GUIDANCE PRACTICES
IN
UTAH SECONDARY SCHOOLS
by
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TABLE OF CONTENTS

CHAPTER I. INTRODUCTION  
- General Statement of the Problem 2  
- Purpose of the Study 3  
- Scope of the Study 3  
- Research Procedure 4

CHAPTER II. STUDIES AND A REVIEW OF THE LITERATURE 6  
- Similar Studies 6  
- Analysis of the Individual Counseling 11  
- Occupational and Educational Information 20  
- Placement 26  
- Follow-up of School Leavers 32  
- Service to Staff and Community 34  
- Administration 36

CHAPTER III. THE STUDY 42  
- Provisions for:  
  - Analysis of the Individual Counseling 44  
  - Occupational and Educational Information 51  
  - Placement 53  
  - Follow-up of School Leavers 57  
  - Service to Staff and Community 60  
  - Administration 61

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS 70

LITERATURE CITED 76

APPENDICES 81
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td>9</td>
</tr>
<tr>
<td>III</td>
<td>43</td>
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<tr>
<td>IV</td>
<td>44</td>
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<tr>
<td>V</td>
<td>45</td>
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<tr>
<td>VI</td>
<td>46</td>
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<tr>
<td>VII</td>
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<td>VIII</td>
<td>48</td>
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<tr>
<td>IX</td>
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<td>53</td>
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<tr>
<td>XIII</td>
<td>54</td>
</tr>
<tr>
<td>XIV</td>
<td>55</td>
</tr>
<tr>
<td>XV</td>
<td>57</td>
</tr>
</tbody>
</table>
Table

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVI</td>
<td>Extent of Placement in Utah Secondary Schools</td>
<td>58</td>
</tr>
<tr>
<td>XVII</td>
<td>Questions Concerning Placement Services</td>
<td>59</td>
</tr>
<tr>
<td>XVIII</td>
<td>Information about School-Leavers Available to the Schools</td>
<td>61</td>
</tr>
<tr>
<td>XIX</td>
<td>In-service Training Program</td>
<td>62</td>
</tr>
<tr>
<td>XX</td>
<td>Availability of Guidance Services to Community Members</td>
<td>64</td>
</tr>
<tr>
<td>XXI</td>
<td>Methods Utilized by Schools to Publicize the Guidance Program</td>
<td>64</td>
</tr>
<tr>
<td>XXII</td>
<td>Formal Training of Person Acting as Guidance Coordinator</td>
<td>66</td>
</tr>
<tr>
<td>XXIII</td>
<td>Availability of Specialists to the School</td>
<td>66</td>
</tr>
<tr>
<td>XXIV</td>
<td>Administrative Provisions Conducive to Effective Guidance</td>
<td>68</td>
</tr>
<tr>
<td>XXV</td>
<td>Homeroom Activities</td>
<td>69</td>
</tr>
</tbody>
</table>
Knowledge of existing conditions is a prerequisite to progress. School administrators and teachers must be able to understand their potential product in order to satisfactorily provide for its development. Student needs are still insufficiently provided for. Many teachers still know subjects better than adolescents; consequently, subject matter is often made the primordial objective of the classroom and student needs are relegated to a position of minor concern. Adequate guidance services can limit the amount of confusion and maladjustment among students.

Recognition of organism-environment interaction as a basis for behavior posits the individual approach in teaching. Teachers must be concerned with the student's ability to understand himself as he reacts to the environment. Through such understanding effective adjustment may be facilitated. Individualization of instruction becomes a reality with the functioning of an organized program of guidance which operates through the cooperative efforts of the entire educational staff.

If a competent end product is to be turned out, it is first necessary to locate a point of origin upon
which to build the guidance program. Seldom is a completely new program required as guidance services are often performed under some other title. The coordination, improvement and supplementation of existing guidance services constitutes the most expedient method of developing an adequate guidance program.

General Statement of the Problem

Guidance has finally evolved through a bewildering maze and acquired definite identity. This does not mean that it should or can be separated from the rest of the educational process. The services should be included as an integral part of the organizational plan for meeting the needs of the students. The eye has definite identity but is of little value when removed from the whole organism.

Effective utilization of guidance services rests upon the following presupposition: school administrators and staff members must recognize a need for guidance services in order to direct full cooperative action towards understanding and aiding each student.

Traxler (52, p.1) said, "Psychologically, a need for guidance is found whenever the environment is sufficiently complex to permit a variety of responses and whenever individuals are not equipped to react instinctively to the stimulus of the environment."
Purpose of the Study

This study is concerned with the extent of guidance practices in Utah secondary schools during the school year 1949-50. Through analysis of the separate guidance services, it is believed that weaknesses will be identified and that there will be consequential adoption of remedial practices.

During the development of new educational techniques, educators are often unaware of the most advantageous manner to utilize the new tools. A further purpose of this study is to indicate how these tools can be utilized most effectively.

This study is to be used by participating schools as a measure by which to evaluate their individual guidance programs.

Scope of the Study

There are 75 public secondary schools in Utah which have grades up to and including the twelfth. Some of these schools include the junior high school grades.

The investigation is concerned with the following specific guidance practices: analysis of the individual, counseling, informational services, placement services, follow-up of school leavers, and service to the staff and to the community. It includes an analysis of
administrative procedures as applicable to the guidance program.

Research Procedures

Available sources of material pertaining to guidance services were examined in order to establish an adequate criterion by which guidance practices in the Utah secondary schools could be compared.

All universities and colleges in Utah were contacted to determine the extent of completed research in the field of guidance. As far as could be ascertained, no studies had been made encompassing guidance practice in all Utah secondary schools.

A letter* and questionnaire** were sent to the principal of each secondary school included in the study. The Utah State Director of Guidance Services sent a follow-up letter*** to those principals who did not respond to the first letter.

Table I gives a percentage return of questionnaires by school enrollment.

* See Appendix A
** See Appendix B
*** See Appendix C
Table I

Response to the Questionnaire According to the Size of the School

<table>
<thead>
<tr>
<th>Average Daily Attendance</th>
<th>Number of Questionnaires Mailed</th>
<th>Number of Questionnaires Returned</th>
<th>Percentage of Returned Questionnaires</th>
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</thead>
<tbody>
<tr>
<td>1-100</td>
<td>5</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>101-200</td>
<td>19</td>
<td>18</td>
<td>95</td>
</tr>
<tr>
<td>201-300</td>
<td>11</td>
<td>10</td>
<td>91</td>
</tr>
<tr>
<td>301-400</td>
<td>11</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>401-500</td>
<td>5</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>501-750</td>
<td>11</td>
<td>10</td>
<td>91</td>
</tr>
<tr>
<td>751-1000</td>
<td>4</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Over 1000</td>
<td>9</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>68</td>
<td>91</td>
</tr>
</tbody>
</table>
CHAPTER II
Studies and a Review of the Literature

Among the most notable studies of guidance practices is the study made by the Subcommittee on Guidance of the North Central Association of Colleges and Secondary Schools (47, pp. 276-303). To stimulate the North Central high schools to appraise and develop their existing guidance programs, the subcommittee was authorized to conduct a study of such programs during the school year 1947-48.

A self-study guide was prepared which included each of fifteen important characteristics in a guidance and counseling program. These characteristics were described on a five-point scale, progressively arranged from an inadequate to an extended or potential optimum practice. Each high school was to indicate the point on each of the scales which best described its practice.

An abbreviated summary of the characteristics in a high school guidance program based on a report (48, pp. 219-247) previously made by this same committee was to be utilized by the participating schools in appraising their services.

The total association membership includes 3,040 high schools of which 2,177 returned usable self-study guides.
The fifteen characteristics were described as follows:

1. Role of Guidance Services - Point of View. (Studies made to determine student needs. Participation of teachers, administrators, and community members in the guidance program.)

2. Information about Pupils. (Amount and type of information which is secured about each pupil and the extent to which it is made a matter of record.)

3. Information about Pupils. (The extent to which recorded information is made available for use by teachers.)

4. Role of Guidance Services. (What administration considers guidance to be. What qualifications does the person in charge have.)

5. Organizing and Administering the Program. (Planning of the program. Utilization of staff members. Provisions for counseling.)

6. Organizing and Administering the Program. (Extent of in-service training.)

7. Counseling Services. (Extent to which counseling is carefully organized.)

8. Role of the Teacher. (Extent to which teachers utilize guidance opportunities which are inherent in the classroom instructional situation.)

9. Role of the Teacher. (Extent to which classroom teachers contribute to curriculum revision in terms of studied pupil needs.)

10. Community Resources and the Program. (Utilization of and cooperation with community services and institutions.)

11. Counseling Services. (Counseling of students moving from one school to another.)

12. Placement and Follow-up. (Extent to which a placement service was organized within the school.)

13. Special Studies. (Extent to which a planned
program of studies was developed to meet local needs. Extent of planned program of follow-up.

14. Organizing and Administering the Program. (Evaluative studies of the program.)

15. Counseling Services. (Helping the student to make future plans. Organized counseling program.)

Table II indicates the extent of the various characteristics as reported by the 2,177 high schools that returned usable self-study guides. Some of the most salient points noted concerning this study are:

1. Seventy-six and six-tenths per cent (76.6%) of the high schools have reached the minimum or essential practice when all of the characteristics are considered together.

2. Ninety-two and nine-tenths per cent (92.9%) of the high schools indicated that they had reached, or gone beyond, the minimum or essential practice in teacher utilization of guidance opportunities which are presented in the classroom situation. However, staff study and development of pertinent principles and practices was the least adequate of the practices.

3. Sixty-nine and one-tenth per cent (69.1%) of the schools indicated that they had reached, or gone beyond, the minimum or essential practice concerning cumulative record files. Ninety-one and eight-tenths per cent (91.8%) of the schools had reached, or passed beyond, the minimum or essential practice in encouraging teacher usage of cumulative record information.

4. Sixty-nine and five-tenths per cent (69.5%) of the schools had reached, or passed beyond, the minimum or essential practice in the organization of counseling services.
### Table II (47)

Total Percentages of Ratings on Each of the Fifteen Guidance Characteristics for 2,177 High Schools

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Role of Guidance Services</td>
<td>.9</td>
<td>23.6</td>
<td>38.0</td>
<td>31.2</td>
<td>6.3</td>
</tr>
<tr>
<td>2. Information about pupils</td>
<td>5.0</td>
<td>25.9</td>
<td>29.6</td>
<td>24.1</td>
<td>15.4</td>
</tr>
<tr>
<td>3. Information about pupils</td>
<td>1.1</td>
<td>7.1</td>
<td>30.5</td>
<td>24.5</td>
<td>36.8</td>
</tr>
<tr>
<td>4. Role of Guidance Services</td>
<td>4.3</td>
<td>6.5</td>
<td>29.4</td>
<td>35.0</td>
<td>24.8</td>
</tr>
<tr>
<td>5. Organizing and Administering the Program</td>
<td>5.2</td>
<td>11.3</td>
<td>39.8</td>
<td>33.9</td>
<td>9.8</td>
</tr>
<tr>
<td>6. Organizing and Administering the Program</td>
<td>8.4</td>
<td>7.7</td>
<td>40.2</td>
<td>31.1</td>
<td>12.6</td>
</tr>
<tr>
<td>7. Counseling Services</td>
<td>3.5</td>
<td>27.0</td>
<td>35.7</td>
<td>24.7</td>
<td>9.1</td>
</tr>
<tr>
<td>8. Role of the Teacher</td>
<td>.5</td>
<td>6.6</td>
<td>45.3</td>
<td>33.2</td>
<td>14.4</td>
</tr>
<tr>
<td>9. Role of the Teacher</td>
<td>4.0</td>
<td>18.9</td>
<td>45.1</td>
<td>24.6</td>
<td>7.4</td>
</tr>
<tr>
<td>10. Community resources and the Program</td>
<td>12.8</td>
<td>28.6</td>
<td>36.3</td>
<td>17.7</td>
<td>4.6</td>
</tr>
<tr>
<td>11. Counseling Services</td>
<td>4.4</td>
<td>16.5</td>
<td>38.2</td>
<td>31.7</td>
<td>9.2</td>
</tr>
<tr>
<td>12. Placement and Follow-up</td>
<td>8.1</td>
<td>12.6</td>
<td>42.5</td>
<td>22.0</td>
<td>14.8</td>
</tr>
<tr>
<td>13. Special Studies</td>
<td>12.6</td>
<td>19.5</td>
<td>36.8</td>
<td>25.3</td>
<td>5.8</td>
</tr>
<tr>
<td>14. Organizing and Administering the Program</td>
<td>15.8</td>
<td>34.0</td>
<td>31.3</td>
<td>15.0</td>
<td>3.9</td>
</tr>
<tr>
<td>15. Counseling Services</td>
<td>4.0</td>
<td>15.0</td>
<td>37.9</td>
<td>28.4</td>
<td>14.7</td>
</tr>
<tr>
<td>Totals</td>
<td>6.0</td>
<td>17.4</td>
<td>37.1</td>
<td>26.8</td>
<td>12.7</td>
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During the years 1944 to 1946, school counselors of the Minneapolis, Minnesota, school system, through teachers and administrators, made an appraisal of the guidance services in the secondary schools with the aim of improving the services. As a result of this study, several interesting recommendations were made (5, pp. 7-29).

1. Guidance services should be more closely knitted together. The responsibility of each staff member should be clearly defined.

2. The promotion and coordination of the guidance services in the school should be delegated by the principal to the counselor.

3. The secondary-school curriculum should include more attention to the personal problems of students; the appraisal and understanding of themselves as persons.

4. The counselor's job should be clarified and include: (1) responsibility for the supervision of pupil personnel records; (2) responsibility for the testing program; (3) release from extraneous duties.

5. Better service would be given to the pupils withdrawing from school to the end that they may be helped over this difficult period of adjustment.

6. The qualifications of counselors should be stepped up and made more specific.

The present study is concerned with analysis of the existing services in Utah. Therefore, it is believed that a study of the existing literature in the field of guidance will objectify the optimum procedure to be followed in organizing for guidance services.
Systematic analysis of the individual facilitates integration of all other guidance services. However, the tools and techniques for individual analysis are only useful as they implement the educational program. It is possible to become so engrossed with the tools that we lose sight of the purposes for which they were designed. Fowler (17, p.26) states that "The Individual Inventory System includes all of the activities in the school which are designed to secure and record for convenient use data about the pupil significant for his adjustment and optimum development." The fact that this service is a system requiring the cooperative action of all staff members is highly significant.

The importance of adequate tools for the analysis of the student becomes more evident as the complexity of the student is realized and as he is thought of as a reacting organism with an environment. Emphasis has often been placed on the study of the individual and the environment as separate entities rather than the reacting relationship of the two. Mathewson (34, p.38) says,

Every individual should be helped to study and understand himself as a unique, dynamic personality, all functions being mutually independent and integrative with environmental factors. The personality is
capable of modification and development but growth is within limits imposed by hereditary predispositions and by environmental factors.

Leonard and Tucker (33) made a study of the individual inventory in guidance programs of 870 schools having counselors. The study was made in 1940 and included schools situated in 44 states. It was primarily concerned with the philosophy and current usage of the individual inventory in guidance programs in the secondary schools of the United States. Emphasis was placed on four major factors of the individual inventory: (1) Records received by high schools from elementary schools; (2) Use of cumulative records in high schools; (3) Use of tests in high schools; and (4) Counseling in high schools.

Practically all of the 870 high schools reported receipt of at least some kind of record from the elementary schools. Other important facts concerning records received from elementary schools were:

1. From one-half to nearly all of the high schools regularly received from the elementary schools such information as personal data, teacher's marks, test scores, health data, and parent's occupation. When this information was supplied, it was in complete form in about three-quarters of the cases.

2. Such items as social, personality, and interest ratings, extra-curricular activities, home and family conditions, special aptitudes, teacher's observations and anecdotes, records of out-of-school and non-gainful activities, counselor's interviews, and employment records were regularly received from the elementary schools by fewer than one-quarter of the high schools.
3. Test results primarily covering intelligence and achievement were received by about three-quarters of the high schools.

The following facts concerning the cumulative records were noted:

1. More than three-quarters of the schools recorded regularly personal data, teacher's marks, attendance records, and intelligence scores. More than one-half also included parent's occupations, health data, extra-curricular activities, achievement test scores, and counselor's interviews.

2. From one-quarter to one-half of the schools recorded regularly information helpful in understanding the whole personality such as social, personality, and interest ratings, home and family conditions, out of school activities, employment information, special aptitudes, teacher's observations, and parent's education.

3. Fifty-five percent of the schools reported keeping the individual inventory records in the secretary's office and 44 percent reported keeping the records in the counselor's office.

4. Access to the complete individual inventory was available to the principal in three-quarters of the schools, to the counselor in two-thirds of the schools, and to the teacher and home-room teacher in about one-half of the schools.

5. Only fourteen percent of the schools reported sending the cumulative record, or any part or summary of them, to any employment office or agency.

6. Only thirteen percent of the schools reported using these records for follow-up studies.

Some of the findings with regards to testing were:

1. Intelligence tests were used in 87 percent of the schools. About one-fifth of the schools gave 3 or more intelligence tests.
2. Achievement tests were given in 70 percent of the schools.

3. About one-third of the schools gave aptitude tests.

4. About one-third of the schools used measures of personality and interests.

5. The decision regarding tests to be used was made largely by administrative officials rather than by persons having professional training in tests and measurements such as counselors, psychologists, or guidance directors.

That the individual has great adaptive powers and that the environment can be modified indicates the great value of individual analysis. Warters (53, p.60) says,

The pupil cannot be understood unless he is known. And he cannot be known unless information is had about him, not incomplete and perhaps inaccurate information gathered at random, but comprehensive information systematically gathered and carefully appraised for reliability and significance.

Education should emanate from a knowledge of the needs, interests, and abilities of the student.

The testing program should be highly organized rather than spasmodic and haphazard. Properly used tests can be very valuable predictive and guiding instruments. Empirical evidence alone warrants their use as diagnostic tools for counselors and teachers. There is much to unearth as to the actual components of aptitudes, abilities, and interests; however, much of what we do know has been discovered through the use and study of psychological tests.
Zeran (59, p.53) says, "To discover his aptitudes, attitudes, abilities, interests, and limitations is essential if our human and natural resources are to be used to produce the greatest returns." Paterson (40, p.33) points out the part that tests play when he says,

The main purpose of tests is to enable more effective long time planning for the individual. They provide a retrospective view of the past, a measurement of the present, and an insight into the future achievements and capacities of the individual. ...Tests help individuals to visualize their strengths and weaknesses, thus enabling them to capitalize strengths.

Tests may be utilized in a group situation or on an individual basis: in any case, a need should be evident before the test is used. Indiscriminate testing has been a hindrance to these valuable tools.

The testing program of a school must depend on the availability of competent personnel to select, administer, score, and interpret the tests.

Tests do have limitations that users must be aware of. The student is not like a mechanical instrument which always responds to a given stimulus in a predictable, consistent manner regardless of other environmental influences. Personality cannot be "mathematically calculated".

Among the accepted uses of tests, Traxler (52, p.85) indicates the following: (1) as a part of the permanent and cumulative school record of the student's progress,
(2) as reports to parents, (3) for classification, grouping, and placement of students according to ability.

(Traxler notes that "This kind of use will no doubt increase as the tendency to promote on the basis of time served is gradually abandoned".) (4) as indicators of needed modification of programs of studies for individual students, (5) for evaluation of teaching methods and materials, (6) as objective bases for suggestions concerning individualization of teaching.

The testing program should include at least tests of aptitude, achievement, and interest. Other tests may be added as the testing program develops.

Traxler (52, pp.155-56) indicates the following important principles of test selection:

1. First secure a statement of the school's objectives from the faculty of the school itself.
2. Choose tests that have been shown to be highly reliable.
3. Other things being equal, select tests for which several comparable forms are available.
4. ...select tests for which adequate norms are available.
5. ...choose tests that can be scored objectively, rapidly, and inexpensively.

Guidance services should be made available as early as possible. During the early years of child development a great deal of plasticity exists. It is possible for the trained teacher or counselor to observe and favorably influence developmental behavior patterns. Progressive
records are very valuable throughout the educational life of the student as indicators of these patterns of behavior. If the conceptive period of maladjustments can be determined they can frequently be eliminated. Test results are much more meaningful if they can be interpreted in the light of previous environmental data.

Cumulative records should show definite continuum. The word "cumulative" should be thought of as showing qualitative rather than mere quantitative growth. Cumulative records should not merely collect things. In addition to being an organizational device, cumulative records can be the main technique for faculty education. (51, p.155)

Warters (53, p.58) says,

Spasmodic recording decreases the value of records. The record should show the student's development over a period of time rather than his status with respect to a given item at a given time. Accordingly, there must be continuous, systematic recording of data in order to have meaningful records and to correct faulty past diagnoses. A 4-year record of social timidity has much greater significance than a single recorded observation of this fact.

Records must have much more than administrative data. Fowler (18, p.532) describes those cumulative records kept primarily to supply data needed for school administration as "a pupil-bookkeeping-system having a backward glance rather than a forward view".
Traxler (51, p.p. 156-57) points out that the cumulative record should display the following characteristics: (1) developed from definite school objectives, (2) integrate material needed for counseling, (3) show growth of the student, (4) incorporate objective data and summary statements clarifying data. He further indicates the following kinds of information about the individual that should be kept:

1. Home and social background.
2. Mental ability and academic aptitude.
3. Summary of school history.
4. Achievement and growth.
5. Health and physical development.
6. Extra-curricular activities.
7. Work and other out of school experience.
8. Special aptitudes.
10. Personal characteristics.

Rush and Segel (41, p.p. 1-3) note that the cumulative record functions as a "balance sheet" which pictures in broad outlines the educational, mental, and social assets and limitations of the student. No information should be recorded until the use and interpretation of the data is thoroughly understood. The records should consist of an array of facts about the individual that distinguishes him from others.

Obviously, certain information about the student must be confidential; however, it is vitally important that the records be available to those using them. The dual record system is designed to adequately provide for security and
use. Characteristics of the dual record system are described by Fowler (17, p.37). A permanent record card or folder, filed in the administrative unit of the school, contains material of relatively permanent value which is used by many people in the administration of the school. A supplementary record folder containing less permanent material and of particular value to the counselor, should be kept and maintained by the counselor.

An anecdotal record is a description of observed behavior free from projected feelings of the observer. The use of these records should presuppose proper training of those staff members making them. Complete objectivity is practically impossible to attain; however, the value of the anecdote is directly proportional to the objectivity of the recorder. Anecdotes should include observances of praiseworthy as well as derogatory incidents. These records should present a cumulative picture of the behavioral development of students. Numerous values are claimed for the anecdotal technique. Jarvis and Ellingson (28, p.7) noted the following uses: (1) they supply data for a better understanding of students and student problems; (2) they supply data for better curriculum design necessary to meet individual student needs; (3) they supply data needed for counseling; (4) they give data for evaluation of student success.
Frequency of recording incidents of behavior plays an important part in building an understandable picture of the growing student. However, it is not advisable to indicate a specific number of recordings to be made. Jarvie and Ellingson (28, p.2) feel that in selecting incidents to be recorded, the fundamental question to ask is, "Does this particular behavior episode, or series of episodes, give insight into the emerging behavior patterns of the student and consequently make possible an understanding of the degree to which his personal needs are, or are not, being satisfied?" Of course, a number of observations are necessary in order to insure validity.

It is essential to guard against the danger of classroom observations as the primary source of anecdotal recordings. If a true picture of student personality is to be obtained, behavior must be observed in as many situations as possible. Central coordination of anecdotes is essential. Such coordination provides for the study of the relationship of anecdotes and consequent insight into the developing personality. The anecdotes should be coordinated by the person having the major responsibility for counseling students.

Counseling

Counseling is the focus of the guidance program. A need for this vital service arises whenever interaction
of the individual and his environment creates a problem. Counseling should be thought of as a joint inquiry for a suitable solution. Strang (44, p. 106) says,

If properly done, counseling increases a student's understanding of himself, not his anxieties about himself; helps him to help himself, not depend on the counselor; prevents trouble rather than merely remedying it after it has gained headway.

Further structuring the counseling procedure, Froehlich (19, pp. 454-460) notes,

Counseling provides a situation in which the individual is stimulated (1) to evaluate himself and his opportunities; (2) to choose a feasible course of action; (3) to accept responsibility for his choice; and (4) to initiate a course of action in line with his choice.

Counseling is a cooperative investigation and analysis of facts which serves the dual purpose of satisfying the needs of the counselee and society.

Often only those students displaying obvious symptomatic behavior receive counseling services. Numerous neurotic patterns show no such obvious behavior yet counseling may be badly needed. All students needing counseling should receive it. Fowler (17, p.15) notes that it is commonly advocated that one period be allotted for counseling for every fifty to seventy-five pupils on the secondary level.

The training and personal attitudes of the counselor should be broad enough to allow him to utilize different
techniques as the need for such techniques become evident. Bell (2, p.p.461-467) mentions social intelligence, emotional stability, mature judgment, and well assimilated personal values as requisites for the counselor. Ohlsen (38, p.p. 50-52) indicates that the following questions concerning counselor qualifications should be answered in the affirmative:

1. Is the counselor himself well adjusted?
2. Does the counselor understand himself as a person?
3. Does he have a genuine interest in helping teachers and students?
4. Does he understand what it means to "keep confidences"?
5. Can he maintain an emotionally detached attitude in working with problem cases?
6. Does he understand the classroom situation?
7. Is he able to develop a working atmosphere which will encourage teacher participation in planning the guidance program?
8. Is he able to recognize his own limitations and make referrals to appropriate agencies?
9. Does he understand the counseling process?

Zeran (59, p.56) indicates the trend in counselor training when he says,

About 16 or 17 states now have certification requirements...Many other states are considering the qualifications counselors shall have, especially in order to take advantage of the George-Barden Act. Most states require a period of three years of successful teaching experience, an accumulated period of about 50 weeks in work experiences other than in teaching and counseling, and a year of work in the field of guidance at the graduate level. Certain basic areas such as the analysis of the individual, informational services, counseling techniques, follow-up techniques, and placement procedures form the core around which the training is done.
Many counselors are burdened with so many other duties that they are unable to devote enough time to their specific counseling activities. Arnold (1, pp. 391-93) points out that the load carried by many counselors is very heavy. Time spent on problems of attendance, discipline, and school failure exceeds that spent on counseling about vocational and educational plans and about personal, social, and school problems.

A very interesting study of counselors and their work was made by Cox (9). One-hundred counselors from twenty-eight states participated in this study in order to supply answers to the following questions: (1) What functions the counselors perform? (2) What experiences lie back of the competence of these counselors? (3) What do the counselors say they lack? (4) What patterns of function and of experience are presented by the counselors studied? (5) How are patterns of function and of experience related?

As to the duties of counselors, Cox found that the chief service of the counselor to individual students was the giving of guidance in the educational-vocational and the social-emotional areas. Ninety-seven percent of the selected group reported educational advising and ninety-five percent reported work with social-emotional adjustment. Only fifty-six percent of the group handled placement and less time and thought was given to follow-up
than any other phase of their work. Slightly more than half of the counselors handled discipline problems. Though most of the counselors carried on duties in the testing program, a large proportion of them felt untrained in this important area. Only sixty-eight percent of the counselors reported as much as one course in tests and measurements.

Only forty-five percent of the group reported having had specialized training in handling problems of emotional confusion, conflicts, and motivation. This area is the area which counselors themselves most frequently voiced a sense of need.

Eighty-five percent of the group reported being designated as club or class sponsors or other activity supervisors. Approximately a third of the group teach group guidance classes. Ninety-six percent of the counselors use groups for certain parts of their guidance work.

Parent contacts were part of the function of ninety-six percent of the selected counselors. These counselors indicated that educational adjustment was the chief matter discussed with parents. Emotional-social difficulties ran a close second with ninety-one percent of the counselors reporting discussions with parents in this area.

Speaking engagements claim time and energy from eighty-five percent of the counselors. Sixty-four percent
reported regular personal contact with the employers in their communities.

Eighty percent of the group reported exceptionally fine relationships with the teachers in their schools.

Ninety-two counselors said that influences and events of their childhood have had significant effect on them as counselors. Fifty-four reported unhappy or negative experiences and thirty-eight reported only happy or beneficial experiences. Cox says, "Perhaps the most significant finding of this part of the study was that counselor experiences whether happy or unhappy...have led them as individuals toward attitudes of warmth and appreciation and charity toward human beings, and toward a devotion of themselves to the service of people and of society".

Every one of the counselors in the study came to school counseling from some other type of work. Ninety-six percent of them came to counseling from teaching. Experience in business or industry was reported by seventy-eight percent of the counselors.

Ninety-two percent of the counselors reported some special training in the personnel field. Forty of the counselors listed five or more courses in various aspects of guidance.

Traxler (52, p.7) says,

Good administrative officers who perform their tasks with imagination will of course always do important guidance work, but experience
shows the relationships between the pupils and those who are charged with the special responsibility of counseling are likely to be more natural and cordial if the counselors perform no administrative or disciplinary functions.

The staff of a school is a very good source of potential counselors; however, this does not mean that every teacher can be a counselor. This would be like saying every nurse can be a doctor (27, p.478). Yet, teachers can become sensitive to symptoms of maladjustment and play a very important part in making referrals. It is very difficult to determine all needs and insure complete coverage of student problems. The teacher plays a very vital role in recognizing these needs.

Occupational and Educational Information

The informational services of the guidance program should primarily consist of (1) such information necessary to facilitate satisfactory adjustment to the new situations that arise, (2) information that will encourage appropriate occupational choice and adjustment, and (3) information that will provide awareness of the great range of educational opportunities and the relationship of this information to the future plans of the student.

Individual differences and the complexity of modern life intensifies the need for adequate, available information as an aid to valid choices.
Someone in the school should be responsible for collecting needed information and making it usable. The integrative nature of all services becomes highly important in producing a desirable end product.

Proper orientation should provide for student security by supplying such help as is needed by the student to find his place in the new environment. The educational process should be kept free from emotional blockages often found at various gradations. Discussing the desired articulative nature of education, Froehlich (19, p.455) says,

One purpose for such articulation is to provide a continuous flow of guidance information about pupils. Another purpose is to try to bridge the gap for a student in an emotional way so he has the feeling he knows what the next step is all about, so he has some opportunity to dispel at least a part of the fear he has about a strange situation.

Myers (36, p.10) observes that "Two sets of differences are involved in vocational guidance: differences among individuals and differences among occupations. If either of these two sets were absent no vocational guidance situation could exist". This statement obviously points to a need for sufficient information about the student and about the job.

The National Vocational Guidance Association defines vocational guidance as:

The process of assisting the individual to choose an occupation, prepare for it, enter
upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career--decisions and choices necessary in effecting satisfactory vocational adjustment (49, p.772).

The myriad of job possibilities should discourage haphazard and accidental choices. Of course, freedom of occupational choice is necessary; but adequate information and appliable tools for imparting this information will help the high school student face employment realistically.

Career days yield large returns when used to impart job information and stimulate vocational interest. Numerous community agencies and service clubs may be called upon to supply speakers qualified to present valid information on job requirements. Besides, school community relationships will be satisfactorily influenced.

Forrester (16, p.14) points out the value of field trips:

By means of occupational visits and vocation days during the high school course, pupils may observe workers in many occupations. They gain a more vivid picture of working conditions than could be obtained from verbal descriptions. Pupils profit considerably from the reports of others. The conversations of students as they informally exchange experiences and the home conversations paralleling these trips lead to further thought and study. No classroom procedure, however vitalized, can supply the experiences that come to these students through these visits to places of employment.
Autobiographies as a technique of discovering more about vocations may also be very useful as thought stimulating devices designed to help the student gain interest in various occupations. In addition, some of these autobiographies will contain many clues that will give a discerning adviser insight into the vocational interests of the student and facilitate better understanding (16, p. 307).

A large percentage of students never go on to institutions of higher learning and are thrown into the labor market with very little knowledge of the working world. Strang (44) indicates that "Unless the high school has provided courses that may at least serve as tryout experiences for them in some occupations, they will probably lack even an elementary knowledge of the skills required, or of their ability to perform them."

It is advisable to provide a course in occupations in which the counselor should play a very prominent role. However, as Brewer (3, p.283) says,

By no means should the counselors take over such classes as general shop and introductory business...They can be taught best by teachers closer to the vocational fields...The vocational counselors who have a statesmanlike view of their responsibilities will insist that such courses be given and will cooperate in perfecting them with the class in occupations and with counseling.

Kenyon (32, p.p.131-138) has reported on a very interesting course in occupations in the Davenport Iowa High
School. This course is required of all sophomore students. The students meet twice a week for two semesters. The course includes the following units: Understanding the School, 6 weeks; Understanding Yourself, 8 weeks; Understanding Occupations, 10 weeks; Understanding your Future, an individualized study of specific occupations and planning of courses for the eleventh grade, 3 weeks; Understanding Labor Laws, 3 weeks; and Understanding how to get and hold a job, 4 weeks.

During the course, two basic objectives are kept in mind: first, the need to provide students with information about the wide variety of occupations from which they may choose, with special emphasis on local opportunities; second, the need to provide opportunity for local businesses and industries to cooperate with the school in providing this information for students.

Murals, industrial displays, posters, and recordings are utilized in order to acquaint students with the wide variety of job opportunities. Local service organizations supply a great number of these aids. A localized textbook was written since it was felt that most of the students would remain in the local area.

Kaplan (31, p.p.905-911) notes that the trend in grade placement of courses in occupations is to offer a course in general orientation in the freshman year and an additional and much more intensive course in occupational
information in the latter part of the junior or the first semester of the senior years. The orientation course is designed to introduce the student to the entire world of work. The latter course is concerned with matching the student with a job in order to obtain maximum proficiency and adequate personal adjustment.

Schools should take advantage of the many services offered by the United States Office of Education's Occupational Information and Guidance Service. This Service will aid schools in developing a new guidance program or give needed assistance in improving a guidance program already in existence.

Though a part of the curriculum, the educational aspects of guidance are often neglected. Frequently, courses are taken with no objective in mind. Many students do not consider college until their last years of high school and then begin to scrutinize an inadequate high school record.

Forrester (16, p.235) says,

Since preparation for an occupation involves decisions in the choice of studies, choice of curricula, and choices of colleges and schools for further training, pupils obviously are entitled to receive: (1) information about high school courses; (2) information about colleges and schools for further training; (3) information about correspondence and extension courses.

College days may be very valuable methods of imparting educational information. Specific objectives to be
met will likely include: (1) information about requirements for gaining admission and scholarships in various schools; (2) information about college life; (3) student and parent conferences with college representatives; (4) stimulation of qualified students not planning to attend college; (5) student motivation to build better high school records; (6) creation of friendly, cooperative attitude between high school and college.

Placement

Placement is the satisfactory adjustment of the pupil to the next situation whether in school or on the job. As such, each teacher is a placement officer. Furthermore, in the way of job placement, assistance may be provided by a centrally organized school placement office or through close cooperation between the school and other employment agencies. Getting off to a good start in a chosen career is as important as choosing it. Usually the school is concerned only with the process of helping the student choose the next step in his career.

Arguments frequently presented in opposition to school participation in placement activities include the following concepts: (1) The student is sufficiently prepared for entering the working world without further assistance from the school; (2) Excessive paternalism on the part of the schools prevents the student's
exercising initiative and ingenuity; (3) Placement services require too much time and other services suffer; (4) Public employment offices are better equipped to handle these services; and (5) Placement work by the schools is only wasteful duplication (53, p.183).

The extreme complexity of modern life and the differences that exist among individuals should certainly discourage chance placements. Close cooperation between the school and the public employment offices will surely increase the effectiveness of placement services. The school is in a strategic position to know the characteristics of the student; public employment offices are directly concerned with, and are able to obtain information about, the desires of business and industry.

Students often need educational placement in addition to, or instead of, vocational placement. Warters (53, p.87) points out that the high school often supplies only fragmentary information and, rather than counseling, merely consultation of an advisory nature. Usually the information that is given concerning educational opportunities is limited to information about colleges. Similar information concerning trade schools, apprenticeships, business schools, and on-the-job training should be available.
Follow-up of School Leavers

Myers (35, p.100) notes that "The follow-up service of the guidance program is like Mark Twain's weather. Everybody talks about it but nobody does anything about it." Many schools operate on a theory that their responsibility with the student terminates when he graduates or legally leaves school.

Brewster and Zeran (4) say, "Products of the school, whether they emerge as graduates or drop-outs, are embraced by the term 'school leavers'. The guidance program offers the follow-up study as its technique in dealing with these school leavers for evaluation purposes."

Follow-up studies are used primarily as (1) a research technique that indicates desired changes in school operation, and (2) as an aid to the student in fostering adjustment to his new environment.

Regarding the first purpose, Brewster and Zeran (4) say,

The success of the farmer is determined by the extent to which he studies and solves those problems peculiar to his own farm, and then adapts its uses to the requirements of his community. A crop failure, or the production of an unmarketable crop, presents a challenge to the farmer.

A school may determine its success also by examining its product. The school may ascertain the cause of its 'crop failures' and 'unmarketable crops' by evaluating its curriculum, instructional service, and guidance practices in the light of findings revealed by the records of
school leavers, and make necessary changes and modifications.

Indications of the strong and weak points of the curriculum and the part played by the school in student maladjustments become evident with an effective, continuous follow-up program.

Numerous studies (12, p.16) substantiate the view that problems directly related to the school are frequently responsible for school leaving. In an effort to determine why so many boys and girls leave school for employment before graduating from high school, Dillon (11) made a study of 1,300 school leavers in five communities. Results of the study indicated that students had not received (1) adequate and effective counseling, (2) proper orientation, (3) adequate information concerning courses to follow. Forty per cent of these school leavers had I.Q.'s above 95 which would indicate that they were educable.

These students were asked to give reasons for leaving school. The most prominent responses were: (1) preferred work to school; (2) was not interested in school; (3) could not learn and was discouraged; (4) failing and did not want to repeat a grade; (5) disliked a certain teacher; (6) disliked a certain subject; (7) friends had left school. Most of those replying as to what was needed in the school suggested the services of a guidance
counselor and vocational instruction.

In order to meet the needs of all students follow-up must be an organized, continuous process. The second objective of follow-up, meeting the adjustment needs of the students, has often been neglected. Myers (36,p.325) indicates that among the most important adjustment needs of the young worker are "assistance in obtaining a new job, because he has lost one or because it is time for him to move on to something better; help in removing causes of dissatisfaction; aid in determining what additional preparation should be obtained and how and where to obtain it; help in planning desirable cultural, recreational, and community service activities; and help in meeting the discouragements of prolonged unemployment."

This neglected service has much to offer in improving the educational program.

Service to Staff and Community

The effectiveness of the guidance program will be materially increased with the incorporation of an in-service training program that reaches all staff members. This program should provide training necessary for the assumption of identified guidance roles.

Guidance services are being provided by many teachers. Obviously, specialists cannot be obtained to handle all of
the services; this practice would be neither practical nor desirable. Traxler (52, p.309) points out that "It isn't a question of whether teachers shall carry on guidance functions: they already do. It is a question of whether guidance activities shall be unplanned and incidental, or planned and purposeful."

One of the most important contributions of the guidance program is the aid teachers receive in doing more effectively those things they are going to do anyway. Teachers as well as all personnel workers are primarily concerned with student adjustment and development. Mathewson (34, p.47) says, "As more emphasis is placed upon individual development as such, as against mass dissemination of knowledge, concern for personal development of the pupil will not be confined to specialized guidance people but will be the responsibility of all."

The teacher is in a unique position to locate individual problems and treat them as far as his ability allows; however, he has a great responsibility in making proper referrals when necessary. In-service training can increase teacher sensitivity to adjustment needs of the student. Ohlsen (38, p.50) says,

After all, the teacher is the heart of a good guidance program. She sees the child as he lives and functions each day. She can make the classroom experience either supplement
the work of the specialist or undo what the specialist does. Moreover, she can be brought into the case conferences and child study sessions; she can also participate in the planning of the whole program.

Among the many points of view expressed as to who should perform the personnel functions, the following attitude expressed by Warters (53, p.26) seems to be the most acceptable:

"...there are personnel services to be performed by every staff member, but every staff member is not qualified to perform every personnel service. According to this last point of view, there are certain levels of personnel work of varying degrees of complexity. Certain services can be performed by every teacher; certain services should be performed only by the teachers selected and trained for them; and certain services should be performed only by specialists.

Administration

The final responsibility for effective guidance rests with the administrator. He should provide leadership in establishing a framework conducive to enthusiastic acceptance of guidance and a cooperative attitude towards the various services. Mathewson (34, p.135) says,

Any guidance program, to be effective, must be an integral part of the educative process, accepted and carried out by all teachers and other school workers. Personnel work is more than a method; it must also be an attitude of mind and a philosophy which pervades the whole school system and every activity.
Among the specific administrative functions are: (1) selection of personnel, (2) identification of the duties of all staff members, (3) organization of the guidance program, (4) provision of facilities for counseling and other guidance services, (5) provision for in-service training, and (6) development of public support and community participation.

The problem of selecting personnel and defining the duties of all staff members is very important. Fowler (18, p.532) says, "...the administrator who names a "counselor" to check attendance or regularly deal with some other administrative problem is very likely to find he has an administrative assistant rather than a counselor."

Wrenn (57, p.513) proposes a creed for personnel administrators:

I will know thoroughly the specific activities of an effective personnel program for my organization. It is not enough to have a personnel program but it must be the best possible program for my organization. Furthermore, I will be able to prove by logic and research data that this program achieves the best possible results.

Some administrators attempt to supply all guidance services through group activities. Such activities as orientation, dissemination of vocational and educational information, and some testing can be accomplished in a group situation; however, many of the services, especially
counseling, must be handled on an individual basis.

Hoppock (23, p.5) feels that a large part of the counselor's time is devoted to disseminating factual information and to answering questions of students and parents about courses and curricula, schools, colleges, and jobs. Many of these questions are a matter of common interest and come up repeatedly in the counseling situation. Much time can be saved if such information is given in a group situation. Of course, "Individual counseling is an indispensable part of a good guidance program. Group guidance was never intended to replace it. Group guidance is intended to supplement and support individual counseling. The best guidance program is one which does not rely wholly upon either group guidance or counseling but one which makes judicious use of both (23, p.4)."

It is very important that group guidance classes do not become just another class with a definite course of study. Problems of immediate student concern should be analyzed. Wright (58, p.134) points out that it is impossible to map out a program for the year and have it geared to the immediate situations that arise. Groups should be left free to plan their own activities and to work out their own programs in consultation with their advisor.

Group guidance and home room programs often parallel
a philosophy that all teachers are adequately trained and have the other necessary qualifications to handle all guidance activities. Waters (53, p. 97) effectively opposes this fallacious attitude by saying,

There are writers who believe that all counseling should be left to the classroom teacher. This is the point of view on which most schools have acted in providing for counseling through the home-room plan or through some other arrangement whereby every teacher becomes a counselor... As a rule, it is principally advice giving, based upon superficial observation and hasty diagnosis, and is often inappropriate to the needs of the student.

Because of the counselor's lack of skill it may be little more than warning, persuading, and advice giving. Counseling is a professional skill, hard won and slowly achieved. It is not a skill that every teacher possesses.

The important thing to recognize is that satisfactory guidance can be realized only when the entire school staff acts as a team in providing needed services.
CHAPTER III

The Study

This study is concerned with the guidance practices in the 75 public secondary schools of Utah. Through ascertaining the strong and weak points of the guidance services it is believed that remedial action can be facilitated. Participating schools can utilize this study in evaluating their individual programs, since improvement of existing guidance services constitutes the most expedient method of developing an adequate guidance program.

Table III presents an overall view of the adequacy of various guidance services as reported by the responding schools. Fifty-six percent of the schools felt that their cumulative records were adequate while less than 10 percent felt that their counseling, placement, and follow-up services were adequate.
Table III

Adequacy of Guidance Services as Indicated by High-School Principals

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Responses</th>
<th>Percent of Responses</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Records</td>
<td>66</td>
<td>97%</td>
<td>37</td>
<td>56%</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>58</td>
<td>85%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Informational Services</td>
<td>66</td>
<td>97%</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>Placement Services</td>
<td>65</td>
<td>96%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Follow-up Services</td>
<td>65</td>
<td>96%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Analysis of the Individual

The psychological testing programs of the schools were analyzed as a part of the individual analysis service. Table IV reveals that thirty-five or 51 percent of the responding schools had a psychological testing program. However, only twenty or 33 percent of the schools indicated that teachers were trained to administer, interpret, and use psychological tests.

Table IV
Psychological Testing

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Percent of</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school have a psychological testing program?</td>
<td>68</td>
<td>100</td>
<td>35</td>
<td>51</td>
</tr>
<tr>
<td>Are teachers trained to administer, interpret, and use psychological tests?</td>
<td>60</td>
<td>88</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>

Psychological tests are primarily administered by and used by principals and counselors. Though only 12 percent of the schools reported that teachers administered psychological tests, 30 or 44 percent noted that the tests were used by teachers.
Table V
School Personnel Administering and Using Psychological Tests

<table>
<thead>
<tr>
<th>By:</th>
<th>Administered</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Principal</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Counselor</td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>Superintendent</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Ass’t. Supt.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Homeroom teachers</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deans</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Guidance Director</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>District Supervisor</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Achievement tests were the tests most frequently used by the thirty-five schools indicating that they had a psychological testing program. Twenty-five or 71 percent of these schools reported that achievement tests were given in the ninth grade. More than 50 percent reported that achievement tests were given in each grade. After achievement tests, scholastic aptitude tests were most frequently used. Twenty-one or 60 percent of the schools reported giving scholastic aptitude tests in the tenth grade. Special aptitude tests were least used by the reporting schools.
Table VI
Use of Psychological Tests by Grade Level

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Scholastic Aptitude</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Achievement</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Diagnostic Reading</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Personality Inventory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Interest Inventory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Special Aptitude</td>
<td>5</td>
</tr>
</tbody>
</table>

Scholastic aptitude tests are most frequently administered by counselors as individual tests with sixteen or 46 percent of the responding schools reporting this practice. Personality and interest inventories are used by 40 percent of the counselors. Only eight or 23 percent of the schools reported the use of special aptitude tests by counselors.
Table VII
Tests Administered by Counselors as Individual Tests

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Aptitude</td>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>Achievement</td>
<td>13</td>
<td>37</td>
</tr>
<tr>
<td>Diagnostic Reading</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>Personality Inventory</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Interest Inventory</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Special Aptitude</td>
<td>8</td>
<td>23</td>
</tr>
</tbody>
</table>

The cumulative record system is considered a part of individual analysis. Sixty-six or 97 percent of the schools reported that a cumulative record which follows students through elementary and secondary schools was maintained for each student. Fifty or 74 percent indicated that a dual record system was utilized.
Table VIII
Cumulative Records in the Schools

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
<th>Yes</th>
<th>N</th>
<th>%</th>
<th>No</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your school maintain a dual record system which includes a permanent student record and a supplementary folder?</td>
<td>68</td>
<td>100</td>
<td>50</td>
<td>74</td>
<td>18</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Is a cumulative record maintained for each student?</td>
<td>68</td>
<td>100</td>
<td>66</td>
<td>97</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Do cumulative records follow students through elementary and secondary schools?</td>
<td>68</td>
<td>100</td>
<td>66</td>
<td>97</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Forty-five or 90 percent of the schools having the dual record system keep the permanent record in the principal's office. The supplementary folder is located in the principal's office in 54 percent of the schools and in the counselor's office in 26 percent. The responsibility for maintaining the cumulative records is usually assumed by the principal.
Table IX

Location of and Responsibility for Maintenance of Cumulative Records

<table>
<thead>
<tr>
<th>Location</th>
<th>Permanent Record</th>
<th>Supplementary Folder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Location : Maint. by</td>
<td>Location : Maint. by</td>
</tr>
<tr>
<td></td>
<td>N : % : N : %</td>
<td>N : % : N : %</td>
</tr>
<tr>
<td>Located in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal's Office</td>
<td>45 : 90</td>
<td>27 : 54</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>3 : 6</td>
<td>3 : 6</td>
</tr>
<tr>
<td>Counselor's Office</td>
<td>14 : 28</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>1 : 2</td>
<td>5 : 10</td>
</tr>
<tr>
<td>Homerooms</td>
<td></td>
<td>1 : 2</td>
</tr>
<tr>
<td>Dean's Office</td>
<td>1 : 2</td>
<td></td>
</tr>
<tr>
<td>Superintendent's Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>37 : 74</td>
<td>21 : 42</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>6 : 12</td>
<td>1 : 2</td>
</tr>
<tr>
<td>Counselor</td>
<td>2 : 4</td>
<td>14 : 28</td>
</tr>
<tr>
<td>Registrar</td>
<td>1 : 2</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>1 : 2</td>
<td>4 : 8</td>
</tr>
<tr>
<td>Homeroom Teachers</td>
<td>4 : 8</td>
<td>7 : 14</td>
</tr>
<tr>
<td>Guidance Director</td>
<td>1 : 2</td>
<td></td>
</tr>
<tr>
<td>Deans</td>
<td>1 : 2</td>
<td></td>
</tr>
</tbody>
</table>
Table X is indicative of the type of information contained in cumulative records. One-hundred percent of the schools reported that cumulative records contained information concerning scholastic achievement. Fifty-five or 82 percent of the schools included family history and background. Diagnostic test records were included in 77 percent; health and medical history in 97 percent; and hobbies and special aptitudes in 55 percent. Only twenty three or 35 percent indicated that work experience was made a part of the record; and 37 percent included vocational preferences.

Table X
Information Contained in Cumulative Records

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Responses:</th>
<th>Percent of:</th>
<th>Yes :</th>
<th>No :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Achievement</td>
<td>68</td>
<td>100</td>
<td>68</td>
<td>100</td>
</tr>
<tr>
<td>Family History and Background</td>
<td>67</td>
<td>99</td>
<td>55</td>
<td>82</td>
</tr>
<tr>
<td>Diagnostic Test Record</td>
<td>66</td>
<td>97</td>
<td>51</td>
<td>77</td>
</tr>
<tr>
<td>Health and Medical History</td>
<td>68</td>
<td>100</td>
<td>66</td>
<td>97</td>
</tr>
<tr>
<td>Work Experiences</td>
<td>66</td>
<td>97</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>Hobbies and Special Aptitudes</td>
<td>64</td>
<td>94</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Vocational Preferences</td>
<td>62</td>
<td>91</td>
<td>23</td>
<td>37</td>
</tr>
</tbody>
</table>
In response to the question: "Is there an anecdotal record system in your school?", twenty-one or 33 percent of sixty-four responding schools answered "yes".

Counseling

Fifty or 67 percent of the schools reported that they had counselors. Fifteen of these schools stated that they had full-time counselors while thirty reported having only part-time counselors. The total student enrollment in all schools reporting counselors was 25,074. The total number of counselors reported was 68 making the average number of students per counselor in Utah 369.

Table XI reveals the formal training of the counselors. Forty-three or 86 percent of the schools having counselors reported that counselors had had formal training in principles of guidance. More than half of the schools reported formal counselor training in organization and administration of guidance services, tests and testing, counseling techniques, occupational and educational information, individual differences, and mental hygiene. Twenty-two or 44 percent indicated that counselors had received supervised counselor training.
Table XI

Formal Training of Counselors as Reported by 50 Schools Indicating That They Had Counselors

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Responses:</th>
<th>Responses:</th>
<th>Yes:</th>
<th>No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Guidance</td>
<td>50</td>
<td>100</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>Organization and Administration of Guidance Services</td>
<td>50</td>
<td>100</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>Tests and Testing</td>
<td>50</td>
<td>100</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Counseling Techniques</td>
<td>50</td>
<td>100</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Supervised Counseling</td>
<td>50</td>
<td>100</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Occupational and Educational Information</td>
<td>50</td>
<td>100</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>50</td>
<td>100</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>50</td>
<td>100</td>
<td>32</td>
<td>64</td>
</tr>
</tbody>
</table>

Table XII indicates various counseling practices in the 50 schools reporting that they had counselors. Thirty-five or 76 percent of those reporting noted that a separate and private place was provided for counseling. Sixteen or 32 percent indicated that counselors handled discipline problems. Twenty-five or 60 percent of the counselors made home visits. Only twenty-two or 44 percent of the counselors kept psychological test records.

Eighty-eight percent of the schools noted that teachers referred students in need of counseling to the counselors; and eighty-one percent felt that teachers tried to cultivate in students a readiness to seek and accept help from counselors.
Only twelve or 26 percent of the schools said that all students receive counseling by counselors.

Table XII
Counseling Practices in Utah Secondary Schools as Reported by 50 Schools Indicating That They had Counselors

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a separate and private place provided for counseling?</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>Do counselors handle discipline problems?</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Do counselors make home visits?</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>Do all students receive counseling by counselors?</td>
<td>46</td>
<td>92</td>
</tr>
<tr>
<td>Are psychological test records kept by counselors?</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Are students in need of counseling referred to counselors by teachers?</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Do teachers try to cultivate in students a readiness to seek and accept help from counselors?</td>
<td>47</td>
<td>94</td>
</tr>
</tbody>
</table>

Occupational and Educational Information

Most of the schools utilized some method of orienting students to the new school situation. Orientation assemblies were most frequently used with forty-three or 67 percent of the responding schools reporting this procedure.
A number of the schools reported the utilization of a combination of orientation techniques.

Table XIII

Techniques Utilized in Orienting Students to the New School Situation

<table>
<thead>
<tr>
<th>Technique</th>
<th>Responses:</th>
<th>Percent of:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-entrance interviews</td>
<td>66</td>
<td>97</td>
<td>28</td>
<td>42</td>
</tr>
<tr>
<td>&quot;Big Sister&quot; and &quot;Big Brother&quot; days</td>
<td>63</td>
<td>93</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Group discussions in the elementary or junior high schools</td>
<td>65</td>
<td>96</td>
<td>39</td>
<td>60</td>
</tr>
<tr>
<td>Pre-entrance visits to the high school</td>
<td>62</td>
<td>91</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Orientation assemblies</td>
<td>64</td>
<td>94</td>
<td>43</td>
<td>67</td>
</tr>
</tbody>
</table>

Sixty-six or 97 percent of the schools responded to the question, "Do you have an up-to-date occupational information file?" Twenty-six or 39 percent indicated that they had such a file; while thirty-eight or 61 percent answered no to this item.

Only ten or 15 percent of the schools indicated a specific filing system: four filed their information alphabetically by topic; one used the Science Research Associates Plan; one school used the "Virginia" plan; and one school used the Dewey Decimal filing system.
Only ten or 15 percent of the schools indicated that they had a special course in occupations. However, fifty or 76 percent of sixty-six reporting schools stated that they incorporated special occupational units in other classes. Sixty percent of these units were between 4 and 6 weeks duration with no schools indicating units of over 9 weeks duration. Most of the schools reported that the occupation unit was in conjunction with the course in American Problems.

Table XIV indicates the degree that various methods for imparting vocational information are utilized. Visual aids and field trips are most frequently used with 93 and 88 percent of the schools respectively reporting these practices. Lectures on vocations, work experience plans, autobiographies, and career days are utilized to a lesser degree in the schools.

Table XIV
Methods Utilized for Imparting Vocational Information

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career days</td>
<td>66</td>
<td>97</td>
</tr>
<tr>
<td>Field trips</td>
<td>67</td>
<td>99</td>
</tr>
<tr>
<td>Lectures on vocations</td>
<td>66</td>
<td>97</td>
</tr>
<tr>
<td>Autobiographies</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>Visual aids</td>
<td>67</td>
<td>99</td>
</tr>
<tr>
<td>Work experience</td>
<td>65</td>
<td>96</td>
</tr>
</tbody>
</table>
Thirty-six or 53 percent of the schools stated that they utilized the services of the Utah State Employment Service.

Forty-five or 66 percent of the schools felt that their librarians were prepared to assist students in locating and interpreting occupational information.

Concerning educational information, thirty-six or 55 percent of the responding schools said that the school sponsored student visits to colleges. Sixty-four or 94 percent of the schools maintain a file of school catalogs.

Table XV indicates the type of educational information that the schools feel they are adequately prepared to give students. Fifty-nine or 88 percent of the responding schools are prepared to give students information concerning colleges and universities. However, considerably fewer schools are prepared to impart information of a vocational nature.
Table XV

Type of Educational Information
Schools are Prepared to
give Students

<table>
<thead>
<tr>
<th>Information about:</th>
<th>Percent of: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responses</td>
<td>Responses</td>
</tr>
<tr>
<td>Trade Schools</td>
<td>66 97</td>
<td>44 67 22</td>
</tr>
<tr>
<td>Business Schools</td>
<td>66 97</td>
<td>52 79 14</td>
</tr>
</tbody>
</table>
| Colleges and Univer-
| sities            | 67 99      | 59 88 8 | 12 |
| Apprenticeships    | 63 93      | 25 40 38 | 60 |
| On-the-job training| 66 97      | 32 49 34 | 51 |

Placement

Sixty-one or 92 percent of the responding schools help place school-leavers in the next educational institution. However, there is considerably less help given students in vocational placement. Only twenty-nine or 44 percent reported placing students in full-time employment and twenty-three or 35 percent of the responding schools gave school-leavers aid in gaining apprenticeship training.

Fifty-six percent of the schools help place students in part-time jobs and 46 percent help place students in vacation jobs.
### Table XVI

**Extent of Placement in Utah Secondary Schools**

<table>
<thead>
<tr>
<th>Type of Aid Given</th>
<th>Responses:Percent of:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help place school-leavers in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time employment</td>
<td>66</td>
<td>97</td>
<td>29</td>
</tr>
<tr>
<td>Apprenticeships</td>
<td>66</td>
<td>97</td>
<td>23</td>
</tr>
<tr>
<td>Next educational institution</td>
<td>66</td>
<td>97</td>
<td>61</td>
</tr>
<tr>
<td>Help place students in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time jobs</td>
<td>68</td>
<td>100</td>
<td>38</td>
</tr>
<tr>
<td>Vacation jobs</td>
<td>67</td>
<td>99</td>
<td>31</td>
</tr>
</tbody>
</table>

Thirty or 44 percent of the schools indicated that the principal was responsible for placement services while twenty-three or 34 percent of the schools delegate the responsibility for placement to the counselor.

Table XVII reveals the specific placement procedures in the schools. Only eight or 12 percent of the responding schools have a coordinated placement program. Twenty-six or 40 percent noted that the school cooperated with the Utah State Employment Service in job placement. Only 15 percent reported that the school utilized community organizations in job placement. Twenty-three percent of the schools reported that a community survey had been made to ascertain employment conditions in the community.
Nineteen or 29 percent of the schools reported that students were placed in classes according to their abilities.

Table XVII

Questions Concerning Placement Services

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a coordinated placement program which includes department heads, counselors, and vocational training departments?</td>
<td>67 99 8 12 59 88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school cooperate with the Utah State Employment Service in job placement?</td>
<td>65 96 26 40 39 60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do counselors assist students in investigating job opportunities?</td>
<td>65 96 37 57 28 43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are community organizations such as the Chamber of Commerce and Service Clubs utilized in job placement?</td>
<td>65 96 10 15 55 85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a community survey been made to ascertain employment conditions in the community?</td>
<td>66 97 15 23 51 77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are pupils placed in classes and courses according to their abilities?</td>
<td>66 97 19 29 47 71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow-up of School-Leavers

Only twenty or 29 percent of the sixty-eight schools had made any follow-up studies of school leavers. Ten or 15 percent of the schools make systematic follow-up studies at regular intervals.

Table XVIII indicates the type of information schools have concerning school-leavers. Fifty-one or 77 percent of the responding schools know the percentage of graduates in college. Seventy-three percent know where the graduates go and 37 percent know how long they remain in college. Thirty-one or 48 percent of the schools know the number of drop-outs; however, only 37 percent know why they left school. Thirteen or 21 percent of the responding schools know the location of graduates not in college and only six or 10 percent know if training was adequate.
Table XVIII
Information about School-Leavers Available to the Schools

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Percent of:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of graduates in college</td>
<td>66</td>
<td>97</td>
<td>51 77 15 23</td>
</tr>
<tr>
<td>a. Where they go</td>
<td>66</td>
<td>97</td>
<td>48 73 18 27</td>
</tr>
<tr>
<td>b. How long they stay</td>
<td>65</td>
<td>96</td>
<td>24 37 41 63</td>
</tr>
<tr>
<td>Number of drop-outs</td>
<td>65</td>
<td>96</td>
<td>31 48 34 52</td>
</tr>
<tr>
<td>a. Why they left school</td>
<td>65</td>
<td>96</td>
<td>24 37 41 63</td>
</tr>
<tr>
<td>b. Where they are</td>
<td>64</td>
<td>94</td>
<td>19 30 45 70</td>
</tr>
<tr>
<td>Location of graduates not in college</td>
<td>62</td>
<td>91</td>
<td>13 21 49 79</td>
</tr>
<tr>
<td>a. If training was adequate</td>
<td>61</td>
<td>90</td>
<td>6 10 55 90</td>
</tr>
</tbody>
</table>

Twelve or 60 percent of the twenty schools having follow-up programs answered "yes" to the question: "Is the curriculum altered to fit individual needs as indicated by the follow-up program?"

Service to Staff and Community

The in-service training program of numerous schools included training about the various guidance services. Forty-one or 66 percent of the responding schools noted that training was given in the uses of cumulative records. More than 50 percent of the schools reported that the in-service training program also included training in the
following areas: Sources and use of occupational and educational information; Student orientation; Techniques of interviewing; Individual differences; Remedial techniques; and special reading material in guidance. Slightly under 50 percent of the schools reported in-service training in the use of case studies and psychological test results and interpretation. Table XIX gives a resume of these findings.

Table XIX

In-Service Training Program

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses of cumulative records</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>Psychological test results and interpretation</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>Sources and use of occupational and educational information</td>
<td>57</td>
<td>84</td>
</tr>
<tr>
<td>Use of case studies</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>Use of anecdotal records</td>
<td>64</td>
<td>94</td>
</tr>
<tr>
<td>Student orientation</td>
<td>61</td>
<td>90</td>
</tr>
<tr>
<td>Techniques of interviewing</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>Individual differences</td>
<td>63</td>
<td>93</td>
</tr>
<tr>
<td>Remedial techniques</td>
<td>58</td>
<td>85</td>
</tr>
<tr>
<td>Special reading material in guidance</td>
<td>58</td>
<td>85</td>
</tr>
</tbody>
</table>
Forty-one or 65 percent of 63 responding schools indicated that teachers participated in planning the guidance program; and thirty-seven or 58 percent of 64 responding schools noted that teachers had regular roles in the guidance program that had been identified.

The State Department of Public Instruction's "Guidance Services Handbook" was utilized by fifty-four or 87 percent of the 62 schools responding to this item.

Table XX portrays the availability of the guidance services to community members. Though thirty-four or 52 percent of the schools reported that the guidance services were available to former students, only eighteen or 28 percent indicated that the services were available to adult members of the community, and 40 percent said that the services were available to out-of-school youth. Only five or 9 percent of 58 responding schools indicated that steps were taken to allow community members to benefit from the guidance services.
Table XX

Availability of Guidance Services to Community Members

<table>
<thead>
<tr>
<th>Guidance Services</th>
<th>Available to:</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Responses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Former students</td>
<td>65</td>
<td>96</td>
<td>34</td>
</tr>
<tr>
<td>Out-of-school youth</td>
<td>63</td>
<td>93</td>
<td>25</td>
</tr>
<tr>
<td>Adult members of the community</td>
<td>64</td>
<td>94</td>
<td>18</td>
</tr>
</tbody>
</table>

A comparatively small number of schools use any method of publicizing the guidance program. Twenty-three or 36 percent of the responding schools used the press as a method of publication and twenty-two or 34 percent utilized public lectures. Only fourteen or 23 percent used other publications.

Table XXI

Methods Utilized by Schools to Publicize the Guidance Program

<table>
<thead>
<tr>
<th>Method</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Press</td>
<td>64</td>
<td>94</td>
</tr>
<tr>
<td>Publications</td>
<td>62</td>
<td>91</td>
</tr>
<tr>
<td>Public lectures</td>
<td>64</td>
<td>94</td>
</tr>
</tbody>
</table>
Central responsibility for coordination of the guidance services is usually vested in the principal. Fourteen of the schools reported that some other person than the principal assumed this responsibility. In these fourteen schools the following personnel were used:

- Counselor: 7
- Superintendent: 2
- Guidance Coordinator: 2
- Dean of Boys: 1
- Assistant Principal: 1
- Teacher: 1

Table XXII is indicative of the training of the person acting as guidance coordinator. Forty-seven or 92 percent of the responding schools indicated that the coordinator had training in principles of guidance and forty-two or 82 percent noted training in tests and testing. Only twenty-five or 51 percent of the schools noted that the coordinator had received training in supervised counseling.
Table XXII
Formal Training of Person Acting As Guidance Coordinator

<table>
<thead>
<tr>
<th>Training in:</th>
<th>:Percent of:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Guidance</td>
<td>51</td>
<td>75</td>
<td>47</td>
</tr>
<tr>
<td>Organization and administration of guidance services</td>
<td>51</td>
<td>75</td>
<td>36</td>
</tr>
<tr>
<td>Tests and testing</td>
<td>51</td>
<td>75</td>
<td>42</td>
</tr>
<tr>
<td>Counseling</td>
<td>51</td>
<td>75</td>
<td>36</td>
</tr>
<tr>
<td>Supervised counseling</td>
<td>49</td>
<td>72</td>
<td>25</td>
</tr>
<tr>
<td>Occupational and educational information</td>
<td>49</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>Individual differences</td>
<td>51</td>
<td>75</td>
<td>39</td>
</tr>
<tr>
<td>Mental Hygiene</td>
<td>51</td>
<td>75</td>
<td>40</td>
</tr>
</tbody>
</table>

Table XXIII is indicative of the availability of certain specialists to the schools. Fifty-two or 76 percent of the schools noted that a school nurse was available and twenty-eight or 41 percent indicated that a physician was available for certain services.

Table XXIII
Availability of Specialists to the School

<table>
<thead>
<tr>
<th>Type of Specialist</th>
<th>Number Available</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School nurse</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>Physician</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>Psychologist</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Remedial reading teacher</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>Remedial math teacher</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Remedial English teacher</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>
Table XXIV notes certain administrative provisions conducive to an effective guidance program. Fifty-seven or 97 percent of fifty-nine responding schools stated that the administration had provided definite responsibility for keeping the cumulative records up to date. Forty-eight or 81 percent of the responding schools noted that the administration provided for complete records of students coming into the school. The administration provided for staff participation in the guidance program in forty-one or 72 percent of the responding schools. Only twenty-eight or 49 percent of the schools provided suitable quarters for counseling. Thirty-two percent of the responding schools provided for interpretation of the guidance program to the community. Provisions for the release of counselors for the performance of guidance functions were provided for in forty-one or 69 percent of the schools responding.
Table XXIV

Administrative Provisions Conducive to Effective Guidance

<table>
<thead>
<tr>
<th>Provision by the administration for:</th>
<th>Responses</th>
<th>Percent of: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite responsibility for keeping the cumulative records up-to-date</td>
<td>59</td>
<td>87</td>
<td>57</td>
</tr>
<tr>
<td>Necessary materials and supplies needed in the guidance program</td>
<td>59</td>
<td>87</td>
<td>38</td>
</tr>
<tr>
<td>Person responsible for the testing program</td>
<td>59</td>
<td>87</td>
<td>38</td>
</tr>
<tr>
<td>Interpretation of the guidance program to the community</td>
<td>56</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>Complete records of students coming into the school</td>
<td>59</td>
<td>87</td>
<td>48</td>
</tr>
<tr>
<td>Release of counselors for the performance of guidance functions</td>
<td>59</td>
<td>87</td>
<td>41</td>
</tr>
<tr>
<td>Suitable quarters for counseling</td>
<td>57</td>
<td>84</td>
<td>28</td>
</tr>
<tr>
<td>Organizational plan for guidance services</td>
<td>56</td>
<td>82</td>
<td>33</td>
</tr>
<tr>
<td>Staff participation in the guidance program</td>
<td>57</td>
<td>84</td>
<td>41</td>
</tr>
</tbody>
</table>

Forty-two or 71 percent of fifty-nine responding schools said that they had a home-room program. The time allotted to home-room activities varied from thirty minutes one day per week to sixty minutes five days per week. About one-half of the schools indicated that the home-room met five days per week for ten or fifteen minutes.
Thirty-nine or 93 percent of the responding schools indicated that the home-room was used for administrative purposes. Twenty-nine or 69 percent of the schools utilized the home-room for counseling purposes and seven or 12 percent used it for group testing. Dissemination of occupational and educational information was accomplished in twenty-one or 57 percent of the home-rooms.

Table XXV

Homeroom Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative duties</td>
<td>42</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>42</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group testing</td>
<td>42</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational and educational information</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV
Conclusions and Recommendations

Many aspects of the guidance services are available to the students in the Utah secondary schools; however, considerable progress must be made before optimum practice is reached.

The data derived from this study point to the following conclusions:

1. Fifty-six percent of the schools feel that their cumulative records are adequate while less than ten percent feel that their counseling, placement, or follow-up services are adequate.

2. Approximately one-half of the schools have a psychological testing program. Few of the schools report usage of tests other than those measuring scholastic aptitude and achievement.

3. Only eight or 23 percent of the responding schools report the use of special aptitude tests by counselors.

4. Psychological tests are usually administered and used by principals and counselors; however, 44 percent of the schools reported that test results were used by teachers.

5. Only twenty of the schools indicate that teachers are trained to administer, interpret, and use
psychological tests.

6. Sixty-six or 97 percent of the schools report that a cumulative record which follows students through elementary and secondary schools is maintained for each student. Fifty or 74 percent indicate that a dual record system is utilized.

7. The responsibility for maintaining the cumulative records is usually assumed by the principal.

8. More than three-quarters of the responding schools indicate that cumulative records contain information concerning scholastic achievement, family history and background, health and medical history, and diagnostic test record. Hobbies and special aptitudes are included in 55 percent of the records. Approximately one-third of the records contain work experiences and vocational preferences.

9. Twenty-one or 33 percent of the responding schools have an anecdotal record system.

10. Fifty or 67 percent of the schools have counselors.

11. There are 68 full or part-time counselors in Utah. Only 26 percent of the schools reporting that they have counselors say that all students receive counseling.

12. Though 86 percent of the schools reported that counselors had received formal training in principles of guidance, less than three-quarters have received training
in counseling techniques and only 44 percent have received supervised counselor training.

13. Thirty-two percent of the schools report that counselors handle discipline problems. Sixty percent of the counselors make home visits.

14. Only ten or 15 percent of the schools have a specific filing system for occupational information. Though 88 percent of the schools are prepared to give students information concerning colleges and universities, less than one-half of the reporting schools are prepared to impart information concerning apprenticeships and on-the-job training.

15. Only ten or 15 percent of the schools have a special course in occupations. Fifty or 76 percent of the schools incorporate special occupational units in other classes.

16. Ninety-two percent of the schools help place school-leavers in the next educational institution, but less than one-half of the schools give students aid in vocational placement. Only 12 percent of the schools have a coordinated placement program.

17. Twenty-three percent of the schools have made a community survey to ascertain employment conditions in the community.

18. Twenty-six or 40 percent of the schools cooperate with the Utah State Employment Service in job placement.
19. Only ten or 15 percent of the responding schools make systematic follow-up studies of school-leavers.

20. The in-service training program of approximately one-half of the schools includes training in the various guidance services.

21. Sixty-five percent of the schools indicated that teachers participate in the planning of the guidance program. Fifty-eight percent report that teachers have regular roles in the guidance program that have been identified.

22. Only eighteen or 28 percent of the schools make the guidance services available to adult members of the community. Thirty-two percent of the schools make provisions for interpretation of the guidance program to the community.

23. Central responsibility for coordination of the guidance services is usually vested in the principal.

24. Twenty-nine or 69 percent of the schools utilize the home-room for counseling purposes and seven or 12 percent use it for group testing.

The following recommendations are made in light of the findings;

1. Testing programs should be expanded to include measurements of special aptitudes, abilities, and interests. More effective planning for the individual is accomplished
with the proper use of good psychological tests.

2. All staff members who are called upon to use and interpret psychological tests should be properly trained. Indiscriminate testing has been a hindrance to these valuable tools. Very harmful effects are possible through misinterpretation of test results.

3. Counseling services should be increased in order that all pupils in need of counseling receive it. Those counselors now in the schools should be released from extraneous duties that interfere with the effectiveness of their counseling.

4. Professional counselor training should be extended. Mere designation of an individual as a counselor does not insure effective counseling. Being a counselor is a complicated job. The skills necessary for effective counseling are not easily acquired. Counselors must have a thorough knowledge of individual behavior and personality in order to understand and deal with pupil problems.

5. Greater emphasis should be placed on making vocational information available to pupils. Adequate filing systems for occupational information should be established. A large percentage of students never go on to institutions of higher learning. Individual differences and the complexity of modern life intensify the need for available information as an aid to valid vocational choices.
6. Students should be given more assistance in becoming established in a desirable post-school position whether it be educational or vocational. This assistance can be provided by a coordinated school placement program or through coordinated efforts between the school and community agencies.

7. Systematic follow-up studies of school-leavers should be made in order to determine the needs of the students. Consequential curriculum alterations to meet these needs should be made.

8. The in-service training programs should include training in the various guidance services. The cooperative effort of all staff members needed for effective operation of the guidance program can only be secured if all staff members understand the various services and participate in planning and developing the program.
LITERATURE CITED


APPENDIX

A - Correspondence
B - Questionnaire
C - Correspondence
It is my belief that knowledge of existing conditions is prerequisite to progress. I am endeavoring to ascertain the extent of guidance practice in the Utah secondary schools.

This study is under the direction of Dr. Franklin R. Zeran, Dean of the School of Education.

The following questionnaire is submitted for your action with the assumption that cumulated responses will be indicative of guidance practices and guidance needs. Please complete and return the questionnaire to me at your earliest convenience.

The Utah State Director of Guidance, Mr. Fred M. Fowler, has been consulted concerning this study. He has given me a great deal of assistance and feels that much good can come from this investigation.

Your cooperation will be sincerely appreciated.

Very truly yours,
Appendix B

GUIDANCE PRACTICES IN UTAH SECONDARY SCHOOLS

Name of School

Address of School

Grades included

Principal __________________________ Date

Enrollment: Boys ______ Girls ______

Faculty Members: Men ______ Women ______

INSTRUCTIONS: Please indicate the guidance services rendered by your school by encircling "yes" or "no" after the item, or checking or answering in the appropriate space. This report will not be used to rate individual schools. A summary of all schools will indicate guidance practices in Utah secondary schools. Please complete the questionnaire and return it to me by December 23.

I. ANALYSIS OF THE INDIVIDUAL
A. Testing program
1. Does your school have a psychological testing program? __________________________ yes no

2. What person "heads up" the testing program? (title)

3. Are teachers trained to administer, interpret, and use psychological tests? __________________________ yes no

4. Who administers psychological tests?
   Principal ______ Counselors ______ Classroom teachers ______
   Homeroom teachers ______ Other (title) ______

5. Circle grade level where the following tests are used (as group tests):
   a. Scholastic aptitude (intelligence): 7 8 9 10 11 12
   b. Achievement: 7 8 9 10 11 12
   c. Diagnostic reading: 7 8 9 10 11 12
   d. Personality inventories: 7 8 9 10 11 12
   e. Interest inventories: 7 8 9 10 11 12
   f. Special aptitude (Art, Music, Mech., etc.): 7 8 9 10 11 12
   g. Other tests (name)

6. Which of the above tests are administered by counselors as individual tests? a b c d e f g

7. Psychological test results are used by:
   Principal ______ Counselors ______ Classroom teachers ______
   Homeroom teachers ______ Other (title) ______
B. Cumulative records
1. Does your school maintain a dual record system which includes a permanent student record and a supplementary folder? yes no
2. Where are these records kept?
   a. Permanent student record
   b. Supplementary folder
3. Who is responsible for them?
   a. Permanent student record
   b. Supplementary folder
4. Is a cumulative record maintained for each student? yes no
5. Do cumulative records follow students through elementary and secondary schools? yes no
6. Do you consider your cumulative record file adequate? yes no
7. Do cumulative records contain:
   a. Record of scholastic achievement? yes no
   b. Family history and background? yes no
   c. Diagnostic test record? yes no
   d. Health and medical history? yes no
   e. Work experiences? yes no
   f. Hobbies and special aptitudes? yes no
   g. Vocational preferences? yes no
8. Who maintains the cumulative records?
   Principal Counselor Classroom teacher Clerical staff Other (Title)
9. Where are cumulative records kept?
   In principal's office In superintendent's office In counselor's office In home-rooms In classrooms
C. Is there an anecdotal record system in your school? yes no

II. COUNSELING
A. How many counselors do you have?
   1. Full time; Periods per week for counseling
   2. Teacher-counselors; Periods per week for counsel-
   1
B. Have all counselors had formal training including:
   1. Principles of guidance? yes no
   2. Organization and administration of guidance services? yes no
   3. Tests and testing? yes no
   4. Counseling? yes no
   5. Supervised counseling? yes no
   6. Occupational and educational information? yes no
   7. Individual differences? yes no
   8. Mental hygiene? yes no
C. Is a separate and private place provided for counseling? yes no
D. Do counselors handle discipline problems? .... yes no
E. Do counselors make home visits? ................. yes no
F. Do all students receive counseling by counselors? yes no
G. Are psychological test records kept by counselors? yes no
H. Are students in need of counseling referred to counselors by teachers? ....................... yes no
I. Do teachers try to cultivate in students a readiness to seek and accept help from counselors? .... yes no
J. Do you consider your counseling services adequate? yes no

III. OCCUPATIONAL AND EDUCATIONAL INFORMATION

A. School orientation
1. Are new students oriented to the school by:
   a. Pre-entrance interviews? ...................... yes no
   b. "Big Sister" and "Big Brother" days? ...... yes no
   c. Group discussions in the elementary or junior high schools? ...................... yes no
   d. Pre-entrance visits to the high school? .. yes no
   e. Orientation assemblies? ...................... yes no
   f. Other practices (name)

B. Occupational information
1. Do you have an up-to-date occupational information file? ................. yes no
2. Name the specific filing system which you use for bulletins, leaflets, unbound material, etc.
3. Do you have a course in occupations? .......... yes no
4. Do you have special occupational units in other classes? ....................... yes no
   a. List these classes
   b. Length of the occupational units
5. Do you utilize:
   a. Career days? ......................... yes no
   b. Field trips? ....................... yes no
   c. Lectures on vocations? .............. yes no
   d. Autobiographies? ..................... yes no
   e. Visual aids? ......................... yes no
   f. Work experience? ..................... yes no
   g. Other (name)
6. Does your school utilize services of the Utah State Employment Service? ................. yes no
7. Is the school librarian prepared to assist students in locating and interpreting occupational information? ...................... yes no
C. Educational information
1. Does your school sponsor student visits to colleges? yes no
2. Does your school maintain a file of school catalogs? yes no
3. Is your school equipped to give students adequate information concerning:
   a. Trade schools? yes no
   b. Business schools? yes no
   c. Colleges and universities? yes no
   d. Apprenticeships? yes no
   e. On-the-job training? yes no

D. Do you consider your informational services adequate? yes no

IV. PLACEMENT
A. Do you help place school leavers in:
   1. Full-time employment? yes no
   2. Apprenticeships? yes no
   3. Next educational institution? yes no
B. Do you help place students in school in:
   1. Part-time jobs? yes no
   2. Vacation jobs? yes no
C. Who is responsible for placement services?
   Principal________ Counselor________ Classroom teacher________
   Superintendent________ Other (title)________
D. Do you have a coordinated placement program which includes department heads, counselors, and vocational training departments? yes no
E. Does the school cooperate with the Utah State Employment Service in job placement? yes no
F. Do counselors assist students in investigating job opportunities? yes no
G. Are community organizations such as the Chamber of Commerce and Service Clubs utilized in job placement? yes no
H. Has a community survey been made to ascertain employment conditions in the community? yes no
I. Do you consider your placement services adequate? yes no
J. Are your pupils placed in classes and courses according to their abilities? yes no

V. FOLLOW-UP OF SCHOOL LEAVERS (graduates and drop-outs)
A. Have any follow-up studies been made by your school? yes no
   1. When?
B. Do you now make systematic follow-up studies at regular intervals? yes no
C. Does the school know:
   1. Percentage of graduates in college? yes no
      a. Where they go? yes no
      b. How long they stay? yes no
   2. Number of drop-outs? yes no
      a. Why they left school? yes no
      b. Where they are? yes no
   3. Location of graduates not in college? yes no
      a. If training was adequate? yes no
   D. Is the curriculum altered to fit individual needs
      as indicated by the follow-up program? yes no
   E. Do you consider your follow-up program adequate? yes no

VI. SERVICE TO STAFF AND COMMUNITY
A. In-service training
   1. Does the in-service training program include:
      a. Uses of cumulative records? yes no
      b. Psychological test results and interpretation? yes no
      c. Sources and use of occupational and educational information? yes no
      d. Use of case studies? yes no
      e. Use of anecdotal records? yes no
      f. Student orientation? yes no
      g. Techniques of interviewing? yes no
      h. Individual differences? yes no
      i. Remedial techniques? yes no
      j. Special reading material in guidance? yes no
      k. Other (name)

   2. Do teachers participate in planning the guidance program? yes no
   3. Do teachers have regular roles in the organised guidance services that have been identified? yes no
   4. Do you utilize the State Department of Public Instruction's "Guidance Services Handbook"? yes no

B. Service to the community
   1. Are guidance services available to:
      a. Former students? yes no
      b. Out-of-school youth? yes no
      c. Adult members of the community? yes no
      d. Are steps taken to secure their use of these services? yes no
   2. Is the community made aware of the guidance services through:
      a. The press? yes no
      b. Publications? yes no
      c. Public lectures? yes no
      d. Other (name)
VII. ADMINISTRATION
A. Diagram the coordination and supervision of guidance activities.

B. If a person other than the principal is responsible for coordinating the guidance services, please give his title.

C. Has the person who is acting as coordinator of the guidance services had training in:
   1. Principles of guidance?.......................... yes no
   2. Organization and administration of guidance services?.......................... yes no
   3. Tests and testing?................................. yes no
   4. Counseling?......................................... yes no
   5. Supervised counseling?.............................. yes no
   6. Occupational and educational information?..... yes no
   7. Individual differences?............................. yes no
   8. Mental hygiene?.................................... yes no

D. Does your school have services of:
   1. A school nurse?..................................... yes no
   2. A physician?........................................ yes no
   3. A psychologist?...................................... yes no
   4. A remedial reading teacher?......................... yes no
   5. A remedial math teacher?............................ yes no
   6. A remedial English teacher?......................... yes no

E. Has the administration provided for the following:
   1. Definite responsibility for keeping the cumulative records up to date?................. yes no
   2. Necessary materials and supplies needed in the guidance program?......................... yes no
   3. A person responsible for the testing program?.................................................. yes no
   4. Interpretation of the guidance program to the community?..................................... yes no
   5. Obtaining complete records of students coming into the school?............................ yes no
6. Release of counselors for the performance of guidance functions? yes no
7. Suitable quarters for counseling? yes no
8. Organizational plan for guidance services? yes no
9. Staff participation in the guidance program? yes no
F. Does your school have a homeroom program? yes no
1. How many days per week does it meet? yes no
For how long each day? minutes
2. What are the purposes of your homeroom:
   a. Checking attendance, announcements, etc.? yes no
   b. Counseling? yes no
   c. Group testing? yes no
   d. Occupational and educational information? yes no
   e. Other purposes (name)

VIII. COMMENTS:
Mr. Norman B. Watkins, a graduate student at Oregon State College, is making a survey study of guidance practices in Utah secondary schools.

The Division of Guidance Services of the Utah State Department of Education is much interested in the results of this study. Policies and practices related to the guidance program have been, as you can well understand, in a fairly fluid state. It should be helpful to all of us to keep abreast of current attitudes and activities.

Because of our mutual interest, I should like to invite your cooperation with Mr. Watkins, and urge that you fill out his questionnaire and return it to him at your convenience.

Sincerely,

Fred M. Fowler
State Director of Guidance Services