

CURRENT PRACTICES IN THE ORGANIZATION AND ADMINISTRATION
OF GUIDANCE SERVICES IN NINETY-FOUR
SELECTED SECONDARY SCHOOLS

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CHAPTER I

INTRODUCTION

The phenomenal growth of public schools since 1940 has brought new problems to education as well as added complexity to problems previously existing. Among needs which have already received a good deal of attention, both from members of the educational profession and from the public, might be mentioned teacher supply, physical plant, and financial support. Much more time, money and planning will be needed in the years ahead if the growing schools are to keep abreast of these problems.

It would be unfortunate, however, if in our attempts to meet these pressing demands we should lose sight of the individual student for whose direct benefit we maintain schools. While there have always been efforts of one kind or another to individualize to some degree the high school program, the developments just named give added urgency to a program of guidance services which will help prevent the individual student's becoming lost in the crowd. We must tackle needs of students as well as needs of schools.

Purpose

This study is an attempt to estimate the status of student personnel services in the secondary schools. Observation of a number of secondary school student personnel programs suggests that with slight modification Mark Twain's quip about weather is applicable to guidance services offered high school youth: all educators talk about guidance, some do nothing about it, some do something, and some do much.

The data accumulated in the course of this study were needed to test this observation. What information has thus been obtained will, it is hoped, increase the writer's usefulness in guidance work. On a broader scale, the results are offered as encouragement to secondary school administrators to put into practice in their schools more of the successful guidance practices reported by principals in other situations.

Procedure

Letters soliciting cooperation in this study were first sent to one hundred fifty secondary schools throughout the United States. The writer made a basically random selection of these schools on the basis of four criteria: size -- an attempt being made to obtain information from small, medium-sized and large schools; type -- a spread being sought, including a few junior high schools, five- and six-year, and three- and four-year high schools; geographical location -- a distribution being desired from as wide an area as feasible; and,

finally, prior participation in other guidance surveys. The last criterion was used for a small number of schools selected primarily because they offer guidance services which merit publicity as pilot operations.

Ultimately ninety-three schools in this list agreed to participate in the survey. Replies to the questionnaire were received from seventy-eight of these, including one city system of fifty-three high schools.

When these replies had been analyzed, the question was raised by members of the writer's advisory committee, Is this an adequate sampling? Two items of evidence are offered here to support the validity of the study -- one subjective, one objective.

In the first place, the writer has during the last eight years visited several high schools in each of some twenty states; while during the past six years he has made from one to five visits to nearly all of the two hundred twenty-three secondary schools in Oregon. The impressions thus gained at first hand have been helpful in interpreting the data obtained in this survey. No major discrepancies have come to light between the picture obtained by visitation and that obtained from the survey. In fact, the only particular in which Oregon schools appear to differ from those in other regions is in the lower rate of use of the home room as a guidance device.

Nevertheless, in order to obtain a further check upon the validity of the study, questionnaires were sent to ten schools in each of two states not previously represented in the survey. Fourteen of these

questionnaires were completed, as well as two additional from states already participating. The addition of data from these sixteen questionnaires did not alter the pattern established through analysis of the seventy-eight reports previously received.

Thus, although the number of ninety-four replies represents but a tiny fraction of the total list of secondary schools in the United States, the validity of the study is supported by both the subjective comparison with Oregon, based on experience, and by the re-check involving two "new" states.

The Questionnaire

A detailed questionnaire (Appendix I) was designed to elicit a picture of current practices in guidance services of high schools. Major areas in which answers were sought included:

1. Program -- a description of what is being done by high schools in orientation, home room guidance, analysis of the individual, informational services, counseling, placement, follow-up, and work experience programs.
2. Practices -- a rating of each procedure as outstanding, good, or poor as it is in practice in each school.
3. Administration and personnel -- a description of the organization of the guidance service in the school, with emphasis on duties of staff members.
4. Details of the work experience program, if any.
5. Description of the best guidance practice in the school's program.

Treatment of Data

For purposes of comparison replies were segregated into four categories, determined by number of teachers in each school: A- those with less than eight teachers; B - those having eight to fifteen; C - those with sixteen to twenty-five; D - those with more than twenty-five.

Replies tabulated in each of these size-groups totaled, respectively, group A -- eight, B -- seventeen, group C -- twenty, group D -- forty-eight plus one city system of fifty-three.

Distribution of the participating schools is indicated by size and states in Table I.

Following the summary of responses in each of the areas mentioned earlier, a comparison is attempted with recommendations drawn from current literature in the field of organization and administration of guidance work.

Additional Data

Through provision of space for "other" items or remarks, a number of program elements which did not appear in the questionnaire itself were stated by respondents. Occasionally other revealing remarks were volunteered here and there throughout the questionnaire. In several instances those comments in effect defined the guidance philosophy of the administrator or counselor, and helped explain the status of the guidance program in the school concerned. Several replies included extensive samples of guidance materials used in

TABLE I

DISTRIBUTION OF SCHOOLS SURVEYED

State	Class of schools				Totals
	A (Less 8 T's)	B (8-15 T's)	C (16-25 T's)	D (25+T's)	
1. Arkansas	1	1	0	1	3
2. California	0	0	0	5	5
3. Colorado	0	0	0	1	1
4. Connecticut	0	1	0	0	1
5. Idaho	1	0	0	1	2
6. Illinois	0	1	2	1*	4
7. Maryland	0	0	6	0	6
8. Massachusetts	0	1	0	0	1
9. Michigan	0	0	0	2	2
10. Minnesota	0	0	0	2	2
11. Mississippi	0	0	1	0	1
12. Montana	0	0	0	1	1
13. Nebraska	0	1	0	0	1
14. New Hampshire	1	0	0	0	1
15. New Jersey	0	0	0	1	1
16. New York	1	0	0	7	8
17. No. Carolina	0	0	0	1	1
18. Ohio	0	0	1	4	5
19. Oregon	4	4	4	5	17
20. Pennsylvania	0	0	2	3	5
21. So. Dakota	0	1	0	2	3
22. Utah	0	5	2	1	8
23. Washington	0	1	0	4	5
24. West Virginia	0	1	2	3	6
25. Wisconsin	0	0	0	4	4
Totals	8	17	20	49	94

*Combined report of Chicago city high schools.

their programs.

Limitations of the Study

While the answers to the questionnaire have been summarized in a quantitative manner, the study is primarily one to obtain a qualitative appraisal of current guidance practices. This end can be achieved only in an essentially subjective fashion: that is, what the respondents say is being done must be weighted against a background of what current theory says should be done. Since there is only a general consensus in the latter case, some interpretations and evaluations made by the writer would undoubtedly be much different in appraisals made by others.

The major limitation of the questionnaire which became apparent in its use was the confusing tendency for respondents to rate practices which they had earlier indicated did not form a part of the guidance services in their respective schools. For example, if the school did not operate any work experience program, the respondent was still likely to rate this activity "poor" in the section where judgment on each of the school's practices was called for. In these instances the instruction "Skip the item entirely if your pupil-personnel program does not include the practices indicated" was simply disregarded by the person completing the form. This tendency to over-answer might have been avoided by providing a fourth rating space labeled "Doesn't apply."

It should be borne in mind also that each school program was

evaluated by one staff member. While this was presumably the one best informed regarding the guidance program -- indeed, the questionnaire was often completed by the head counselor or the guidance director -- it must be admitted that had the opinion of additional workers been sought a different judgment might have been rendered. Considering the time required to complete the questionnaire, however, there would have been great difficulty involved in obtaining multiple replies from each school.

Another limitation was found in the sections where responses were requested in terms of fraction of the student body served by each guidance practice -- none, one-fourth, one-half, three-fourths, all. This scale was substituted after criticism had been made by several persons evaluating the questionnaire, of a more complicated scale expressed in percentage terms. In the light of results obtained, it would have been more useful even at the risk of complicating the scale, to include also the factor of grade level involved. Thus, to report that only one-fourth of the student body participates in career days probably means that this is an activity of one year -- e.g., senior class. Thus all pupils would benefit from the practice at some time during their high school attendance. However, the response could mean that each year those interested, or those expressing a definite vocational choice, or those displaying a certain degree of aptitude or interest on an inventory, were included in the activity. Some replies specified "all seniors" or "all freshmen" where checking "one-fourth"; but many replies were not so clarified.

The size of the sample involved in this study is, of course, an additional limiting factor. The conclusions and recommendations based on the survey apply in the strictest sense only to the ninety-four schools reported. Extension of such factors to other schools should be undertaken only with caution, and only then if one has had experience in guidance programs of secondary schools.

The small number of schools in groups A, B, and C, makes comparisons between these groups relatively unimportant. However, the schools in these three groups taken together may be considered smaller schools and so contrasted with those in group D, the larger high schools.

General Appraisal of the Procedure

On the whole the type of data gathered in this study is available, practically, only through a questionnaire. The particular questionnaire devised could have been improved in some respects, as mentioned earlier, but in general it proved to be a satisfactory device. The time and expense of on-the-spot interviews would have been prohibitive. As mentioned earlier, observation of high school guidance programs has proved useful in establishing a background for interpretation of questionnaire results. Throughout the study an effort has been made, however, to subordinate preconceptions based on such observations, to conclusions based on the survey data.

Basic Questions

Starting from the primary assumption that it is desirable to accomplish as much as possible in secondary school guidance programs, one is faced with several basic questions:

What do experts in pupil personnel services think should constitute a guidance program in the secondary school?

What are the current practices in the organization and administration of guidance programs?

In what areas are theory and practice closely related, and where is practice falling short?

These are the issues with which the next three chapters of this study are concerned: in Chapter II, a summary of pertinent guidance literature, as background material; in Chapter III, a report of the survey made of current practices in the organization and administration of guidance services; and in Chapter IV, conclusions based on the report of practices, and recommendations for improving secondary guidance programs.

CHAPTER II

CURRENT THEORY OF GUIDANCE PROGRAMS

Responsibility and Duties of the Administrator

As is true of other school functions, the ultimate responsibility for the guidance program in each school rests with the administrator. As one writer states the assignment: "The success of a pupil personnel program in a school system is correlated with the vision and perseverance of the administrative officers." (67, p. 12).

Other members of the staff will undoubtedly adopt in some measure the attitude of the principal toward guidance services. If the administrator gives evidence of a real concern that the school program be tailored to student needs, and if he displays enthusiasm for the duties which leadership in this area entails, his teachers will respond with interest and dependable service.

The first aspect of the principal's responsibility is thus one of providing leadership for the guidance program, at the start through himself, and then, if possible, through a professionally-trained staff member. The second major responsibility is to involve as many as possible of the regular staff members in guidance function. It will then be necessary to make provision in the school schedule and program for the time to carry on personnel services. Finally, the

administrator must follow-through: he must encourage, evaluate, and again encourage his colleagues in the discharge of their many guidance activities.

Outside the school itself the administrator has the chief responsibility for interpreting to the community what the school guidance program is, what it is for, and how it is carried on.

A study by Peters (54) of guidance services in Indiana public schools includes among others the following recommendations to principals:

1. Organize faculty committees to study school needs and plan an organized guidance program.
2. Analyze the findings and compare with other schools.
3. Promote workshops to study achievable guidance functions.
4. Select classroom teachers to obtain additional guidance training.
5. Use referral sources in the community (54, p. 530).

To these should be added two of the recommendations from a California group which considered students, student needs, and guidance in secondary schools as a part of the conference on "The Next Half Century in Secondary Education": First, develop adequate financial support for guidance services; and second, approach curriculum planning through current youth and social problems (64, p. 361).

A more detailed assignment to the administrator of pupil-personnel duties has been given by Zeran and Jones (74, pp. 25-27). In addition to tasks already mentioned, these writers

stress the administrator's role in scheduling, in-service training, and evaluation.

Two factors are involved in scheduling: arrangements permitting every pupil access to personnel services; and ample time for counselors to counsel. A corollary of these needs is the requirement of special equipment, supplies and quarters for guidance functions.

Leadership in the in-service training of staff members is one of the most urgent guidance duties of the administrator. Since many teachers currently employed may not have had training in guidance functions; and since many other staff members will ordinarily have been initiated into guidance aspects of their positions, only through an in-service program will these deficiencies be overcome.

It is also clear that only the administrator is in a position to keep abreast of the degree to which the whole program is succeeding, and to notice those areas where adjustments are indicated. The administrator is the leader who can look all ways, back on experience, around at current practices, and ahead to better efforts.

Staff Participation

The faculty-study approach, which appears most promising in organizing a guidance program, has two major advantages; first, it will work in a small school through committee-of-the whole procedure, and in larger schools through multiple faculty groups; second, a services study of how the school should be meeting student needs is

certain to involve the whole staff in guidance activities.

There is practically unanimous testimony on record to the effect that many guidance duties should be undertaken only when teachers have received specialized training (e.g., 25, p. 52, pp. 261-262; 50, pp. 1721, pp. 30-35). Obviously this need must be met primarily through an in-service training program, ideally worked out cooperatively by the whole school staff. While it is to be hoped that staff members will enroll in regularly organized collegiate courses, the administrator can stimulate professional growth in himself and his staff colleagues through utilization of many of the processes involved in day-by-day operation of the school. Among others, these means include faculty meetings, bulletins, district or county workshops, conferences, scheduled observation, demonstrations, and the faculty study groups (43, pp. 20-23). Another opportunity is present in building and fostering the use of a school professional library.

An inexpensive yet highly productive approach to the organization of a guidance program was reported from the Suffolk, Virginia, high school (58, pp. 47-49). The twenty-four teachers of this school divided themselves into three guidance committees -- educational, personal, and vocational. A guidance room was set up, where the teachers and students meet on an informal basis. Without a guidance director these committees have developed, through their own in-service activity, a well-rounded program of pupil personnel services. Douglas (17, pp. 84-90) has suggested a scale of levels of desirable guidance training required for specific guidance responsibilities in any school

or system. These are:

1. Every teacher -- the equivalent of two or three basic guidance courses (in addition to the bachelor's degree in subject field).
 2. Teacher-counselor -- all basic guidance courses plus (at least) psychology of adolescence and mental hygiene.
 3. Specialized guidance workers, including vocational, boys', and girls' counselors -- equivalent of master's degree in guidance and related courses (psychology, measurement, research and statistical methods); plus specialized training for the precise position.
 4. One specialist in use and interpretation of tests -- same as in three above.
- | | |
|-----------------------------------|-------------------------------------|
| 5a. Psychologist or psychiatrist) |) Doctor's degree in special field. |
| 5b. Director of guidance | |

A more personalized set of requirements is given by Keller (38, pp. 337-339) in which, besides the professional training specified above, emphasis is placed upon a broad background of general education and special personal qualities such as both sympathy and objectivity, an integrated personality, etc. Implications for teacher-training institutions have been stressed by Wrenn (73, pp. 414-419), including devotion of a larger segment of training to supervised guidance practice, and careful selection of trainees.

Types of Organization

As a school staff studies and plans, three possible types of

organization of the guidance program are likely to become apparent. Mathewson has characterized these as: "(a) the centralized, specialized type . . . based on the theory that 'only the specialist knows'; (b) the decentralized, teacher type . . . where responsibilities are uncertain and diffused; and (c) the mixed type . . . where specialists are present, but there is an attempt to allocate responsibility all through the school program" (45, pp. 136-138).

The choice among these will be influenced by many factors, one being the adequacy of the staff members and their willingness to gain necessary training. Another is the cost element. If the sifting of school services is done carefully, a part of the expense involved in personnel work will be met through substitution of items rather than through additional expenditures. At least in the beginning it is probable that finding the time to devote to developing the program will be more difficult than finding the money. As pupil needs are better met, however, the administrator will generally find his board increasingly willing to appropriate funds for guidance services. With a background of experience in public school guidance administration, Mathewson suggests (45, p. 104) that ultimately pupil personnel services in the high school should approximate 5% of the total per-pupil costs of education.

In 1952 Emery made a study of the cost of guidance (29, pp. 525-6) in which it was found that the variation in costs was from .31% to 3.40% of the school budget, with the average at 1.64%. This

This represented a cost variable of from \$2.62 to \$15.74 per pupil with a mean of \$6.31 and a median of \$4.92. However, there appears to be considerable difficulty in getting an exact figure of costs because of allocations not only of percentage of personnel time, but also on such items as tests, telephone, office equipment, and supplies. The important point is that it does cost to have a program of guidance services; perhaps, however, less than that expended by the usual hit or miss method of incidental guidance.

While stating that no one form of organization can be said to be "best" for all schools, Strang (63, p. 8) indicates certain basic administrative arrangements which must be present for a successful program. These are: (a) small guidance units of thirty-forty pupils each; (b) special group advisers (e.g., grade or class advisers); (c) guidance specialists well qualified by personality and graduate study; and (d) a staff of assisting specialists.

Basic Services

Among the services which are most widely recommended for inclusion in the student personnel program, to be offered either through individual or group guidance as seems most appropriate, are: orientation, analysis of the individual, information services (particularly for educational and vocational guidance), counseling, placement and follow-up, and work experience.

"The problem of orientation is one that offers the first opportunity for constructive guidance by the secondary school" writes

one authority. (10, p. 48). Many high schools, though not all, recognize the need for orienting students to new school situations, but by the time the student reaches the need for job placement on graduation, a much smaller share of the schools help orient him to the world of work. Between school entrance and job placement occur a number of other new situations -- academic, personal, social -- in which student adjustment and guidance services are called for.

The basis for providing assistance in each of these areas is two-fold, knowledge of the individual student and knowledge of the environmental factors in which the student is seeking adjustment. Much of the staff study advocated earlier should revolve around methods of analyzing the student and his environment. Teachers will have occasion through study and practice to appraise devices including fact-finding interviews, anecdotal records, autobiographies and diaries, ratings, home visits, testing of all kinds, trait inventories, health studies. In "Studying Students" (27) Froehlich and Darley have reported fully on these and allied methods for which all teachers who also guide will find frequent use.

The second phase of guidance, providing information to the "analyzed" student, demands of staff members an equal amount of planning and study. Many problems of organization are involved: methods of group guidance, role of the home room, occupations courses or units in other courses, counseling. Each of these has been treated at length in various guidance studies (e.g., 18, 47, 56, 60, 70).

The role of the home room and activities of the home room teacher, as an example, have occasioned several experiments with varying recommendations. Sachs (56, p. 84) concluded that the home room offers the best opportunities for providing guidance and staff training at least as a transition device during the development of a student personnel program. In those numerous instances where the home room has been used for administrative rather than for guidance purposes, there is still the opportunity, as McKown (47, p. 45) has proposed, to handle administrative routine educatively.

Since the early study by Kefauver and Hand (37) in which the special occupations course did not demonstrate great value, much of the further research urged by those authors has been undertaken. Hoppock and Lowenstein have reported the trends in teaching occupations courses for the last two years (33, pp. 274-276 and 44, pp. 441-444). They conclude "There is a tendency toward giving the occupations course in the upper terms of the high school curriculum as an elective taught by guidance counselors using techniques which include the use of outside speakers, visual aids, self-appraisal, and occupational field trips" (26. p. 444).

Forrester (22) has compiled suggestions on "how to initiate a vocational and avocational guidance program, [and] developing interest in it -- inexpensively," with steps calculated for the small school (15, pp. 3-10) and for the large school (15, pp. 10-18). Again, organization of the program, assignment of duties to staff members,

and an in-service training program are stipulated responsibilities of the administrator.

Counseling is generally recognized as the core of the guidance program, dependent first upon qualified counselors, second upon supporting facilities, such as an adequate system of compiling information about students, and, finally, upon allocation of time (25, p. 203; 18, p. 10; 61, pp. 8-11). For the school which, because of limitations of personnel or funds or both, finds a full-fledged program of counseling impossible, Froehlich proposes certain "stop gap" procedures: starting with a "teacher-counselor," whose counseling time can gradually be increased; selecting certain groups for counseling; or certain problem areas; or emphasizing counseling programs on certain days (25, pp. 205-219).

When a school is able to afford a more complete service, counselors should be available on a definite ratio, perhaps one for each three hundred students (25, p. 50; 56, p. 5). Either the administrator or, preferably, a guidance director will have to act as a coordinator of the guidance program if this "all-important, detailed, labor-and-time consuming task [of] personnel work" is to be done (28, p. 304).

Work experience involves job placement as a part of the regular school program. The challenge has been made to high schools of "pioneering . . . in finding ways of using work experience to enrich a broad curriculum without, unintentionally perhaps, narrowing school studies into a work focus" (43, p. 54). Mathewson (45, p. 259) has

proposed as one such technique work-experience camps for high school youth during the spring, summer, and fall.

Job placement and other aspects of vocational guidance may be restricted not only by factors of time and cost, but by lack of non-academic work experience on the part of many teachers. Special encouragement should be given staff members to qualify themselves in the vocational guidance area through initiation into the trades and industry work world.

Placement of students, both within the school in classes and in co-curricular activities, and on jobs, is obviously a reasonable assignment for the school, which should know almost as much about a pupil as does his family. Froehlich (25, p. 253) stresses the range of students who have a claim to this service: those who withdraw from school as well as those graduated, and those who desire work experience, with or without credit. The related service of follow-up is one which will benefit the school as much as the student. Although few high schools can provide a counselor who has the facilities for keeping in touch with all students for several years following graduation, an ideal suggested by Davis (14, p. 227), any follow-up undertaken can be used by the school staff as valuable information in appraising school services and curriculum. The National Vocational Guidance Association (50, p. 34) calls attention to the possibilities of cross-section sampling ("horizontal follow-up") as a substitute for the complete case study ("longitudinal") method which few schools can operate.

All of these latter services -- counseling, particularly health and vocational counseling, placement, work experience, and follow-up involve relationships between members of the school staff and persons or agencies in the community. This public relations aspect of the guidance program is, again, primarily the administrator's responsibility. He must make, or assist in making, the necessary arrangements. He must so establish these relationships that the program and its purposes will be understood and accepted in the community. At the same time he will have the satisfaction of knowing that the students in his school are receiving the advantages of all educational resources which can be theirs, whether within or outside the school building, and whether paid for by school taxes or otherwise supported.

CHAPTER III

SUMMARY AND ANALYSIS OF QUESTIONNAIRE DATA

Through the questionnaire (Appendix I) data were sought which would present two major aspects of secondary school guidance programs: first, a report of which practices are included in the student personnel services of the schools surveyed (with an indication of the fraction of students reached by each service, an evaluation of the quality of each service provided.

Where possible comparisons have been made between the size-groups of schools; and at appropriate points references have also been made to the practices recommended in Chapter II.

Part I of this chapter is a treatment of data covering guidance practices, including work experience programs and "best" guidance practices; while Part II covers data concerning administration and personnel involved in guidance services.

Tabulations of answers to items in the questionnaire will be found in the appendix, as indicated in the various sections of this chapter.

PART I

GUIDANCE PRACTICES

Orientation (Appendix II): In all four classifications half or more of

the schools provide some printed or mimeographed orientation materials to all students. For each category the fraction is: A, one-half; B, two-thirds; C, three-fourths; D, three-fourths. Handbooks are much more restricted in use, a significant number (five of the A schools, eleven of the B schools, and eleven C schools) not issuing this type of material, or limiting its use to a small fraction of the student body - - e.g., the freshmen. The use of printed materials is much more general among the D schools, in which twenty-nine, for instance, produce handbooks for all students. Materials used are rated about equally between "Good" and "Outstanding", with a small number rated "Poor."

Half of the A schools, three-fifths of those in B, two-thirds in C, and four-fifths of those in D organize group conferences involving three-fourths or more of the students prior to high school admission. A smaller number in each group also arrange individual pre-admission interviews with students. These orientation devices are rated "Good" in half or more of the cases in each category; "Outstanding" in one-third to one-fourth; and "Poor" in only a few cases.

Nearly all of the schools provide pre-admission visits to the high school for at least some of the prospective students. Approximately three-fourths in each group think they are doing a "Good" job of providing some form of orientation for new students. Adding the schools which rate their practice in this respect as "Outstanding," there remain but four who acknowledge doing a "Poor" job in this area. Only five of the total number of A, B, and C schools are rated "Poor"

on this item.

A substitute device mentioned by several schools is for counselors or vice-principals to visit the elementary or junior high schools which "feed" the high school. In only one case was the visitation program identified as highly personalized, through a "Big sister" project. One large school reported the practice of having student representatives from the elementary schools visit the high school, and report back to their fellow eighth-graders.

A program of orientation for freshmen prior to the opening of the school year was mentioned by one group C school; while another of the same size has a "Freshman Day" with a special assembly planned by the student council and orientation in library usage; followed later by a general orientation unit in the freshman social science course.

On the basis of the foregoing report it appears that one-fourth or more of the schools surveyed are not offering systematized orientation to their students. Smaller schools particularly could advantageously develop printed materials to assist student adjustment. To meet the many orientation problems which students face, nearly all of these schools need to broaden their definition of "orientation" to include new situations encountered subsequent to registration in the new school.

Home room guidance programs (Appendix III): A small number of schools in each group either have no home rooms organized, or use them for administrative rather than guidance purposes. The count in this

respect is: A, one school; B, four; C, six; D, three.

Schools having home rooms generally utilize them for the dissemination of educational information. To a lesser extent occupational information is also supplied students in home rooms. In more than half of the home rooms, assistance on personal problems is given to some students. Another practice of personal counseling carried on by home room teachers is that of assisting students in developing good study habits. In each group, one-half of the home room teachers so assist all students.

In nearly half the A and B schools the home room teacher is responsible for making out the students' program. She has this responsibility in more than half of the C and D schools. The home room teacher participates in at least some case conferences in three-fourths of the A schools, three-fifths of the B and C schools, and two-thirds of the D schools. This participation is limited, however, in general involving only one-fourth to one-half of the conferences.

It is exceptional for any large number of teachers to make home calls, and in those instances where such calls are made, they are limited to between one-fourth and one-half of the homes. Presumably many of these are in connection with "problem" cases. Only one A school and one D school reach all students through home visits, while one B school reaches three-fourths, and no B or C school reaches all. One large school has a policy against home visits.

There is a wide spread of degree of success with the several

elements in a home room guidance program. On the first practice, making of student programs by home room teachers, the ratings (schools of all groups combined) were: Outstanding, nine; Good, twenty-nine; Poor, twenty-three. All nine of the "Outstanding" were in group D. On the second practice, occupational information, the count was: Outstanding, fifteen; Good, thirty-seven; Poor, fifteen. On the third, educational information, the ratings were: Outstanding, twenty-five; Good, forty-two; Poor, eight. All but six of the "Outstanding" were from D schools. The results on item four, individual assistance to pupils, were: Outstanding, seventeen; Good, fifty; Poor, seven. Again, D schools accounted for all but seven of the first score. On the last item, home visits by the home room teacher, only one school (in group B) reported "Outstanding"; "Good" was reported by two schools in group A, four in group B, none in C, and two in D. The tallies under "Poor" were: A, one; B, seven; C, fourteen; and D, twenty-four. This device is the one utilized least and with the least effectiveness.

As noted in the section on guidance services performed by all members of the school staff, a number of schools rely upon the school nurse for home visits. One large school has the services of a welfare worker assigned to the school district, while several others have "visiting teachers."

One school in group C mentioned a comprehensive pattern of home contacts which included daily telephoning in cases of absence, letters to the parents whenever work becomes unsatisfactory, report cards at set intervals, and open-house for parents two times each year.

Theoretically the home room situation constitutes one of the most workable opportunities for providing both group and individualized guidance services. Practically the opportunity seems often to be used to less than its fullest, or to be neglected almost completely. It is to be noted also that home rooms are not organized in a number of schools.

If the home room is to function as a successful guidance device it will have to be planned for that purpose. As much provision, both in trained personnel and in program content, will be needed as for a class situation. It is likely that in many instances home room teachers have not been made aware of the guidance role which they can play, nor have they been challenged to assume that role.

The very small use made of home visits is a case in point. Considering how much valuable information could be obtained about individual students through getting to know the homes, it is unfortunate that home calls are largely neglected, while much greater reliance is placed upon paper-and-pencil analyses of students in out-of-the-home situations.

Analysis of the individual (Appendix IV): A wide variety of devices is used to obtain personal information about students. Among those which are reported most often in use for all students are - - in the approximate order of popularity - - school marks (three-fourths of the A schools, five-sixths in group B, all but one in C and one in D); health and medical record (all but one A school, two-thirds in B, three-fourths of C, and four-fifths of D schools); intelligence tests

(A, three-fourths; B, C, and C, each three-fourths); achievement tests (A, three-fourths, B, two-thirds; C, three-fifths; D, two-thirds); reading tests (three-eighths in A, one-sixth in B, half in C and half in D); co-curricular activities (A, two-thirds; B, one-half; C, three-fourths; D, two-fifths); family-background reports (A, five-eighths; B, nearly one-half; C, one-seventh; D, three-fifths); interest inventories (A, half; B and C, one-third each; D, one-third); vocational aptitude tests (one-fourth of A and of B, one-third of C and of D); reading tests (one-third of A, one-sixth of B, one-half of C and of D).

Several of the items just mentioned are used by a substantial number of schools, but with their use restricted to only a fraction of the students enrolled. For example, one A, five B, six C, and fourteen D schools regularly make use of vocational aptitude tests, but for only one-fourth of the student body. It appears that these tests are used in conjunction with a unit of study, or at a certain stage in the guidance program, so that once during the high school career each student responds to inquiries along the lines of vocational interests. A similar situation prevails with respect to interest inventories, where one-fourth the students are surveyed in two A schools, four B, five C, and eleven D. The pattern for reading tests (for one-fourth the students enrolled) is: A, two schools; B, four; C, three; D, ten.

In terms of reaching all students in a school, much less use is made of such devices as personality inventories, anecdotal records rating scales, sociograms, autobiographies, and work experiences.

Personality inventories, for example, are used not at all or for only one-fourth the students, by half the A schools, one-third of the B group, nearly three-fourths of those in C, and almost half of the D group.

For anecdotal records the corresponding usage is: A schools, three-eighths; B and C, one-fourth each; D, two-fifths. Rating scales are not used or used on a very limited basis by half the schools in the first group, one-fourth in B, three-fifths in C, and one-third in D.

Still less use is shown for sociograms: Seven of the eight A schools reported use for none or at most one-fourth of students; almost half (seven of seventeen) of the B schools and none of twenty C schools; and over three-fifths (thirty-one of forty-nine) of group D.

Autobiographies were either not used or sought from only one-fourth the students by half of A schools, one-third of B, two-fifths of C, and half of the D group. The report for non- or limited use of work experiences showed: three-fourths of group A, one-fourth of B, one-fifth of C, and more than one-third of D.

A few schools used some of these devices for obtaining information on about half the students enrolled. Among these should be noted the following: sociograms, one-third of group C; autobiographies, nearly half of C; work experiences, two-fifths of C and more than one-fifth of D.

It seems probable, in the light of information provided in response to section III of the questionnaire, that the training of those persons engaged in secondary school student personnel work is one of the most

influential factors in determining the range of devices and degree of their use in analysis of the individual student. As shown in Appendix XII, less than half the teachers in the smaller schools (groups A, B, C) regularly perform such guidance functions as writing anecdotal records, developing sociograms, administering and scoring intelligence, aptitude and achievement tests, carrying on orientation work, or making home visitations. More of the teachers in larger schools are involved in these functions, but even in this group there is but one function -- orientation work -- which is carried on by teachers in as many as three-fourths of the schools.

With the exception of the item "Home calls are a regular practice of all teachers," more practices in this section are rated "Good" or "Outstanding" than are rated "Poor." To take the exception first; six of eight A schools, thirteen of seventeen B schools, seventeen of twenty C schools, and twenty-nine of forty-nine D schools marked themselves "Poor" on home visits. With the exception of a few schools where home room teachers make home calls on all students, it is only the home economics or agriculture teachers who visit regularly. Some other instances of dissatisfaction reported follow: Participation of all teachers in keeping the student inventory up to date: five B schools, ten (half) of the C group, and fifteen (nearly one-third) of group D.

Available information on students' hobbies - rating: Poor: four (half) of group A, five (nearly one-third) of B, and nine (nearly one-fifth) of D; Information on student work experiences -- rating: Poor: four (half) of A, one-fourth of B, and ten (one-fifth) of D.

Practices which were rated "Good" by half or more of the schools in each group included use of test and inventory results, keeping inventories up to date, using all inventory results in counseling, maintaining an individual inventory for each student, having student inventories accessible to the teachers, attempting to discover special aptitudes of students, attempting to learn students' special interests, having information available on students' hobbies (except group A); having work experience information available (except group A); having educational plans information available; having occupational plans information available.

"Outstanding" was the rating ascribed by a significant number of schools in the several groups to the following cases: keeping inventories up to date and making inventories accessible to teachers -- three of eight A schools; accessibility of inventories -- eight of seventeen B schools. "Outstanding" practices were reported as follows by D schools: using the results of inventories in counseling -- nineteen of forty-nine; maintainign individual inventories -- twenty; accessibility of inventories -- twenty-three; attempting to discover special aptitudes -- eighteen; attempting to learn special interests -- twenty; educational plans information available -- twenty-two; occupational plans information -- eighteen. No practice in this list was rated "Outstanding" by more than four of the twenty schools in group C.

Reference has been made earlier to the neglect of the practice of home visits to obtain information on individual students. The data just

cited show additional techniques of individual analysis which could be used much more extensively. Cost may limit the use of some of these; for example, the administration of tests. However, in items such as writing anecdotal records, drawing sociograms, and providing orientation, training is more pertinent to rate of use than is cost.

Informational services (Appendix V): In general those informational services which can be operated through the medium of printed materials, motion pictures, and speakers are more commonly used by large numbers of schools in each size group; while those services which require special curricular arrangements or special scheduling or field trips are less commonly used. Radio usage is approximately mid-way between the other two groupings.

In the first type are found school catalogues, occupational material shelves in the library, pamphlets and bulletins, books, and outside speakers used by half or more of the schools in groups A and B; by three-fourths or more of the C schools; and by nearly three-fourths of D schools. The use of motion pictures ranks approximately the same for the first three groups, but is slightly lower (twenty-seven of forty-nine) among the largest schools. Radio is used in four of the eight smallest schools, six of the seventeen B schools, six of the twenty C schools, and thirteen of the forty-nine in D.

Very few schools provide special courses in occupations for all students (A-1, B-0, C-1, D-9). A small number offer such a course for a part of the students; for example, four B schools, five C, and eleven D enroll approximately one-fourth of their students in an occupations

course. Numbers of schools which offer no occupations course follow: Group A, three of eight; B, four of seventeen; C, four of twenty; D, seventeen of forty-nine.

A somewhat greater provision is made by schools for the teaching of occupations units in other subject matter course. Here only one or two schools of each size reach no students by this device, while three A schools, four B, nine C, and eighteen D reach all students through units on occupations. A sizeable part of the largest schools (twenty of forty-nine) provide such units for one-fourth of the students. With three exceptions to be noted, comparatively few schools reach any substantial number of students through career and college days. The first exception is found in the C schools, wherein thirteen of twenty provide career days in which all students participate. A second exception is found in the A group, in which five of the eight smallest schools provide college days for seniors (i.e., approximately one-fourth the students), and in group D where fourteen schools include all students in such events, while twenty in this group involve all students in career days.

Very few schools include field trips to businesses and industries for more than half their students. While six C schools (nearly one-third) provide such opportunities for three-fourths of their students, the tally for schools in each group involving excursions for half the students was reported as five of eight in A, four of seventeen in B, and seven each in C and D. One-fourth the students participate in field trips in one A school, in six B schools, in five C, and in

twenty-three of the largest. There are no field trips in seven of seventeen B schools and five of forty-nine in group D.

The foregoing reports indicate that much more use could be made of many informational techniques for guidance purposes. This is especially true for the use of radio, for field trips, and for occupations courses, or occupations units in other courses. While these devices call for special arrangements, they would appear to have such high guidance value that the time and effort of planning involved would be amply justified and well expended. The net effect of their under-usage is a weakening of the guidance program; whereas it could be greatly strengthened through the utilization of out-of-school resources available through these media particularly.

It should be noted also that the techniques stressed here offer a channel for achieving another goal set forth in Chapter II, namely interpretation of the guidance program to the community. Many business and industrial leaders will better understand student personnel services which utilize the educational possibilities of their respective fields.

Among those schools having an occupations course, the training of the teacher involved was generally considered "Good" (by two schools in A, five in B, eleven in C, and ten in D). Nine in the largest group considered the teacher's training "Outstanding," while only one or two in any group rated "Poor."

Success of teachers in relating occupations to their teaching fields also rated "Good" in general: four in A, ten in B, sixteen in

C, and twenty-two in D. Seven in D rated "Outstanding," and ten rated "Poor."

It should be recognized that differences of opinion exist with respect to which avenue is more effective for the teaching of occupational information, special courses or units in regular courses. The trend, as reported in Chapter II, is toward special, elective courses taught by specialists to junior or senior students. If this trend is educationally sound, many teachers and counselors will have to receive additional training in order to equip themselves for this assignment.

School libraries made a favorable showing in so far as having occupational materials is concerned. This is an indication that librarians have accepted seriously the common assignment of responsibility for this service as reported in section III-6 of the questionnaire, guidance functions of staff members. Except for the largest schools, half or more of the library collections of occupational materials and a supply of college catalogs were rated "Good," and most of the balance "Outstanding." The D schools showed a majority as "Outstanding," with most of the balance "Good." The combined count, by size groups, on these two classifications shows: Occupational materials -- A, five; B, twelve; C, eighteen; D, forty-six; Catalogues -- A, eight; B, sixteen; C, nineteen; D, forty-nine. The "Poor" count was negligible.

With regard to a complete list of referral services for student needs, the "weight" still resides in the "Good" category. However,

the number rated "Outstanding" shows a decrease from the two items mentioned in the preceding paragraph, while the "Poor" rating increased proportionately. The smallest schools made the weakest showing on this service, the B schools came next, and the C and D schools make very satisfactory showings.

Schools reporting on their occupations classes revealed a wide spread in effectiveness of the service. The two A schools rated the class "Good" - one, and "Outstanding" - one. The B schools rated three "Good" and seven "Poor." Nine of the C schools received "Good," and six "Poor." In group D, seventeen were marked "Good" and six "Poor."

Additional procedures listed by respondents included a "bus plan," whereby seniors are taken to visit nearby colleges; personal interviews to interpret test scores (particularly results of aptitude tests); student visits to successful representatives of various careers; and the use of the study hall for display of occupational charts, bulletins, booklets, etc.

As will be noted in the report on organization of guidance services, only a small percentage of the schools surveyed in this study have fully-trained guidance personnel on the staff. The growth of specialized services such as teaching occupations courses is undoubtedly retarded by the slow "professionalization" of the entire pupil personnel program in the secondary schools surveyed.

Counseling (Appendix VI): No significant differences were found among the counseling programs of the different size schools. The pattern

which is customary runs along these lines: The goal is counseling available at all times to all students. Because of time (and, basically, expense) limitations certain groups of students are selected for extra attention. In order, these are: failing students and problem cases, drop-outs, new students. The tally of "Yes" and "No" for the item "Counseling" [available for] all students reveals the high degree of success in providing this basic service. On this item "Yes" replies came from seven of the eight schools in A, fourteen of seventeen in B, fourteen of twenty in C, and forty-two of forty-nine in D.

A number of respondents mentioned the desire to avoid counseling "by appointment only," but indicated circumstances which dictated some restrictions on availability. One school has a policy under which counseling is available at all times for students having emergency or unexpected problems, while requiring appointments in all other cases.

Three schools -- all in the largest group -- listed conferences with parents as an integral part of the counseling program. One of these invites parents to a one-hour conference in which the counselor interprets for the senior his profile sheet from aptitude, interest, and personality tests. Another school has a regular parents' night by grades, primarily to promote conferences between teachers and parents.

All but four schools in the entire survey indicated that their provision of counseling for all students was either "Good" or "Outstanding." The count under these two headings for schools in each group shows: A - five "Good," three "Outstanding"; B - seven and

eight; C - twelve and seven; D - fifteen and thirty. For groups C and D the training had by counselors parallels almost exactly the availability of counseling just mentioned - - i.e., in group C, ten counselors' training is judged "Good," and six, "Outstanding." In group D the figures for training are: fifteen "Good" and twenty-nine "Outstanding." In group A the parallel is only slightly less consistent; four were rated "Good," two "Outstanding," none, "Poor."

The training of counselors in the B schools appears much less adequate. For example, eight were indicated "Poor," eight "Good," and only one "Outstanding." This situation may result when a school is in the middle-size group, between the smaller situation where every teacher can know most of the students well, and the large situation where specially-trained guidance personnel can be added to the staff.

The B schools reported much less success with case conferences than is true of the other groups. This may well be related to the inadequate training of counselors just noted. In any event, seven B schools judged their use of case conferences "Poor," seven "Good," and only one, "Outstanding." On the other hand group A reported a score of nine "Poor," twenty-three "Good" and fifteen "Outstanding" in use of case conferences. Groups A and C also showed a great majority in the "Good" and "Outstanding" categories.

As might be anticipated on the basis of the favorable estimate regarding availability of counseling, all groups indicated predominantly "Good" or "Outstanding" success in the practice of interviewing failing and drop-out students. Groups B and C showed a somewhat larger fraction

of "Poor" in the drop-out item, with six and eight cases so rated, respectively.

The sources cited in Chapter II generally agree that counseling is the "heart" of the guidance program. Hence the availability to students of counseling service, as reported in this section, is one of the most encouraging aspects of the total guidance program in secondary schools.

Placement (Appendix VII): Practically all schools in each group provide assistance to students in selection of schools and colleges and in-school placement into classes. A majority of schools in each group also provide job placement of graduates, although this service is not undertaken by two schools in group A, nine in B, eleven in C, and nine in D. In a number of schools this service is provided primarily for graduates from the commercial department, or is otherwise limited. Nearly one-fourth of the D schools, for example, marked this item "Limited."

A much more restricted effort to make job placement of drop-out students is undertaken as shown in these figures: Five A schools, twelve B, seventeen C, and twenty-seven D do not offer this service. The count for schools placing drop-outs is, for the groups, two, four, two, and seventeen.

The schools in all four groups believe they are doing a "Good" job of assisting students in adjusting to new courses, with one-fourth of the C and D groups reporting "Outstanding" service in this respect. The same pattern prevails in so far as job placement is concerned, with,

however, a larger fraction of "Poor" reported for groups B, C, and D: the actual figures in these groups being, respectively, nine, eleven and eleven.

Judging from the reports, except for a third in the largest group, schools generally are doing comparatively little in assisting graduates with on-the-job adjustment. Seven schools in D show "Outstanding" service in this respect, and twelve show "Good." The "Poor" tally for groups is: A, two; B, twelve; C, ten; and D, twenty. Undoubtedly man-power limitations account for this limited service. However, the question of how far the school's guidance responsibility extends is also a factor.

If current practices are used to define the school's responsibility, too little concern is shown for students who are not successful in the regular academic program. Work experience programs might well help to bridge this gap between school and industry. In effect such services constitute a modification of the curriculum for the students involved; and thus indirectly at least they would assist the student in his own ultimate job placement.

Follow-up (Appendix VIII): A wide spread of practice in follow-up was reported. The A schools divided three "Yes," and five "No," in following up graduates; while none follow up drop-out students. Two-thirds of the B schools undertake no follow-up of students at all. Three-fourths of C schools follow up graduates, while more than half include drop-outs.

In group D, twenty-three schools indicated they follow up graduates, while twenty-one do not; only ten follow drop-outs, while twenty-six do not. Since one-fourth of the largest schools did not respond on the drop-out item, the actual practice may well be even less than is indicated by the tally. In this group three schools limited their follow-up to "some" students; two schools, to graduates who go on to college; and one school has since 1949 used a sampling technique for follow-up purposes.

In the most common follow-up practice -- that of graduates -- only seven schools in the whole study rated their regular follow-up "Outstanding." Even fewer claimed this rating for the other items of follow-up. On the first item, again (graduates), the A schools divided: "Good," one; "Poor," four. In group B the results for the same ratings were four and ten; in C, five and twelve; and in D, tied at sixteen each. Thus the dominant score is "Poor" with respect to regular follow-up of graduates.

This pattern is even more pronounced in the item, Regular follow-up of drop-outs: "Good" -- A, one; B, three; C, none; D, ten; "Poor" -- A, five; B, eleven; C, seventeen; D, twenty-one.

A slightly more favorable showing became apparent as far as effects upon the school curriculum, stemming from such follow-up as is attempted, are concerned. Questions were asked with respect to the influence of follow-up information on teaching methods, curriculum, and content of courses. Averaging the results obtained for these three questions, by size group, we find the carry-over estimated "Good" by

four schools in A, six in B and six in C, and seventeen in D. The averages for "Poor" show: A, two; B, eight; C, ten; D, twelve.

Several replies expressed a desire to undertake follow-up, but cited pressure of other duties as the reason for doing little or nothing in this area of guidance.

The pattern of follow-up services is thus found to be consistent with that of placement: only about half of the schools undertake follow-up, and in these it is largely confined to graduates. The question, What happens to students who drop out of school?, is not usually raised.

The reports of substantial influence of follow-up practices on teaching methods, curricular change, and course of study, indicate that these services might well be used as an area of faculty study when in-service training is a goal of the administration. The relationship between what happens to students while in school and what happens to them after they leave (either through graduation or through dropping-out) is so direct that desirable evaluative factors cannot be escaped in such study.

Work Experience Program (Appendix IX): This service is offered by none of the A and but one B school; by only a fourth of the C and by one-half the D schools. Where it is offered, it is nearly always supervised by the school; is participated in by relatively few students; wages are paid and school credit is given. It is less common for the faculty to select the students, or for distributive

education or diversified occupations programs to be offered. One school listed the Junior Achiever program as its work experience offering, while another high school (D size) has a program supervised by the City Junior College. One school reported future plans for installing Distributive Education.

In selection of students one C and six D schools rated "Outstanding"; one B, four C and thirteen D rated "Good"; two C and eight D, "Poor." Two D schools achieved "Outstanding" success in better school adjustment of the students with work experience, while fifteen in this group indicated a "Good" amount of improvement, and six "Poor." In group C four reported "Good" and two, "Poor."

Additional information regarding work-experience programs was obtained from replies to Section IV of the questionnaire. These data are summarized in Table II, and in the accompanying comments.

Data from one school in class B are shown in table II. Detailed information was not provided on the other two schools in this group which have some elements of a work experience program. Since the community reported on is a small, rural one with only one industrial plant, the administrator found the program limited by insufficient job opportunities; yet it offered experiences not otherwise available to the students involved. He also found it necessary to guard against exploitation of students as "cheap labor." Good supervision and interested employers were listed as the most vital administrative factors.

Among the five schools listed from class C, two arrange the

TABLE II

WORK EXPERIENCE PROGRAMS

Case	School	State	Enrol- ment	Date	Program began By	Method student selection	Advisory council used?	Method School Supervision
1	B-8	Ore.	205		Student int.	Student int.	No	Conf: Prin., Stu., Emp.
2	C-1	Md.	502	1950-51	Not stated	Commercial students	No	Confs. with employers
3	C-2	Ill.	401	1943-44	Survey of needs	Coordinator	No	Work coordinator
4	C-4	Miss.	425	Ca. 1935	Not stated	Screening tests	Occasional	As regular class
5	C-13	Ore.	340	1950	Bus. Ed. Tchr.	Pre-empl. cls. scrng	Yes-lay cit.	Released instr. time
6	C-20	Utah	381	1953	Student demand	Special cs.	No	Not stated
7	D-1	S.D.	786	1935	Not stated	Vol.-low acad. stdg.	No	Coordinator
8	D-2	Mich.	1500	Not std	Not stated	Voc. interest	Not stated	Not stated
9	D-3	N.J.	1544	1944-45	St., schl, prnts	Tests, grds, needs	Yes	Full-time coordinator
10	D-6	Pa.	784	1941	Chmn. Com'l Ed.	Cum. record sel.	No	Telephone contacts
11	D-18	Wis.	1794	1944	Not stated	Student int-scrng	At start	Teacher
12	D-23	Mont.	1316	1950	Not stated	Applications	No	Two supervisors
13	D-25	Wash.	1268	ca. 1942	Not stated	Appln & scrng	Yes	Coordinator
14	D-27	Cal.	1310	Not std	Not stated	Counselors	Not stated	Jr. Coll. coordinator
15	D-28	Ore.	1950	1947	Not stated	Int. sen.-scrng	No	Teacher visits
16	D-31	Ore.	2100	ca. 1943	Not stated	Volunteers	Yes	Supervisor
17	D-34	Wash.	1626	1945-46	Loc. req. coop. St. Dept. Ed.	Application	Yes-cnslg only	Tchr-coord-2/3 time.
18	D-35	N.Y.	1048	Not std	Not stated	Economic need	No	Coordinator, 1/3 time
19	D-41	(City system)	In					
		Ill.	369,129		process	Counselors	Yes	Counselor-teacher
20	D-44	Ohio	1546	(1940-Retailing) (1952-Off. trng)	Std demand	Apt & voc. int. tests	Yes	Not stated
21	D-46	Ohio	1968	1936	Survey	Apt tests, fclty sel, expty cs.	No	Coordinators
22	D-47	Utah	873	1945	Not stated	Spring registration	No	DE Teacher & Prin.
23	D-48	Wash.	2000	1943	Not stated	Interviews	No	City supervisor

TABLE II, (Continued)

Case	Method Employer Selection	Most productive Areas of work	Credit		Basis of Pay	Community Reaction
			Given	Acc. by colleges		
1	Employer interest	Prntg, garage, cler.	1 hr. per trm	Yes	Current rate	Good
2	By need	Shoe factory	Not given	No	Etab. by emplr.	Very good
3	Not stated	Shops, sml. busns	1 credit	Yes-limit 2	Current rate	Satisfactory
4	Apprvd by St.Dept. of Ed.	Cler., pre-nrsg, ret. selling	1 unit per yr	Yes-limit 2-3	Etab. by emplr.	Good
5	Retailing qualifcn	Ret. selling-auto sply store	1 u cls, 2 u job	Yes	Legal minimum	Split feelings
6	Through C of C	Not stated	Regular	Yes	Not stated	Too new to eval.
7	Reliable, intd bus.	Garages, ret. store	Regular	No	Etab. by emplr.	Good
8	Not stated	Retlg, com'l Ind.Arts	Regular	Not stated	Etab. by emplr.	Not stated
9	Invest.by coord.	Retlg, bkpg, stenog.	1 credit	No	Current rate	Very well acptd
10	Need on pt of emp.	Bus. educ & ret. slg	Not given		Legal minimum	Well received
11	Stores having orgd trng dept.	Retailing	1 hr.	Yes-as "Class B"	65¢ per hr.	Very favorable
12	Supervisor	Not stated	Regular	Yes-limit 2	Not stated	Very good
13	Coordinator	Ret.stores, offices	Regular	Yes-limit 4	Current rate	Very favorable
14	Not stated	Not stated	Regular	Yes-limit 8	Not stated	Not stated
15	Not stated	Distrbtve occuptns	Regular	Yes-limit 2	Current rate	No bad reports
16	Application	Distrbtve, meat pkg	Regular	Yes-elective	Current rate	Well liked
17	Contact & confrncs	Distrbtve occuptns	Regular	Yes-limit 2	Current rate	Favorable
18	Any avlble job	Not stated	Not given	No	Legal minimum	Good
19	Criteria chart & aprvl cent. off.	Commercial	Not detrmnd	Not determnd	Current rate	Unknown
20	Volunteers	Office trng	$\frac{1}{2}$ regular	Yes	75¢ per hr.	Good
21	Mutual agreement	Dept.stores, ind.off.	Regular	Yes	Current rate	Favorable
22	Not stated	Distr. Ed.	Regular	Yes-limit 1	Current rate	Not stated
23	City supervisor	Distr. Ed.	Regular	Yes	Current rate	Favorable

school schedule to meet the demands of the outside job. One of these offers an hour of related class in the morning, excusing the pupil for the afternoon of work. In one of the schools students in the program are organized in a distributive education club.

Orientation, vocational training, development of desirable work habits were among the values attributed to the programs. One respondent stressed income as a value to many students, while another emphasized the need to place vocational training above income as an objective. The latter report mentioned that most of the students remained on the same job following graduation.

Necessary steps in organization and administration reported in this group include: contact with employers, an understanding of the program by school administrators, a study of student needs and community needs and practices, and employment of a trained coordinator.

Special arrangements within the school for students engaged in outside work were reported by eleven of the class D group listed in Table II. These practices include confining class work to the morning, with afternoon dismissal for work; special scheduling according to the needs of the job, classes in a related field (or distributive education classes), and clubs organized around the job experience.

One report spoke strongly against released school time for work experience. Students in this school have three hours per week in a related class, but use after-school hours, evenings and Saturdays for their twelve hours of outside work each week.

Of the three clubs mentioned, one is associated with the

corresponding state-wide adult group (a retailers' organization). Another school uses the retail committee of the chamber of commerce as the advisory council for the program.

One school listed is a city junior high school. A few students are selected from its student body, and are supervised by the work counselor in the city junior college.

The last case listed, the Chicago city system, is now setting up a cooperative work experience program in the academic high schools of the city. Distributive education and office occupations courses have been in operation for some time in the commercial high schools of the city system.

Among weaknesses mentioned were: shortness of time, availability of the program to only 15-20% of students in the school, and (in one case) a question of sincerity on the part of the students as well as of the competency of the instructor. One report stressed the dangers of too-early specialization, based on insufficient findings. This rater also felt that the students involved tended to act as "a school within a school," rather than to become a part of the over-all school situation.

Ten of the D schools listed as the chief weakness of this program the participation of too few students -- a need for broadening the areas. Three schools listed a need for more time for the coordinator to supervise, while one suggested more careful selection of students participating.

In one of the schools where work experience is a relatively new

offering, the respondent listed these weaknesses of a growing program: too little supervision, little time for individual interviews with students, need of an advisory council, little correlation between school subjects and job experience.

A wide variety of strong points in their programs was reported from this group. One statement characterized the program as a "laboratory for the educational program." This view closely approaches the purpose of work experience programs as defined in these reports. Other strengths mentioned include meeting student needs and creation of goodwill.

Safeguards prescribed cover such factors as good supervision (in selection of jobs, and to prevent exploitation), checking health factors, maintaining a good balance between earning and learning. One school emphasized the need to obtain a commitment from the employer to continue the job for a full semester. Only one school mentioned obtaining parents' consent.

Obtaining a trained coordinator was listed most frequently (six cases) as a necessary step in setting up a work experience program. Other factors given touched on the public relations aspect -- "selling" parents and employers, on a basis of student needs and obtaining cooperation of these groups and others, including labor. Gradual development was recommended by one school, with complete understanding of everyone concerned at each step. This reply also stressed the desirability of maintaining flexibility in the program.

Two reports not included in Table II merit attention. One of

these is from a polytechnic high school of nearly 3000 enrollment in California. This school operates a work experience program which is self-contained, that is, it does not extend into the general community. From among the students who take "Clerical Practice" one semester, the class teacher and head counselor select "student assistants" who earn credit for their work the following semester. A job chart is used for selection, students being assigned by the teacher and head counselor. The program is reported as being satisfactory to all concerned, although the opportunities offered are not always as varied as they might be. Success of the program is dependent upon cooperation between the class teacher, the head counselor, and the teachers to whom students are assigned.

The second special report is from a large high school in Michigan, which has apparently abandoned the work experience program. The report comments:

From our past experience and observation of other practices, there is too little growth after the first few weeks, too little direct observation of work, etc., by the high school coordinator. [The] employer too often cares too little about value of experience to student. Student in most cases is quite satisfied because he is being paid money and receiving credit for graduation also. When employer and student give good rating to the plan the school is inclined to agree. Three high ratings are given. Are they valid?

It has been widely recognized that the increasing age-requirements for school leaving have placed strains upon both the budget and the program of the secondary schools. Most of these have not been able to do more than expand their traditional offerings to cover increased numbers of students, among whom are many whose aptitude for academic

work is distinctly limited.

Work experience programs appear to be one of the most feasible attempts to meet the educational needs of a great number of high school-age youth. Presumably nearly every school includes in its membership some students who could profit more from work experience than from the traditional curriculum. Yet the number of schools which have undertaken a modification of pattern in this fashion is apparently very limited. Perhaps standardization should be based upon evaluation of how well each school is meeting the needs of its students as shown in a thorough survey of interests, needs, and abilities.

PART 2

ADMINISTRATION AND PERSONNEL

It will be recalled from Chapter II that among the administrator's many assignments is major responsibility for organizing the guidance program, for setting up the conditions favorable to the operation of basic personnel services (including financial and equipment factors), and for the recruitment and training of suitable personnel to be involved in the program.

The data reported in the present section reflects the status of guidance services in the schools surveyed, as far as administrative arrangements and personnel with guidance duties assigned are concerned.

Coordination and supervision: A partial summary of data referring to administrative arrangements and personnel in guidance programs surveyed

is contained in Appendix X. Except for school D-forty-one, the schools omitted from this summary do not designate any staff members as guidance personnel. The Chicago city organization (D-forty-one) will be described later in this chapter.

Thirty-five of the ninety schools in Table III did not state a plan of coordination for their guidance programs. In thirteen, the principal was designated as the one in charge; in twenty-seven, the director of guidance (or head counselor), including vice-principals or deans in five cases and two city system directors (one for six schools in one city); and in nine instances a guidance committee was named.

Where a professionally-trained guidance director is employed, with part-time counselors assisting, there is usually either a grade-level assignment for the latter, or area assignments. An example of this type is shown in Chart I (School D-two).

CHART I

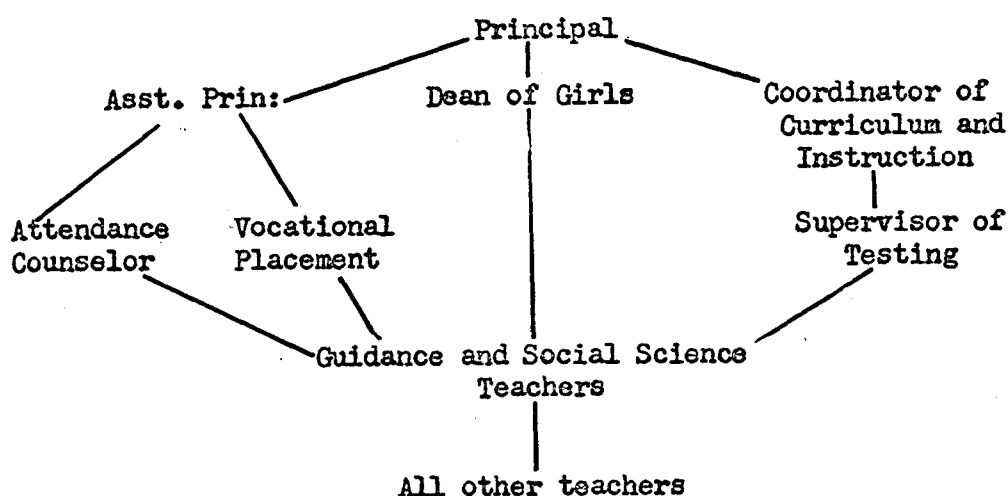
GUIDANCE ORGANIZATION-GRADE LEVEL COUNSELORS

Principal					
:					
:					
Director	of	Counseling	and	Research	
:	:	:	:	:	:
:	:	:	:	:	:
:	:	:	:	:	:
10th grade	10th grade	11th grade	11th grade	12th grade	12th grade
counselor	counselor	counselor	counselor	counselor	counselor

Chart II (School D-five) indicates a mixed type organization, in which staff specialists are responsible for specific areas of guidance, while class teachers are charged with general guidance.

CHART II

GUIDANCE ORGANIZATION-SPECIALISTS AND TEACHERS



One school (D-twenty-five) discarded one type of organization in favor of a plan under which counselors are responsible for set lists of students. Diagrams of the before-and-after organizations, along with results of the staff study leading to the change, are shown in Appendix XI.

One school in group B and four in C reported planning and coordination of the guidance program through faculty committees. In one case the committee meets in the evening, and invites all teachers to participate. Three others stressed the guidance role of all members of the faculty, with leadership in the committee hands. One committee

in the C group has developed a guidance manual for the use of teachers.

Several kinds of committees exist in the D group, of which the largest is a "guidance council." This council which is presided over by the director of guidance, has as other members class chairmen (faculty), the school administrators, and representatives of the students and the parents. In another case the seven counselors -- one for each grade level, the welfare counselor, boys' counselor, and girls' counselor -- meet weekly to plan and supervise guidance activities. In still another school the committee has a general chairman and term counselors, each of whom works with a group of home room advisers (up to ten in a group). One school committee is composed of the class teachers and the four grade-level counselors. In another case there are two directors of guidance, who work together and who meet each week with all home room groups in the school.

Two D schools reported guidance manuals for the use of teachers, but did not indicate if these were the work of a committee.

The writers cited in Chapter II do not prescribe a form of organization which must be adopted by each school, nor even a form for each size or type of school. They do, however, stress the need for a plan tailored to the individual school situation.

It is to be noted that 35% of the ninety schools in Appendix X, as well as the four schools not reported there, indicated no plan of coordination or supervision of the guidance program. This would appear to mean a serious neglect of administrative responsibility, as well as

a regrettable neglect of opportunity to utilize the resources of the school staff and program in meeting student needs.

In the absence of planning as thus revealed, any guidance practices which are undertaken will be a tribute to the initiative of any staff member who voluntarily offers assistance to students. It is also likely that such service may be discounted or disapproved by other staff members; and certainly its extent will be curtailed by lack of those supporting facilities which can come only through the interest and effort of a sympathetic administration.

In some cases where no plan of coordination or supervision has been stated, yet staff members have been listed with guidance duties, it may be sound to assume that workers so designated have a free rein. Nevertheless, it seems reasonable to believe that the effectiveness of the program would generally be increased if there were an over-all plan in existence, known to all staff members and obviously supervised by the administrator.

Directors of guidance: The distribution of this position among the schools listed in Appendix X is shown in Table III.

TABLE III #

DIRECTOR OF GUIDANCE

Class	Schls Sur- veyed	Schools Appendix X	Schools W/out Director	Schools Having Director	Full time M	W	Part time M	W	Cls Total
A	8	6	3	3	0	0	2*	1	3
B	17	17	11	6	3*	2	0	2	7
C	20	19	6	13	5	5	3	2	15
D	49	48	13	35	10	12	5	9	36
Totals	94	90	33	57	18	19	10	14	61

#Four schools surveyed not shown in Table III - no data supplied regarding administration and personnel.

*Includes one counselor whose sex not stated.

The total number of guidance directors shown in Table III is greater than the number of schools reporting the position, since one C school and three D schools have joint directors, one for boys' and one for girls' activities. Approximately half (three of eight) of the A schools have either full- or part-time directors, as do one-third (six of seventeen) in group B, two-thirds of C (thirteen of twenty), and three-fourths in D (thirty-five of forty-nine).

The amount of time for guidance purposes available to the part-time workers varies from one and a half periods daily to "as needed." The mode is half-time.

Thirteen of the schools did not report concerning the guidance training of their directors. Only three directors hold the doctor's degree, and nine listed master's degrees or equivalent. Among those naming specific guidance courses, the range was as follows: three

courses, one director; six courses, three directors; seven courses, three; eight courses, one; ten courses, two; twelve courses, one; nineteen courses, one; twenty courses, one. Three directors reported twenty-five or more graduate hours in guidance. Two directors listed participation in workshops, one listed field work, and one mentioned four summers of camp counseling.

According to the standards advocated in Chapter II, a Director of Guidance should hold a doctorate. Only three schools of the fifty-seven reporting this position have directors with this stipulated training. While it is highly probable that many directors with less than a doctorate are rendering competent and invaluable service, it will doubtless be difficult to develop this position in the manner one would like to see until the general level of professional attainment has been raised considerably.

Other counselors: As shown in Table IV this category appears related to size of the school. Only one school in class A reported a staff member under this designation. Approximately one-half of the B schools, but only a third of the C schools; and nearly three-fourths of the D schools employ counselors. Full-time "other counselors" were found in the D list alone. Four D schools have both full- and part-time counselors.

TABLE IV

OTHER COUNSELORS#

Class	Schls Sur- veyed	Schls Appen- dix X	Schls w/out Cnslr.	Schls having Cnslr.	Full time M	Part time W M	Class W	Totals
A	8	6	6	2	0	0 2	0	2
B	17	17	6	10	0	0 16	11	27
C	20	19	12	7	0	0 5	8	13
D	49	48	13	35	10	13 77	71	171
Totals	94	90	37	54	10	13 100	90	213

#Four schools surveyed not shown in Table IV -- no data supplied regarding administration and personnel.

Again the counseling time available for the part-time workers ranges from one period daily to "as much as necessary." Among the B schools the allowance is usually one or two periods. Three of the C schools provide half-day counseling services, and the other four provide one or two periods. Twelve of the D schools schedule a half-day for one or more counselors. Eight in the largest group have third-time counselors.

Little or no information was supplied by twenty schools with respect to the training of "other counselors." Presumably many of their counselors are teachers who, because of personality, interests, or scheduling possibilities, have been assigned to counsel with little stress being placed upon extensive guidance preparation. Four counselors were credited with masters' degrees in this field, while nearly one-half the total personnel in this category have taken one or more courses in guidance. Eight were listed as "certificated."

Guidance duties performed by teachers (Appendix XII): The frequency with which some guidance duties are assigned to teachers increases with the size of the school. In the A group counseling is the only guidance function performed by teachers in as many as half the schools, while in three of eight in the group teachers participate in case conferences, give orientation, and administer and score achievement tests. The remaining functions -- writing anecdotal records, drawing sociograms, administering and scoring intelligence tests, administration and scoring aptitude tests, making home visits, and teaching of occupations -- are performed by teachers in not more than two of the eight schools.

In the case of the B schools teachers in a third or more of the instances perform many of these guidance functions. For example, ten provide orientation and eleven counsel students. Only two work out sociograms -- a practice relatively uncommon in all groups.

The score for C schools on teachers' guidance functions almost exactly parallels that of the B group.

In the largest schools a still heavier assignment of guidance duties is shown for teachers: forty-one (of forty-nine) counsel students, thirty-seven provide orientation, thirty-four participate in case conferences, and thirty-one write anecdotal records. A low incidence was shown for sociograms (nine of forty-nine) and for home visitations (eleven of forty-nine).

In most of the cases in all groups where teachers are credited with making home visits, the practice is either limited to home economics and

agriculture teachers, or to "some" homes.

In approximately half of the schools in groups B, C, and D teachers administer and score some types of tests -- intelligence, achievement, or aptitude.

Whether there are guidance specialists on a given school staff or not, a certain amount of student personnel work will naturally fall on the shoulders of the classroom teachers. It is desirable, therefore, that every teacher have taken two or three guidance courses, as mentioned in Chapter II.

It is understandable though ironic that classroom teachers perform more guidance functions in the larger schools, more of which have specially designated guidance personnel workers, than they do in the smaller schools which tend to lack such resources. Perhaps the presence of specialized guidance workers on a staff indicates a policy of interest in guidance which permeates the whole school program, with the result that even those professional employees without assignment in guidance services are stimulated to participate in such activities.

Recent changes made in guidance services: Schools in group A reported practically no recent changes. In one case analysis of the individual has been improved through addition of a personal history of each student to the cumulative record. This same school has added guidance materials to its library. Another school has made up a mimeographed form with information in individual students, for addition to the personal files. One school has centered its counseling in one person.

One or more changes were reported for ten schools in group B. Under individual analysis, one has installed more accurate health cards, one has placed special stress on new students, and another has added tests. Under informational services, one has allotted more time, and one has made more college information available. Under counseling, one has made more college information available. Under counseling, one has added a woman counselor, one has eliminated a part-time counselor because of budgetary problems, and two have adopted a definite organization. One school has improved its records on follow-up, while another has completed a survey. One school has achieved improvement in the attitude of students and parents towards guidance, and is planning to better its group guidance program in certain key areas.

Twelve of the twenty class C schools reported one or more changes. Five changes in individual analysis included: for one school, more case conferences; for another, a revised interest questionnaire; and for a third school, inauguration of a full testing program, in cooperation with a nearby college.

Informational service improvements were listed as: additional guidance materials in library (three schools); and additional careers added to career day and colleges to college day (one school).

Counseling was improved in three schools by increasing the time available, in one through better counseling techniques, and in another by instituting a mid-term follow-up with failing students. In a fourth, a full-time counselor was replaced by a part-time person. Another

school recently inaugurated interviews with drop-outs. Two other schools checked "improvement" in counseling without specifying its precise nature.

Programs of follow-up were reported by three schools in group B. One of these was based on classes at five-year intervals, beginning in 1935, while a second was undertaken as a teacher's thesis for a master's degree. Two additional schools noted improvement in follow-up, while a third is planning a survey for the near future.

Increased placement services was reported in three schools, one through a newly-initiated distributive education program. A decrease in placement occurred in one school where the trades and industry program had been abolished.

In group D nineteen schools reported no change in guidance services during the past year. The changes reported by the other thirty schools in this class are summarized in Table V.

TABLE V

RECENT CHANGES IN GUIDANCE SERVICES (TWENTY-EIGHT D SCHOOLS)

Services	Change	Frequency	Change	Frequency
(a) Analysis of individual	Additional achievement tests	2	Improved cum. record	3
	Additional aptitude tests	2	Increased referral to counselors	1
	Additional interest inventories	5	More done by teachers	4
	Additional personality inventories	2	More time available	1
	Attendance survey	1	Unspecified improvement	3
	Changes in tests	2		
(b) Informational services	Career day added	1	More voc. guidance materials	6
	Increased time available	1	More test information provided teachers	1
	More educational guidance mat.	1	Unspecified improvement	4
	More home room bulletins	3		
	More outside speakers	1	Broadened scope of information	1
	More visual aids	1		
(c) Counseling	Added counselor	2	More counseling by teachers	2
	Added head counselor	1	More group work	1
	Boys' & girls' advisory groups mixed	1	More information acquired for counseling	1
	Broader coverage	5	More time available	3
	Change from home rooms to specialized counselors	1	Unspecified improvement	1
(d) Follow-up	Content & emphasis revised	1	More complete information	1
	Increased	4	Recent study made	2
			Unspecified improvement	2
(e) Placement	Better org. & coord.	3	Increased	3
	Greater service	2	More time available	1
	Improved follow-up on work adjustment	1	Unspecified improvement	1
			Distributive Ed. started	1

It would appear that the changes reported here are not sufficient to offset many of the deficiencies in guidance services indicated in earlier sections of this chapter. An especially serious problem is apparent in the great number of smaller schools indicating no recent change in the guidance programs. Some such stimulus as the "Criteria for Evaluating Guidance Programs in Secondary Schools" (6) needs to be applied by appropriate authorities in order to promote desirable growth in this area.

Guidance duties of staff members: As a general rule the larger the school the more personnel resources are available. There are exceptions -- for example, four of the class A schools have nurses, while many larger schools have none. Nevertheless the generalization stated applies quite well to the schools surveyed. This is revealed in the responses to queries regarding guidance duties of staff members.

Only a few of these schools indicated staff nurses with distinctively guidance duties. Among such functions were mentioned: (1) acting as guardian of the health and emotional development of students, (2) checking students' physical needs; (3) counseling girls on personal problems and serving as attendance officer; and (4) meeting with special groups [of staff]. One class A school had a school physician, who made complete physical examinations of all students. None of the schools in this group had the regular services of a psychologist, teacher of speech correction, remedial reading, or exceptional children. Three reported that the librarian made guidance materials available. Five reported that the administrator counseled

students or assisted the counselor. In three schools the teachers counsel students, and in one they assist the guidance program through field trips. Three schools have part-time guidance directors with over-all responsibility in that area.

School nurses were reported by eight schools in group B, while one school has the cooperation of the county health nurse. In each case the duties were the regular assignment of this position, except one instance where gathering information on students' home conditions was added. Six of these schools have the services of a physician; one of these being on a referral basis. In one of the schools the physician lectures to students, in addition to performing the routine duties generally allocated to the position. These include giving physical examinations (to athletes particularly) and working in clinics.

None of the B group has a school psychologist, nor a speech correctionist, remedial reading teacher, or teacher of exceptional children. The speech cases from one school are referred, however, to a nearby state teachers' college. In one school the English teacher handles remedial reading, while in two others a special class has been organized for special instruction in reading. Six librarians were credited with selection and maintenance of occupational materials, while one was charged with stimulating student interests and two others were said to "perform as counselor for all students."

In eleven cases the principals' supervision of guidance was mentioned, and in six of these active counseling on his part was

indicated. In one of these the principal is the vocational and educational guidance worker for all students, while a second handles the testing program and in-service training.

Guidance duties of teachers were recognized in ten B schools. In five cases they are responsible for homerooms, in one of which they assist in the testing program. In three instances they were held responsible for making proper referrals. In one school teachers are expected to counsel and keep records, in another to teach with "a guidance point of view" and assist in public relations.

Two head counselors in B schools handle primarily referrals from classroom teachers, while one helps coordinate the program and does the individual counseling.

In one school the vice-principal has charge of the testing program, in another this is a duty of the counselors.

Of the C schools reporting on this section of the questionnaire, eleven reported school nurses or the services of county health nurses. In one of these the nurse serves as a counselor on personal problems, and in two others she undertakes home visits for the school. Eight schools have the services of a physician, but in one of these health examinations are given only those participating in athletics. One school has a psychologist available on a consulting basis, and another has referral service of a county psychologist. One school has access to county-level speech correction services.

Five schools in the C group have classes in remedial reading, while a fifth refers "bad" cases to the county-level instructor. One

of the five just mentioned added this service and the teaching of reading to exceptional children during the current year.

Librarians in seven C schools select and make available guidance materials, particularly in the field of occupational information. In three other schools their influence on student interests was stressed.

Administrators' guidance functions were mentioned as follows: overall supervision, six; counseling, six, and disciplinary action, two; assistance in orientation, two; testing, two; job placement for boys, one.

Among guidance responsibilities of class C teachers there were reported: home rooms, six; personal and occupational counselling, five. One school characterized each teacher as a counselor, while in another "all helped set up the guidance program and all cooperate." In one school classroom teachers use the audiometer and telebinocular.

Directors of guidance in C schools identified their duties in these terms:

- (1) "Full responsibility for guidance."
- (2) "Does most individual work, including orientation and aptitude testing."
- (3) "Counseling, intelligence testing, orientation (with assistance of principal), achievement testing, aptitude testing, follow-up, placement, etc."
- (4) "Student and teacher conferences, home room planning, student planning."
- (5) "Supervision of guidance program, including orientation."
- (6) "Direct program, do testing and counseling."
- (7) "Initiate program, correlate activities."
- (8) "Practically all personnel work."

One school identified two counselors, a man and a woman, as "head counselors, who seem leaders of students." In several cases the

director of guidance was indicated as the head counselor as well.

Among other guidance resources, one C school mentioned the student council, headed by the boys' counselor, as especially helpful in all school activities.

The tabulations in Table VI show that three-fourths of the D schools recognize one or more guidance functions as the responsibility of the school nurse, the librarian, and the administrator and nearly that fraction expect guidance services of classroom or home room teachers. Approximately one-half assign such duties to a school psychologist, teacher of speech correction, teacher of remedial reading. Categories j, k, and l help to define the duties of official guidance officers. It is to be noted however, that the largest frequencies occurred for the broadest descriptions; while lesser frequencies were shown for specific items drawn from the over-all assignment. Additional specialized assignments are given under m. With regard to any particular staff member, at least one-fourth of the D schools recognized no involvement of pupil personnel work. This constitutes a substantial loss of manpower, since most of these could well perform some guidance function along with their other duties.

TABLE VI

GUIDANCE DUTIES -- D SCHOOL STAFF MEMBERS

Position Duty	No. reported Frequency	Position Duty	No. reported Frequency	Position Duty	No. reported Frequency
(a) School Nurse	36	(b) School Physician	17	(c) School Psychologist	25
Case conferences	1	Advisory to staff	2	Assist in-service training	2
Disab. & handicapped cases	4	Case conference	1	Case conferences	3
Emergency cases	3	Physical exams	10	Director of Guidance	1
Health advisor	11	Referrals	4	Test special cases in sch	5
Home visits	6	Supervises Nurses	1	Referrals (city or county level)	13
Inform teachers re student health	9	Talks with students	1		
Phys. exams, vision, and aural tests	6				
Supervise Red Cross Class	1				
(d) Teacher of speech corr.	23	(e) Teacher of rem. reading	22	(f) Teacher of except. chld	5
Assist regular teachers	1	Diagnosis	4	Diagnosis and advice	1
Case conferences	1	English classes (modified)	1	Differentiated grouping	1
Referrals (city or co. level)	11	Referrals (city or co. level)	7	Individual instruction	1
Regular classes or ind. work in school	10	Regular classes or ind. work in school	11	Sight conservation	1
(g) Librarian	35	(h) Administrator	35	Special school	1
Counselor	2	Close cooperation with cnslrs	7	Public relations	1
Home room teacher	1	Control of files	1		
Occupations material	2	Coord. & suprvn guid. program	18		
Orientation	4	Cnslr-Job & college placement	2		
Responsible for ordering	24	Cnslr-Personal probs.	4		
Supplementary reading guidance (based on st. ability)	3	Discipline	3		
		Home room direction	1		
		In-service trng program	1		

TABLE VI (Continued)

Position Duty	No. reported Frequency	Position Duty	No. reported Frequency	Position Duty	No. reported Frequency
(i) Teachers	31	(j) Director of guidance	26	(k) Counselors	22
Counselor	4	Assist teachers	3	Attendance	1
Different class work accord. student ability	3	Coord. & supervise guid. act.	19	Case conferences	1
Gather inf. for counselors	4	Ind. counselor	6	Direct home rooms	2
Grp guidance (in reg. class)	6	Dean of girls	1	Personal and grp guidance	19
Grp guidance (in home room)	12	In-service training	4	Student programming	2
Meet with counselors	2	In-school placement	1	Testing	1
Refer cases to counselors	1	Job placement	1		
"Reg. pt of guid. program"	4	Testing	1		
Student programming	2				
(l) Head Counselor	11	(m) Other staff members	12		
Adm. guid. prog. & ind. counselor	4	Attendance counselor	3		
Boys' counselor	1	Audiometrist	1		
Coord. guidance activities	4	Class chairmen (faculty)	1		
Dean of girls	1	Dean of girls plus placement	1		
Direct career & college days	1	Deans & spec. adj. problems	2		
Girls' counselor	1	Scholarship chairman	2		
Staff meetings	2	Social worker or visiting teacher	3		
		Test coordinator	2		
		Vice-principal and adj. probs.	2		

On the basis of the foregoing data the generalization seems justified that many additional guidance functions could be undertaken by employees on the usual school staff. For example, the school nurse obtains much data which would assist the other staff members in understanding youth; yet her duties are commonly restricted to routine health responsibilities.

Similarly, classroom teachers could, with proper training and encouragement, perform many guidance activities in the course of their instructional duties. As mentioned earlier, the home room also provides a good working arrangement for group and individual guidance; yet many teachers are not placed in home room situations where this kind of service is possible or expected.

Probably some schools do not perform certain guidance services because specially-trained staff members are not available. Thus in the absence of a school psychologist, or a teacher of remedial speech or reading, or a guidance director, some guidance services must be omitted or limited. Nevertheless, a reasonably adequate program of student personnel procedures can be operated if careful planning, staff training, and educational leadership are undertaken by the administrator. The data in this section suggests some of the guidance duties performed by a number of staff members who in other school situations are not contributing directly to the guidance program at all.

In-service training: A report of "none" was made by seven of the A schools, four B schools, seven C schools, and fifteen in the D group.

The single A school reporting a program has a counselor who gives instruction and information on guidance practices to the other teachers.

In the B group thirteen of seventeen schools reported one or more in-service training activities. Seven schools have faculty study groups at work on their guidance programs, under the leadership usually of the principal or a counselor. Five schools utilize faculty meetings for guidance training, and four regularly have teachers enrolled in extension classes in guidance. Three schools have had guidance workshops; and the staff of one school receives assistance from experts of testing agencies.

In-service programs were reported by eight C schools as follows: (1) direction by two joint counselors; (2) weekly meeting of home room teacher with counselor, and, at intervals, meetings of special groups of teachers and the counselor (e.g., regarding failing students); (3) monthly meeting of counselors in all secondary schools in county; (4) series of faculty meetings led by principal with resource specialists brought in; (5) faculty meetings, and planning by a committee, based on faculty suggestions; (6) staff meetings, led by principal; (7) year's study course outlined on basis of school evaluation; (8) in-service training classes available through university extension.

In addition to the D schools which reported no in-service training, four stated qualifying conditions; one commented "little"; one, that eighty-five teachers had taken thirty hours of guidance courses taught

by the school guidance director, under auspices of a university; one that the pressure of first-aid and civil-defense training was responsible for lack of guidance training, but that the latter would be undertaken during the next year, under direction of the dean of girls; and the fourth school is engaged in working out such a program in cooperation with the curriculum coordinator and the director of pupil welfare.

A summary of the in-service techniques in use among twenty-six schools in group D is shown in Appendix 13. The role of the director of guidance (or principal or head counselor) is predominant in the in-service programs described there. One may infer that unless a trained staff member with time available is at hand to organize an in-service training program, little activity of this nature will be found in the school. Where the programs have been organized they are usually operating on a monthly-meeting basis. This regularity should contribute toward the acceptance of guidance responsibilities by all members directly concerned; and toward an understanding of guidance services, at least by other professional employers.

Instruments used in guidance activities: Frequency of use of a number of guidance instruments is summarized in Table VII. The most widely-used tool in all four size categories is the intelligence test, used in three out of four A schools, almost all of the B and C schools, and in 75% of the D schools reported. This leader is followed closely by achievement (including diagnostic) tests, then by interest

inventories, aptitude tests and personality inventories in that order. An exception to this sequence is the low usage of personality inventories in the B group.

The audiometer is the most frequently mentioned "machine" aid, a few schools in A and B listing this aid; eight of twenty in C; and seventeen (one-third) of D. Again, usage of this tool as well as the telebinocular and various vision tests, is notably low among B schools. None of these devices can be rated as in "general use."

A wide variety of achievement and intelligence tests is administered in the schools surveyed. The Kuder preference record clearly dominates its field; but while a number of others were mentioned in some categories -- Kuhlmann-Anderson, California, Iowa, Otis, etc., no single item is "on top."

Most of the schools which use two, three or more kinds of tests have in operation definite grade-placement schedules for testing.

The limited use of instruments indicated by the foregoing data suggests two serious consequences in the guidance programs of the schools involved; first, adequate analyses of individual students cannot be made without much more general reliance upon instruments such as those indicated in Table VII; and second, much teacher time which could be salvaged and applied to guidance functions is undoubtedly expended somewhat needlessly in the absence of adequate instruments.

The cost of instruments may be a factor in limiting their use. However, since the salary item is usually the largest one in a school

TABLE VII

USAGE OF GUIDANCE INSTRUMENTS

Class of School	A	B	C	D
No. in Class	8	17	20	49
Instrument No. reported	4	14	17	39
a. Audiometer	3	4	8	17
b. Telebinocular	1	2	2	9
c. Vision test	0	1	8	10
d. Printed materials	1	0	1	3
e. Visual materials	1	1	1	3
f. Intelligence tests	3	13	17	36
g. Achievement & Diag. tests	3	10	17	31
h. Aptitude tests	0	8	11	23
i. Interest inventories	2	9	16	31
j. Personality inventories	2	1	8	21
(Others) k. Tachistoscope	0	0	0	2
l. Tape recorder	0	0	0	1
m. Stethoscope	0	0	0	1
n. Health inventory	0	0	0	2
o. Reading accelerator	0	0	1	2
p. Autobiography	0	0	0	1
q. Club program	1	0	0	1
r. Mantoux test				1

budget, it would seem to be uneconomic to use up the time and energy of professional employees on tasks which could be accomplished more accurately and much more rapidly with the aid of selected tools.

In organizing the guidance program it would be desirable for the administrator to ask, what is the best means to obtain the information or service needed to carry on each particular personnel service? It appears reasonable to expect the answer at times to be some specific instrument or tool rather than just "the teacher."

Best Practice: It must be admitted that what is reported as the best guidance practice in a given school situation may not serve at all well in another situation. Nevertheless there are many practices being carried on in different schools which lend themselves readily to adoption elsewhere.

Publications in the guidance area perform a valuable service in recounting from time to time especially successful or promising efforts to meet student personnel needs. In addition to keeping abreast of such reports the administrator could promote the program in his school by arranging opportunities for teachers and counselors to observe the best practices in other schools.

One section of the questionnaire used in this study asked each school for a brief account of the best practice in the guidance program. In the following paragraphs some of the responses are presented: Three schools in group A selected a "best practice" for reporting. Two of these concerned orientation, and the other,

follow-up. In one school entering students are interviewed, then the parents are invited in for a conference. The pupil's tentative high school plan is thus worked out by all three interested parties. A second school begins orientation in the "feeder" eighth-grades. At this time a tentative four-year high school program is worked out. Subsequently a group meeting with parents of the eighth-graders is sponsored, at which the teachers outline their courses and the general high school program is explained. Individual parent-counselor interviews are held following the meeting.

The "best follow-up practice" is characterized by continuing personal contact. The school has since 1925 kept a record of all graduates and most of the drop-outs. Birthday and Christmas cards are regularly mailed to those former students. Communication is also maintained with students attending college. The high school helps its graduates obtain better jobs whenever possible.

Eleven B schools reported best practices. In three of these counseling of individual students was named as the best part of the guidance program. In the fourth, "work in spring registration best adjusts students to a school program." Another school emphasized the good results from counseling program where the entire guidance program is directed toward helping the students solve problems. Still another school listed orientation and job placement. One school has developed a personality-citizenship-vocational rating scale, which is used for counseling during the year; and on which four teachers rate each student for the permanent record file at the end of each year. These

annual ratings are the basis of recommendations whenever these are requested by the school.

Two schools in this group stressed information services to students; one makes heavy use of bulletin boards, outside speakers, career days, an occupational materials library, etc.; and also keeps the student informed of his strengths and weaknesses through the counseling program. The second school has concentrated upon providing college information, both through the senior social economics class and through interviews. The home economics and agriculture departments in the latter were credited with great assistance to students in personal problems and vocational plans.

Group pre-registration in the spring of eighth-graders for high school, followed by individual interviews in August, were cited as a successful orientation plan by one school.

Another has found the practice of using noon hours as informal case conferences, a profitable way to pool information regarding the problems, needs, and home life of students.

Some of the "best practices" reported by fifteen schools in class C include:

- (1) Individual counseling (by guidance director) of all ninth-graders during March and April, for selection of a high school course; and of all twelfth-graders in September and again in February or March, for discussion of college plans.

- (2) Orientation of freshmen -- visits by high school personnel to the eighth-grade classes, pre-registration there, testing, and visits

to the students' homes during the summer.

(3) Orientation of freshmen -- similar to (b) above, except that a "Big Brother and Big Sister" program at the high school is substituted for home visits.

(4) Organization of the guidance program (two schools) -- one, having the entire faculty cooperate in setting up the program; and two, having teachers serve as counselors under the direction of a director of guidance, so that a two-way advantage is realized, obtaining information about the student and his home, and giving services to him.

(5) "No practice at all, but the feeling on the part of the student (set up, of course, by the teachers), that his or her problem is always going to be given fair and honest consideration and never laughed at. They like to come when they feel the need, not at some prescribed time . . ."

(6) Career day, mentioned as outstanding by one school where it has been in operation annually for six years; and in another instance, where it is a county-wide joint event for juniors and seniors of five schools.

(7) A four-way attack on attendance and failure problems, involving cooperation of teacher, student, and home under leadership of a director of guidance.

Thirty-four of the D group submitted "best practice" reports. These practices have been grouped under convenient headings, and an account or two selected as an example in each classification below:

(1) Case conferences (two schools, report quoted from D-thirty):

Every other week or so a case conference is called to consider a particular student. Included in the conference are his counselor, all his teachers, the school nurse, the visiting teacher, the attendance counselor, speech correction teacher, special English teacher and from one to three administrators. All other counselors "sit in" on the case if possible. Doctors, social workers, juvenile court officers and other experts are invited to participate if they have been or might be involved. Those who do not actively participate will still benefit in many ways.

A thorough discussion of the case at hand is then carried on under the careful direction of the vice-principal, supervisor of guidance. An effort is made to reach conclusions and agree upon a course of procedure and action.

In the course of a year it is our plan to involve every teacher at least once and to involve each counselor as the leader of a discussion at least once. We try to cover every type of case and to involve every phase of the Child Service program.

We claim the following advantages:

1. All teachers gain experience and insight.
2. Skill in summarizing and developing courses of action.
3. Unification of all facilities in solution of cases.

(2) Cumulative record (three schools, report quoted from D-three):

. . . a cumulative record folder which is started as soon as a pupil enters school regardless of grade. This record . . . moves with the pupil through his school career. When he arrives in high school this record is here and we continue it until graduation and after.

(3) Educational and vocational guidance (seven schools, quotations from D-one, D-seventeen and D-thirty-seven respectively):

A unit on vocations is taught in ninth grade, a program plan is made for three years of high school, and an individual conference is held by high school authorities with each student. In grade twelve they again get a vocational unit, a battery of tests -- A.C.E., achievement, aptitude, and interest -- career day, college night, and an individual conference as to future plans.

Two schools advocated bringing parents into the senior-year conference in which test results are interpreted.

We try to help each student into a satisfactory vocational and post-high school adjustment. When our students graduate they are usually able to face the world with some plans for the future. This begins with the occupational unit in the ninth grade. Here they are given the opportunity to explore occupations. Then in the tenth the Kuder Preference Record is administered and he thinks more about his interests. After this through conferences, he learns to analyze himself in terms of his abilities, interests, aptitudes, etc. He is encouraged to do more exploring through occupational pamphlets, interviews with people on the job and in other ways. In the first semester of his twelfth year he is interviewed and more intense efforts are made to help him arrive at an occupational choice. Follow-ups are made wherever necessary.

School D-thirty-seven reported the following vocational guidance program:

The first of November each year we show a film "Finding Your Life Work" which introduces the occupational unit in ninth grade social studies. The pupils make a thorough study of the occupation they hope to enter; then with the results of the aptitude tests, achievement tests, mental ability, and general class work at a conference the best plan is worked out with the pupil. The plan is sent home for parental approval. Many times the parent comes in at this time; many times the parent is at school before the plan is completed. Each ninth grader has at least three interviews before the plan is approved by the counselor and the parent. This procedure seems to work so well that not more than two or three out of two hundred sixty ninth graders change their plans. They have about five months in which to study, work, and confer on the plan.

(4) Guidance organization (three schools, quotation from D-thirty-one): One school reported its success with guidance carried on by classroom teachers, working under the direction of a specialist. A second stressed the advantage in having a counselor for each semester, who stays with the group for four years. This semester counselor is in

close touch with home room counselors, who also keep their groups throughout the high school course.

The third school has developed a manual for home room guidance. A regular daily period of thirty minutes is set aside "in which many things are being taught that are not offered in regular classes . . . This plan has resulted in the best adjusted high school we have ever had." The manual contains a list of the home-room teacher's responsibilities, along with suggestions -- and additional reading references -- for meeting them. The duties are stated thus (53, p.1):

1. A helpful personal acquaintance and interest in each student.
2. Orientation of the group into the life of the school.
3. Administrative routine.
4. Assistance to students in educational plans, selection of courses, and changes in curriculum.
5. Assistance to students in vocational planning.
6. Individual counseling with students concerning personal problems.
7. Cooperation with the administration and the classroom teachers in achieving satisfactory adjustment of each student.
8. Supervision of the home room as a unit in school citizenship which gives training and practice in democratic principles.
9. Encouragement of student participation in the planning of all home room activities.
10. Teaching and carrying through to completion the assigned units of study for each home room classification.
11. Adherence to the home room schedule.

(5) Individual interviews (seven schools, quotation from

D-twenty-one):

. . . success in these /orientation, high attendance, educational guidance, vocational guidance, Career Day/ or in any other phase of our program rests essentially on individual counseling, as against mass or group talks, or as against "Weeks" and exhibitionist projects.

A closely correlated organization of Home Room Teacher and Class Counselors counseling with individual pupils from pre-high school through graduation provides for each pupil's initial adjustment and his continued stimulation to attend school regularly and to benefit from his school opportunities. Proved skill, unusual patience, generous giving of time far beyond that officially allotted to this task justify our conclusion that our counselors do their most effective job in the basically most important single service of our guidance program: Individual Counseling.

(6) Orientation (four schools, quotation from D-thirty-four):

One school reported this "Big Sister" program for tenth-grade girls:

Eighty to ninety Big Sisters, selected for their interest in people, citizenship record, potential leadership, and time for the job, are given a training course one period a day for one week by the Dean of Girls. Such topics are discussed as leadership, getting along with people, problems of new girls, ways of being helpful, and being well-informed. The latter includes a review of the usual handbook material. (Clubs, Girls' League, student council, class council, courses, fees, loans, building regulations, employment, attendance, scholarship, study habits, traditions, social life.)

The following week incoming sophomore girls from both junior high schools are invited to the high school for a program in the auditorium. Each Big Sister with her Little Sisters have reserved seats together. After the assembly there is a scheduled tour of the building and a coke-buzz session in the cafeteria.

In September Big Sisters register early so that they are free to help Little Sisters the first day of school.

Incoming girls enter with some assurance knowing at least one upper class girl, the building, and the answers to many of their questions.

The program continues all year with follow-up.

(7) Student activity program (one school, D-seven quoted):

Full-scale use of the activity program as a guidance tool was told in these words:

We are organized to insure every student a chance for recognition by the group. All are eligible for every office and for every duty. They can be a leader as: game official (many chances); HR officer; part in a play; member of a football, baseball, basketball, track, tennis, hand ball, volley ball or soft ball team (More than 90% participation in sports alone); club leader; member of the council; staff assistant; library assistant; moving picture projector operation and a lot of other ways.

All student activity is supervised by a teacher but directed by students. We limit participation by a point system to restrict the over-ambitious and make opportunity for the less forward.

We think the supervisor, in the background, has, under this type of program, her best chance to improve by good counsel the behavior (all kinds of behavior) of teen age youth.

(8) Testing (four schools): In one case the testing program is centered at the pre-ninth grade level, and the results used to plan freshmen in high school classes according to achievement and aptitude. In two others, the testing program is used as an evaluation of the academic work of the school, and the adjustment of the student.

The question of "best practice" produced this significant response from one large school: (D-46) "To select one guidance procedure as the BEST in a carefully considered guidance program is an impossibility -- if that program has been coordinated to see and counsel the students as integrated persons . . . If you ask the best, we would have to say that the effort to coordinate every possible service both within the school and in the community in order to serve and understand the student as a whole person and so direct his education and life adjustment is our best effort."

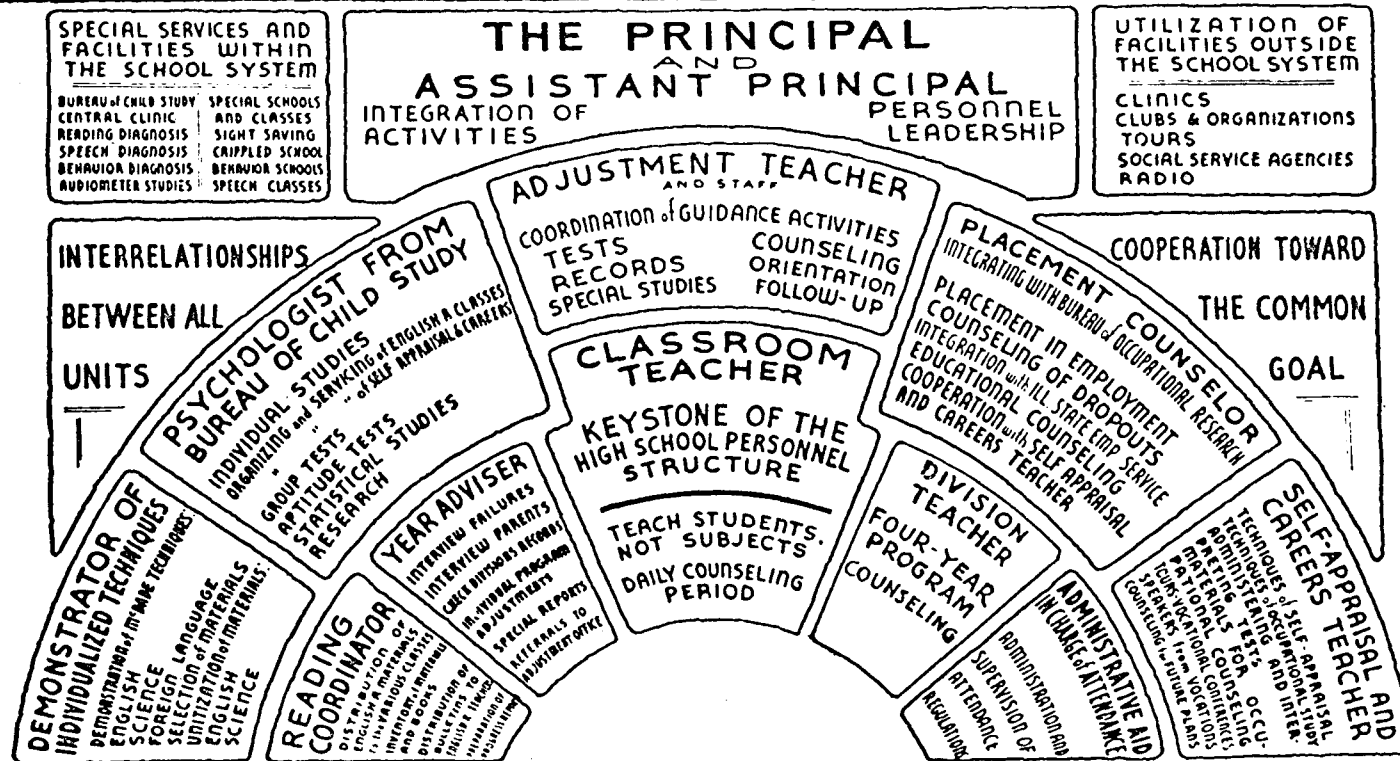
Chicago system: Information regarding this large city system -- of thirty-five general high schools (including one for the handicapped), three technical high schools for boys and one for girls, and seven trade schools -- has been omitted from the data on D schools presented earlier in this chapter. The chief features of the Chicago guidance program are recounted in this section.

The typical Chicago high school personnel structure is shown in Chart III (51, p. 34):

Modifications of this plan to fit its own situation are made by each high school. However, the characteristic features from a general pattern (51, pp. 35-36) -- one full-time faculty member assigned as adjustment teacher to service the classroom teachers and students; a daily conference period for every faculty member for individual counseling with students; a system for the collection of data on individual differences and experiences through articulation with elementary schools and through interviews and surveys at high school levels; modifications of the high school course to accommodate individual needs of students (e.g., English R classes for improvement of reading); enrichment courses and activities for the gifted; and a course in self appraisal and careers for the first half of the senior year followed by vocational counseling and educational planning in the second half.

Freshmen are informed of three special services available to them (52, p. 13): One, the division teacher and classroom teachers, available for interviews in a conference room one period daily for "any

CARING FOR EVERY STUDENT AS AN INDIVIDUAL



Typical Chicago high school personnel structure.

school problems'; two, the adjustment teacher, available for special interviews "When you meet difficulties in your school work because of health or home conditions." (This teacher maintains the cumulative folder); three, the placement counselor, available "to help you with any questions which concern your preparation for particular kinds of work" (including part-time jobs and college selection).

The principal and assistant principal of each school supervise the guidance and counseling program. In-service training is carried on for adjustment teachers through monthly meetings, service from the field psychologists of the Bureau of Child Study, inter-school visitation, and by organized study groups under the district superintendents. Continued academic study and also research within each building are encouraged. At annual meetings of this group of teachers, reports and discussions are devoted to professional problems, with outside specialists assisting.

Among the tools and techniques used in guidance activities are these: regular testing program -- intelligence, psychiatric and behavior studies, diagnostic achievement, interest and aptitude; clinics -- reading, psychiatric, hard of hearing; health examinations, including audiometer tests; and series of pamphlets in such fields as self-appraisal and careers. The latter are used in a course considered a "tool subject -- to widen . . . the students' vocational thinking and to awaken students to the diverse occupational possibilities for their individual personality pattern." (51. p. 49).

As high schools generally increase in size, the kind of planning for student personnel services just described becomes an imperative need. Fortunately in many cases financial resources have become available to meet the growth in enrollments; but the administrator must be vigilant to see that a proper share of the budget is given to the personalization of instruction and services through an adequate guidance program.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the current guidance practices reported in Chapter III of this study, the following conclusions appear justified:

1. Approximately one-half the schools surveyed have no operational plan of organization of guidance services. In others the incompleteness of the program reveals inadequate planning and supervision. In general, although there are notable exceptions, organizational aspects are better worked out among larger schools than among smaller ones.
2. Not more than one-fourth of the schools have programs based upon a local survey of student needs and interests.
3. Nearly one-half the schools studied have made no recent changes in guidance services; while in the remaining schools few of the reported changes could be considered major.
4. There is great variation in the degree and quality of guidance services offered in the schools under study. Among practices which appear to be fairly well developed in a majority of all schools are: orientation of students to new school situations; analysis of the individual through tests and inventories; providing occupational and other information through units in subject-matter courses, outside

speakers, movies, books, occupational pamphlets, etc.; and in-school placement in classes.

Services less well performed, or greatly in need of expansion, include: orientation continued beyond entrance into a new school situation and through greater use of handbooks or other printed materials (especially among small schools); guidance use of the home room or some other reasonably small grouping of students under long-range direction of the same teacher; analysis of the individual students through such techniques as anecdotal records, rating scales and sociograms, and work experiences; providing information to students through field trips and by educational radio; job placement; follow-up; and work experience programs.

5. Little guidance use is made of many staff members -- the school nurse and physician, specialists in psychology and the education of the handicapped or exceptional child, and regular classroom teachers. Particularly in many larger schools with guidance specialists on the staff some guidance functions which might be assigned classroom teachers have been confined to the specialists.

An exception to the generalization just stated is the librarian, who is called upon extensively for collecting and promoting the use of guidance materials.

6. In-service training programs are either totally lacking or very incomplete in a great majority of the schools surveyed. Only those schools having a highly-trained guidance worker on the staff, or the resource of a city or county guidance supervisor, are likely to

have any extensive in-service training.

7. Size of school is not the major factor in being able to perform a given guidance service well. This element (of size) often appears to be only an excuse for not doing what some other school of similar size is doing very well. The presence on the staff of an individual well-trained in guidance seems to be of major importance in adequacy of the program, whatever the school size.

Recommendations offered are:

1. Secondary schools should make much more general use of the evaluative creiteria (6) preferably with official support from the state departments of education; or of simple check lists (e.g., 15, pp, 325-331.)

2. Administrators should examine each student personnel service currently offered or which should be offered, with the objective in mind of providing the best equipment available to assist staff members in carrying on the specific activity.

3. Increased requirements are needed in most states for certification as guidance workers, applying to the preparation of those not yet active in the field; and

4. Greatly expanded in-service training programs in guidance, with leadership drawn from many professional fields, should be undertaken by administrators among present staff members.

5. Particular attention should be given among medium sized schools to the selection of counselors, and to the training of those staff members given counseling responsibilities.

6. Smaller schools and districts should explore cooperative budget and personnel arrangements whereby services of highly-trained specialists (such as psychiatrists, speech correctionists, etc.) could be made available to the children in areas not now served.

7. Wider use should be made of observation of "best guidance practices" through inter-school visitation by teachers and administrators.

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APPENDICES

APPENDIX I

CURRENT PRACTICES IN THE ORGANIZATION AND ADMINISTRATION
OF PUPIL-PERSONNEL SERVICES IN THE SECONDARY SCHOOL

Location _____ School _____

Type of school (Check one)

Indicate below the type of organization in your high school:
(Check x one only)

- (a) "Regular" organized high school. (No junior high school precedes - 7-4; 8-4; or 9-4 plan). _____
- (b) Separately administered junior high school
 (1) Followed by 2-year senior high school _____
 (2) Followed by 3-year senior high school _____
 (3) Followed by 4-year senior high school _____
- (c) Separately administered senior high school (preceded by junior high school. _____
- (d) Junior-senior high school
 (1) 2-4 plan. _____
 (2) 3-3 plan. _____
 (3) Other plan (specify) _____
- (e) Undivided high school. _____
- (f) Senior high school - junior college (such as in 6-4-4 or 8-2-4 plan)
 (1) With 1-year junior college. _____
 (2) With 2-year junior college. _____

Curricula offered by the school (Check curricula offered)

- | | |
|--|---------------------------------------|
| a. College prep. _____ | f. Practical arts _____ |
| b. Technical _____ | g. Social scientific. _____ |
| c. Commercial. _____ | h. General. _____ |
| d. Agricultural. _____ | i. Trade and industry _____ |
| e. Vocational-technical. _____ | |

Total enrollment at time of this report: Boys _____ Girls _____

Number of faculty members: Men _____ Women _____

I. PROGRAM

Directions:

The purpose of Part I is to secure a rapid over-all description of what is being done by the high schools of the nation with reference to certain practices in the organization and administration of pupil-personnel services. Please describe your program by checking in the appropriate column following each item to indicate the approximate fraction of your students reached by each personnel service named during one school year:

	<u>None</u>	<u>1/4</u>	<u>1/2</u>	<u>3/4</u>	<u>All</u>
ORIENTATION:					
1. Printed or mimeographed materials	—	—	—	—	—
2. Handbooks	—	—	—	—	—
3. Group conferences with students prior to admission to high school	—	—	—	—	—
4. Individual interviews with students prior to admission	—	—	—	—	—
5. Pre-admission visits to the high school	—	—	—	—	—
6. Other (Name)	—	—	—	—	—
HOME ROOM GUIDANCE PROGRAMS:					
1. Educational information given	—	—	—	—	—
2. Occupational information given	—	—	—	—	—
3. Assistance given on personal problems	—	—	—	—	—
4. Program making by home room teacher	—	—	—	—	—
5. Assistance given on how to study	—	—	—	—	—
6. Home room teacher participates in case conferences	—	—	—	—	—
7. Individual assistance given by home room teacher	—	—	—	—	—
8. Home visits made by home room teachers	—	—	—	—	—
ANALYSIS OF THE INDIVIDUAL:					
1. Scholastic aptitude (intelligence) tests	—	—	—	—	—
2. Achievement tests	—	—	—	—	—
3. Reading tests	—	—	—	—	—
4. Vocational aptitude tests	—	—	—	—	—
5. Personality inventories	—	—	—	—	—
6. Interest inventories	—	—	—	—	—
7. Anecdotal records	—	—	—	—	—
8. Rating scales	—	—	—	—	—
9. Sociograms	—	—	—	—	—
10. Autobiographies	—	—	—	—	—
11. School marks	—	—	—	—	—
12. Health and medical record	—	—	—	—	—
13. Socio-economic background of family	—	—	—	—	—
14. Co-curricular activities	—	—	—	—	—
15. Work experiences	—	—	—	—	—
16. Other (Name)	—	—	—	—	—

INFORMATIONAL SERVICES:	<u>None</u>	<u>1/4</u>	<u>1/2</u>	<u>3/4</u>	<u>All</u>
1. Course(s) in occupations	—	—	—	—	—
2. Units on occupations in subject matter courses	—	—	—	—	—
3. Speakers from outside	—	—	—	—	—
4. Career days	—	—	—	—	—
5. College days	—	—	—	—	—
6. Excursions to industry and business	—	—	—	—	—
7. Movies	—	—	—	—	—
8. Radio	—	—	—	—	—
9. Books	—	—	—	—	—
10. School catalogues	—	—	—	—	—
11. Occupation shelves in library	—	—	—	—	—
12. Pamphlets and bulletins	—	—	—	—	—
13. Other (Name) _____	—	—	—	—	—

In the following items, check "Yes" or "No" to indicate whether or not your program includes each service:

COUNSELING:	<u>Yes</u>	<u>No</u>
1. All students	—	—
2. Failing students	—	—
3. Problem cases	—	—
4. Drop-outs	—	—
5. Seniors only	—	—
6. New students	—	—
7. By appointment only	—	—
8. Other (Name) _____	—	—
PLACEMENT:		
1. Job placement of drop-outs	—	—
2. Job placement of graduates	—	—
3. In-school placement into classes	—	—
4. Assistance to students in selection of schools and colleges	—	—
FOLLOW-UP:		
1. All graduates	—	—
2. All drop-outs	—	—
3. Other (Name) _____	—	—
WORK EXPERIENCE PROGRAMS:		
1. Supervised by school	—	—
2. All students participate	—	—
3. Wages are paid	—	—
4. Credit in school given	—	—
5. Students are selected by faculty	—	—
6. Distributive education program offered	—	—
7. Diversified occupations program offered	—	—

II. PRACTICES

Directions:

The purpose of Part II is to secure an indication of those practices you would rate as Outstanding, Good, or Poor in your program of pupil-personnel services. Please check the box which best describes the practice in your school. Skip the item entirely if your pupil-personnel program does not include the practices indicated.

ORIENTATION:	O.	G.	P.
1. Group conferences with students prior to admission to high school	_____	_____	_____
2. Individual interviews with students	_____	_____	_____
3. Handbook or printed or mimeographed materials for all	_____	_____	_____
4. All new students receive some form of orientation	_____	_____	_____
HOME ROOM PROGRAMS:			
1. Making of student programs by home room teachers	_____	_____	_____
2. Occupational information	_____	_____	_____
3. Educational information	_____	_____	_____
4. Individual assistance to pupils	_____	_____	_____
5. Home visitations by home room teachers	_____	_____	_____
ANALYSIS OF THE INDIVIDUAL:			
1. Use the results of tests & inventories	_____	_____	_____
2. Keep pupil's individual inv. up to date	_____	_____	_____
3. Use all results of the individual inventory in counseling	_____	_____	_____
4. Have individual inv. for all students	_____	_____	_____
5. All teachers participate in keeping inventory up to date	_____	_____	_____
6. All teachers have access to ind. inv.	_____	_____	_____
7. Attempt to discover spec. apt. of stdts	_____	_____	_____
8. Attempt to learn of the special interests of pupils	_____	_____	_____
9. Information available on hobbies of stds	_____	_____	_____
10. Have information on work experiences of students	_____	_____	_____
11. Information available on students' educational plans	_____	_____	_____
12. Information available on students' occupational plans	_____	_____	_____
13. Home calls are a regular practice of all teachers	_____	_____	_____

INFORMATIONAL SERVICES:	O.	G.	P.
1. Teacher of course in occupations has had trng in teaching this work	_____	_____	_____
2. Teachers relate occupations to their field of teaching	_____	_____	_____
3. Schl library has info on occupations	_____	_____	_____
4. Have a collection of up-to-date catalogs on colleges, trd schls, and other trng institutions	_____	_____	_____
5. Have complete list of referral services available for student needs	_____	_____	_____
6. Have class(es) in occupations	_____	_____	_____
COUNSELING:			
1. Counseling available to all students	_____	_____	_____
2. Case conferences are used	_____	_____	_____
3. All failing pupils are interviewed	_____	_____	_____
4. All drop-outs are interviewed before leaving school	_____	_____	_____
5. Trained counselors offer counseling serv.	_____	_____	_____
PLACEMENT:			
1. Students are assisted in adjstg to new courses	_____	_____	_____
2. Students are assisted in job placement	_____	_____	_____
3. People on jobs are asstd in adjstg to their work	_____	_____	_____
FOLLOW-UP:			
1. Graduates are followed up regularly	_____	_____	_____
2. Drop outs are followed up regularly	_____	_____	_____
3. Follow-up information has caused changes in teaching methods in the school	_____	_____	_____
4. Follow-up information has caused changes in the curriculum of the school	_____	_____	_____
5. Follow-up information has caused changes in the content of crses offrd in the schl	_____	_____	_____
WORK EXPERIENCE PROGRAM:			
1. All students participate in the program	_____	_____	_____
2. Students are selected for the program	_____	_____	_____
3. School work of participants reveals better adjustment of the individuals	_____	_____	_____

III. ADMINISTRATION AND PERSONNEL

1. What provision is made in your school for the coordination and supervision of guidance activities; (Append diagrams of your organization chart as well as pictures or drawings of your rooms devoted to guidance activities.) _____

2. Does your school have a full-time director of guidance?
 Yes? _____ No? _____ Man? _____ Woman? _____
 (List the courses in the field of guidance which this individual
 has taken.)
3. (a) List the other counselors and indicate whether:
 Men _____ Women _____
 (b) Number of periods per day assigned each for counseling _____
 (c) List training in guidance courses for each _____
4. Describe the nature of the guidance duties performed by the tchrs:
 (a) Writing anecdotal records _____
 (b) Sociograms _____
 (c) Counseling _____
 (d) Case conferences _____
 (e) Intelligence test administration and scoring _____
 (f) Orientation work _____
 (g) Achievement test administration scoring _____
 (h) Aptitude test administration scoring _____
 (i) Home visitations _____
 (j) Teaching of occupations _____
5. What changes have been made in the following services during the
 past year? (Check and briefly describe)
 (a) Analysis of the individual _____
 (b) Informational services _____
 (c) Counseling _____
 (d) Follow-up _____
 (e) Placement _____
6. Describe the guidance activities and responsibilities of:
 (a) School nurse _____
 (b) School physician _____
 (c) Psychologist _____
 (d) Teacher of speech correction _____
 (e) Teacher of remedial reading _____
 (f) Teacher of exceptional children _____
 (g) Librarian _____
 (h) Administrator _____
 (i) Teachers _____
 (j) Director of guidance _____
 (k) Counselors _____
 (l) Head counselor _____
 (m) Others (Name) _____

7. Describe the provisions for your present practices in the in-service training of your teachers and counselors for pupil-personnel services. (Include such items as who conducts the in-service training as well as an outline of the in-service training work.) _____
8. Attach a list of instruments used in your guidance activities. This would include such items as: telebinocular, audiometer, names of individual and group tests, and the levels at which used.

IV. WORK EXPERIENCE PROGRAMS

Directions:

Fill in this section only if you operate a supervised work experience program.

1. Describe your work experience program under the following subheads:
 - (a) When and how your program got started _____
 - (b) Methods of selection of the students _____
 - (c) Use of an advisory council _____
 - (d) Method of supervision by the school _____
 - (e) Method of selection of employers _____
 - (f) Practices as to credits for work experience given toward high school diploma _____
 - (g) Practices as to pay for work done _____
 - (h) Practices as to organization within the school for boys and girls engaged in the work experience program _____
 - (i) Reaction to the program of parents, teachers, pupils, employers, and labor unions _____
2. Describe the weaknesses of your program _____
3. Describe the strong points of your program _____
4. Define in your own words what a work experience program is _____
5. What safeguards should be set up _____
6. What are the purposes of work experience _____
7. What steps are necessary for the organization and administration of work experience programs _____
8. In your community what areas of work have proven to be most fruitful in terms of producing growth through work experience _____
9. Do state institutions of higher learning or other institutions of higher learning within your state accept credits from work experience _____. If so, indicate the institutions along with the number of credits accepted and any conditions imposed. _____

V. BEST PRACTICE

Directions: Please describe briefly, but without unnecessary detail, the one guidance practice that you are willing to call the best.

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EXPLANATION OF TABULATIONS, APPENDICES II-IX

In Appendices II-V: Replies under "Practices" were in response to the instruction: "Please describe your program by checking in the appropriate column following each item to indicate the approximate fraction of your students reached by each personnel service named during one school year." Results show the number of schools in four size-groups (A, B, C, D) giving each fraction (None, One-fourth, One-half, Three-fourths, All) of the students enrolled.

In Appendices VI-IX the replies were in response to the instruction: "Check 'Yes' or 'No' to indicate whether or not your program includes each service."

Replies under "Ratings" were in response to the instruction: "Please check the box which best describes the practice in your school." Results show the number of schools in each size-group rating each practice "Outstanding," "Good," or "Poor".

Group B, seventeen schools with eight to fifteen teachers; group C, twenty schools with sixteen to twenty-five teachers; and group D, forty-nine schools with more than twenty-five teachers each.

APPENDIX II

ORIENTATION

PRACTICES:

	None				1/4				1/2				3/4				All			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1. Printed or mimeographed materials	2	2	0	0	0	0	0	6	0	0	1	1	1	0	0	0	4	12	15	34
2. Hand books.	5	10	4	3	0	1	7	4	0	0	0	2	0	0	0	2	1	2	5	29
3. Group conferences with students prior to admission to high school	3	3	0	0	0	1	1	5	0	0	1	4	0	0	7	8	4	10	7	31
4. Individual interviews with students prior to admission.	2	3	3	4	1	3	9	17	1	3	1	3	0	0	1	4	3	6	2	13
5. Pre-admission visits to the high school	1	3	0	2	2	5	1	7	0	1	0	11	0	1	0	7	4	4	12	16

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Group conferences with students prior to admission to high school.	2	0	4	18	3	11	12	25	0	3	1	4
2. Individual interview with student	2	4	5	18	5	10	12	27	0	2	1	2
3. Handbook or printed or mimeographed materials for all	0	4	5	22	4	6	7	18	1	4	5	1
4. All new students receive some form of orientation .	1	1	4	15	7	13	13	30	0	2	3	4

APPENDIX III

HOME ROOM GUIDANCE PROGRAMS

PRACTICES:

	None				1/4				1/2				3/4				All			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1. Educational information given	0	0	2	1	2	1	0	4	1	0	7	1	0	1	1	2	4	10	5	34
2. Occupational information given.	0	0	3	5	3	3	0	10	0	1	7	7	0	1	0	0	3	6	4	19
3. Assistance given on personal problems	0	0	0	0	2	3	4	12	2	3	1	11	0	0	6	1	3	6	8	17
4. Program making by home room teacher .	2	1	3	8	0	1	1	4	0	1	5	1	1	0	2	2	2	5	4	23
5. Assistance given on how to study. . .	1	1	2	2	0	1	3	8	1	2	1	7	0	0	0	0	4	8	9	22
6. Home room teacher participates in case conferences.	1	0	3	8	2	4	3	11	1	2	7	10	0	2	1	1	3	2	1	11
7. Individual assistance given by home room teacher.	0	0	1	1	4	2	1	9	1	5	9	12	0	1	1	4	2	3	2	19
8. Home visits made by home room teachers	3	1	4	26	2	5	5	9	0	3	5	2	0	1	0	0	1	0	0	1

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Making of student programs by home room teachers.	0	0	0	9	3	4	4	18	1	6	9	7
2. Occupational information.	2	2	1	10	1	6	10	20	1	3	3	8
3. Educational information	1	4	1	19	2	6	12	22	1	2	1	4
4. Individual assistance to pupils	1	5	1	10	3	7	12	28	1	1	1	4
5. Home visitations by home room teachers.	0	1	0	0	2	4	0	2	1	7	14	24

APPENDIX IV

ANALYSIS OF THE INDIVIDUAL

PRACTICES:

	None				1/4				1/2				3/4				All			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1. Scholastic aptitude (intell. tests)	0	1	0	0	0	0	0	5	1	2	5	3	0	0	0	3	6	13	15	37
2. Achievement tests.	0	2	0	0	0	0	3	8	1	1	3	4	0	1	1	1	6	11	13	32
3. Reading tests.	1	2	1	2	2	4	3	10	1	1	3	3	0	2	1	2	3	3	11	24
4. Vocational aptitude tests.	2	2	0	3	1	5	6	14	1	3	4	7	1	0	1	3	2	4	7	16
5. Personality inventories.	2	1	3	9	2	4	11	14	2	1	2	6	0	0	0	2	1	5	1	11
6. Interest inventories	1	2	1	6	2	4	5	11	1	1	4	6	0	0	1	2	4	7	6	18
7. Anecdotal records.	2	3	2	6	1	1	3	13	1	3	7	6	0	0	1	3	3	8	5	12
8. Rating scales.	4	4	4	11	0	0	8	5	1	1	1	5	0	0	0	2	1	4	1	9
9. Sociograms	5	6	4	31	2	1	5	1	0	1	7	1	0	0	0	0	0	0	0	0
10. Autobiographies.	4	4	3	8	0	2	5	16	0	2	6	5	0	0	0	3	3	5	2	10
11. School marks	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	6	15	19	47
12. Health and medical record.	0	0	0	1	0	2	2	2	0	1	3	2	1	1	0	2	7	11	14	40
13. Socio-economic background of family.	1	2	1	0	0	4	3	3	1	3	5	2	0	2	6	3	5	7	3	28
14. Co-curricular activities	0	1	0	1	1	3	1	4	0	2	3	9	0	2	0	11	6	8	15	21
15. Work experience.	3	3	1	3	3	1	3	16	0	3	8	9	0	0	0	3	1	7	4	13

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Use the results of tests and inventories	2	3	0	14	4	11	18	31	1	3	2	5
2. Keep pupils individual inventory up to date.	3	4	2	17	3	12	14	22	0	1	4	8
3. Use all results of the individual inventory in counseling.	2	3	3	19	5	10	15	27	0	4	2	3
4. Have individual inventory for all students	3	6	3	20	3	10	14	26	1	1	3	3
5. All teachers participate in keeping inventory up to date	1	3	0	9	4	7	10	20	1	5	10	15
6. All teachers have access to individual inventories	3	8	4	23	4	8	15	23	1	0	1	3
7. Attempt to discover special aptitudes of students.	2	2	1	18	2	13	18	25	3	1	1	6
8. Attempt to learn of the special interest of pupils	2	2	2	20	4	13	17	25	1	2	1	3
9. Information available on hobbies of students	1	1	2	7	2	9	14	30	4	5	2	9
10. Have information on work experiences of students	1	1	2	10	2	9	13	23	4	4	3	10
11. Information available on students' educational plans	2	2	4	22	4	9	11	26	1	5	3	1

Appendix IV Cont'd

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
12. Information available on students' occupational plans	1	2	4	18	5	9	12	25	1	6	2	2
13. Home calls are a regular practice of all teachers. . .	0	0	1	0	2	2	1	2	6	13	17	29

APPENDIX V

INFORMATIONAL SERVICES

PRACTICES:

	None				1/4				1/2				3/4				All			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1. Course(s) in occupations	3	4	4	17	0	4	5	11	0	2	1	3	1	0	5	0	1	0	1	9
2. Units on occupations in subject matter courses	1	1	0	2	2	5	4	20	1	2	4	10	1	4	2	2	3	4	9	18
3. Speakers from outside	0	0	0	1	1	3	2	4	2	3	2	6	0	1	0	2	5	8	15	32
4. Career days	3	3	2	7	2	1	1	5	0	4	1	6	0	0	0	0	1	4	13	20
5. College days	0	0	3	6	5	5	1	19	0	1	5	6	0	0	0	1	2	2	4	14
6. Excursions to industry and business	0	7	0	5	1	6	5	23	5	4	7	7	0	0	6	0	1	2	1	8
7. Movies	0	0	0	3	0	0	0	7	1	2	2	7	0	1	1	3	7	13	15	27
8. Radio	2	2	1	7	2	2	1	7	0	3	2	10	0	0	5	2	4	6	6	13
9. Books	0	0	0	1	0	1	0	6	0	3	2	6	0	0	2	2	4	11	16	29
10. School catalogues	0	1	1	0	0	3	0	10	1	2	3	9	0	1	3	4	6	9	13	24
11. Occupation shelves in library . . .	0	1	1	1	0	1	0	5	1	2	1	5	1	0	3	2	6	10	13	34
12. Pamphlets and bulletins	0	0	0	0	0	3	0	5	1	5	3	5	0	0	1	3	6	9	15	34

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Teacher of course in occupations has had training in teaching this work	0	2	1	9	2	5	11	10	0	2	1	1
2. Teachers relate occupations to their field of teaching	2	1	0	7	4	10	16	22	1	4	2	10
3. School library has information on occupations . .	2	5	5	25	3	7	13	21	2	4	2	1
4. Have a collection of up-to-date catalogues on colleges, trade schools, and other training institutions	4	9	7	33	4	7	12	16	0	1	0	0
5. Have complete list of referral services available for student needs	1	2	4	17	2	6	11	25	3	7	2	6
6. Have class(es) in occupations	2	0	0	8	1	3	9	17	0	7	6	6

APPENDIX VI

COUNSELING

PRACTICES:

	Yes				No			
	A	B	C	D	A	B	C	D
1. All students.	7	14	14	42	1	2	4	4
2. Failing students.	7	14	18	47	0	1	0	0
3. Problem cases	7	15	18	47	0	0	0	0
4. Drop-outs	6	10	16	46	1	4	2	1
5. Seniors only.	0	1	2	9	6	10	8	17
6. New students.	5	14	17	43	1	0	0	0
7. By appointment only	0	0	0	5	6	12	8	23

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Counseling available to all students.	3	8	7	30	5	7	12	15	0	2	1	1
2. Case conferences are used	3	1	2	15	3	7	12	23	0	7	2	9
3. All failing pupils are interviewed.	3	5	3	20	5	8	16	25	0	3	0	2
4. All drop-outs are interviewed before leaving school	2	1	4	21	4	8	8	17	1	6	8	7
5. Trained counselors offer counseling services. . . .	2	1	6	29	4	8	10	15	0	8	1	1

APPENDIX VII

PLACEMENT

PRACTICES:	Yes				No			
	A	B	C	D	A	B	C	D
1. Job placement of drop-outs.	2	4	2	17	5	12	17	27
2. Job placement of graduates.	5	7	9	35	2	9	11	9
3. In-school placement into classes.	6	13	15	38	1	2	2	2
4. Assistance to students in selection of schools and colleges	6	15	18	45	1	1	1	1

RATINGS:	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Students are assisted in adjusting to new courses.	1	3	5	13	6	11	15	31	0	3	0	2
2. Students are assisted in job placement	2	0	4	11	3	7	3	23	1	9	11	11
3. People on jobs are assisted in adjusting to their work	1	0	3	7	2	1	2	12	2	12	10	20

APPENDIX VIII

FOLLOW-UP

PRACTICES:

	Yes				No			
	A	B	C	D	A	B	C	D
1. All graduates.	3	5	14	23	5	12	5	21
2. All drop-outs.	0	4	11	10	8	11	8	26

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. Graduates are followed up regularly.	1	1	2	3	1	4	5	16	4	10	12	16
2. Drop-outs are followed up regularly.	0	1	1	2	1	3	0	10	5	11	17	21
3. Follow-up information has caused changes in teaching methods in the school	0	0	1	3	3	5	5	16	2	10	10	12
4. Follow-up information has caused changes in the curriculum of the school	0	0	1	1	4	6	6	18	2	7	10	11
5. Follow-up information has caused changes in the content of courses offered in the school . .	0	0	1	3	6	6	7	17	1	8	9	13

APPENDIX IX
WORK EXPERIENCE PROGRAMS

PRACTICES:

	Yes				No			
	A	B	C	D	A	B	C	D
1. Supervised by school.	0	1	4	24	5	16	12	18
2. All students participate.	0	0	2	17	5	1	14	20
3. Wages are paid.	0	1	5	21	4	16	11	8
4. Credit in school given.	0	1	3	25	5	16	12	5
5. Students are selected by faculty.	0	0	4	17	5	1	11	9
6. Distributive education program offered.	0	0	2	19	5	1	14	8
7. Diversified occupations program offered	0	0	2	8	5	1	13	14

RATINGS:

	O				G				P			
	A	B	C	D	A	B	C	D	A	B	C	D
1. All students participate in the program	0	0	0	0	0	0	1	8	0	1	4	11
2. Students are selected for the program	0	0	1	6	0	1	4	13	0	0	2	8
3. School work of participants reveals better adjustment of the individuals	0	0	0	2	0	1	4	15	0	0	2	6

APPENDIX X
ADMINISTRATION AND PERSONNEL

Case	Schl	State	Enr.	None	Plan of Coord & Super.	Comm.	n	Director of Guidance			Avrge Periods	Guid. Trning
				Sta- ted	Dir. of Guid. Prin. or Counselor			Full Time	Part Time	W (Pt-time)		
1	A-1	Idaho	60	x			x					
2	A-3	Ark.	126	x						1	3	6 crs.
3	A-4	Ore.	56	x					1		1	Field study
4	A-6	N.Y.	120					x(Sex nt std)		3		4.5 grad hrs.
5	A-7	Ore.	65	x			x					
6	A-8	Ore.	97		x		x					
7	B-1	Ark.	250	x					1			MS pls Spec. crs
8	B-2	Mass.	265	x				1				"Very good"
9	B-3	W.Va.	358		x					1	1.5	20 hrs
10	B-4	Ill.	392		x		x					
11	B-5	Conn.	162			x		x(Sex not stated)				Not stated
12	B-6	S.D.	265	x			x					
13	B-7	Neb.	162	x				1				Not stated
14	B-8	Ore.	205		x		x					
15	B-9	Ore.	236			x	x					
16	B-10	Ore.	283		x		x					
17	B-11	Ore.	243			x				1	2.5	MS in Guid.
18	B-12	Utah	180	x			x					
19	B-13	Utah	225	x			x					
20	B-14	Utah	204	x			x					
21	B-15	Utah	225	x			x					
22	B-16	Utah	260	x			x					
23	B-17	Wash.	180		x		x					
24	C-1	Md.	502	x				1	1			Six css.
25	C-2	Ill.	401			x			1		5	2 undrgr css; 25 hrs. grad
26	c-3	W.Va.	515	x						1	4	Not stated

APPENDIX X (Continued)

Case	Schl	State	Enr.	None Plan of Coord & Super.		Comm.	n	Director of Guidance			Guid.	Trning
				Sta-	Dir. of Guid.			Full Time	Part Time	Avrge Periods		
				ted	Prin. or Counselor		e	M	W M	W (Pt-time)		
27	C-4	Miss.	425	x				x(Sex not stated)			6 css	pls fld wk
28	C-6	Pa.	404			x			1		MA	in guid.
29	C-7	Ill.	452		x		x					
30	C-8	W.Va.	434			x			1	3	7 css.	
31-	C-9-(Co.schls)			x				2	3 (1 ea for 5 schls)			7 css.
35	C-13	Md.	211	av.								
36	C-14	Oreg.	480			x				Not std	MS	in guid.
37	C-15	Ore.	400	x			x					
38	C-16	Ore.	217	x			x					
39	C-17	Ore.	340			x			1	Not std	M.Ed.	in guid.
40	C-18	Ohio	600		x			1			7 css.	
41	C-19	Utah	460	x			x					
42	C-20	Utah	381	x			x					
43	D-1	S.D.	786	x						1	4	3 css.
44	D-2	Mich.	1500		x				1			Ed.D-guid.
45	D-3	N.J.	1544	x				1				MS psych & Guid. & addtl css.
46	D-4	Ore.	1100		x		x					
47	D-5	Colo.	1632		x		x					
48	D-6	Pa.	784			x			1			Not stated
49	D-7	W.Va.	884			x			1			12 hrs. grad. css & 4 smr cmp cnslr.
50	D-8	N.C.	750	x						1	4	Not stated
51	D-9	Calif.	560		x				1		2	All guid. css @ Stanford; US Army
52	D-10	Ark.	1150	x				1				6 css & workshop

APPENDIX X (Continued)

Case	Schl	State	Enr.	None Sta- ted	Plan of Coord & Super.		N o e	Director of Guidance				Guid. Trning
					Dir. of Guid.	Prin. or Counselor	Comm.	Full Time	Part Time	Avrge	Periods	
								M	W M	W (Pt-time)		
53	D-11	N.Y.	1003	x				1				Not stated
54	D-12	Mich.	1486	x				x				
55	D-13	Minn.	598			x		x				
56	D-14	Ore.	1100	x								
57	D-15	Calif.	2207			x(Super. cty sys)			1			Ed. Dr. Couns & Guid.
58	D-16	Calif.	2942			x			1			10 css pls wkshop
59	D-17	W.Va.	655			x		x		1	4	10 css
60	D-18	Wis.	1794				x	x				
61	D-19	Wis.	1324				x			1	4	Not stated
62	D-20	Wis.	1398	x				1				Not stated
63	D-21	Wis.	1885			x				1		8 css
64	D-22	Minn.	732			x		1				6 css plus
65	D-23	Mont.	1316	x				1	1			MA.PhD (Guid)
66	D-24	Pa.	580	x					1			Not stated
67	D-25	Wash.	1268			x		1				Not stated
68	D-26	Calif.	1273				x	x				
69	D-27	Calif.	1310	x				x				
70	D-28	Ore.	1950			x(V-P)				1VP	As needed	MA
71	D-29	Ore.	2060			x(V-P)				1VP	As needed	MA
72	D-30	Ore.	1443			x(V-P)			1VP		As needed	MA
73	D-31	S.D.	2100			x						"Prof. mbr. NUGA"
74	D-32	Pa.	655						1			Not stated
75	D-33	Ida.	750	x					1(Dn)	1(Dn)	3.3	Not stated
76	D-34	Wash.	1626			x(Dn of girls)			1(Dn)			19 css
77	D-35	N.Y.	1048			x(Cty Dir)		1	1			30 hrs. beyond BA
78	D-36	N.Y.	1096			x(Cty Dir)		x				
79	D-37	N.Y.	757			x(Cty Dir)x		x				

APPENDIX X (Continued)

Case	Schl	State	Enr.	None	Plan of Coord & Super. Dir. of Guid. Prin. or Counselor	Comm.	n	Director of Guidance				Guid. Trning
				Sta- ted				Full Time	Part Time	Avrge	Periods	
							e	M	W M	W (Pt-time)		
80	D-38	N.Y.	1325		x(Cty Dir)		x					
81	D-39	N.Y.	481		x(Cty Dir)		x					
82	D-40	N.Y.	809		x(Cty Dir)		x					
83	D-42	W.Va.	565						1			Not stated
84	D-43	Ohio	681		x				1			Grad. css
85	D-44	Ohio	1546	x								
86	D-45	Ohio	841					1				Cert. Schl. Psych & Guid. Dr.
87	D-46	Ohio	1968		x(2 Deans)		x					
88	D-47	Utah	873	x					1	1	3	State Cert.
89	D-48	Wash.	2000						1	1	4	State Cert. Lots of css.
90	D-49	Wash.	750		x			1				Not stated

APPENDIX X (Continued)

Case	None	Other Counselors		Part Time		Average Periods (Part Time)	Guidance training
		Full Time M	W	M	W		
1						2	M.A. in Counseling and Guidance
2	x						
3	x						
4	x						
5				1		1	1 cs
6	x						
7	x						
8	x						
9	x						
10				4	4	1	"Some"
11	x						
12				1	1	2	W, 10 hrs; M, 8 hrs.
13				1	1	2	Not stated
14				1	1	1	Not stated
15				2	1	1	Not stated
16				2	1	2	Not stated
17	x						
18				1		1	4 css.,incl.Sec.Guid. Cnslg, Stat., Educ.Psych.
19				2	1	None full	1 or more guid. css.
20				1		1	15 hrs
21				1	1	1 each	Coll. css. in cnslng, M will qualify for St.Cer.
22	x						
23	x						
24	x						
25	x						
26	x						
27	x						
28					3	3	Grad. css.
29				1	1	4	

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APPENDIX X (Continued)

Case	None	Other Counselors		Part Time		Average Periods (Part Time)	Guidance Training
		Full Time		M	W		
		M	W				
30	x						
31-35	x						
36				1	1	1	Basic css.
37					1	2	Not stated
38				1	1	1	Not stated
39	x						
40	x						
41				1		3	Certified
42				1	1	1	Certified
43	x						
44				3	3	3	M.A. plus spec. css.
45	x						
46				1(Dean)	1(Dean)	2	Not stated
47				13	14	Not stated	State certification
48	x						
49	x						
50				1	1	4,1	Not stated
51	x						
52	x						
53		1	1				State certification
54		1(VP)	1(Dn)	6	2	3	Not stated
55	x		(of grls)				
56				1		2	Not stated
57				1	2	7	10 css.
58		2	2	2	0	2	10, 8, 11, 12, 6, 2 css.
59	x						
60				3	4	2	Not stated
61				5	3	1 to 3	3 css.
62				1	1	4	Not stated

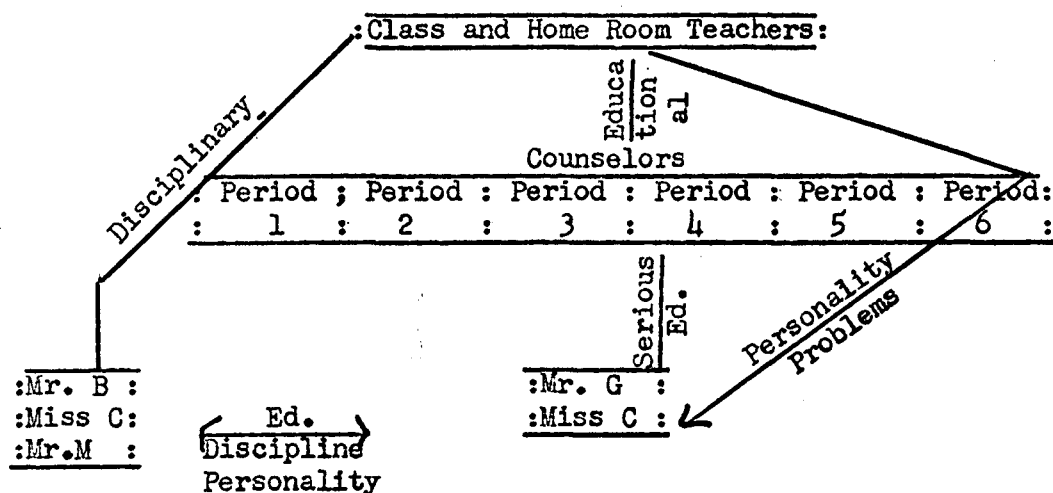
APPENDIX X (Continued)

Case	None	Other Counselors				Average Periods (Part Time)	Guidance Training
		Full Time M	W	Part Time M	W		
63				3	3	1	Basic css.
64 ¹ / ₂			1				Not stated
65	x						
66	x						
67				4,1(Dean)	7,1(Dean)	C's-1, Deans 4	"All at least lcs., many cnsdrble spec. training."
68				2	2	"As much as nec."	Grad. css.
69				1	1	1	Not stated
70				4	4	3	("Each, 1 summer workshop, plus css.
71				4	4	3	(plus in-service crse with psych."
72				6	2	2	(28-29-30)
73		1	1	1	1	2	Grad. css; certif.
74				1	1	3	Cert.
75				1	1	3	"About 20 hrs."
76		1(Dean)		4	3,1(Asst.Dean)	C's, 2 ¹ / ₂ , Asst.D 5	Counslrs: 6,5,6,10,8,13,6
77	x						Css:Dean, 14 Tester 16, Asst. D., 13
78			2				M.A. in guidance
79			2				M.A. in guidance
80		1	1				Spec. css.
81		1					Not stated
82		1					
83	x						
84				1	1;1 Dean	4 each; 8, Dean	Not stated
85				1	2;1 Dean, 1VP 1;Dean-6; VP, 5/6		
86					1(Dean of Girls)	2	Not stated
87		1	1	3,1(Asst.Dn)	1	2,3,(Asst.Dean)	
88				1		1	State Certificate
89	x						
90			1	1	1	2	Not stated

APPENDIX XI

GUIDANCE ORGANIZATION -- SCHOOL D-TWENTY-FIVE

I. Present Organization (Discarded May, 1951)



A. Advantages

Students are taken from study periods only. No time is lost from classes.

B. Disadvantages

1. Slow to set up and get to functioning.

Counselors have to wait for referrals.

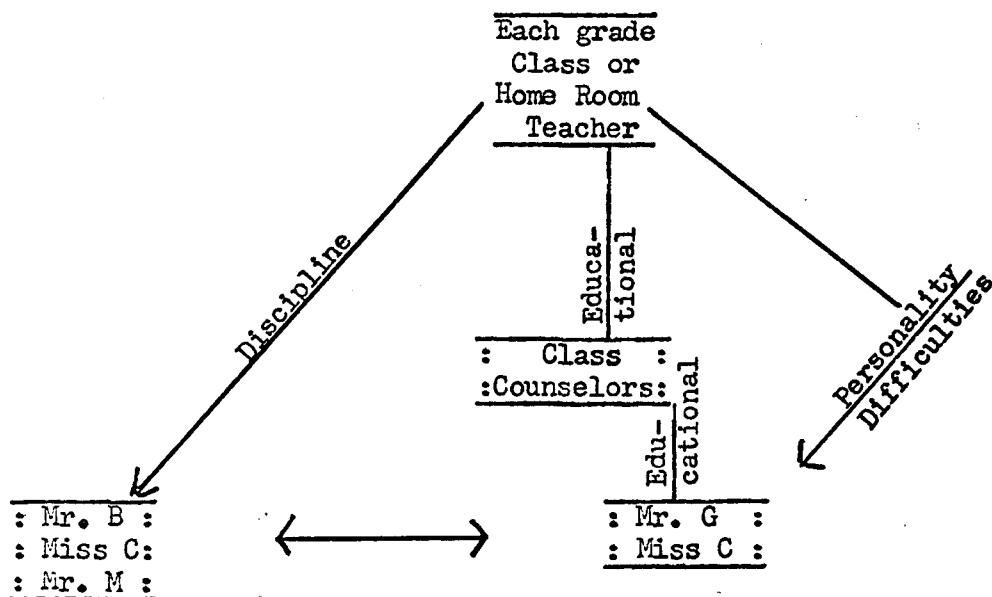
When groups of students are to be counselled (C and V students, failing lists, etc.) time must be taken to segregate according to study period.

2. Counselors are not responsible for any definite groups of students -- at least class teachers and the office do not know what students each counselor is responsible for without tracing through the home room and/or Mr. G.

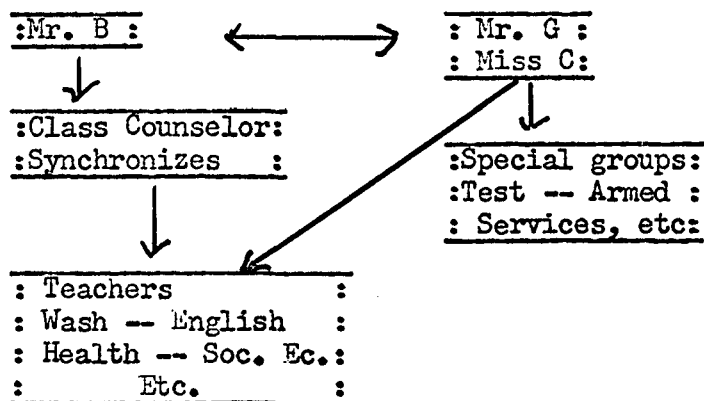
3. The location of cards, records, etc. of students is often difficult to determine without similar tracing.

II Suggested organization. (Adopted May, 1951)

A. Counseling



B. GROUP GUIDANCE



C. CLASS COUNSELORS -- (Suggested if plan were in effect now).

- | | |
|---------------------------|------------------------------|
| 1. Seniors - 272 students | 3. Sophomores - 361 students |
| <u>Mrs. G</u> | <u>Mrs. T</u> |
| <u>Mr. C</u> | <u>Mr. H</u> |
| Mrs. K | Mr. C |
| 2. Juniors - 328 students | 4. Freshmen - 249 students |
| <u>Miss M.</u> | <u>Miss S</u> |
| <u>Mrs. N</u> | <u>Mrs. M</u> |
| Mr. W | |

Head Counselor -- Mr. G
Girls Counselor and Dean -- Miss C

D. DUTIES AND DIVISION OF RESPONSIBILITY

1. Mr. G

- a. In charge of entire counseling program -- organization, administration, division of responsibilities; coordinate work of counselors.
- b. Give in-service training to counselors and interested teachers.
- c. Stimulate use of counseling program by students and teachers to cultivate good attitude toward the program on the part of both.
- d. Make provisions for case conferences on problem students.
- e. Suggest group guidance units to be added to the program in class, home room, or special groups.
- f. Lead group guidance discussions and provide for follow-up counseling e.g. (Armed services questions, employment trends, etc.)
- g. Counsel boys who have difficult educational or personality problems. These should be, for the most part, referrals.
- h. Assist in the counseling of seniors regarding future training, etc.
- i. Enroll and program boys who enter school after the original fall enrollment and see that they meet their class counselor and arrange for transfer of records.

2. Miss C.

- a. Act as Dean of Girls and Head Girls Counselor.
- b. Counsel girl students referred by class counselors on difficult educational or personality problems.
- c. Counsel girl students referred by class or home room teachers regarding personality or conduct difficulties.
- d. Administer the school testing program.
- e. Discuss test results and tests in general with groups of students.
- f. Give in-service training to counselors and teachers on the interpretation of test results.

Appendix XI Cont'd

- g. Enroll and program girls who enter school after the original fall enrollment and see that they meet their class counselor and arrange for transfer of records.

3. Class Counselors.

- a. Counsel and program students referred to them by class and home room teachers. They are to handle only the students of the class for which they are responsible.
- b. Refer difficult educational problems and personality difficulties to Mr. G or Miss C.
- c. Synchronize group guidance of the class for which they are responsible so that the guidance is timely and so that effective use can be made of our limited materials.
- d. Act as Chairman of the Home Room Teachers assigned to the class.
- e. See that home rooms follow the directions mapped out in the guidance pamphlet and calendar.
e.g. Check students programs early.
Work out four year plan cards on time.
Make referrals.
- f. Freshman Counselors contact grade schools in spring and help get incoming students programmed and orientated. Sophomore Counselors do the same with Washington Junior High Ninth Grade.

E. ADVANTAGES AND DISADVANTAGES

1. Disadvantages

- a. It will be necessary for students to be taken from a class now and then, thereby losing some class time.

2. Advantages.

- a. Each counselor has a definite responsibility toward a definite group of students. Teachers and the office will know to whom referrals are to be made and records and reports sent.
- b. The program can go into operation at once, at the beginning of the year. Counselors need not wait for referrals. They may go to a home room teacher and work

Appendix XI Cont'd

out with him, what students should be referred at once, and which ones shall be handled in the home room.

- c. They will know if certain group discussions in home room will help them in the counseling work -- they may handle these discussions themselves or have them done by the home room teacher.
- d. They will be in immediate touch with all guidance activities that affect their grade.
- e. They can determine the availability of students whom they may counsel. The students can make out a copy of their program in home room for the use of the counselor on the first day of school.
- f. The division of counselors suggests a logical division. Boys can be referred to the man counselor and girls to the woman counselor.

F. PROBLEMS FOR CONSIDERATION.

- 1. Accessibility of records. They should be kept in one place, and that place accessible without interrupting one who is counseling.
- 2. In-service training of counselors. Uniformity (within limits) of counseling procedure.
- 3. Securing the confidence of the faculty.
- 4. Improving the home contacts regarding attendance etc. we have through our attendance officer.

APPENDIX XII

Guidance Duties Performed by Teachers	A	B	C	D
	(8 Schls)	(17 Schls)	(20 Schls)	(49 Schls)
Duty	No schools reporting practice			
(a) Writing anecdotal records	2	5	8	31
(b) Sociograms	1	2	4	9
(c) Counseling	4	11	12	41
(d) Case conference	3	8	11	34
(e) Intelligence test administration and scoring	2	8	10	26
(f) Orientation work	3	10	10	37
(g) Achievement test administration and scoring	3	8	11	25
(h) Aptitude test administration and scoring	2	6	8	20
(i) Home visitations	2	8	8	11
(j) Teaching of occupations	2	6	6	25

APPENDIX XIII

IN-SERVICE TRAINING IN GUIDANCE, TWENTY-FOUR D SCHOOLS

Case School Program		
1.	D-2	Teachers and counselors diagnose needs; principal and director of guidance work with groups of teachers.
2.	D-4	District-wide workshop (three days) plus one day in buildings, led by principal with specialists' help.
3.	D-6	Workshops (four last year, not all on guidance).
4.	D-7	Staff meetings and special committees, assistance from student council.
5.	D-8	Led by head counselor.
6.	D-12	Monthly counselor's meeting. Special cases discussed with speakers from outside.
7.	D-13	Directed by principal; committee edited guidance handbook; bulletins to staff members.
8.	D-15	Monthly meetings, all counselors. Outside leaders, representatives from clinics, psychological services, etc.
9.	D-16	Workshops, lectures, etc. Planned by (city) office of guidance and psychological services.
10.	D-17	Co. counselors' workshop (one week). Area guidance conferences, auspices state department of education; Co. teachers' guidance conference, once each year; monthly meetings, counselors of county, led by county superintendent.
11.	D-19	Monthly meetings, counselors with home room advisers; weekly meetings, counselors, principal, vice-principal; meetings called by central office.
12.	D-21	Director of guidance holds staff conferences; counselor of each semester directs home room teachers of that grade level.
13.	D-22	Organized through (city) consultant of counselors.
14.	D-23	Departmental meetings; full faculty meetings, led by principal with help of departmental chairmen, director of guidance, and counselors.
15.	D-24	Four days of in-service training under county office direction; three days each fall, local school staff meetings, and two days in February.
16.	D-25	Two meetings for month, led by head counselor, discussion of methods and cases.
17.	D-26	Numerous faculty meetings on pupil growth and development techniques of guidance. Also city-wide meetings.
18.	D-28	Courses taught by supervisors; extension classes; faculty meetings and case conferences.

Appendix XIII Cont'd

Case School Program		
19	D-29	Summer workshops (1950-51: Ed. tests and measurements, principles and practices of guidance; mental hygiene); bi-monthly meetings with psychologist.
20	D-30	Regular weekly meetings of counselors-study problems of counseling, better methods and techniques; review latest books and articles on counseling; discuss college entrance requirements and catalogs. Vice-principal in charge, assisted by chairman of counselors and specialists from (city) child services department.
21	D-31	Dean of girls (guidance director) leads regular meetings: four per year on basic needs of youth, two on testing, two on counseling.
22	D-34	In-service for teachers through experts at faculty meetings on remedial reading, group dynamics, hearing, health program, etc. Reports from conferences -- state deans' association, personnel and guidance association, ASCD, classroom teachers, etc.; faculty study committees -- home room set-up, reporting practices, etc.; discussion long range problems, e.g. -- "Improving the Individual Packets"; evening classes at junior college; counselors meet three times month; city-wide secondary counselors meet monthly; city guidance committee meets bi-monthly; meeting of county guidance association to hear reports, see movies, etc.
23	D-35	Optional attendance, university classes.
24	D-40	Monthly meetings organized by city guidance director, who also arranges visits to industries, etc.; counselors arrange group faculty discussions on home room guidance.