INTO THE RELATIONSHIP AND OUTCOMES
OF PARENT CONFERENCES TO THE EDUCATIONAL
PLANS OF FRESHMAN STUDENTS AT
HOQUIAM JUNIOR HIGH SCHOOL



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
C. Don Holmlund
August 1966

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APPROVED FOR THE GRADUATE FACULTY

Donald G. Goetschius, COMMITTEE CHAIRMAN

Emil E. Samuelson

Darwin J. Goodey

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CHAPTER I

THE PROBLEM

I. INTRODUCTION

Since 1960 Hoquiam Junior High School has set educational planning as the basis of its counseling program. Directly involved in this program was the use of parent-counselor conferences. During the past five years approximately fifty-five to eighty per cent of the parents of freshman students have come in for conferences related to the educational plans of their youngsters.

The importance of the program lies in the positive attitude shown by parents in participating in the counseling sessions. This writer shall use as the basis for research, parents of students who attended ninth grade during the 1960 and 1961 school years. Also, the students will evaluate parental attitudes after the initial freshman conference. By waiting until the student completes high school, both the parent and student will have an overview of the entire program and its relation to the needs and understandings developed in the conference.

Parents are educators. The home and school are partners in the education of the child. It is important that they learn to work together. Parent conferences are becoming

increasingly more important in the schoolhouse today. These conferences are very significant at the elementary level. However, the junior high and senior high school years find less involvement with the home.

Wall (20:778) states that parental influences are believed to play a major role in students' early formulation and development of educational and career plans. Thus, in order to provide the student with the best educational experiences possible, the parents must be included when decisions concerning educational plans are made.

At times the counselor tends to structure the conference so that it is pleasant and acceptable to the parents. Conferences of this type may be good for public relations, but this is hardly counseling and offers little towards understanding the problems of certain students. Loughary states explicitly that parent-counselor conferences related to educational planning are to involve the parents in serious consideration of their child's educational future (10:113). One anticipates that in the process some parents will be disturbed and will need help in understanding certain facts and ideas.

Phillips summarizes the role of the parents in the guidance program as follows:

Through the counseling program parents are offered opportunities to learn how the school serves its youth, to understand their responsibilities in regard to their

child's vocational choice, and to work with the counselor in conjunction with their child's maturation process (15:269).

II. PURPOSE OF THE STUDY

Realizing that the parents play an important role in the counseling program, the primary purpose of this study was to prove that parents and students feel the counseling program provides an opportunity for parents to understand the abilities and needs of their youngsters and to share in their educational planning. It is contended that no matter what limitations the student may have, it is possible through parent-counselor conferences to better understand his needs. Then the home and school can work together in establishing a more satisfying environment.

Another hypothesis of this study is that counseling of a freshman's parents establishes a means of better understanding the needs of the student; that this program is worthy of continuing and possibly extending to the involvement of parents in additional conferences. Doyle Winter (21:) arrived at the conclusion that more time should be spent in educational counseling in the Hoquiam Secondary Schools.

Hansen and others in their survey of recent Hoquiam High School graduates were very critical of the counseling program (8:2, 8-15). They felt little was done by the

counselors to encourage academic pursuit, provide information about colleges or entrance requirements, or be available for educational counseling.

Also, this research will seek to justify to the administration the necessity for counseling with parents in the entire guidance program. Many of the activities in which counselors are involved (scheduling, testing, record keeping, orientation, attendance, etc.) should be limited to allow more contact with student and parent. As pointed out by Boy (4:163), "Parents feel that, as education becomes more complex, a refocusing of interest upon the individual is a necessary counterbalance." Time for counseling the individual, then, demands prime consideration.

It is intended that this investigation will show that the counseling session was not mere "lip service" but was an attempt to evaluate the student in relation to the viewpoint the parent has concerning the student's educational needs. This allows the student and parent to arrive at some mutual understanding concerning the educational program within the scope of requirements necessary to enable graduation from Hoquiam High School.

The administration and faculty will profit from the research of parent and student reaction to parent conferences concerning educational plans in the ninth grade; thus the

necessity for counseling with students and parents will be emphasized.

This research has been undertaken to test these hypotheses: (1) that parent-counselor conferences are productive, and (2) that the administration and faculty will become aware of its value to the total learning situation.

CHAPTER II

REVIEW OF THE LITERATURE

In the review of literature, it soon became apparent that little material specifically concerning parent-counselor conference evaluation and research was available. It is, therefore, necessary to look at the literature in three areas: a general overview of the purpose for parent conferences, historical implications for parent counseling, and counselee evaluation of counseling.

I. A GENERAL OVERVIEW OF PURPOSES FOR PARENT CONFERENCES

A good overview of the general purpose for parent conferences was expressed by Walecka:

The opportunity to report on growth of pupils in the schools offers the most effective means to coordinate the schools with the many other agencies involved in the education of youth. In order that the child may have security in his environment the relations between the parents and teachers should be of the closest. Lack of unity of purpose and absence of understanding between the home and school are almost certain to be reflected in the conflicts which will confront the child (19:25-26).

Counselors and teachers must recognize the parents' understanding of their child is greater than the school's understanding of and interest in a particular child. Through interviews with parents we have an opportunity to

gain insight into his behavior in the home; the emotional and social habits are largely the result of family relationships. The child's parents open the door to viewing these habits.

Parent conferences often are parent-initiated because of a conflict with the school. Boy (4:163) states:

In conferences with parents the counselor is in an excellent position to clarify parental misunderstandings regarding typical adolescent behavior and to contribute new understandings of adolescent growth and development.

As a youngster enters adolescence the parent will often lose contact with the school. The communication by home and school through parent-counselor conferences can aid the child. Bailard and Strang (2:174) emphasize that:

Adolescence presents special problems. As children grow up, most parents have fewer contacts with the schools; systematic parent-teacher conferences have too often been discontinued. The parents often feel unable to help. Yet there is much that parents can do to give the youngster stability in these transitional years between childhood and adulthood.

According to Loughary (10:113),

The primary purpose for educational planning conferences is to involve parents in serious consideration of their child's educational future.

These conferences may not always provide a satisfactory communication between home and school. Some parents may need help in understanding and accepting certain facts and ideas concerning their child and the educational program. Also, the student's feelings, attitudes, aspirations, and

assertions must constitute part of the content of the conference. These, along with his needs and values, serve as a basis when considering the student's program.

Mathewson (12:73) sums up the philosophy of parent counseling best in the following statement:

What seems to underlie the faith of guidance philosophers is strong belief in logical reasoning, foresight, prudence and the capacity of people to plan and conduct their affairs within foreseeable limits.

II. HISTORICAL IMPLICATIONS FOR PARENT COUNSELING

Parents see the school as an institution belonging to them. They look to it to provide the learning that will determine their child's success. Consequently, they wish they might have more to say about it (18:46).

As early as 1928-29, Lund was conducting a program of educational counseling with students in Minnesota (11:196-207). During this time the common practice in most schools was for counseling to be primarily disciplinary in nature and to be conducted by the principal.

Parental interest in school and in the relationship of their child to the school program has existed since the inception of the public school in America. The relationship between the parent (the community) and the teacher (the school) has drastically changed. The early communities provided and shared their homes with the teacher thus allowing for communication with the school. Later some communities

provided a home for the teacher. Eventually a point was reached where the teacher lived in the community and communication concerning school planning and student achievement occurred only at school.

Stout and Langdon (17:3) point out that in the 1800's no great attempt was made to understand children, and the whole concept of a school geared to individual differences was yet to be described and practiced. Thus, while parents and teachers had a mutual concern with a child's learning and behavior, there was little to bring them together in a very close relationship.

Concern was expressed in the 1840's that the parents and community be motivated to show an interest in the school and its educational program. Institutes were held to direct parent interest in schools (13:48). Jacob Batchelor (13:49) in 1848 recommended that teachers make evening calls in the home. The purpose was to acquaint parents with the child's needs and character and also to provide the teacher with some insight into the motivating forces within the home.

Hymes (9:27) noted particularly the fact that parents have their values so rigid they attempt to determine all thinking and behavior from their past, which often leads to confusion and doubt in educational planning for their son or daughter.

Review of literature at the college level points out the effect that parents have upon educational planning.

Wall emphasizes that:

The needs, values, and attitudes of parents may have a most significant effect on the student's formulation and execution of long-term career plans. Counseling parents is a means of changing the students' behavior. By modifying unfavorable attitudes of parents, by changing unrealistic expectations, or by correcting misunderstanding and misinformation, parent's influence can be used constructively; and, as a result, professional counseling can be more effective.

Perhaps more important, when parents are helped to relinquish their patterns of control and authority, they can then provide the situational conditions to facilitate the development of independence, self-discipline, and self-initiative in their children (20:774).

Recognizing the role parents have upon attitudes concerning school and future goals, it is evident they should be included early in the planning of high school courses. Anderson (1:433) expressed the family interview as a major means of understanding and meeting a child's needs.

Bock (3:34) in his survey of planned parent-teacher conferences by secondary principals concluded: "Schools reporting the use of planned parent-teacher conferences, a stronger bond of understanding was established between the parents and teacher," thus providing additional understanding when attempting to meet the needs of the student. He also concluded that planned parent-teacher conferences assisted the parents in helping the student achieve the educational objectives of his program (3:34-35).

III. COUNSELEE EVALUATION OF THE COUNSELING SITUATION

It is generally agreed that counseling or therapy is a learning process. Clients learn from experience in counseling as well as by verbal exploration (14:138).

Therefore, by developing rapport early in the counseling situation, the parent and counselor are capable of arriving at some mutual understandings concerning educational planning. This ability to communicate with one another will allow the counselees (parents and students) to evaluate the counseling situation.

Parents and students may then be viewed as observers who have had an opportunity to see the counselor perform; hence they should be able to make some judgment of the counseling process (7:31). A limitation to this type of research would be that the opinions of the counselees may be biased in relation to the outcomes of the counseling interview. Schwebel (16:327) points out that many of the problems sending clients for help seem to rise from their interpersonal relationship with people. This interpersonal relationship is based on one's bias; therefore, in any situation it is a variable that cannot always be eliminated from some forms of research.

Goodstein (6:20) is emphatic about clients who are dissatisfied with counseling experiences; they will not, in all probability, regard counseling as a useful procedure,

regardless of whether or not they have actually been helped by the process. The importance in evaluation is to include personal and social adjustment, with actual performance records (school and work), and to relate this to the evaluation of the counseling process.

The most difficult problem to deal with in the evaluating process will be not the dissatisfied client, but rather the parents and students without strong feelings, who regard education with indifference (1:433). They will be in accord with the program regardless of its outcomes. Even though they disagree with the outcomes of the conference they will not take issue with any conclusions.

Forgy (5:1-8) feels that evaluation of the counseling interview after a period of time would be valuable. Then the effect of indifference of Hathaway's "hello-goodbye" phenomenon will have less influence.

Mathewson's summation about evaluation of counseling is another justification for conducting this research:

Evaluation of the results of counseling will pertain to a followup of counseling procedures to find out what happened to counselees in relation to the objectives of counseling.

Opinion survey (or polls) can be made regarding the results through the use of checklists, interviews, questionnaires, etc. Opinions may be sought among those people most favorably placed to know about the consequences of guidance procedures--the pupils themselves and their parents. It is well to check opinions by follow-up interviews or some other method of verifying the opinions and gauging their reliability (12: 293-294).

CHAPTER III

THE STUDY

For the purpose of analyzing the results of planned parent conferences in the ninth grade at Hoquiam Junior High School, the questionnaire was used. Two questionnaires were used to elicit information--one from the parents and one from the student.

The questionnaire were divided into three groupings: (1) Group A, students who graduated from high school and continued their education in an institution of higher learning; (2) Group B, students who graduated and terminated their formal education; and (3) Group C, students who terminated their high school education before graduation--the drop out.

The questionnaire sent to the parents was divided into three sections. The first section asked the respondent to state whether he attended the conference, where and when it was held, and whether it was long enough. The second section dealt with the specifics of the conference: the counselor's role, how the educational program was selected, course requirements, and comments by the parents concerning how the counselor conducted the conference. The third section asked for the parents to evaluate the conference: what benefits were derived through high school, direct and indirect. A copy of the questionnaire will be found in the Appendix (D).

The student questionnaire was also divided into three sections. The first section asked for the status of the student, the year leaving school, extent of education, and his present status. The second section dealt specifically with the counseling he received as a ninth grader. The final section was concerned with the counseling he received in the high school and comments concerning the effect parent-counselor conferences had upon his education. A copy of the student questionnaire is in the Appendix (F).

Each item in the questionnaire was tabulated separately and the totals converted to percentages. These percentages were tabulated to reflect common practices, weaknesses, or strengths of parent conferences in the Hoquiam Secondary Schools.

The sampling group included parents and selected freshman students from the graduating classes of 1961 and 1962 at Hoquiam Junior High School. This group included only those parents who had a conference with the counselor concerning their youngsters' educational plans. The sample was then divided into three groups: (a) those who continued their formal education beyond high school, going on to college, (b) those who terminated their education upon graduation from high school, and (c) those who terminated their high school education before graduation, the drop out.

One hundred and forty-four parents were sent letters (Appendix A) soliciting their interest in participating in this survey. Included with the letter was a return postal card (Appendix B) indicating their desire to participate. One hundred and fifteen parents returned the cards indicating they would participate in the study.

Questionnaires were sent to this group of parents. Included in the envelopes were: (1) a letter of explanation (Appendix C) for completion of the questionnaire, and a statement asking the parent to forward the enclosed stamped envelope containing a student questionnaire for their youngster, (2) a stamped, self-addressed envelope for returning the questionnaire, and (3) a stamped, self-addressed envelope for returning the student questionnaire. Also enclosed with the student questionnaire was a letter (Appendix E) explaining the purpose for the questionnaire and how the student had been selected.

Two weeks after the questionnaires were mailed, a follow-up letter (Appendix G) was sent to those parents and students who had not responded. Included in the letter was another questionnaire and a stamped, self-addressed return envelope. This was followed up one week later with telephone calls to those parents not responding. An additional fourteen parents and seventeen students had personal interviews at their homes at which time the questionnaire was completed.

Out of the 115 stating they would participate, ninety-eight parents and ninety-two students returned their questionnaires.

CHAPTER IV

ANALYSIS OF THE DATA

I. SAMPLING AND PROCEDURES

The questionnaires were divided into three groupings: (A) students who graduated from high school and continued their education in an institution of higher learning, (B) students who graduated from high school and terminated their formal education, and (C) students who terminated their high school education before graduation, the drop out. In the analysis that follows, the statements and conclusions will be in relation to the above three groups.

Of the original 144 parents contacted in this study, 60 were in Group A, and fifty of these expressed an interest in taking part in the evaluation. They were mailed questionnaires and forty-six or 92 per cent of this group returned their questionnaires. The same number of student questionnaires were mailed and returned.

Forty of the 48 parents in Group B asked to participate indicated they would. Thirty-four or 85 per cent of the parents returned their questionnaires. Twenty-eight of 40 students, or 70 per cent, returned questionnaires mailed to them.

Letters were mailed to 36 parents of drop outs (Group C) who attended parent-counselor conferences in the ninth grade. Twenty-five parents returned the postal card stating they would complete the questionnaire. Nineteen parents and 19 former students returned their questionnaires, for a return of 76 per cent.

A total of 98 or 85.2 per cent of the 115 questionnaires sent to parents were returned. Ninety-two or 80 per cent of the 115 student questionnaires were returned.

Individual questions were analyzed separately or in sections. The data were not presented in the original order in the analysis of either questionnaire. Instead, the related questions were grouped together. Simple statistical techniques were used to help interpret the data. The frequency of responses to the questionnaires were converted to per cent for the tables. Not all questions were answered; therefore, the percentages were based upon the number responding to each question.

II. PARENT QUESTIONNAIRE

The first section of the parent questionnaire sought general information relative to the conference. Table I, page 19, indicates the parents' response to questions as to who attended the conference, and where and when it was held.

It was interesting to note that only 38.9 per cent of the conferences held with Group C were attended by both parents, while better than 50 per cent of the conferences with the other two groups included both parents. Could less interest by both parents be a contributing factor in student failure and dropping out of school?

TABLE I
PHYSICAL CHARACTERISTICS OF THE CONFERENCE

Item	Group A	Group B	Group C	Total
Who attended the conference?				
Mother only	28.9	42.4	55.5	38.5
Father only	2.2	0.0	0.0	1.0
Both parents	68.9	57.6	38.9	59.5
Other (Aunt)	0.0	0.0	5.6	1.0
Where were the conferences held?				
At school	82.2	84.8	100.0	86.5
What time of day was the conference held?				
During school hours	31.1	27.6	38.9	31.2
In the afternoon, after school	13.3	20.9	0.0	13.6
In the evening	55.6	51.5	61.1	55.2

The second item in Table I indicates where the conferences were held. Better than eight out of ten conferences were held in the junior high school and the remainder were at the parents' homes. No home conferences were held with Group C.

The last item in Table I indicates at what time of the day the conferences were held. The responses indicated that sixty-eight per cent of the conferences were held after school, with fifty-five per cent of all conferences being held in the evening. A possible reason for evening being the more frequent time selected for conferences was that it would be easier for both parents to attend at that time.

Table II, on page 21, reports parents' reactions to the counselor and the conference. How did the counselor explain the program? Did he show empathy toward the parent and child? Was the conference long enough? Generally speaking, nine out of ten parents responded favorably to the statements related to the conference.

Table III, page 22, indicates the counselor's part in the conference. How well was he able to communicate with the parents?

Item 1 indicates that 11.2 per cent of the parents from Group C felt the counselor showed a poor interest in their child. Responses to Item 3 indicate that 11.1 per cent of the same group (C) felt they did not like the explanation as to why their child selected his program. Group B also indicated from their responses mixed feelings concerning satisfaction about the explanation of their child's program selection. Group A expressed satisfaction

TABLE II
SPECIFIC INFORMATION ABOUT THE CONFERENCE

Item	Group A			Group B			Group C		
	Yes	No	Can't Recall	Yes	No	Can't Recall	Yes	No	Can't Recall
Was the conference long enough?	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0
Did you have an opportunity to discuss questions about school that were of concern to you?	100.0	0.0	0.0	100.0	0.0	0.0	94.4	5.6	0.0
Did the counselor appear friendly?	100.0	0.0	0.0	96.9	0.0	3.1	94.4	0.0	5.6
Did he explain the purpose of the conference?	100.0	0.0	0.0	96.9	0.0	3.1	100.0	0.0	0.0
Was the counselor trying to force a program of studies upon the student and parent?	0.0	100.0	0.0	0.0	97.0	3.0	11.1	87.9	2.1
Did the counselor put you at ease during the conference?	97.7	0.0	2.3	93.8	3.1	3.1	88.9	11.1	0.0
Did you discuss the classes selected by your youngster?	88.4	2.3	9.3	90.3	6.5	3.2	100.0	0.0	0.0
Were you able to discuss your plans and feelings about your child?	95.6	0.0	4.4	84.8	6.1	9.1	88.2	5.9	5.9

TABLE III
THE COUNSELOR'S ROLE IN THE CONFERENCE

Item		Excel- lent	Ade- quate	Poor	Not Dis- cussed	Can't Recall
1. Was he interested in your child?	Group A	85.7	7.2	0.0	0.0	7.1
	Group B	51.6	38.7	3.2	0.0	6.5
	Group C	44.4	44.4	11.2	0.0	0.0
	Total	65.9	25.3	3.3	0.0	5.5
2. Did you feel he knew your child?	Group A	61.4	36.4	0.0	0.0	2.2
	Group B	36.7	43.3	6.7	3.3	10.0
	Group C	66.7	27.8	5.5	0.0	0.0
	Total	54.3	37.0	3.3	1.1	4.3
3. How well did he explain why your child selected his program?	Group A	61.9	31.0	0.0	2.3	4.8
	Group B	41.9	41.9	3.7	3.8	9.7
	Group C	39.4	44.4	11.1	0.0	5.1
	Total	50.5	37.4	3.3	2.2	6.6
4. When the program selection was contrary to your interests, how well did he explain the difference in interests?	Group A	50.0	21.4	0.0	14.3	14.3
	Group B	42.9	28.6	3.5	10.7	14.3
	Group C	47.0	35.3	5.9	5.9	5.9
	Total	46.6	27.4	2.7	11.0	12.3
5. How well did he discuss the interests of your child, compared with the program selected?	Group A	62.8	27.9	0.0	0.0	9.3
	Group B	26.7	50.0	3.3	3.3	16.7
	Group C	44.4	38.8	5.6	5.6	5.6
	Total	47.3	37.3	2.2	2.2	11.0

TABLE III (continued)

Item		Excel- lent	Ade- quate	Poor	Not Dis- cussed	Can't Recall
6. How well did he discuss any problems that might hinder your child's success in his ninth grade program?	Group A	46.2	20.5	0.0	10.2	23.1
	Group B	23.3	43.3	3.3	3.3	26.8
	Group C	38.9	50.0	0.0	0.0	11.1
	Total	36.8	34.5	1.1	5.8	21.8
7. Did he use test results and school records when discussing your child?	Group A	56.8	25.0	0.0	2.3	15.9
	Group B	21.2	54.5	0.0	6.1	18.2
	Group C	33.3	44.4	5.6	5.6	11.1
	Total	40.0	38.9	1.1	4.2	15.8

toward the counselor's interest in their child and his explanation of the program selected.

Response to Item 4, Table III, indicates that less than one-fourth of the parents could not recall or did not discuss the differences in interests by parents and students toward program selection. However, in the last item on page 22, concerning interests of the child related to his program selection, it was found that less than twenty per cent responded in the same way. Many parents included in their comments (Appendix H) that because of the time between the conference and the questionnaire, they were unable to recall many of the items covered in this section.

Responses to the discussion of problems that might hinder the ninth grade program can be found in Item 7, page 23. In Group B, 26.8 per cent of the parents could not recall discussing any problems that might have hindered their child's success in his ninth grade program.

The last item in Table II, page 23, indicates the counselor's use of test results and school records. Better than seven out of ten responses were favorable.

When examining the responses to Table III, it is apparent that parents from Group B were more critical when answering the questions.

Table IV indicates the reactions by the parents to the discussion of the conference. Was the discussion about

their child or a comparison to other students? The responses express parent approval that the discussion was centered around their child.

TABLE IV

WHEN DISCUSSING YOUR CHILD, WAS THE DISCUSSION ABOUT HIM AND NOT A COMPARISON TO OTHER STUDENTS?

Answer	Group A	Group B	Group C	Total
Yes	100.0	96.9	100.0	98.9
No	0.0	0.0	0.0	0.0
Can't Recall	0.0	3.1	0.0	1.1

Table V, page 26, dealt specifically with an explanation of the high school program, graduation requirements, post-high school educational opportunities, and the costs of a post-high school education. The parents were asked to indicate whether or not they felt these areas were covered in the conferences. When discussing college entrance requirements (Item 2), 81.2 per cent felt this was adequately or excellently covered.

However, only 42 per cent felt that vocational or technical school programs were adequately covered. Would many of the parents responding say that vocational or technical training were not adequately discussed because their child was interested in going to college?

TABLE V

DISCUSSION ABOUT THE TOTAL SCHOOL PROGRAM

Item		Excel- lent	Ade- quate	Poor	Not Dis- cussed	Can't Recall
1. Were graduation require- ments explained?	Group A	71.1	24.5	0.0	2.2	2.2
	Group B	58.1	41.9	0.0	0.0	0.0
	Group C	50.0	44.4	5.6	0.0	0.0
	Total	62.7	34.0	1.1	1.1	1.1
2. Were college entrance requirements explained?	Group A	54.8	33.3	0.0	4.8	7.1
	Group B	32.3	51.6	0.0	9.7	6.4
	Group C	22.2	38.9	5.5	22.2	11.1
	Total	40.6	40.6	1.2	9.9	7.7
3. Were vocational or technical school requirements explained	Group A	18.9	13.5	0.0	40.7	26.9
	Group B	16.1	38.7	3.2	22.6	19.4
	Group C	5.6	33.3	0.0	33.3	27.8
	Total	15.1	26.9	1.0	32.6	24.4
4. Were the costs of attending the schools after high school explained?	Group A	25.0	18.2	0.0	36.3	20.5
	Group B	12.9	29.0	0.0	45.2	12.9
	Group C	5.6	22.2	0.0	55.5	16.7
	Total	17.2	22.6	0.0	43.0	17.2
5. Were the courses of study in the high school explained?	Group A	63.6	18.2	3.7	0.0	4.5
	Group B	41.4	58.6	0.0	0.0	0.0
	Group C	33.3	66.7	0.0	0.0	0.0
	Total	50.5	46.2	1.1	0.0	2.2

TABLE V (continued)

Item		Excel- lent	Ade- quate	Poor	Not Dis- cussed	Can't Recall
6. Were the high school, its regulations, and facilities explained?	Group A	47.6	21.4	0.0	16.7	14.3
	Group B	38.7	51.6	0.0	0.0	9.7
	Group C	33.3	33.3	5.6	5.6	22.2
	Total	41.8	34.1	1.0	8.8	14.3
7. Were specific courses explained (the requirements necessary in order to pass)?	Group A	46.5	27.9	0.0	9.3	16.3
	Group B	32.3	45.2	0.0	7.9	12.8
	Group C	5.6	44.4	5.6	22.2	22.2
	Total	33.7	37.0	2.0	12.0	16.3

When discussing the cost of a post-high school education (Table V, Item 4), 39.8 per cent felt this adequately or excellently covered, 43 per cent of the parents stated it wasn't discussed, and 17.2 per cent couldn't recall discussing it.

Four items in Table V specifically covered the high school, requirements, and facilities. Item 1 dealt with graduation requirements; 96.7 per cent of all parents responding felt that these requirements were adequately or excellently discussed. The same percentage responded similarly to Item 5. Of the parents responding to Item 6, 75.9 per cent felt they were adequately or excellently explained; and 70.7 per cent of the parents responding to Item 7 felt that the requirements necessary to pass the specific courses were adequately or excellently explained to them.

There was a high percentage of agreement that these conferences were of value through high school, as shown in Table VI, page 29. The only noticeable disagreement was with Item 2 concerning the conference bringing the parent closer to the needs of his youngster. In Group C, 17.6 per cent responded with a "No" answer. The results reported in Table VI emphasizes the importance the parents placed upon the conferences.

TABLE VI
 VALUE OF THE CONFERENCES THROUGH HIGH SCHOOL

Item		Yes	No	No Opinion
1. Are conferences of this type of value?	Group A	97.7	0.0	2.3
	Group B	93.8	3.1	3.1
	Group C	94.1	5.9	0.0
	Total	95.7	2.1	2.2
2. Do the conferences bring you closer to the needs of your youngster?	Group A	95.4	2.3	2.3
	Group B	92.6	7.4	0.0
	Group C	82.4	17.6	0.0
	Total	92.5	6.5	1.0
3. Should the conference allow you to discuss areas that you feel are important?	Group A	100.0	0.0	0.0
	Group B	100.0	0.0	0.0
	Group C	100.0	0.0	0.0
	Total	100.0	0.0	0.0
4. Did you have an opportunity to express your reactions to the program selected?	Group A	88.6	4.6	6.8
	Group B	96.8	0.0	3.2
	Group C	94.4	5.6	0.0
	Total	92.2	3.3	4.5
5. Were you, as a result of the conference, better informed about the program offered in the high school?	Group A	97.7	2.3	0.0
	Group B	90.3	3.3	6.4
	Group C	94.1	5.9	0.0
	Total	94.5	3.3	2.2

The indirect benefits were those which had no direct relationship to the conference. Parent contact with the school decreases as the student progresses through the secondary school program. Realizing this, it was the intent of this section to determine if the parent-counselor conferences made parents more aware of the school program and thus increased their support for the total school program. Table VII, page 31, indicates the indirect values of parent conferences. The responses were favorable toward school operation and program support.

III. STUDENT QUESTIONNAIRE

For the purpose of interpreting the data, the results are not presented in the order found in the questionnaire. The data are presented in four tables: Table VIII is related to the status of the student, Table IX with counseling in the Hoquiam Secondary Schools, Table X with the results of counseling, and Table XI indicates the reasons for seeking the high school counselor.

Table VIII, page 32, indicates the current status of the student. It must be noted at this time that the years of college education can be misleading for two reasons. In some cases the year checked would include the year the student was completing; in the case of the student who dropped

TABLE VII

POSSIBLE INDIRECT BENEFITS FROM THE CONFERENCE

Benefit		Yes	No	Unable to Answer
1. Do fewer students fail as a result of parent conferences?	Group A	69.0	4.8	26.2
	Group B	70.0	13.3	16.7
	Group C	64.7	17.65	17.65
	Total	68.6	10.1	21.3
2. Do you feel the dropout rate in the high school has been decreased because of planned parent conferences?	Group A	19.0	11.9	69.1
	Group B	30.0	10.0	60.0
	Group C	5.9	29.4	64.7
	Total	20.2	14.6	65.2
3. Do you feel school bond levies and special millage levies have been more strongly supported because parents better understand the needs of the educational program as a result of parent conferences?	Group A	68.2	4.5	27.3
	Group B	43.4	10.0	46.6
	Group C	35.3	5.9	58.8
	Total	53.8	6.6	39.6
4. Do you believe the adults in the Hoquiam School District are better informed about general school operations and procedures as a result of planned parent conferences?	Group A	75.0	0.0	25.0
	Group B	90.3	3.2	6.5
	Group C	70.6	0.0	29.4
	Total	79.4	1.0	19.6
5. Do you believe that parent reaction to the entire school program is more favorable because of planned parent conferences?	Group A	78.6	2.4	19.0
	Group B	90.3	6.4	3.3
	Group C	69.0	0.0	31.0
	Total	80.9	3.4	15.7

TABLE VIII
STATUS OF STUDENTS

	Per Cent of Responses			
	Group A	Group B	Group C	Total
Reason for leaving school:				
graduation	100.0	100.0	0.0	78.9
work	--	--	5.3	1.1
marriage	--	--	57.8	12.2
lack of interest	--	--	10.5	2.2
military	--	--	10.5	2.2
illness	--	--	5.3	1.1
discipline	--	--	5.3	1.1
other: unwed mother	--	--	5.3	1.1
Education:				
three years of college	1.1	--	--	4.5
two years of college	43.2	--	--	21.3
one year of college	47.7	14.8	--	28.1
high school graduate	--	85.2	--	25.8
eleventh grade plus	--	--	27.8	5.6
eleventh grade	--	--	33.3	6.7
tenth grade plus	--	--	5.6	1.3
tenth grade	--	--	22.2	4.5
GED (USAFI)	--	--	11.1	2.2
Employment:				
Are you presently employed?				
Yes	43.2	63.0	42.1	47.8
Are you employed full-time?				
Yes	9.1	59.3	42.1	31.1
Are you in the Military Service?				
Yes	0.0	15.0	15.8	7.8

out of college, the year checked indicated the extent of his college education.

Also reported in Table VIII are two students in Group C who received a GED Certificate after completing USAFI (United States Armed Forces Institute) courses. They received from the Washington State Department of Education a certificate stating they have completed the minimum requirements for the equivalent of high school work.

Table IX, page 34, indicates the student response to counseling received in the junior and senior high school. The results of this section indicate that the student who terminated his education upon graduation (Group B) was more critical of the counseling received than the other two groups. The one exception to this was the statement pertaining to whether the counselor knew him (the student) in high school. Twenty-seven and eight tenths per cent of the dropouts (Group C) indicated that only usually they felt the counselor knew them.

Table X, page 36, indicates the results of the counseling program. Better than nine out of every ten students reported a four-year course of studies outlined in the ninth grade. However, 67.4 per cent of the students noted they had some change in this program through high school. This would indicate the need for further parent conferences in the high school counseling program, especially with 96.7

TABLE IX
COUNSELING IN THE HOQUIAM SECONDARY SCHOOLS

		Always	Nearly Always	Usually	Seldom	Never
Counseling in the ninth grade:						
Did you feel the counselor knew you?	Group A	76.8	11.6	11.6	0.0	0.0
	Group B	74.1	14.8	3.7	3.7	3.7
	Group C	50.0	22.2	11.1	11.1	5.6
	Total	63.3	13.3	8.2	3.1	2.1
Was he concerned with your problems or questions?	Group A	79.1	16.3	4.6	0.0	0.0
	Group B	55.6	22.2	18.5	0.0	3.3
	Group C	52.9	35.3	0.0	5.9	5.9
	Total	66.7	21.8	8.0	1.2	2.3
When you went to him for information, did you get it?	Group A	74.4	16.3	9.3	0.0	0.0
	Group B	55.6	14.8	29.6	0.0	0.0
	Group C	33.3	38.9	22.2	0.0	5.6
	Total	60.2	20.5	18.2	0.0	1.1
Counseling in the high school:						
Did you feel your counselor knew you?	Group A	74.4	23.3	2.3	0.0	0.0
	Group B	53.8	26.9	11.5	7.8	0.0
	Group C	66.7	5.5	27.8	0.0	0.0
	Total	66.7	20.7	10.3	2.3	0.0

TABLE IX (continued)

		Always	Nearly Always	Usually	Seldom	Never
Counseling in the high school (continued):						
Was he concerned with your problems or questions?	Group A	83.7	14.0	2.3	0.0	0.0
	Group B	50.0	23.1	23.1	3.8	0.0
	Group C	57.9	15.8	26.3	0.0	0.0
	Total	68.2	17.0	13.6	1.2	0.0
When you went to his office to get information, did you get it?	Group A	65.1	23.3	11.6	0.0	0.0
	Group B	50.0	11.5	34.6	3.9	0.0
	Group C	44.4	31.6	15.8	8.2	0.0
	Total	55.7	21.6	19.3	3.4	0.0

TABLE X
THE RESULTS OF COUNSELING

	Per Cent of Responses			
	Group A	Group B	Group C	Total
When you entered high school, did you have a course of studies planned for high school?				
Yes	94.4	100.0	100.0	97.7
No	2.3	0.0	0.0	1.15
Unable to Answer	2.3	0.0	0.0	1.15
Did you follow this plan through with				
No Change	32.6	29.6	15.8	28.1
Some Change	67.4	66.6	68.4	67.4
Complete Change	0.0	3.8	15.8	4.5
Did the parent conference make your parents aware of the school program and your plans?				
Yes	77.3	77.8	94.4	81.0
No	4.5	0.0	0.0	2.1
Unable to Answer	18.2	22.2	5.6	16.9
Did the conference help your parents to become more aware of your abilities and interests toward school?				
Yes	85.7	81.5	88.8	85.1
No	2.4	3.7	5.6	3.4
Unable to Answer	11.9	14.8	5.6	11.5
Do you think parent conferences concerning a student's educational plans are valuable in high school?				
Yes	95.4	96.3	100.0	96.7
No	4.6	3.7	0.0	3.3

per cent of the students returning the questionnaires indicating parent conferences being of value in the high school.

Table XI, page 38, expresses the types of counseling the students seek from their counselors. In the introduction to this study, it was stated that the purpose of the counseling program in the Hoquiam Junior and Senior High Schools was primarily relative to educational counseling. Fifty-seven and three-tenths per cent of the students responded that their most frequent opportunity for counseling was relative to their program of studies. It can also be noted that 54.5 per cent of Group A felt their education after high school was one of the most frequent reasons for seeing the counselor. Forty per cent of Group B and 52.6 per cent of Group C felt education beyond high school as an infrequent reason for seeing the counselor.

Table XI also indicates that the counselor was seldom seen when the student was confronted with "out-of-school" personal problems. "In-school" personal problems were reasons for Groups B and C to frequently seek counseling. Written comments (Appendix H) by Group A expressed the opinions they would seek the individual instructors when dealing with "in-school" problems.

TABLE XI

WHILE IN HIGH SCHOOL WHAT DID YOU GO TO THE COUNSELOR TO TALK ABOUT?

	Per Cent of Responses			
	Group A	Group B	Group C	Total
Your high school program of studies.				
Most Frequent Opportunity	56.8	53.8	63.1	57.3
Frequent Opportunity	31.8	30.8	31.6	31.5
Infrequent Opportunity	11.4	15.4	5.3	11.2
Your education after high school.				
Most Frequent Opportunity	54.5	16.0	15.8	35.2
Frequent Opportunity	40.9	44.0	31.6	39.8
Infrequent Opportunity	4.6	40.0	52.6	25.0
Your vocational (work) plans after high school.				
Most Frequent Opportunity	28.1	16.7	11.2	20.3
Frequent Opportunity	28.1	37.5	38.8	33.8
Infrequent Opportunity	43.8	45.8	50.0	45.9
Your "out-of-school" personal problems.				
Most Frequent Opportunity	8.9	8.7	16.7	10.7
Frequent Opportunity	17.6	13.0	22.2	17.3
Infrequent Opportunity	73.5	78.3	61.1	72.0
Your "in-school" personal problems (related to classes, teachers, or activities).				
Most Frequent Opportunity	27.8	12.5	27.8	23.0
Frequent Opportunity	20.4	41.7	38.8	30.8
Infrequent Opportunity	52.8	45.8	33.4	46.2

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to evaluate the effect of parent-counselor conferences of ninth grade parents from Hoquiam Junior High School.

The study determined as accurately as possible: (1) who attended the conferences, (2) the role of each participant in the conference, and (3) an evaluation of the benefits accruing to the students, parents, and local school.

The parent and student were the respondents to the questionnaire in all cases but one, in which case an aunt responded. Eighty per cent of the students and 85.2 per cent of the parents responded to the questionnaire.

I. SUMMARY

The data collected from the survey indicated the respondents felt that:

1. The school was the best location for conducting the parent-counselor conference.
2. The preferred time for holding the parent-counselor conference was after school, with the evening hours being more popular.
3. The counselor was interested in the student and his program.

4. The counselor was interested in the parents and their hopes and aspirations for their youngsters.
5. The parents were able to discuss areas of concern in the educational program.
6. The parent-counselor conference assisted the parents in understanding their youngster's goals.
7. The parent-counselor conference explained the demands and requirements of the educational program.
8. The parent-counselor conference better informed the parents of the interests and abilities of their youngster.
9. The counselors knew the student, his needs, and his abilities.
10. Parent-counselor conferences result in better pupil-parent understanding of the school program and student goals.
11. Students and parents can communicate better with one another as a result of parent-counselor conferences.
12. The counselors were interested and available to work with students and parents.
13. Parent-counselor conferences provides the students with the confidence that their abilities and interests are better understood.
14. Students planning a four-year course of studies changed their program and expressed the opinion that further

parent-counselor conferences are of value.

15. Parents expressed the opinion that further parent-counselor conferences are of value.
16. Educational planning is the most frequent reason for students to seek counselor aid.
17. More effort must be made to discuss post-high school educational and vocational plans.
18. The counselors must have more time for conferences with students and parents.
19. As a result of parent-counselor conferences, the parents are better informed of the total school program and more likely to support the total school program.

II. CONCLUSIONS

1. The review of the literature supports parent conferences as a valuable phase of the school program.
2. The review of the literature emphasizes that parents and students can verify and evaluate the importance of conferences.
3. The responses by parents and students was an affirmative endorsement of parent-counselor conferences.
4. The conference developed mutual understanding by the parent and student toward school, related activities, and the future.

5. The parents of the students who terminated their education upon graduation (Group B) were more critical about the aspects of the conference and the role of the counselor in the conference.
6. The parents of students who terminated their education before graduation (Group C) were pleased with the program and indicated interest in further conferences.
7. More emphasis should be placed upon post-high school vocational education and vocational opportunities.
8. Student goals change necessitating the need for further parent-counselor conferences.

III. RECOMMENDATIONS

As a result of the findings in the survey and literature, the following recommendations are made:

1. The parent-counselor conferences are a valuable means of communication between the home and school, and should be continued.
2. If parent-counselor conferences are to continue, they should be in the evening, allowing for greater parent participation.
3. Allowances for released time for the counselors must be considered.

4. Parent-counselor conferences should be initiated at the high school level.
5. The counseling staff should be increased to allow more opportunities for conferences between students and counselors, and parents and counselors.
6. A completed program of conferences should be followed by an evaluation, to gain a continuous record of the program, to identify the strengths and weaknesses, to document success, and to point up areas for improvement.

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APPENDIX

APPENDIX A
LETTER OF INQUIRY TO PARENTS

May 15, 1966

Dear Mr. and Mrs.

Central Washington State College in cooperation with the Hoquiam School District is surveying the effects of parent conferences in the ninth grade. We would like you to participate in this program. Would you be willing to do so? It would involve completing a short questionnaire concerning the educational conference you had when your son or daughter was a ninth grader. The purpose of this study is to determine some of the ways that counseling has been of aid to the student, parent, and school.

On the enclosed post card would you state whether or not you are willing to participate. Please include your mailing address. If you have any questions concerning the questionnaire, please call me at Hoquiam High School. The telephone number is GE 8-3760.

Thank you for your cooperation.

Sincerely,

C. Don Holmlund

APPENDIX B

POST CARD RETURNED BY PARENTS

To: Mr. C. Don Holmlund
Hoquiam High School
625 Emerson Avenue
Hoquiam, Washington

Dear Mr. Holmlund:

In reply to your letter concerning the
evaluation of parent conferences:

please send me a questionnaire
 do not send a questionnaire

signature

Mailing address:

APPENDIX C
ENCLOSURE LETTER FOR QUESTIONNAIRE

May 19, 1966

Dear Mr. and Mrs.

Enclosed is the questionnaire concerning the parent conference you had when your son or daughter was in the ninth grade. The questions are constructed so that it will require as little of your time as possible to answer them. Your responses will be handled in strict confidence. If you have any additional information or suggestions that apply to the study, please add them where space allows.

I hope that you will take the time required to complete the questionnaire and return it to me by June 10. A self-addressed, stamped envelope is provided for your convenience. You will also find a questionnaire for your son or daughter enclosed in a separate envelope. Please forward this, as their responses are also valuable.

Thank you for your cooperation.

Sincerely,

C. Don Holmlund

APPENDIX D

PARENT CONFERENCE QUESTIONNAIRE

DIRECTIONS: Read each question carefully. Most questions require that you check the best statement for each question. In answering the questions follow the directions for that question. Comments at end of each section are welcomed.

GENERAL INFORMATION: (This is for the conference held when your child was in the ninth grade.)

1. Check the item that best describes who attended the conference.

Mother Father Both Parents
 Other (explain) _____

2. Check the item which best describes where and when the conference was held.

Where:

When:

at school during school hours
 at parents' home afternoon (after school)
 other (explain below) evening

3. Structure of the conference

Was the conference long enough? Yes No
 Comments on length _____

Did you have an opportunity to discuss questions about school that were of concern to you? Yes No
 Comments _____

SPECIFIC INFORMATION: Check the best answer. If you have any comments about any question, please include these after checking the statements below.

	Yes	No	Unable to Recall
Did the counselor appear friendly?			
Did he explain the purpose of the conference (to plan a high school program, within the requirements to graduate and the student's ability and interest)?			

	Yes	No	Unable to Recall
Was the counselor trying to force a course of studies upon the student and parent?			
Did the counselor put you at ease during the conference?			
Did you discuss the classes selected by your youngster for high school?			
Were you able to discuss your plans and feelings about your child?			

Comments concerning your participation in the conference:

	Excel- lent	Ade- quate	Poor	Not Dis- cussed	Can't Recall
How well did the counselor explain why your child selected his program?					
If the reasons for selection were not like yours how well did he explain why your youngster selected his program?					
Was the counselor interested in your youngster?					
Did you feel he knew your youngster?					
Did he discuss the interests your youngster had compared with the program selected?					
How well did the counselor discuss any problems that might hinder your child's ninth grade program?					
Did the counselor use test results and school records when discussing your child?					

When discussing your child, was the discussion about him and not a comparison to other students?

___ Yes ___ No ___ Can't Recall

Comments about any of the above statements about your son or daughter (identify the statement with the question above.)

	Excel- lent	Ade- quate	Poor	Not dis- cussed	Can't Recall
When discussing the total school program were:					
Graduation requirements explained?					
College entrance requirements explained?					
Vocational or technical school requirements explained?					
Cost of attending one of the schools after high school explained?					
Were the courses of study and programs in the high school explained?					
Were the high school, its regulations and facilities explained?					
Were specific courses explained (the requirements necessary to pass the course)?					

Comments concerning the counselor providing information about the school program and/or opportunities beyond high school _____

VALUE OF THE CONFERENCE THROUGH HIGH SCHOOL

Realizing that three years of high school remained after the conference, what value do conferences of this type have, if offered in the high school?

	Yes	No	No Opinion
Are conferences of this type of value?			
Do they bring you closer to the needs of your youngster?			
Should the conference allow you to discuss areas that you feel are important?			
Did you have an opportunity to express your reactions to the program selected?			
Were you, as a result of the conference, better informed about the program offered in the high school?			

In general, what did you gain from the initial conference that was of value to you? _____

There may have been some indirect benefits from the parent conference. The following questions are toward the recognition of indirect benefits that you may believe have resulted from these conferences.

	Yes	No	Unable to Answer
Do you feel that fewer students fail courses as a result of Parent Conferences? (Through a better parent understanding of their youngster's ability and course requirements.)			
Do you feel that the dropout rate in the high school has been decreased because of the parent conference?			
Do you feel that school bond levies and special millage levies have been more strongly supported in the Hoquiam School District because of parents better understanding the needs of the educational program through parent conferences?			

	Yes	No	Unable to Answer
Do you believe the adults in the Hoquiam School District are better informed about general school operations and procedures as a result of planned parent conferences?			
Do you believe that parent reaction to the entire school program is more favorable because of planned parent conferences?			

Please comment upon the above or any other indirect benefits you may feel have resulted from planned parent conferences.

APPENDIX E.
LETTER TO FORMER STUDENTS

May 19, 1966

Dear Ex-Grizzly,

Central Washington State College in cooperation with the Hoquiam School District is surveying the effects of parent conferences in the ninth grade. Your parents expressed a willingness and interest to participate and we would also like your reaction to this program. Would you complete the enclosed questionnaire? The purpose of this study is to determine some of the ways that counseling has been of aid to the student, parents, and school.

The questions are constructed so that it will require as little of your time as possible to answer them. Your response will be handled in strict confidence. If you have any additional information or suggestions that apply to the study, please add them where space allows.

I hope that you will take the time required to complete the questionnaire and return it to me by June 10th. A self-addressed, stamped envelope is provided for your convenience.

Thank you for your cooperation.

Sincerely,

C. Don Holmlund

APPENDIX F

STUDENT QUESTIONNAIRE

DIRECTIONS: Read each question carefully. Most questions require that you check the best answer. In answering the other questions, follow the directions for that question. Your comments about any questions or answers are welcomed.

1. Status of Student

Year left school _____

Reason for leaving: _____

- graduation
 work
 marriage
 lack of interest
 enlisted in military
 illness
 discipline
 other (explain) _____

Education: _____

Highest grade completed in school _____

I am presently continuing my education at _____

My plans do not include any further formal education _____

I am working but plan to attend later _____

I cannot afford it _____

Other (explain) _____

Employment: _____

Are you presently employed? Yes No
 Full time Part time

Nature of work _____

Military Service: _____

Are you presently in an active branch of the service?

 Yes No

Branch of the Service _____

Plans upon completion of military service _____

2. Counseling in the Ninth Grade

	Always	Nearly Always	Usually	Seldom	Never
Did you feel the counselor knew you?					
Was he concerned with your problems or questions?					
When you went to his office to get information, did you get it?					

	Yes	No	Unable to Answer
When you entered the tenth grade did you have a program planned for high school (tentative list of classes)?			
Did you follow this plan through with (check only one below):			
No change _____			
Some change _____			
Complete change _____			
Did the parent conference make your parents aware of the school program and your plans?			
Did the conference help your parents to become more aware of your abilities and interests toward school?			

3. Counseling in the High School

	Always	Nearly Always	Usually	Seldom	Never
Did you feel the counselor knew you?					
Was he concerned with your problems or questions?					
When you went to his office to get information, did you get it?					

While in the high school did you have time to talk to the counselor about:

(Put M for Most Frequent Opportunity)

(Put F for Frequent Opportunity)

(Put I for Infrequent Opportunity)

- Your high school program of studies
- Your education after high school
- Your vocational (work) plans after high school
- Your "out-of-school" personal problems
- Your "in-school" personal problems (related to classes, teachers, or activities)

Do you think parent conferences concerning a student's educational plans are valuable in high school? Yes No

Comments on answer:

Comments on counseling that you received while in high school:

APPENDIX G
FOLLOW-UP LETTER

June 10, 1966

Dear

During the month of May a questionnaire was sent to you which was chiefly concerned with your evaluation of parent conferences in the ninth grade at Hoquiam Junior High School. The purpose of this questionnaire was to evaluate the counseling program and assist the Hoquiam Secondary Schools in improving the counseling program. We realize that you could help us a great deal and it is not too late yet to be of help by returning the questionnaire.

In checking questionnaires returned, however, we did not find yours. Perhaps you did not receive it or may just have neglected to return it. Whatever the reason, won't you please fill out the enclosed copy and mail it at once? If you have any questions concerning the questionnaire, please call me at Hoquiam High School, GE 8-3760.

We hope to receive your reply within the next few days and again assure you that whatever you may state in your letter will be kept strictly confidential.

Sincerely,

C. Don Holmlund

APPENDIX H

Parent comments concerning the counselor providing information about the school program and/or opportunities beyond high school, Tables XIII through XIX.

Group A

Kris had good counseling all through high school that helped and guided her to make the right decisions.

All counselors we have had have been more than willing to answer or advise any questions regarding problems in high school or college; it has made decision-making easier for the two sons coming up.

Having two children in college, I feel the counseling they received was excellent.

We were grateful for information concerning loan programs; it gave us three years to plan to meet the requirements for application.

Counselor explained excellently any questions we asked.

We were interested in our child and felt the counselor was too.

Group B

I think graduation requirements and post-high school educational opportunities should be explained more fully.

At that time I thought the conference fine, but it has taken me a number of years to realize that more emphasis should be placed upon post-high school opportunities.

The counselor took time to explain the need for some training other than in the academic area, which has paid off as Alta had a saleable skill when she didn't continue her education.

Program should begin earlier than the ninth grade.

Not only should college entrance requirements be explained, but also vocational or technical school requirements.

Group C

The counselor was very good--when our daughter found school difficult, he encouraged her and guided subject choice in order that she didn't find total failure.

We were always pleased with the ninth grade conference and feel they are important to parent and child.

In my personal opinion we should have at least one conference a year with the counselor.

The counselor didn't seem to know or really care about the school program and my son's adjustment to it.

I felt he knew my daughter's goals and was doing his best to help her achieve them.

Comments on what in general parents felt they gained from the initial conference.

Group A

We became more aware of the high school program, the combination of courses available and their proper sequence.

I think the program was explained so that any parent could understand to his or her own satisfaction.

A better knowledge of our child's abilities and shortcomings, but most of all a good feeling about how well the school knew her.

We were able to understand Rick's potential better and became more aware of the problems of school life.

We gained a closer insight of our youngster.

We felt better informed about our child's program and the program the school offered.

The realization that my daughter's academic welfare was the concern of the faculty and administration.

The conference was of real value, real understanding from definite information instead of hearsay, especially since the student was self-sufficient and therefore didn't communicate at home.

A clear picture of our child's possibilities in high school and in college.

The thing that impressed me the most was the genuine interest shown by the counselors and faculty in my child.

We felt it made a much closer relationship between us as parents and the school program and teachers.

I received a better view of how the school was attempting to help my child through high school and to a post-high school education.

A better understanding of our child's program brought about a closer relationship between us.

Parents who want to be informed certainly have the opportunity in the Hoquiam School District.

My youngster is in his second year of college and I still feel I can call the counselor on any problem concerning his education.

Group B

I thought the conference was valuable in that it set up a schedule for the student to follow as to that student's capacities.

A better understanding of the student's progress and a chance to ask questions about future programs.

A better understanding as to why a student is advised to follow a certain course of studies.

A means of bringing the entire family into understanding the program selected.

Provided help in encouraging our child to keep after his studies until graduation, in spite of his lack of interest.

The knowledge that an attempt was made to guide the student.

Not too much.

We found it of value; our son didn't seem to mature enough to follow the suggestions offered.

Group C

Recognizing that my son had problems, I saw that the school was interested in his making an adjustment to school.

I found out that my daughter was capable of better work but was uninterested in school.

We knew what our child's program was to be, and what to expect.

We had a good feeling, that the school was concerned.

We learned what was required in high school, and that the counselor knew the child, his needs and abilities.

Encouraged me to encourage my daughter.

I felt my youngster was being guided in the right way and that was important to her father and I.

Parents' comments about indirect benefits, Table XXI, they feel may have resulted from planned parent conferences.

Group A

My sons enjoyed high school, participated in many activities, and did very well. I feel they had the best teachers and counselors available. I could ask for nothing more.

Through the counseling program parents are assured the school is taking a personal interest; this may give better parent support to school policy and programs.

My personal feeling is that these conferences must have far-reaching favorable effects on the total community, but I have no basis for judging other than my own experience.

Most parent reactions to the school program are favorable, but I don't think because of parent conferences. I think their reactions are favorable because the parents are interested.

Interested parents can gain from these conferences.

The more parents attend conferences the more support the school program receives. This is because they become a part of it. Also they become more informed and can discuss more intelligently with their children the activities and courses they participate in.

I personally feel the lack of communication between faculty, counselors, and administrators negates the good effect of counseling.

Group B

I believe that planned parent conference is a good thing; it acquaints the parents with school programs and procedures.

Parents that should attend counseling conferences, do not attend.

I feel parents benefit from conferences because it points out the school's point of view and shows where the parents can help. It has, in my opinion, helped to pass school levies.

Parent conferences are of value to both the student and parent; it promotes better understanding and parents who will work in cooperation with the faculty.

Conferences help keep parents informed of their child; otherwise, they wouldn't know for this is information the child wouldn't volunteer.

Since there is no PTA in the junior or senior high, we need something or someone to keep us informed.

Group C

I feel the whole program could be improved.

I think planned parent conferences are important to keep parents informed of changes in school planning and programming.

We remembered it as a comfortable occasion. Further conferences in the high school produced little help for the special problems Don had. We did not recognize them clearly nor handle them adequately either.

I feel it helped us be more a part of our children's lives.

It helps bring parents and teachers closer together to understand the mutual problem.

Student comments concerning the counseling they received in the junior and senior high school and about the values of parent conferences.

Group A

Because of the counselor's concern and personal relationship I feel I got a great deal from the counseling program. The opportunity was always there. I feel this close relationship is most desirable to any counseling program. My goals have changed since high school so my change of college had nothing to do with any inadequacy of the program.

Generally quite good. Counselors seemed, on the whole, to be well trained, qualified individuals, sincerely interested in helping and guiding. I might have been over-prepared for college.

I always received help when necessary.

Several times the counselors were busy when I sought advice; I believe more counselors are needed. They did a good job of orienting students toward college life and future plans educationally and vocationally.

The counseling I received during high school was excellent. The counselors checked periodically about my grades and the subjects I was taking.

High school counseling benefited those who went out of their way to acquire information, but a lack of communication made this difficult in many cases. Often I found members of the faculty more readily available to answer my questions. More counselors are needed.

All of my counselors seemed interested and willing to help. Lots of times students complain about the poor counseling they received in school, but I feel that it is often the fault of the student. It takes a student and a counselor working together to get something accomplished. Often times, the student feels that the counselor will do it all--this leads to problems which are inevitably blamed on the counselor but in reality are the fault of the student.

In my case I feel I was counseled extremely well. I was going into math; as a result of my high school program I was able to skip all freshman math classes in college.

I think the counselors in high school made an attempt to help me, but I felt they were interfering. I deeply regret my former attitude.

When I wanted help there was always someone there. I was also contacted several times by the counselors who just wanted to know how I was getting along.

The conferences do give the parents a good chance to become aware of the student's ability so they can plan better for the future.

The parents should be made aware of the student's ability, whether good or bad. Only then are they really able to help the student in the decisions regarding his education.

We weren't too communicative with our parents, and a direct counselor-to-parent conference provided the information important in planning the future.

Response to No answer to statement "are conferences of value"; they are valuable only if the parents are planning financial assistance for further education or if the student asks for one for some other reason. Parents should have no part in planning a course of study; parental pressure only complicates attempts to reach such decisions.

I never would have been able to go on to a four-year college after graduation without the conference. After the conference my parents didn't hesitate in planning that I attend the University of Washington, where I am now.

Parent conferences are just as important as student conferences. With the rapidly changing requirements and curriculum changes, the parents must be informed for the best interests of the student.

Often the students are so confused about the future, I feel the parents can be most helpful if they are aware of the student's potentials, desires, and plans.

Conferences give parents insight to the abilities and aptitudes of their children. It brings the parents closer to an appreciation of the school program and need for educational counseling.

When your parents have a limited education, the conference lessens the uneasiness in a student when the counselor can explain your interests and plans for the future.

I was always helped, especially preparing for college entrance. Even after graduation, when I was transferring from WSU to the U of W the counselors were available and willing to help.

As the school population increases, it is most important that additional counselors are available.

The opportunity for counseling was present; it was nice to know the opportunity was present if I needed it.

To have a counselor suggest a field to me was an asset or should I say a boost for me. It was a case of finding someone else who had confidence in me. It was definitely beneficial and so far, rewarding.

I always felt that when I had something to talk about, good or bad, there was someone to listen, discuss, and mostly straighten me out. I am most appreciative of all the help I received in my high school career and after.

Feeling the counselor knew you and was interested in you made this an easier, more relaxed relationship. Thanks for the help; it seems as though it's coming to me in long-range benefits, a little at a time, whenever I need it.

I can honestly say that I can't point out any deficiencies in the program. Everything I needed was available to me.

Group B

I never used my counseling opportunities to my advantage; at the time school didn't seem to mean very much to me.

Counseling was excellent. My parents were difficult to talk to. I always had confidence in the counselors and found I could talk to them about my educational or personal problems.

Parents were pushing college after high school; I had no interest in doing so. After the parent conference they were satisfied with my plans.

These conferences are of great importance to the parents. There is altogether too many parents who don't take enough interest in their children's education. A well planned education by the student and parent is the difference between success and failure in life.

I didn't know what I wanted to do as a vocation, so there wasn't much they could do. I wish I had gotten interested in something.

I think some students are shy or don't seem to care; they probably need more help from the counselor but don't ask for it. It would be good if they in some way could be reached.

It prepares the parent in the student's ability and just how far they can go without pushing too far. When I was able to get to talk with the counselor, I got the help I wanted. It meant a lot to me to talk to someone who really cared about how I was doing and what my plans were for the future.

A lot of the parents don't exactly know what is going on, especially if the child doesn't tell all the facts. This is a way for interested parents to learn about their child and the school.

Counselors were willing to help, but due to not knowing them, well, I was unable to talk with them. A closer relationship with the student and counselor is needed.

I never had much counseling in the high school--one reason was that I didn't change my schedule.

Group C

It is valuable, particularly in lower income families. These conferences can tell the parents if the child is capable of further education.

It enables the counselors to become aware of the parent's feelings toward their youngster. He may aid the student should the parents' ideas prove to be an obstacle to the student's goals.

I didn't really use my opportunity to talk with my counselors. I felt more safe by going to my parents.

In general the counseling was poor; the counselor did not explain fully the courses needed for graduation or for post-high school training. Counselors are not concerned enough about the student's place in high school, his values or selection of friends.

Very helpful, I never hesitated seeing my counselor about a problem or misunderstanding. He always seemed to have a suggestion or solution.