A SURVEY OF THE GUIDANCE PRACTICES OF THE HIGH SCHOOLS OF MICHIGAN

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE

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1942

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by

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A THESIS

Submitted to the Graduate School of Michigan State College of Agriculture and Applied Science in partial fulfilment of the requirements for the degree of

MASTER OF ARTS

Department of Education

1942

THESIS

ACKNOWLEDGEMENTS

The author wishes to express his appreciation for the help which he has received in carrying out this survey, through the useful suggestions and the constructive criticisms of Dr. Victor H. Noll, Dr. Leonard J. Luker, Dr. Hazel M. Hatcher, and Dr. George P. Deyoe and through the splendid co-operation of the administrative personnel of the high schools of Michigan. Without such aid, the successful completion of this study would have been impossible.

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CHAPTER I

INTRODUCTION

I. PURPOSE OF THE STUDY

Never, since the time when man was first confronted with a situation which was important enough and vital enough to demand the choice between two or more possible courses of action and which was complex enough to make assistance the prerequisite to wise selection, has the need for guidance been more imperative than it is today in a society whose social and economic system is daily increasing the number and the complexity of the situations in which decisions must be made. To meet this need, an increasing interest in the guidance of youth has manifested itself throughout the educational institutions of the United States. The increasing number of guidance organizations, guidance conferences, guidance clinics, guidance meetings, and discussion groups held by various Michigan schools bears testimony that this growth of interest has not been lacking in the schools of this state. Unfortunately, however, it does not give specific data to indicate how much of this ostensible interest in guidance has permeated and become a part of the operational

policies and practices of the schools. The desire to obtain some of these data led to the survey now under consideration--a survey to determine just what guidance practices were being used by the various high schools of Michigan.

II. DEFINITION OF TERMS

Before the problem can be discussed with any degree of intelligibility, a definition of some of the terms as used for the purposes of this particular survey is obviously necessary. Guidance, like many other terms, has had a variety of meanings and connotations for various people at different times and diverse places. To some, its application may have been limited to vocations, to others to education, and to still others to personal problems and decisions. For the purposes of this study, guidance is not limited to any of the three but is interpreted to include all of them. In fact, it is applied to all situations which call for important and necessary decisions and adjustments on the part of the pupil, which are of such a nature that the student cannot meet them wisely without help, and which arise where an individual who might give the necessary aid is available. It is not prescriptive

nor directive; it seeks only to aid the student in making his own decisions wisely and to become more and more self-directive. Guidance practices will be used to include all of the devices, techniques, tools, methods, and agencies which are used to help the child solve his own problems and which will lead progressively to self-guidance.

III. DELIMITATION AND STATEMENT OF PROBLEM

Inasmuch as the time required to make a complete survey of all of the schools of Michigan would have been prohibitive, the study was limited to the high schools of the state. Furthermore, since determining the outcomes of guidance practices was a problem separate and distinct from that of determining what those practices were, a consideration of the former did not fall within the purview of this study. This problem, then, resolved itself into a survey of the guidance practices of the high schools of Michigan.

CHAPTER II

HISTORY AND REVIEW OF LITERATURE

I. HISTORICAL BACKGROUND OF THE PROBLEM

Perhaps the best approach to the history of the problem may be gained by reference to some of the statements made by Jones concerning the origin of guidance:

> Whenever education as a conscious process began in the life of the human race, then guidance began. Whenever and wherever three conditions existed, there was guidance. These conditions are (1) the need for choosing between courses of action, (2) the inability of the individual to choose wisely without help, (3) the possibility of help being given. Guidance has always been given, but the recognition of its fundamental importance in the teaching process and in the learning process is comparatively recent. This recognition has been hastened, if not actually brought about, by the increasing realization of the fact of individual differences in abilities, in interests, and in capacities, and by the waste in human life energy as well as in the processes of production resulting from the wrong choice of vocation.[1]

According to Jones, the first organized movement of guidance within the United States arose in 1908 from a desire to help the individual select and secure a job and took the form of a bureau--the Boston Vocation Bureau. Frank Parsons and Meyer Bloomfield were largely responsible

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1 Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Company, Inc., 1934, p. 423.

for the plans on which the organization was founded. During the period from 1910 to 1915 other cities followed the lead of Boston and organized to assist in vocational guidance. In 1913 the National Vocational Guidance Association was founded at Grand Rapids, Michigan. Two years later, in 1915, the Vocational Guidance Magazine was started. From that time on the movement grew rapidly and guidance became a term which was no longer restricted to vocational guidance but was applied to guidance of all kinds, guidance which assisted students in making important choices irrespective of the type of factors with which the choice dealt.

In 1934, Jones summarized the status of guidance as follows:

> While definite data are not at hand showing the present status of the guidance work in our schools, it may be confidently asserted that there is practically no city of over 10,000 inhabitants that does not have some form of definite guidance activity. These activities are often not completely organized but they are sufficiently developed to show that the school is conscious of the problem and is really attempting to assist the students in meeting important crises.[2]

II. REVIEW OF LITERATURE

General studies. An overall view of the prevalence

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2 op. cit., p. 426.

of studies on guidance can perhaps best be gained by reference to a study made by Kefauver and Davis[3] which summarizes the number of articles on guidance appearing in five magazines during the years 1927-1932. The portion that covers studies which might possibly be analogous or related to the one under consideration, reveals that the number of articles reporting systematic investigation is small compared with those which are simply descriptive or statements of opinion. During this period of five years only 26 of the 243 articles published were those of systematic research studies.

Four studies were made which include or deal with the schools of Michigan and which seem to bear some direct relation to the survey under consideration. The first of these was carried out by Greenleaf and Brewster,[4] who in 1939 published the results of a study of public high schools having counselors and guidance officers. The study includes returns from 23,032 public high schools in which more than seven million pupils were

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3 Grayson N. Kefauver and Albert M. Davis, "Investigations in Guidance," Occupations The Vocational Guidance Magazine, 12:17-25, November, 1933.

4 Walter J. Greenleaf and Royce E. Brewster, "Public High Schools Having Counselors and Guidance Officers," Washington: U.S. Office of Education Miscellaneous Publication No. 2267, 1939.

enrolled, exclusive of 373 small high schools that enrolled fewer than ten pupils each or a total of two thousand three hundred pupils. According to this report approximately six per cent of all public high schools provided counselors or guidance officers on half- or more than half-time basis. Michigan was listed as providing for from thirty-seven to forty-five per cent of the high school pupils in the state, while only four states made provision for more than half of their pupils. In Michigan, too, one hundred and eighty-seven guidance officers were provided, for a total of 317,254 pupils. Seventy-four public high schools in Michigan were listed as having guidance officers. The total number of counselors and guidance officers for these seventy-four schools was 187, of which 82 were men and 105 were women. This provided an average of some 732 pupils for each counselor or guidance officer. The study also reveals that forty-three per cent of the high school students were enrolled in schools having guidance officers. Significant as these data may be, their value in presenting a complete picture of the guidance practices of the high schools of Michigan is extremely limited, inasmuch as the study covers only one small portion of the total picture. It did not, therefore, fulfill the need

for a study of the guidance practices of the high schools of Michigan.

Another study of the guidance practices of high schools was made by Hamrin, Erickson, and O'Brien,[5] and included within its survey all of the states from Massachusetts to California and from Michigan to Florida. The study reveals some rather interesting facts concerning the guidance practices of the schools studied. To help in the orientation of pupils coming into the high school for the first time, fifty per cent of the schools made arrangements to have some person from the high school visit the pupils in the elementary schools; nine per cent of the schools made no such provision; and forty-one per cent made no response to this portion of the study. While thirty-two per cent of the schools made provision for a pre-school visit to the high school, twenty-one per cent made no such provision. Records from the elementary school were transferred to the high school in only forty-five per cent of the cases studied, while ten per cent admitted making no transfer. Freshman Day was provided by thirty-four per cent of the schools. Analysis of the

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5 Shirley A. Hamrin, Clifford E. Erickson, and Margaret W. O'Brien, Guidance Practices in Public High Schools, Bloomington, Illinois: McKnight and McKnight, 1940.

students through analytical devices, home visitations, and individual interviews was provided by one per cent, nineteen per cent, and one per cent of the schools, respectively. Help for the students through college guidance and vocational counseling was provided by one per cent and ten per cent of the schools, respectively. These were the major findings which bear some relation to the study now under consideration.

Under the direction of the Michigan State Board of Control for Vocational Education, two studies have recently been made which attempted to discover some of the guidance services and practices in the Michigan schools. The first of these two studies included 231 of the public schools of Michigan.[6] The study was not limited to high schools and differed considerably from the present survey both in the items studied and in the methods of investigation and treatment. The results of this study are valuable for supplementing the data gathered in the present survey and for purposes of comparison. A few of the findings are mentioned briefly. The data revealed that a relatively small number of schools

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6 State Board of Control for Vocational Education, "Guidance Services and Practices in Michigan Public Schools," Official Miscellaneous Publication No. 2046, Lansing, 1940.

(29 per cent) provided for part-time or full-time directors for their guidance programs. Although few of the schools were using tests for guidance purposes, the achievement test and the intelligence test seemed to be most popular. The data revealed furthermore that the records kept by most of the schools were inadequate for guidance purposes. These are the findings which can be most readily compared with the results of the present survey.

The second study which deals with the guidance practices of the schools of Michigan and which bears an equally direct relation to the present survey was one conducted during 1941-42 by Horn.[7] He attempted to gain some evidence concerning guidance practices by having individuals from various schools write descriptions of some of the various phases of their guidance programs. He received returns from about fifty-six schools describing phases of their programs. Since his study did not attempt to make a complete survey of the guidance practices of all of the high schools of Michigan nor obtain the information in objective form, it did not fulfill the need for the

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7 Carl M. Horn, Unpublished data concerning guidance practices of the schools of Michigan, The State Board of Control for Vocational Education, Lansing, 1942.

present study. It is valuable, however, as supplementary evidence and in the interpretation of the data disclosed by the present survey. Horn's study will, consequently, be referred to later in connection with the interpretation of the data presented herein.

Related studies. Related studies which proved of some value to the present survey, though not dealing with Michigan schools, were carried on in other states. Two of those examined proved of especial value by suggesting possible procedures. One of them was a study of the organization and administration of vocational and educational guidance in the secondary schools of South Dakota;[8] the other was a survey of guidance practices and instruments among forty-eight secondary schools of Connecticut.[9] Although both of these studies utilized the questionnaire technique, they differed considerably in many respects. In the first of the two, Miss Kantor used a questionnaire consisting of a series of questions

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8 Lillian Kantor, "The Organization and Administration of Vocational and Educational Guidance in the Secondary Schools of South Dakota," unpublished Master's thesis, The University of South Dakota, Vermillion, 1935.

9 Thomas A. Callaghan, "A Survey of Guidance Practices and Instruments among Forty-Eight Secondary Schools of Connecticut," unpublished Master's thesis, The University of Maine, Orono, 1938.

with blanks for the answers and descriptions. In the other study, Mr. Callaghan gathered his data by sending out a series of tables to be filled in and checked. Neither of these approaches, however, seemed entirely adapted to the present survey. The former would have made tabulation, classification, organization, and interpretation difficult because of the variety of terms and statements which were possible in each instance and because of the great possibility of generalization on the part of the individual filling out the questionnaire. Since the approach used in the Connecticut study was somewhat different from that desired for the Michigan study, its tables, too, could not be readily adapted to use for the Michigan survey. Both of these studies were of value, however, in helping to determine and classify some of the general aspects of guidance programs.

CHAPTER III

SELECTION OF TECHNIQUE AND PROCEDURES

I. SELECTION OF TECHNIQUE

The total number of high schools in Michigan as revealed by the Michigan High School Athletic Association Bulletin for January, 1942, was 726. This number, even when reduced by sampling, was so great as to preclude the use of individual study of each school. As a result, the questionnaire technique was selected.

II. PREPARATION OF QUESTIONNAIRE

In constructing the questionnaire, the general aspects of guidance practices to be investigated were first determined. These general divisions were then broken down into specific component parts. To gain as much objectivity as possible, to direct and restrict the responses of all schools to definitely limited, specific items, and to facilitate tabulation, organization, and interpretation, most of the questionnaire was constructed in check-list form. This obviated generalized statements and tended to increase the objectivity of the response, although it could not show the quantity or quality of the evidence upon which each individual check was based. This

latter and other weaknesses involved in this technique will be referred to later. In some instances, a description was requested to prevent the indiscriminate checking of items without a definite program of action to back it.

The major divisions of the questionnaire were set up by analyzing the materials used in the studies conducted in South Dakota and in Connecticut and by examining the materials presented in textbooks on guidance. All of these varied aspects of guidance were then organized into a few major catagories. The items into which each of these major divisions was broken were also determined by a study of the same two surveys and a study of a number of basic texts and manuals. Although some forty-seven references, other than the surveys mentioned, were used for this purpose, only four[1] were drawn on extensively for the material used in the questionnaire.

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1 Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School, New York: D. Appleton-Century Company, Inc., 1939.

Arthur J. Jones, Principles of Guidance, New York: McGraw-Hill Book Company, Inc., 1934.

National Society for the Study of Education, "Guidance in Educational Institutions," Thirty-Seventh Yearbook, Part I, Bloomington, Illinois: Public School Publishing Company, 1938.

State Board of Control for Vocational Education, "Manual for Counseling Youth," Official Miscellaneous Publication No. 2059, Lansing, 1941.

The questionnaire was then checked by four members of the Department of Education, Michigan State College, whose special interests lie in the fields of guidance and measurement. Following this examination it was revised and sent to eight schools for trial. The individuals filling out the questionnaire were asked to make suggestions for improvement. As a result of the returns and the suggestions, a few more items were added to some of the check-lists. After these additions the questionnaire was ready for large-scale distribution.

III. METHOD OF SAMPLING

In order to compare the guidance practices in high schools of various sizes, a list of schools based on enrollments was necessary. Since the Michigan Athletic Association classifies the high schools of Michigan into A, B, C, and D schools, the list given in its bulletin for January, 1942, was used.[2] Class A schools were accordingly defined as those having an enrollment of 800 or more; Class B schools 325-799; Class C, 125-324; and Class D with less than 125. The schools were sampled by selecting every other school on the list, starting with the second

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2 Michigan High School Athletic Association Bulletin, Volume XVIII, No. 5, January, 1942, pp. 132-136.

school listed. This gave a group of 362 schools out of the total of 726.

IV. GATHERING OF DATA

Questionnaires were sent to the schools selected. A self-addressed envelope, together with two letters, one from the investigator and one from the head of the Department of Education, accompanied each questionnaire. Each returning questionnaire was numbered, classified, and filed as soon as it arrived, and it was checked on the list in the bulletin, so that a record of the schools in each class which had or had not returned questionnaires was at all times available. After the returns had dwindled to one a day, a follow-up card was sent to all schools from which returns had not yet been received. One hundred forty-one had been received up to the time the follow-up returns started coming in. Twenty-seven more were received after that time. This gave a total of one hundred and sixty-eight returns from the three hundred and sixty-two sent out. One of the returns, however, had not been checked and could therefore not be used for purposes of tabulation. This left a total of one hundred and sixty-seven, or a return of 46.1 per cent. Breaking this down into the school classifications reveals the following returns: for class A schools a return of 18 out

of a possible 31, or a 58.1 per cent return; for class B schools a return of 28 out of a possible 55, or a 50.9 per cent return; for the class C schools a return of 61 out of a possible 133, or a return of 45.9 per cent; for class D schools, a return of 60 out of a possible 144, or a return of 41.7 per cent. It will be noticed that as the schools became smaller, the percentage of returns became progressively smaller.

V. TABULATION AND ORGANIZATION OF DATA

Since the questionnaire was designed to ascertain the number of high schools of each class which was using various guidance techniques, devices, tools, methods, and agencies, and the number which was making provision for guidance in various types of pupil activity, questionnaires from each class of school were tabulated separately. Since most of the questionnaire was in check-list form, the tabulations were made from two different directions. One type of tabulation was designed to reveal the number of schools of each class using each item or device. It failed, however, to give any indication of how many of these devices were used by each school, and it failed to show the average, the range, or the variation in the number of devices used by the schools. To remedy this deficiency a second tabulation was made from which

the average could be computed.

The results of these two types of tabulations were then placed in tables. The first type showed the number and the percentage of schools of each class using each particular device. They also showed the total number and the percentage of all three classes combined. The items were arranged in the tables so that the total percentages appeared in rank order. By the use of these tables the classes of schools can be compared with each other as well as with the total results. A comparison could also be made of the schools at the two extremes of the table.

The other set of tabulations was arranged in a frequency distribution which showed how many of the devices were being used by various schools.

CHAPTER IV

INTERPRETATION AND SUMMARY OF DATA

I. OPERATION OF GUIDANCE ACTIVITIES

As has already been suggested, the content of the questionnaire was organized into a few major divisions. The discussion of the data will follow the same order. The first consideration will be the provision for guidance in various pupil activities. The provision made for exploratory activities, for placement service, for follow-up studies, for flexibility of the curriculum, and for various types of orientation will be analyzed next. This will be followed by a discussion of the devices for obtaining information about the students, after which the data dealing with the methods of providing the pupils with guidance information will be taken up. The last part will be devoted to the use which is being made of various types of organizational devices to help carry out the guidance activities.

Limitation of data. Before presenting and interpreting the data dealing with the pupil activities for which guidance was provided, some of the limitations of this particular portion of the study should be reiterated and re-emphasized. In the first place, attention should be called to the fact that the data for

the different classes were based on different percentages of returns. That is, the returns for the schools were: class A, 58.1 per cent; class B, 50.9 per cent; class C, 45.9 per cent; class D, 41.7 per cent; and the combined total, 46.1 per cent. Clearly, the data for the class A schools represent a larger proportion of the class A schools than did those of the class C schools. The second important item of note is the fact that the data do not show what amount of guidance is used in each of these activities, nor what the quality of that guidance is. They reveal only the number of schools which indicated in the questionnaire that guidance was being given in each particular activity. There is, likewise, no indication of the percentage of pupils within each school who receive this guidance. The data and interpretations which follow must be considered subject to these specific limitations.

Data concerning pupil activity. An examination of Table I discloses the number of replies upon which each group of tabulations was based, and reveals some interesting results. In the first place, only eight schools of the entire 167 failed to check any of the items in this particular portion of the questionnaire. Since, however, there may have been reasons other than lack of guidance

TABLE I

THE NUMBER AND PERCENTAGE OF HIGH SCHOOLS OF EACH CLASS PROVIDING GUIDANCE IN VARIOUS TYPES OF PUPIL ACTIVITY

Pupil Activities	Number and Percentage of Schools									
	Class of School									
	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No.	%
Studying and selecting a vocation.	12	70.6	24	88.9	53	89.9	37	64.9	126	78.8
Preparing for college .	15	88.2	25	92.6	46	78.0	38	66.7	124	77.5
Preparing for a job . .	13	76.5	20	74.1	51	86.4	39	68.4	123	76.9
Developing leadership .	11	64.7	19	70.4	43	72.9	40	70.2	113	70.6
Developing good habits.	12	70.6	19	70.4	45	76.3	37	64.9	113	70.6
Selecting a college . .	13	76.5	21	77.8	41	69.5	37	64.9	112	70.0
Using leisure time. . .	9	52.9	19	70.4	47	79.7	33	57.9	108	67.5
Budgeting time and work	10	58.8	16	59.3	42	71.2	31	54.4	99	61.9
Developing personality.	9	52.9	14	51.9	42	71.2	34	59.7	99	61.9
Making own decisions. .	9	52.9	15	55.6	40	67.8	33	57.9	97	60.6
Assuming responsibility for one's acts. . . .	10	58.8	16	59.3	35	59.3	30	52.6	91	56.9
Self-analysis	9	52.9	19	70.4	35	59.3	25	43.9	88	55.0
Self-planning	6	35.3	19	70.4	33	55.9	26	45.6	84	52.5
Building a philosophy .	8	47.9	7	25.9	15	25.4	16	28.1	46	28.8
Others.	0		2		3		1		6	
No.of schools answering	17		27		59		57		160	
No.of schools omitting.	1		1		2		3		7	
Total schools responding	18		28		61		60		167	

in these activities which prompted the omission, the percentages appearing in the table are based on the number of schools which did check one or more items listed in the table. This, of course, presents a more favorable picture than would the percentages based on the total number of schools including those which omitted this part. As was stated, the failure of eight schools to

check a single item in this portion of the questionnaire does not, per se, prove that they made no provision for guidance in these activities. The omission may have been caused by any number of factors. Even if the assumption were made that lack of provision in the guidance program was the cause, there would still be 95.6 per cent of the schools (159 of the 167) which provided some kind of guidance for at least a few of their pupils. The quality of this guidance and the number of pupils who received it were, however, not revealed by the data.

An idea of the number of devices used in each of the schools is, nevertheless, available. Figure 1 discloses the fact that the number of the pupil activities in which guidance was provided in each school ranged from one to fifteen with a median of 9.6. By far the greater number of schools provided guidance in from five to twelve of these activities. This quite naturally gives rise to the question of which of these pupil activities ranked highest and which lowest in terms of the number of schools providing guidance in them. Both the ranking of the activities and the percentage of schools using the devices are shown by Figure 2 (page 24). At the top of the list are found studying and selecting a vocation, preparing for college, and preparation for a job. At the

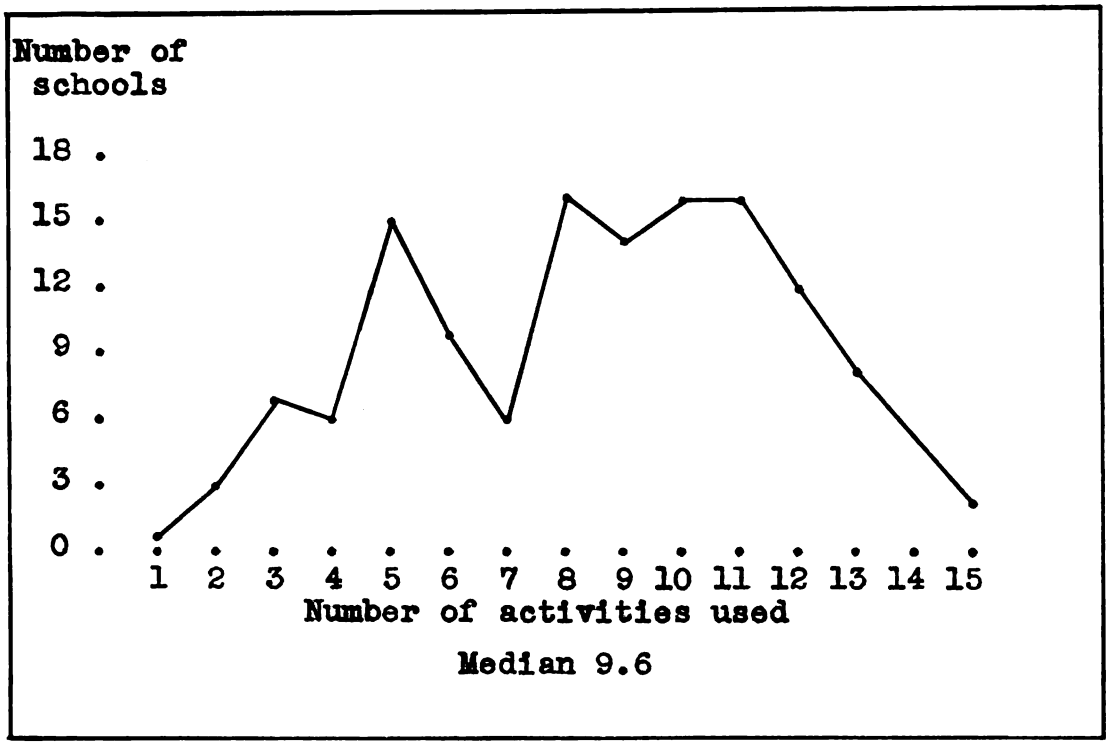

FIGURE 1

DISTRIBUTION OF THE NUMBER OF PUPIL ACTIVITIES IN WHICH GUIDANCE IS PROVIDED

bottom of the list, starting with the lowest, are building a philosophy, self-planning, and self-analysis. That almost eight out of every ten schools (78.8 per cent) provided guidance in the study and selection of a vocation is commendable; that only about five or six out of ten schools (55 per cent) provided guidance in self-analysis is, perhaps, not so commendable. Most authorities in vocational guidance will probably agree that the selection of an occupation involves at least three things, studying

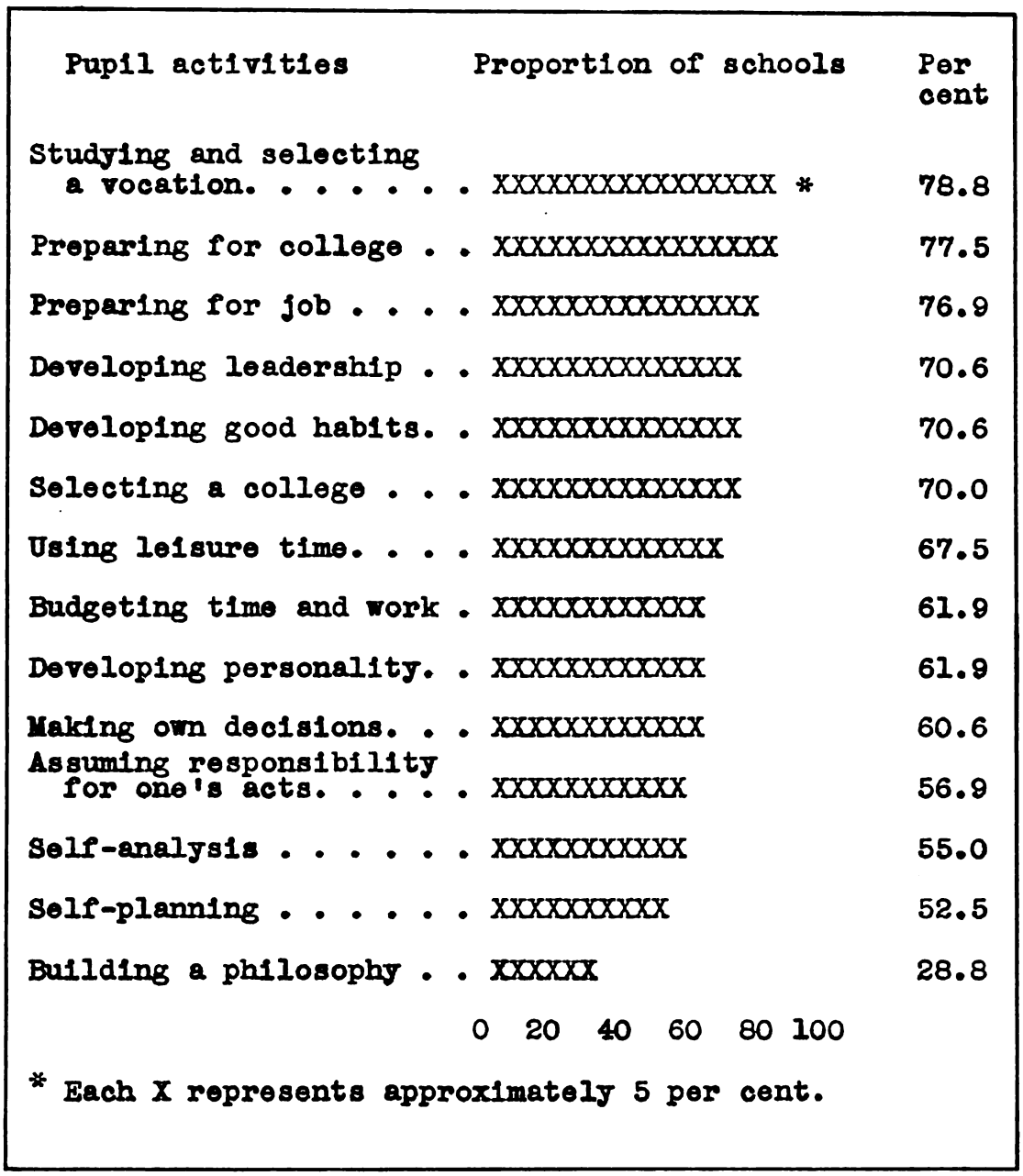

FIGURE 2

THE PROPORTION OF HIGH SCHOOLS PROVIDING GUIDANCE IN VARIOUS PUPIL ACTIVITIES

oneself (self-analysis), studying various occupations, and putting together the results of these two investigations. It would be interesting to know the quality of the vocational guidance provided in the schools which did not give guidance in self-analysis--some two or three schools (23.5 per cent) out of every ten--but this the data, unfortunately, do not reveal. Bell,[1] who in 1938 conducted a study of the youth of Maryland between the ages of sixteen and twenty-four, found that of the pupils who had completed the ninth grade, the twelfth grade, or four or more years of college, only two out of ten, three out of ten, and four out of ten, respectively, reported having received vocational guidance. The results of the two studies are, of course, not comparable, since those of the Michigan study do not disclose the number of pupils affected in each school. The fact that few pupils actually receive vocational guidance in Maryland seems to indicate that the total number of students reached, at least in that section of the United States, is not very great.

The activity ranking second in position is preparation for college. This is not altogether surprising,

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1 Howard M. Bell, Youth Tell Their Story, Washington: American Council on Education, 1938, p. 75.

since nearly all secondary schools probably still retain college preparatory curricula and functions among their major purposes. The number of students attending college and the number of pupils attending high school were compared in a recent research bulletin of the National Education Association.[2] Roughly speaking, only three out of every sixteen were college students. Of the group studied by Bell, only 10.7 per cent had gone beyond high school.[3] Certainly the proportion of students in high school who go on to college is small in comparison to the number of those who do not. This does not imply that fewer schools should give attention to guidance in preparation for college, since any pupil who plans to go on to college should receive preparation and guidance, but it might suggest that perhaps more schools should spend time on guidance in some of those activities found at the bottom of the list. Such activities as building a philosophy, self-planning, self-analysis, assuming responsibilities for one's acts, making one's own decisions, and budgeting time are all of inestimable value to the

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2 Research Division of the National Education Association, "Schools and the 1940 Census," Washington: Research Bulletin, 19:227, November, 1941.

3 Bell, op. cit., p. 56.

person who is going to leave school permanently to take his place in the social and economic life of the community. Perhaps the schools should take cognizance of this fact and change their practices accordingly.

Provisions for vocational guidance. Another group of data which deal with the number of schools making provision for exploratory activities, vocational courses, and follow-up studies, is given in Table II. Provision for try-out activities seems to decrease as the enrollment of the school becomes smaller. Of the total group of schools which answered this question, one-third indicated that they made no provision for exploratory activities. In the teaching of vocational courses, this relationship does not seem to exist. While the larger portion of schools in each class reported that these courses were not required, the combined response placed the relation at two out of three schools. The provision for placement service again decreased with the increase in the size of the school, as did provision for follow-up. It would seem, then, that in at least three of these items, a greater proportion of the large schools made provision for guidance. Only 62 of the 167 schools provided selective courses in all four grades in high school.

TABLE II

THE NUMBER OF SCHOOLS MAKING PROVISION FOR VARIOUS PHASES OF VOCATIONAL GUIDANCE

Phases of Guidance	Number of Schools				
	Class of School				
	A	B	C,	D	Total
Is provision made for try-out and exploratory activities?					
Yes	9	18	34	19	80
No.	4	5	12	19	40
Are vocational courses taught?					
Yes	15	24	53	51	143
No.	0	1	0	1	2
Are vocational courses required?					
Yes	7	3	17	16	43
No.	6	19	32	32	89
Does your school make provision for follow-up?					
Yes	10	19	25	21	75
No.	3	13	28	31	75
Does your school make provision for flexibility?					
Yes	12	24	35	35	106
No.	3	0	1	7	11
Through core curriculum?	3	2	4	4	13
Through short courses?	1	2	9	6	18
Through elective courses for grades 9, 10, 11, 12.	6	18	20	18	62
10, 11, 12	4	3	16	12	35
11, 12	1	0	5	6	12
12	0	0	0	0	0
9, 10, 11.	1	0	0	0	1
9, 10.	0	0	1	0	1
9.	0	0	1	0	1
9, 11, 12.	0	0	0	1	1

In general, the data as revealed by Table II seem to indicate that perhaps a considerable number of schools are not doing too much about these several phases of guidance.

Since many of the other answers requested in this portion of the questionnaire were not filled out by most of the schools, the number of answers is too small to be of value. A list of the courses in which vocational guidance and exploratory activities were said to be given is included in the appendix.[4]

Orientation. The study of orientation was approached from the standpoint of the student entering the high school for the first time. Another portion involved social, vocational, and pre-college orientation. A checklist of eleven devices for orientation was used to obtain this particular information. The results are summarized in Table III (page 30) and Figures 3 and 4 (pages 31 and 32). In six of the devices listed, the percentage of schools utilizing them for orientation increases with the size of the school. Distribution of information, group guidance, preparation of cumulative record, visits by high school teachers to the schools of the prospective students, and first semester courses all seem to follow this trend. Two devices, visits to the

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4 Pp. 86, 87.

TABLE III

THE PERCENTAGE OF HIGH SCHOOLS MAKING PROVISION FOR ORIENTATION OF PUPILS ENTERING FOR THE FIRST TIME

Techniques of Orientation	Percentage of Schools Class of School				
	A	B	C	D	Total
Individual counseling	64.7	76.9	65.5	68.1	68.3
Distribution of information	82.4	80.8	60.0	53.2	64.1
Social activities	52.9	50.0	58.2	57.5	55.9
Visits to high school before enrollment	52.9	57.7	56.4	40.4	51.0
Group guidance	82.4	50.0	47.3	34.0	47.6
Preparation of cumulative records	58.8	50.0	38.2	31.9	40.7
Visits by high school teacher to elementary school	47.1	38.5	23.6	17.0	26.9
Visits to the homes of prospective pupils	17.7	15.4	27.3	36.2	26.9
Use of pals or pupil advisers	29.4	26.9	30.9	17.0	25.5
First semester courses	23.5	26.9	14.6	6.4	15.2
None	5.9	7.7	10.9	19.2	12.4
Freshman week	11.8	3.9	5.5	12.4	8.3

high school by prospective pupils and use of pals, seem to show little variation with the size of the school. An inverse relationship of use with size is exhibited by two devices, visits to the homes of prospective pupils and social activities. One device, freshman week, seems to have received the highest use in the two extreme classes, A and D schools.

Approximately one out of ten schools (12.4 per cent) provided no orientation for the student entering

Orientation activities	Proportion of schools	Per cent
Individual counseling . .	XXXXXXXXXXXXX *	68.3
Distribution of information	XXXXXXXXXXXX	64.1
Social activities	XXXXXXXXXX	55.9
Visits to high school . .	XXXXXXXXXX	51.0
Group guidance.	XXXXXXXXXX	47.6
Preparation of cumulative record . . .	XXXXXXXX	40.7
Visits of high school teacher to school . . .	XXXXX	26.9
Visits to homes	XXXXX	26.9
Use of pals	XXXXX	25.5
First semester courses. .	XXX	15.2
None.	XX	12.4
Freshman week	XX	8.3

0 20 40 60 80 100

* Each X represents approximately 5 per cent.

FIGURE 3

THE PERCENTAGE OF SCHOOLS USING VARIOUS ORIENTATION TECHNIQUES AND DEVICES

the high school for the first time, through the use of the devices listed. The percentage of schools which provided no such orientation increased inversely with the size of the school. Perhaps the smaller schools felt less need for such orientation. For the most part, Figure 3 speaks for itself.

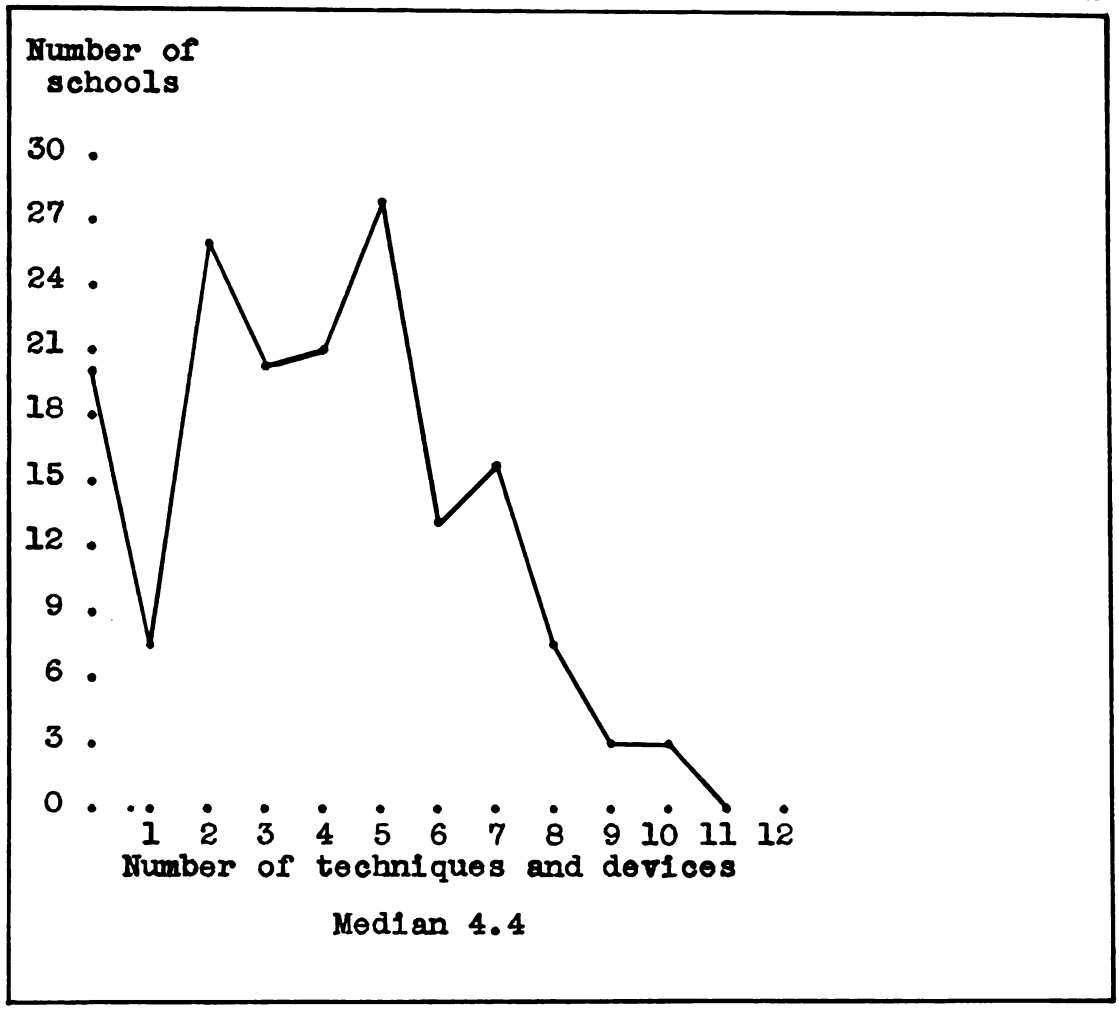

FIGURE 4

DISTRIBUTION OF THE NUMBER OF TECHNIQUES AND DEVICES USED FOR ORIENTATION

Figure 4 adds other data to the picture. The majority of the schools which provided orientation used from two to seven of these devices, with the median falling at 4.4. The total range was from one to twelve.

The provisions made for other types of orientation are shown in Table IV. In all of these, the frequency of

TABLE IV

NUMBER AND PERCENTAGE OF HIGH SCHOOLS PROVIDING DIFFERENT TYPES OF ORIENTATION

Types of Orientation	Number and Percentage of Schools									
	Class of School									
	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No.	%
Orientation for social life										
Yes	13	76.5	17	65.4	41	74.6	39	83.0	110	79.1
No.	2	11.8	8	30.8	10	18.2	9	19.2	29	
Vocational orientation										
Yes	12	70.1	17	65.4	28	50.9	28	59.6	85	63.9
No.	2	11.8	8	30.8	19	34.6	19	40.4	48	
Pre-college orientation										
Yes	12	70.1	19	73.1	29	52.7	24	51.1	84	62.2
No.	4	23.5	8	30.8	20	36.4	19	40.4	51	
Orientation to school after first semester										
Yes	11	64.7	11	42.3	25	45.5	17	36.2	64	47.4
No.	5	29.4	13	50.0	23	41.8	30	63.8	71	

use seems to increase with the size of the school. The number of schools which did not provide these types of orientation seems to be relatively large.

Types of information and devices for obtaining that information. The next group of data to be considered are those which deal with the recording of information concerning the students and the methods of gaining this

information. The first portion to be considered is devoted to that which is kept in the school in written form. Apparently no general or consistent pattern exists which differentiates between the classes of schools as shown by Table V. In about two-thirds of the cases, however, the class D schools show the lowest percentage of use. One additional factor is evident in this respect, namely, that in eleven out of the thirty-eight devices, the percentage of use seems to increase with the size of the school, while in not a single instance does the reverse relationship hold true. In other words, in the majority of cases where classes of schools are compared, a greater proportion of the larger schools were keeping these various records.

A majority of the schools, as shown in Figure 5 (page 36), were using from four to twenty of these devices. Of those which used one or more, the range was from one to thirty-four with a median of 12.3. Some schools had a large variety of written records concerning their students.

While Figure 6 (page 37) is, in general, quite self-explanatory, there are a few things which should perhaps be mentioned. If education is to be thought of in terms of pupil growth, if successful teaching and effective

TABLE V

THE PERCENTAGE OF HIGH SCHOOLS OF EACH CLASS RECORDING VARIOUS TYPES OF INFORMATION CONCERNING THE PUPIL

Types of Information	Percentage of Schools Using Class of School				
	A	B	C	D	Total
Days absent and tardy	100.0	100.0	91.2	86.8	92.2
Occupation of father	94.1	96.3	91.2	84.9	90.3
Courses taken	94.1	88.9	80.7	86.8	85.7
School achievement record	88.2	96.3	75.4	81.1	82.5
Records from other schools	94.1	81.5	79.0	75.5	79.2
Health and sickness records	88.2	63.0	57.9	64.2	64.3
Participation in extra-curricular activities	52.9	77.8	61.4	54.7	61.0
Special awards and honors	70.6	70.4	56.1	47.2	57.1
Size of immediate family	76.5	59.3	61.4	43.4	56.5
Offices held	47.1	63.0	36.8	47.2	46.1
School activities	58.8	55.6	42.1	34.0	43.5
Membership in organizations	52.9	59.3	31.6	37.7	40.9
Home background	47.9	51.9	40.3	32.1	40.3
Non-school work experience	52.9	63.0	43.9	11.3	35.0
Vocational choice	41.2	59.3	38.6	15.1	34.4
Plans after high school	52.9	51.9	33.3	20.8	34.4
Interests, likes, dislikes	47.1	55.6	35.1	17.0	33.8
Vocational training	41.2	40.1	29.8	30.2	33.1
Present health	52.9	29.6	29.8	30.2	32.5
Personality and character	58.8	33.3	29.8	18.9	29.9
Educational plans	58.8	51.9	22.8	17.0	29.9
Aptitudes and abilities	52.9	22.2	28.1	17.0	26.0
Leisure-time activities	47.1	29.6	26.3	15.1	26.3
Home responsibilities	29.4	37.0	22.8	17.0	24.0
Goals of pupil	35.3	37.0	24.6	13.2	24.0
Most interesting work	23.5	51.9	21.1	11.3	23.4
Hobbies	35.3	29.6	22.8	17.0	23.4
In-school work experience	35.3	22.2	22.8	18.9	22.7
Educational interests	23.5	29.6	19.3	18.9	21.4
Economic status	35.3	22.2	17.5	13.2	18.8
Special abilities and skills	35.3	22.2	17.5	5.7	16.2
Persons to interview concerning pupil	41.2	22.2	14.0	7.6	16.2
Problems of pupil	17.7	29.6	12.3	9.4	14.9
Emotional status	11.8	14.8	10.5	13.2	12.3
Money spent by pupil	17.7	3.7	7.0	9.4	8.4
Social development	5.9	7.4	12.3	3.8	7.8
Community environment	5.9	0.0	3.5	11.3	5.8
Influence of relatives	0.0	3.7	5.3	7.6	5.2

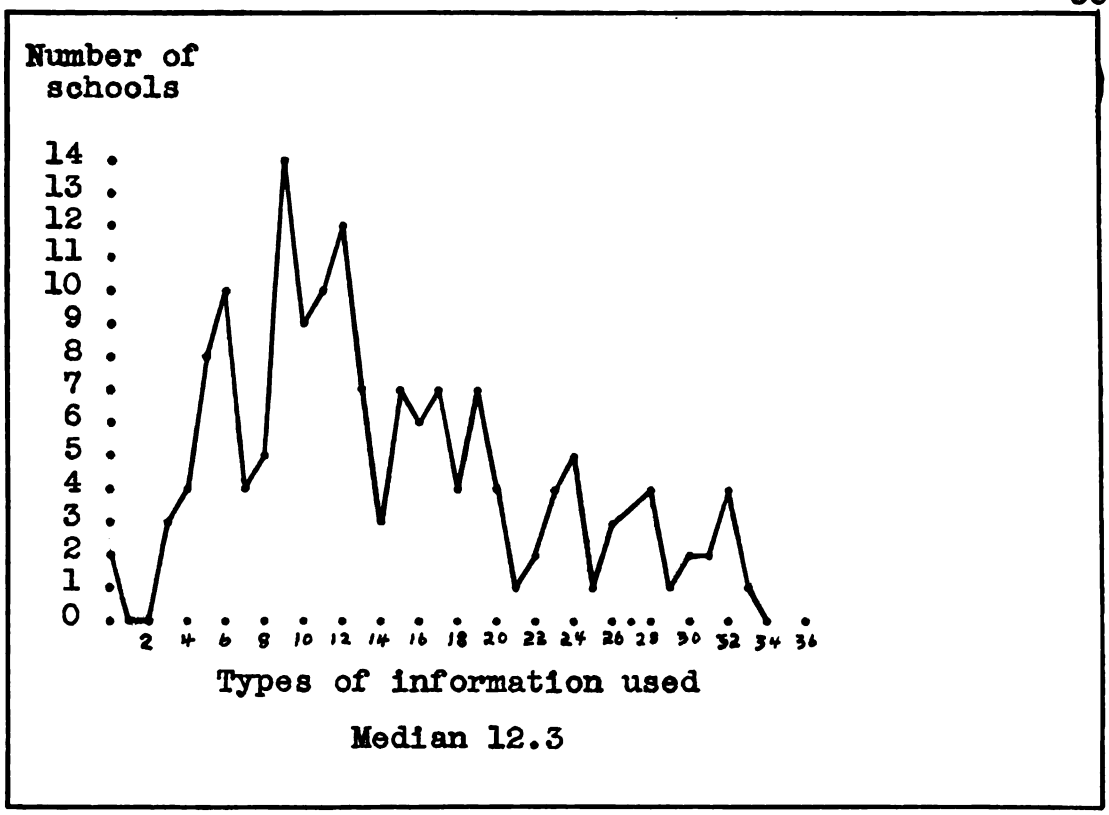

FIGURE 5

THE DISTRIBUTION OF THE VARIOUS TYPES OF PUPIL INFORMATION USED IN THE GUIDANCE PROGRAMS

guidance depend upon a thorough understanding of the pupil, and if records of the kind listed in Figure 6 are of value in making this understanding possible, surely much more can be done in many schools insofar as use of records is concerned. Eurich and Wrenn state:

> A basic principle of guidance and of the educational program . . . is that much information about students must be secured if we are to plan educational processes to meet their needs. Information gained from a cross-section of their present status of needs, abilities, and interests must be supplemented by genetic or developmental studies

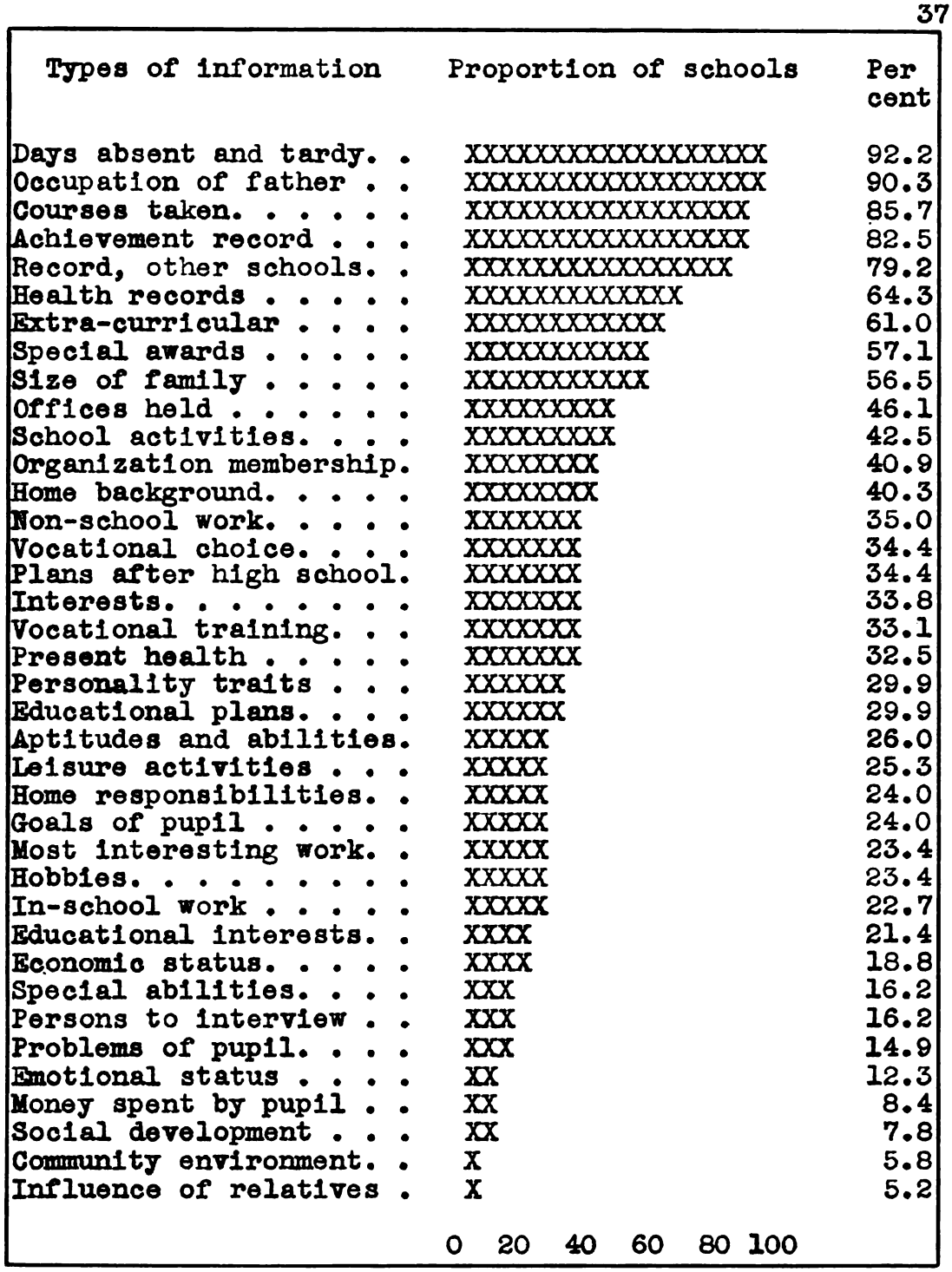

FIGURE 6

THE PERCENTAGE OF HIGH SCHOOLS RECORDING VARIOUS TYPES OF INFORMATIONCONCERNING THE PUPIL

> that give the background and development of this present status.[5]

Certainly the majority of those items listed as being used by less than five schools out of ten could contribute immeasurably to an understanding of the pupil. Another interesting observation is the number of items in this lower group which are really essential to the intelligent selection of a vocation. Perhaps this may provide some clue as to the quality of the vocational guidance provided in some of the schools.

Methods of obtaining information concerning pupils. If records and information concerning students are important to a guidance program, then the methods of collecting that information are equally important, for the validity of information is largely dependent upon the methods used in collecting it. The character of the method will also, in some instances, determine whether those data are collected at all. Information concerning the popularity of various methods, as judged by the number of schools using each, should, therefore, be significant. In Michigan, the interview seems to be the most popular

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5 National Society for the Study of Education, "Guidance in Educational Institutions," Thirty-Seventh Yearbook, Part I, Bloomington, Illinois: Public School Publishing Company, 1938, p. 33.

device for gaining information, since it ranks first. It was used by about nine out of ten schools (91.6 per cent). Observation places second with about three out of every four schools using it. This rating of the interview technique is not limited to schools, since it seems to be equally popular in industry.[6] Unfortunately, in industry at least, the effectiveness of the interview technique cannot be measured by its popularity.[7] If properly used, however, it is a very valuable technique. Figure 7 reveals that eight of the twelve techniques were not in use in over seven out of every ten schools. Figure 8 (page 41) shows that the greater proportion of the schools used between two and four of the techniques or a median of 3.9. The potential value of this slighted group scarcely warrants such neglect. No general or specific pattern of differentiation according to class can be observed in Table VI(page 42). Apparently the size of the school bears no particular relation to the use of any specific technique.

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6 Herbert Moore, Psychology for Business and Industry, New York: McGraw-Hill Book Company, Inc., 1939, pp. 101-104.

7 Ibid., pp. 436-446.

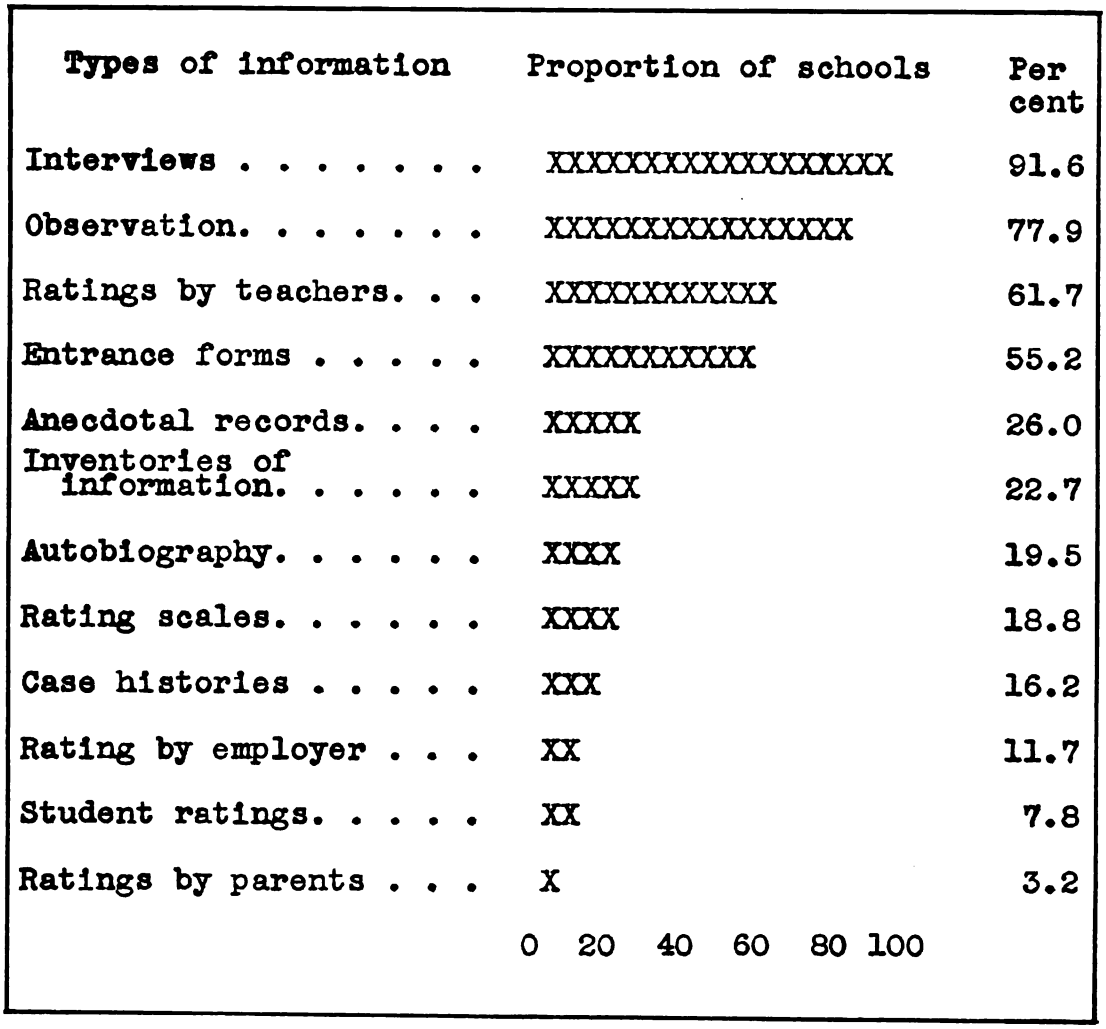

FIGURE 7

THE PERCENTAGE OF SCHOOLS USING VARIOUS DEVICES FOR OBTAINING INFORMATION ABOUT THE PUPILS

Types of tests used. The question of what part different kinds of tests played in the guidance activities of the schools of Michigan was the next consideration of the survey. The questionnaire asked for three things, namely, a check for the kind of test used, the name of the

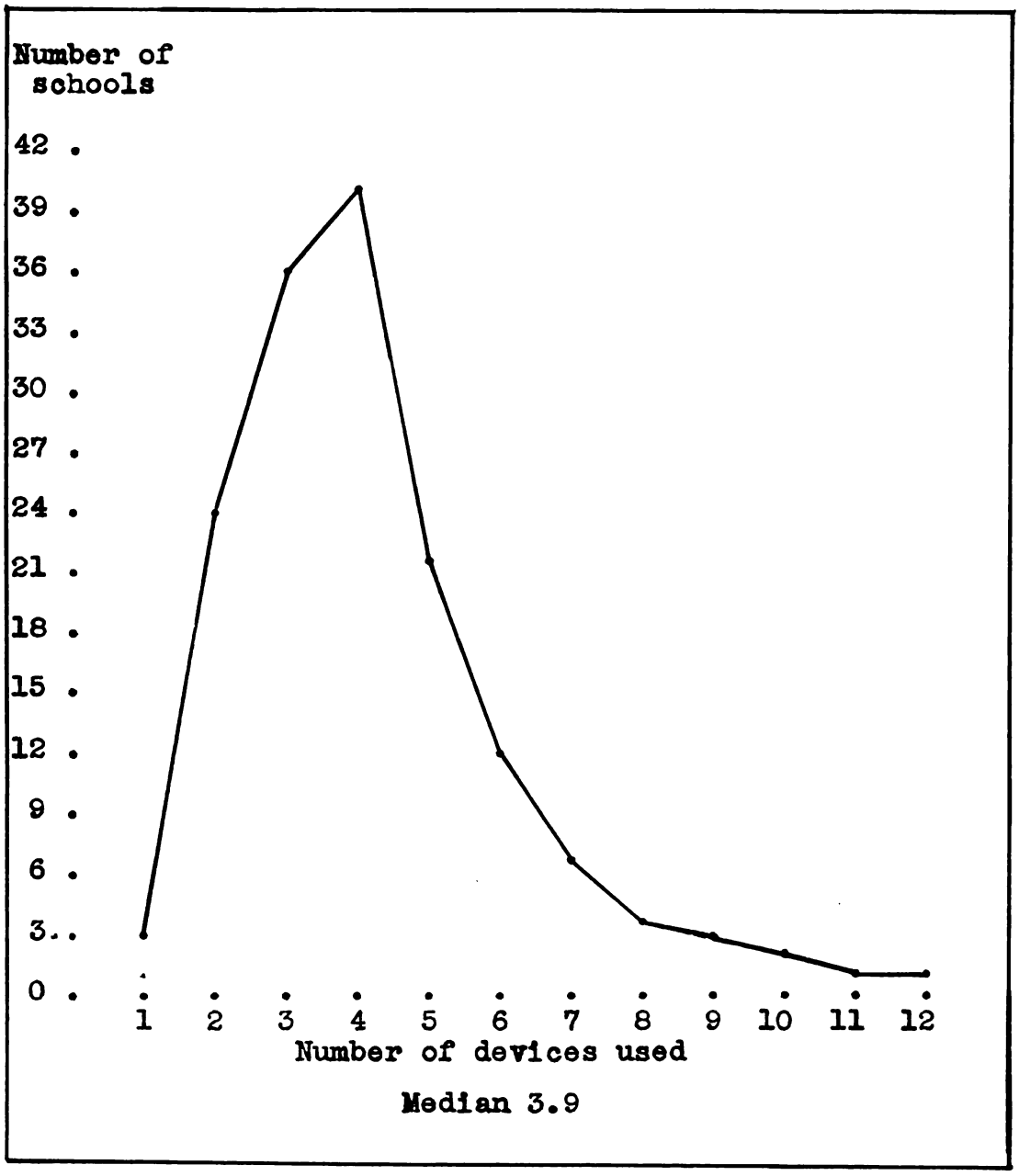

FIGURE 8

DISTRIBUTION OF THE NUMBER OF DEVICES USED FOR OBTAINING INFORMATION ABOUT THE PUPILS

TABLE VI

THE PERCENTAGE OF SCHOOLS OF EACH CLASS USING VARIOUS DEVICES FOR OBTAINING INFORMATION ABOUT THE PUPIL

Devices	Percentage of Schools Class of School				
	A	B	C	D	Total
Interviews	100.0	96.4	96.6	82.0	91.6
Observation	83.3	64.3	79.3	82.0	77.9
Ratings by teacher or adviser	83.3	57.1	56.9	62.0	61.7
Entrance forms or blanks	44.4	53.6	62.1	52.0	55.2
Anecdotal records	38.9	50.0	15.5	20.0	26.0
Inventories of information	11.1	25.0	13.8	36.0	22.7
Autobiographies	22.2	25.0	20.7	14.0	19.5
Rating scales	38.9	10.7	30.7	14.0	18.8
Case histories	22.2	21.4	13.8	14.0	16.2
Ratings by employers	5.6	21.4	13.8	6.0	11.7
Student ratings	11.1	10.7	5.2	8.0	7.8
Ratings by parents	5.6	0.0	1.7	6.0	3.2
Number of schools answering	18	28	58	50	154
Number of schools omitting	0	0	3	10	13
Total schools responding	18	28	61	60	167

test, and the grade level at which it was administered. The response to the last two items was so haphazard that the figures do little more than indicate what specific tests a very small group of schools used and at what grade level some of these were used. For this reason those two portions will not be considered here. Table VII, however, tends to show how many schools used each of the five types of tests listed. The number checking this part varied

TABLE VII

THE NUMBER AND PERCENTAGE OF SCHOOLS USING VARIOUS TESTS IN THEIR GUIDANCE PROGRAM

Tests	Number and Percentage of Schools									
	Class of School									
	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No.	%
Intelligence										
Used.	10	55.6	22	78.6	45	91.8	28	70.0	105	77.8
Not used.	1		0		4		1		6	
Standard achievement										
Used.	4	22.2	7	25.0	26	53.1	23	57.5	60	44.4
Not used.	1		0		23		0		24	
Vocational aptitude and skill										
Used.	9	50.0	6	21.4	21	42.9	10	25.0	46	34.1
Not used.	0		0		27		0		27	
Guidance										
Used.	4	22.2	9	32.1	17	34.7	8	20.0	38	28.1
Not used.	0		0		31		0		31	
Personality										
Used.	3	16.7	4	14.3	13	26.5	12	30.0	32	23.7
Not used.	0		0		36		0		36	
Others.	4		10		3		0		17	12.6
Omitted					12		20		32	

markedly from test to test in all but Class C schools, while twelve schools in Class C and twenty in Class D failed to check any item in this particular part of the questionnaire. The percentages in Table VII were computed on the basis of

the schools which answered at least one part of this section.

None of these tests seems to show any relation to the size of the school insofar as the percentage of its use is concerned except the standard achievement test. Its use appears to vary inversely to the size of the school. Ostensibly, the smaller the school, the more prevalent is the use of the achievement test. The intelligence test seems to be

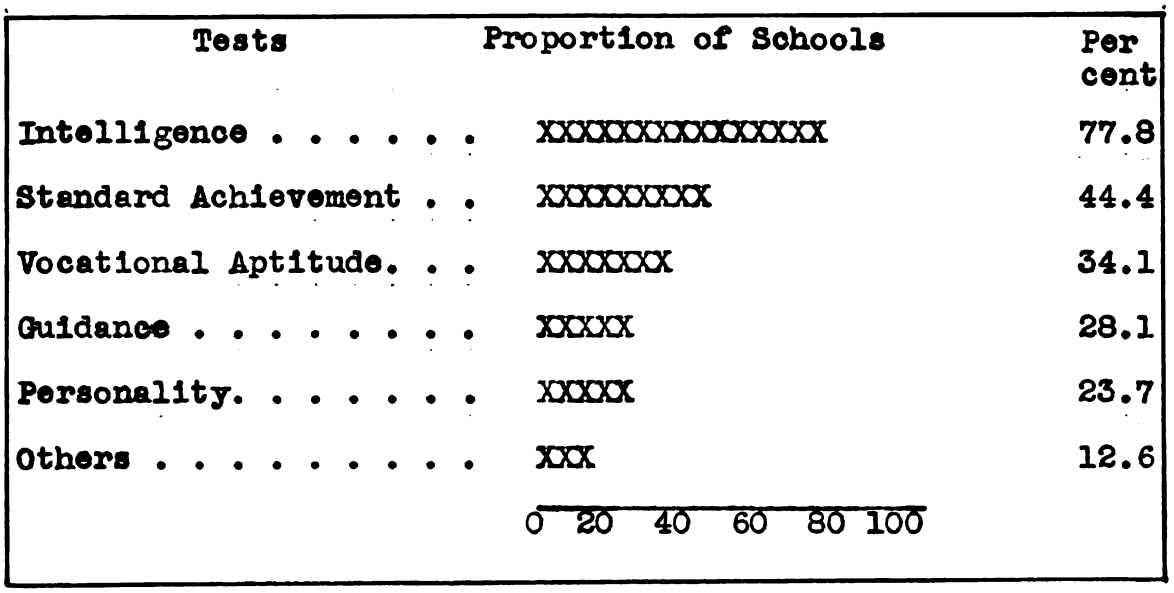

FIGURE 9

THE PERCENTAGE OF HIGH SCHOOLS USING VARIOUS TESTS IN THEIR GUIDANCE PROGRAMS

the only test which was used by more than five schools out of ten (58.8 per cent), while the rest of them ranged from less than two out of every ten (12.6 per cent) to less than five out of ten (44.4 per cent). What is more, the greater proportion of the schools did not use more than three or

four of the tests, as is shown by Figure 10. Apparently most of the schools were not over-burdened because of their testing program. Briefly stated, the data do not seem to show that tests are widely used.

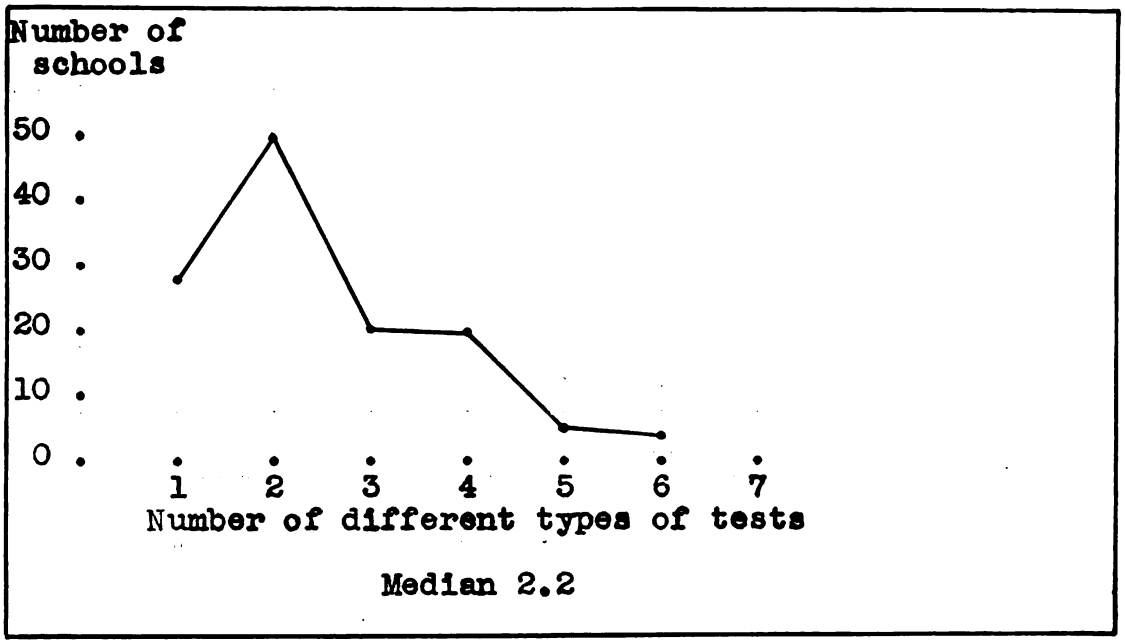

FIGURE 10

DISTRIBUTION OF THE NUMBER OF VARIOUS TYPES OF TESTS USED FOR GUIDANCE PURPOSES

Methods of providing pupils with guidance information. The next compilation of data attempted to answer the question of what methods, other than organized courses, were being used to provide pupils with guidance information. For this, a check list was provided, and the results of the responses were summarized in Table VIII. Here again, comparison of the different classes of schools does not produce

TABLE VIII

PERCENTAGE OF HIGH SCHOOLS USING VARIOUS METHODS FOR PROVIDING PUPILS WITH GUIDANCE INFORMATION

Methods Used	Percentage of Schools				
	Class of School				
	A	B	C	D	Total
Visits and trips in community	88.2	82.1	75.0	67.3	81.5
Assembly programs	82.4	85.7	80.0	75.0	79.6
School and college bulletins	82.4	82.1	75.0	75.0	77.1
Motion pictures	52.9	89.3	76.7	61.5	71.3
Talks by professional people	70.1	89.3	66.7	67.3	71.3
Books and reference	64.7	76.0	80.0	57.7	70.1
Information on vocational trends	70.1	71.4	66.7	59.6	65.6
Information on local employment	58.8	32.1	41.7	32.7	40.8
Statistics on leading occupations	76.5	39.3	38.3	28.9	39.5
Tests and inventories	52.9	32.1	38.3	30.8	36.3
Guides to occupations and vocations	41.2	42.9	33.3	30.8	35.0
Biographies of careers	41.2	28.6	30.0	40.4	34.4
Radio talks	05.9	21.4	33.3	30.8	27.4
Statistics on local occupations	47.1	21.4	25.0	19.2	24.8
Informal guides in securing and using information	41.2	32.1	20.0	15.4	22.9
Work in county or district guidance meetings	17.7	17.9	20.0	07.7	15.3
Number of schools answering	17	28	60	52	152
Number of schools omitting	1	0	1	8	10
Total schools responding	18	28	61	60	167

a consistent pattern of use according to the size of the school. On the contrary, only three methods appear to bear any specific relation to size or class of school. These are: visits and trips in the community, statistics on lead-

ing occupations, and informal guides in securing and using information. In these three instances, the percentage of use seems to increase with the size of the school. Except for these cases, however, there seems to be little relation between the percentage of use of the majority of methods listed in this section.

In the number of methods used, the range is from one to fifteen with a median of eight. Figure 11 shows the distribution. It is apparent from the figure that the num-

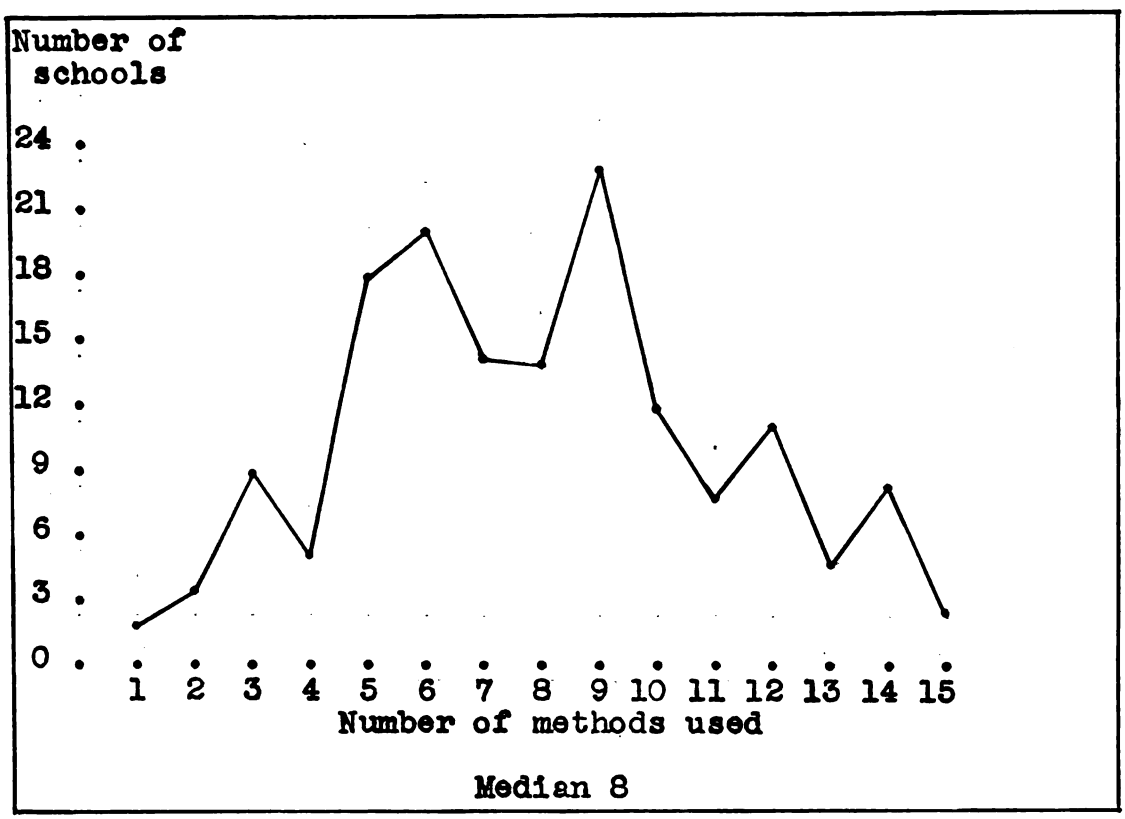

FIGURE 11

DISTRIBUTION OF THE NUMBER OF METHODS USED FOR PROVIDING PUPILS WITH GUIDANCE INFORMATION

ber of methods used by most of the schools lies somewhere between five and ten. This seems to indicate a larger proportion of use than was true in the case of tests.

In Figure 12 (page 49), a considerable break can be seen in the number of schools using the methods listed. Seven of the nine were used in less than four schools out of every ten. It is interesting to note that in this group of seven are several items of importance to vocational guidance, such as: information on local employment, statistics on leading occupations, guides to occupations and vocations, biographies on careers, statistics on local occupations, and informal guides in securing and using information. At least two of these were used by less than three schools out of ten. This data seems to be in accord with that previously presented in this survey, and again raises a question as to the quality of vocational guidance in schools which omit so many important items from their guidance programs. In those places where the majority of the youths stay in the community upon leaving high school these particular methods of providing of providing information for the pupils would seem especially useful and important, since several of them deal directly with local employment possibilities. Even in those locations where most of the pupils leaving school do not remain in the community, the information concerning the local occupations and the em-

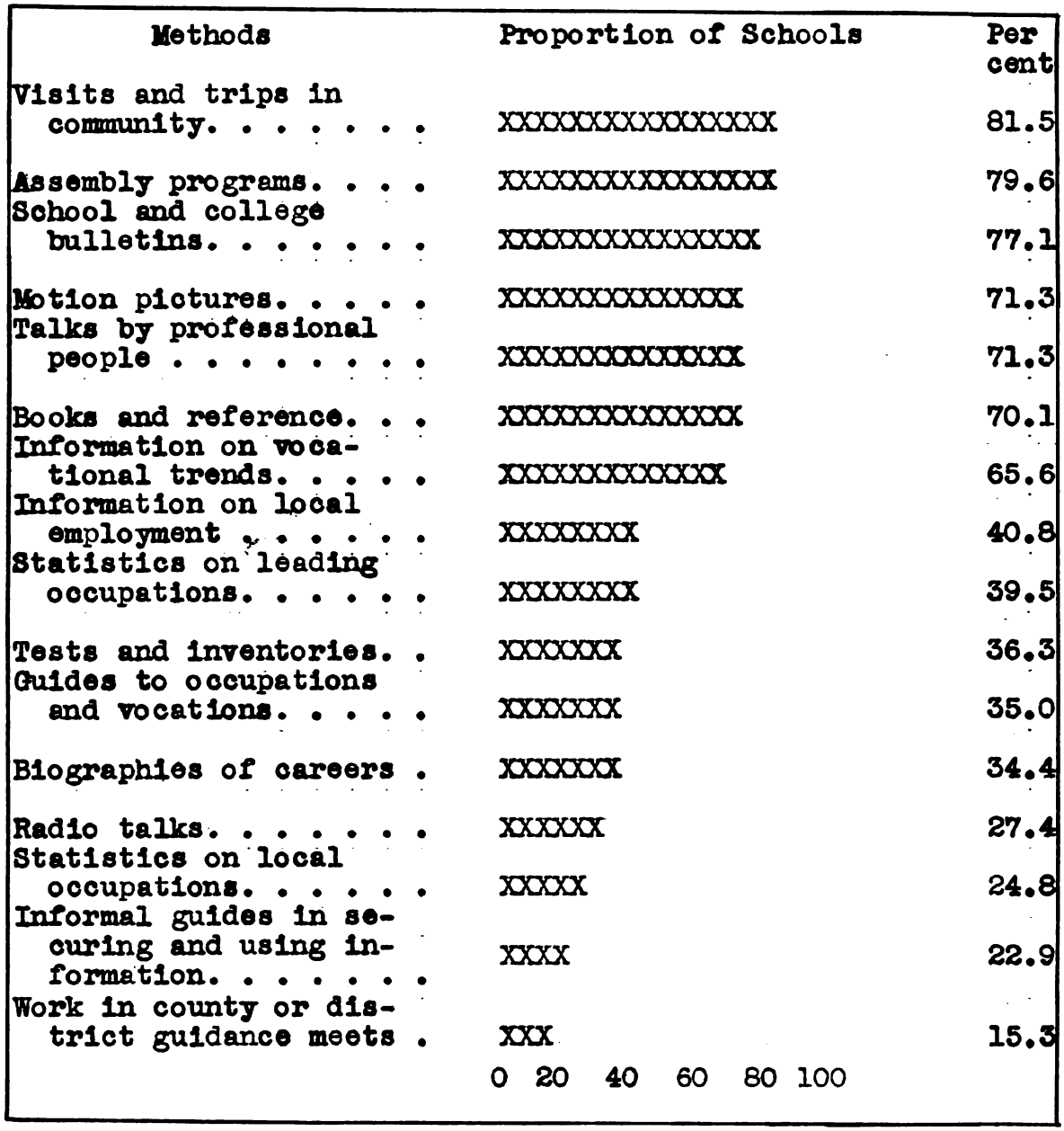

FIGURE 12

PERCENTAGE OF HIGH SCHOOLS USING VARIOUS METHODS FOR PROVIDING PUPILS WITH GUIDANCE INFORMATION

ployment could well serve as a source of valuable and intelligible first-hand information and experience. It is altogether possible that in many of the schools this valuable source has scarcely been tapped.

III. ORGANIZATION OF GUIDANCE

The remainder of the survey dealt with the aspects of the organization of the guidance program. This portion of the questionnaire also deviated from the check list procedure to a considerable extent, and relied upon the descriptions or statement which the individual filling out the blank might make. The shift from the check list type of procedure to that which required written statements proved an error, in this particular survey at any event, for in a surprisingly large number of returns, the blanks provided for such answers remained as barren and wordless as they were on the day they were stencilled. In many instances where the desired information was supplied, it came in such a variety of forms that it proved useless for purposes of presenting a composite picture of a number of schools. The tabulation of this section was, therefore, restricted to those portions of the questionnaire which it was possible to tabulate and which provided enough responses so that some interpretation could be made.

The portions which were available for use were intended to determine what individuals were chiefly responsible for the coordination of the guidance program, what individuals assisted with this program, what agencies or persons outside of school gave aid in guidance, what facilities were provided

for use in guidance and counseling, what form the guidance activities took, and what steps were taken to improve and evaluate the guidance activities. These will be taken up in the order mentioned.

Individuals responsible for coordinating guidance activities. The summary of the data concerning the individual chiefly responsible for coordinating the guidance activities is given in Table IX and Figure 13. From the standpoint of

TABLE IX

NUMBER AND PERCENTAGE OF HIGH SCHOOLS USING VARIOUS PERSONS TO COORDINATE GUIDANCE ACTIVITIES

Persons	Number and Percentage of Schools									
	Class of School									
	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No.	%
Principal.	9	50.0	20	71.4	33	56.9	16	32.0	78	50.6
Superintendent . .	1	5.6	5	17.9	34	58.6	37	74.0	77	50.0
Homeroom Teacher .	9	50.0	8	28.6	18	31.0	7	14.0	42	27.3
Counselor.	10	55.6	4	14.3	6	10.3	2	4.0	22	14.3
Ass't Principal. .	9	50.0	0	0.0	0	0.0	1	2.0	10	6.5
Others	10	55.6	10	35.7	5	98.6	5	10.0	30	19.5
Schools answering.	18		28		58		50		154	
Schools omitting .	0		0		3		10		13	
Total schools . .	18		28		61		60		167	

all classes of schools combined, the principal and the superintendent were used by most of the schools and seemed to be almost equally popular, each being utilized in around

fifty per cent of the schools. This does not mean that each of these individuals was mentioned as being solely responsible for coordinating the guidance activities. In a considerable number of the cases he was one of the two or three individuals who were designated to assume this responsibility. This is demonstrated in Tables XIX and XX.[8] In only

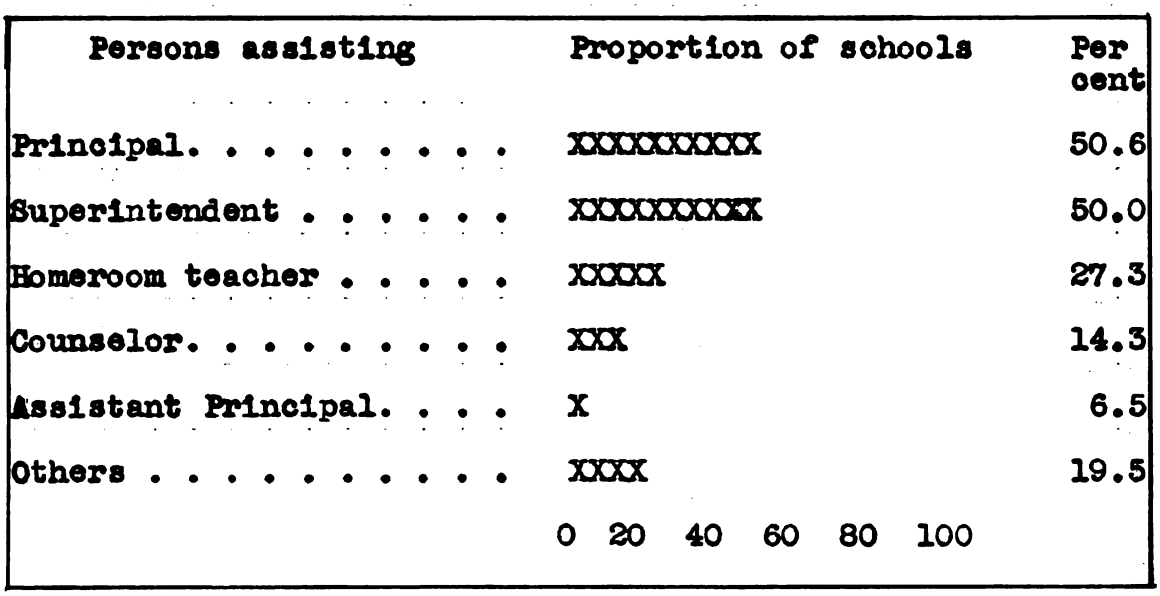

FIGURE 13

PROPORTION OF HIGH SCHOOLS USING VARIOUS INDIVIDUALS FOR COORDINATING GUIDANCE ACTIVITIES

thirty schools was the principal alone responsible. The superintendent held such responsibility in thirty-eight schools. It is evident that when only one individual was responsible, the superintendent ranked first, but when combinations of individuals served as the responsible group, the principal more often than the superintendent was a member of this group.

8 See Appendix Pp. 102, 103.

There seemed to be a tendency for the smaller schools to restrict the responsibility to one individual more often than did the larger schools. Then too, the evidence tends to show that the counselor was used more often in the larger than in the smaller schools. This may perhaps be accounted for by the fact that the small schools cannot afford to have special counselors and by the fact that they have fewer persons available. The evidence in Table IX (page 51) indicates that the frequency of use of the superintendent varies inversely with the size of the school, while the use of the counselor varies directly with the size of the school.

About ninety-two per cent of the schools had some persons chiefly responsible for guidance activities. This is not, however, a contradiction to the results reported by Greenleaf and Brewster (page 7) stating that between thirty-seven and forty-five per cent of the Michigan high schools provided counselors or guidance leaders. Their definition was much more restricted than is the interpretation provided in the present survey as given in Table IX (page 51).

Persons assisting in the guidance activities. An important supplement to the data just given is that dealing with the persons who assist in the guidance program. In this function the classroom teacher ranks first, being

TABLE X

THE NUMBER AND PERCENTAGE OF SCHOOLS USING VARIOUS INDIVIDUALS TO ASSIST IN GUIDANCE ACTIVITIES

Persons Assisting	Number and Percentage of Schools									
	Class of School									
	A		B		C		D		Total	
	No	%	No	%	No	%	No	%	No.	%
Classroom teachers.	13	76.5	20	71.4	36	63.2	43	76.8	112	70.9
Homeroom advisers .	9	52.9	17	60.7	31	54.4	25	44.6	82	51.9
Class advisers. . .	7	41.2	13	46.4	23	40.4	20	35.7	73	46.2
Counselors.	9	52.9	11	39.3	4	7.0	3	5.4	27	17.1
Others.	3	17.6	3	10.7	8	14.0	2	3.6	16	10.7
Schools answering .	17		28		57		56		158	
Schools omitting. .	1		0		4		4		9	
Total no. schools .	18		28		61		60		167	

utilized by more than seven out of every ten schools (70.9 per cent), as is shown in Figure 14. There is no apparent

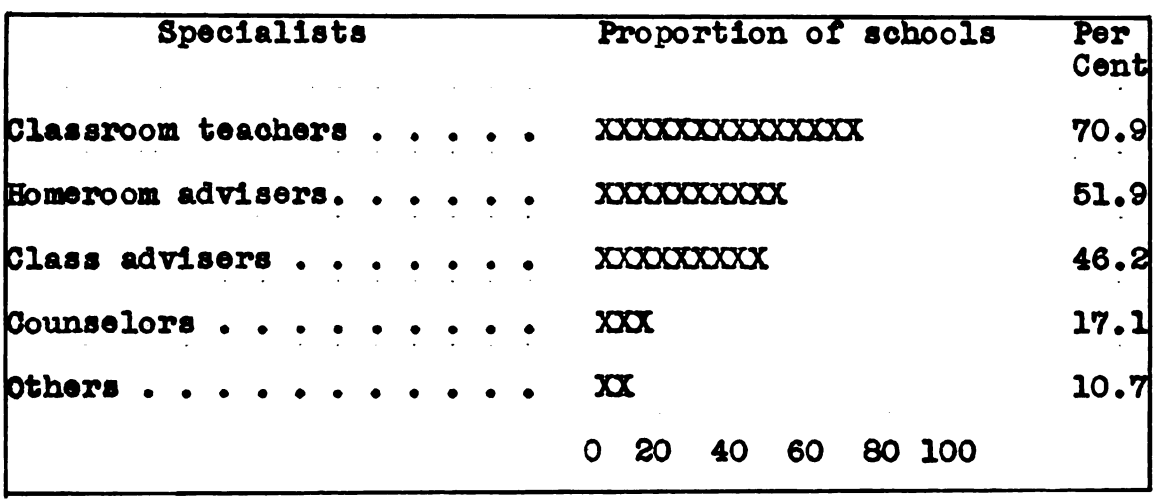

FIGURE 14

THE PROPORTION OF HIGH SCHOOLS USING VARIOUS INDIVIDUALS TO ASSIST IN GUIDANCE ACTIVITIES

relation between size of school and the use of any particular group except in the case of counselors where a tendency to increase with the size of the school may be observed.

Persons and agencies outside of school aiding in guidance. From the individuals directly connected with the school, the discussion logically turns to those other individuals, usually specialists, who are called in to give the schools some aid in their guidance activities. Of this group, the nurse ranks first since 52.9 per cent of the schools utilized her services during some portion of the school year. The physician comes next with a rating of 48.4 per cent. Neither the psychiatrist nor the counselor was used as extensively since their services were used in only 29.9 and 15.4 per cent of the schools respectively. Only in the case of one of these experts does any relationship between the use and the size of the school seem to exist. The nurse, according to the evidence presented in Table XI, is used more extensively as the size of the school decreases. Perhaps the reason why the counselor places so low in this instance is that he is probably oftener used as one of those chiefly responsible for the guidance program rather than as a specialist called in to assist occasionally. Since this concludes the data on the persons directing and helping in the guidance activities, the next portion will be devoted to the information

TABLE XI

THE PERCENTAGE OF SCHOOLS UTILIZING THE SERVICES OF INDIVIDUALS NOT DIRECTLY CONNECTED WITH THE SCHOOL

Specialists	Percentage of Schools				
	Class of School				
	A	B	C	D	Total
Nurse	41.2	48.2	57.1	54.4	52.9
Physician	76.5	51.9	42.9	43.9	48.4
Psychiatrist	88.2	48.2	19.6	14.0	29.9
Counselor	17.7	7.4	23.2	12.3	15.4

concerned with the facilities for use in guidance and counseling.

Facilities for use in guidance counseling. An attempt was made to gather some data on where the guidance information was kept and to what individuals it was accessible. Most of this information was obtained by asking for a response of yes or no to the questions summarized in Table XII. Records were used as a basis for guidance in 62.9 per cent of the schools, while 69.9 per cent kept a separate folder of information for each student. The former is in accord with the findings of the Michigan study reported on page 10. It is interesting to note that what material existed was available to all of the individuals assisting with the guidance activities in 95.8 per cent of the schools, while 94.2

TABLE XII

THE PERCENTAGE OF SCHOOLS PROVIDING VARIOUS FACILITIES FOR COUNSELING

Facilities	Percentage of Schools Class of School A	B	C	D	Total
Do you have records which are used definitely as basis for guidance?					
Yes	88.2	64.3	49.1	51.8	62.9
No	11.8	28.6	33.3	42.9	37.1
Do you have a separate folder of information for each pupil?					
Yes	88.2	89.3	57.9	55.4	69.7
No	11.8	10.8	29.8	41.1	30.3
Are these materials accessible to all individuals assisting with the guidance activities?					
Yes	88.2	82.1	64.9	67.9	95.7
No	0.0	0.0	3.5	5.4	4.3
Are these materials accessible to all other teachers?					
Yes	76.5	82.1	66.7	69.6	94.1
No	17.7	3.6	1.8	3.6	5.9
Where are records kept?					
Homeroom	35.3	21.4	15.8	10.7	17.1
Supt.'s office	0.0	3.6	49.1	64.3	41.1
Principal's office	64.7	71.4	28.1	16.1	35.4
Do the individuals who counsel have at their desks records concerning counselees?					
Yes	82.4	57.1	42.1	30.4	59.1
No	23.5	28.6	21.1	44.7	40.9
Number of schools answering	17	28	57	56	158
Number of schools omitting	1	0	4	4	9
Total number of schools	18	28	61	60	167

per cent indicated that these materials were available to all teachers. In general then, the teachers who wish to make use of the records concerning the pupils should have little difficulty in gaining access to these records except in a very limited number of schools.

The records were usually kept in the office of the superintendent or, as a second choice, in the office of the principal, the percentages being 41.1 per cent and 35.4 per cent respectively. The homeroom was used in only 17.1 per cent of the schools. Other places for keeping records were in the counselor's room, study hall, guidance office, nurse's office, psychologist's room, occupations room, social studies room, class room, and library.

Since the effective use of records sometimes depends on whether those records are readily available and can be referred to easily and without the expenditure of too much time and effort, the question was asked, "Do the individuals who counsel have records at their desk concerning their counselees?" To this question 59.2 per cent of the schools responded in the affirmative, and there was a definite increase in affirmative answers with the size of the school. The percentage of affirmative response was 82.4 per cent for Class A and decreased by class to Class D which gave a 20.4 per cent affirmative response. It would seem from this information that those doing counseling work in the larger

schools have an advantage over those doing so in the smaller schools in terms of availability of records.

Another section of the questionnaire was designed to determine how the activities were organized. Table XIII suggests that most of the guidance is carried out in con-

TABLE XIII

THE PERCENTAGE OF SCHOOLS ORGANIZING THE GUIDANCE PROGRAM THROUGH VARIOUS TECHNIQUES AND DEVICES

Techniques and Devices	Percentage of Schools Class of School				
	A	B	C	D	Total
Conferences.	58.8	70.1	72.6	73.6	70.9
School assemblies.	47.1	70.4	72.6	60.4	64.9
Extra-curricular activities.	47.1	55.6	62.8	60.4	58.8
Regular subject classes. . .	52.9	44.4	58.8	52.8	53.4
Homeroom	82.4	73.0	52.9	26.4	48.6
Guidance classes by groups .	58.8	37.0	35.3	24.5	34.5
Community agencies	11.8	44.4	13.7	15.1	19.6
Core curriculum.	11.8	7.4	5.9	7.6	7.4
Number of schools answering.	17	27	51	53	148
Number of schools omitting .	1	1	10	7	19
Total schools responding . .	18	28	61	60	167

ferences, school assemblies, extra-curricular activities, regular subject classes, and in the homeroom in the order mentioned. Guidance through classes was used in 34.5 per cent of the schools and its use increased with the size of

the school reaching 58.8 per cent in the Class A schools. Both community agencies and core curriculum were little used. The number of the items which were used in each school was relatively small since the median was 3.7.

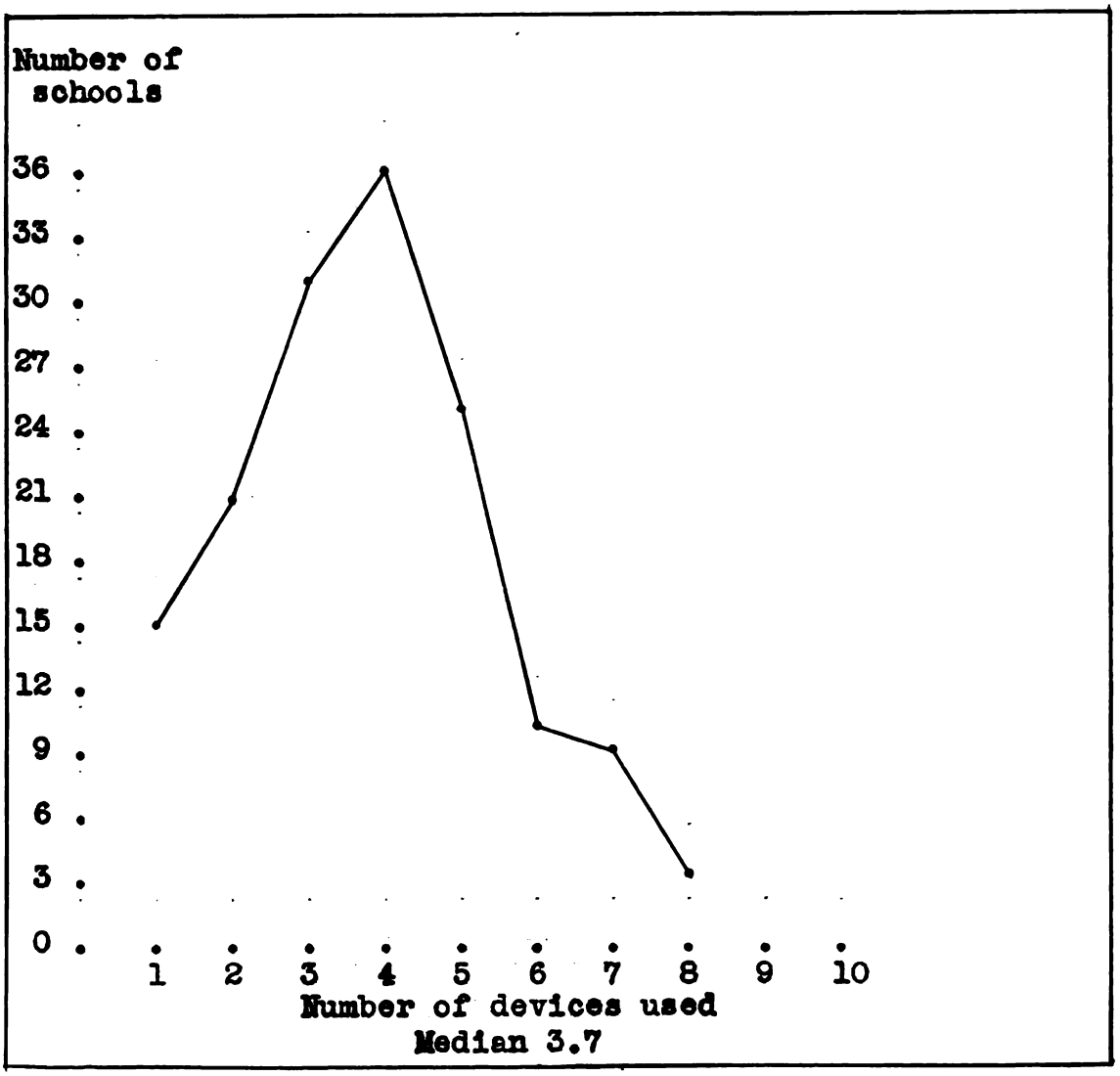

FIGURE 15

THE DISTRIBUTION OF THE NUMBER OF TECHNIQUES AND DEVICES THROUGH WHICH GUIDANCE IS CARRIED OUT IN THE SCHOOLS

Evaluation of program. The last two questions in the questionnaire were intended to discover what was being done in the line of evaluation. Two questions were asked to gain this information. The first was: "As your guidance activities continue from year to year, in what way do you attempt to determine the strength and weaknesses of the program?" The other was: "Do your guidance activities include guidance studies and research?" Since the latter could be answered by checking the answer yes or no, it will be considered first. A brief summary is given below:

Answers	Class A		Class B		Class C		Class D		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Yes.	10	62.5	11	55.0	18	48.7	15	40.5	54	49.1
No.	6	37.5	9	45.0	19	51.3	22	59.5	56	50,9
Total answer .	16	88.9	20	71.4	37	60.7	37	61.7	110	65.9

There are several things which stand out clearly in the data. In the first place, slightly over one-half of the schools answering this particular question checked the answer "no," thus indicating that guidance studies and research were not a part of their program and, hence, that they were not used for evaluation. In the second place, the percentage of schools including such studies and research in their program increases with the size of the school, ranging from 40.5 per cent for the Class D schools to 62.5 per cent

for the Class A schools. Finally, about one-third of the schools failed to check this question at all. Whether this was caused by the fact that the answer would have been "no," if given, is not known, but the probability is that those who would have been forced to mark this in the negative would be more prone to make no response at all than would those who made provision for the evaluation of their program. Just what type of evaluation was used in the schools is partially answered by the responses to the question of how the strength and weaknesses of the guidance activities are determined. The number of responses to this question were even less than to the one just discussed previously.

Some of the answers typical of those which attempted to use something which approached objectivity will be listed below:

"Statistics of placement, failure, drop-outs, curriculum choice, etc."
"Evaluation surveys guided by outsiders."
"Questionnaires and committee studies."
"By work records."
"Number of drop-outs, failures, general attitudes of students, success in job and at college."
"Teachers' meetings and questionnaires."
"Survey of student reaction."
"Follow-up program for graduates and drop-outs."
"Number retained, number having special privileges."
"From follow-up report."
"Our placement which is 85%."
"Percentage going to college, percentage employed, type of employment."
"Tests."
"Survey."

"Continuing study of our graduates as to residence and occupation."

Several schools mentioned surveys and follow-up as the instruments used for evaluation.

Of the answers dealing with evaluation by groups of individuals, meetings, and conferences, some of the following were typical:

"Discuss with teachers, students, and alumni."
"Faculty and planning."
"Conferences with graduates."
"Reaction from graduates and business men."
"Frequent discussion and appraisal."
"Pupil and teacher evaluations."
"Faculty conferences and parent contacts."
"Teacher meetings where evaluation is attempted."
"Through observation, discussion by faculty and others, reports of visitors."
"Teacher evaluation."
"Smoothness, consulting seniors, teachers, graduate study."
"Regular monthly discussion of all our homeroom teachers."
"Only by personal observation and staff evaluation."
"Evaluation of homeroom activities by members of homeroom."
"Meetings among counselors, group discussion and suggestion."

Another grouping of response might be based on the answers which mention what the basis of judgment is but which do not mention the specific criteria by which they are judged. Some of those in this group are the following:

"Successful outcome."
"By actual results obtained."
"By number of individual adjustments made."
"Appraisal of pupil's adjustment in school, college, and subjects."

"By getting reports."
"Observe the success or failure of graduates and drop-outs."
"Success of graduates."
"What students do and how they live."
"By successful adjustment of pupils after graduation."
"Results effective by development of students."
"Ability to keep pupils in high school, one way."
"From problems arising and from the type of student graduated."
"By showings made by our graduates."
"Our judgment."

Those which indicated that they had no method of evaluation did so in various ways.

"None."
"No planned method, only use observation and experience."
"No attempt. Try to assist pupil, and that is the test."
"Is not satisfactory."
"This is our first year."
"No survey made as yet."
"We don't know."
"Funds not available."
"Would like to know how."

These responses are very similar to the results found in Horn's study. His study, too, showed a variety of responses which varied from types that appeared to be relatively objective to types of evaluation which were subjective in character and that in some instances served as nothing more than mere guessing. His study also revealed that several schools made no attempt to evaluate their guidance program. These results are comparable to the ones disclosed by an examination of the responses gained in the present survey.

An analysis of the replies heretofore listed makes clear that, in all but a few, the answers were so general that they furnished no basis for judging the values of these methods. The efficacy is so much dependent upon the manner in which each survey, or other method of evaluation is carried out, that such general statements give little indication of the quality of the actual evaluation. Some of the answers, however, do provide criteria upon which objective evaluation might be based. Other responses indicate that the evaluation was essentially a subjective and in some instances, a very rough estimation of the guidance activities. A few of the answers even suggest that perhaps the opportunity of encouraging self-guidance on the part of the students was lacking, since the evaluation was based on criteria arising from authoritarian and prescriptive methods. Some of the schools, however, seem to have adopted techniques, which if carried out properly, might prove of great value in measuring the results of the guidance activities. Another favorable observation is that in several instances there is evidence of a tendency to have the evaluation made by all individuals involved in the educative process, including the student and the community. When everyone involved participates actively in the evaluation and when the procedures, techniques, and measuring instruments are made as objective

as possible, the evaluative process becomes something more than an instrument designed to measure the success of an activity. It becomes a constructive and continuous process which brings about desirable changes and adjustments in the guidance activities.

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS

III. GENERAL SUMMARY AND CONCLUSIONS

Before the general summary and conclusions of the survey under consideration are given, a recapitulation of the limitations to which the summary and conclusions are subject is in order. In the first place, they are subject to all of the shortcomings of the questionnaire and check-list techniques which make the results depend for their value upon the thought and care exercised by the individuals who filled out the questionnaire. Next, the results are applicable to all of the schools in Michigan only insofar as the sampling is representative of that group. In this instance one-half of the schools were included in the survey; 46.19 per cent of this number responded, and the results tabulated are based on the data collected from this 46.19 per cent. In other words, approximately one-fourth of the schools in Michigan are represented. It is necessary to assume that these are in the main, representative of all. On the other hand, if questionnaires had not been used, far fewer schools could have been visited or studied. The percentages of return from the four classes of schools were not equal since they ranged from 58.1 per cent for the Class A schools to 41.7 per cent for the Class D schools.

In most instances, furthermore, the datum does not measure the quality and quantity of the phases of guidance which each individual school indicated were a part of its guidance activities, nor does it attempt to measure the number of individuals reached by each phase of the guidance activities of each school. The results are couched in terms of the number of schools which utilize these different devices and in terms of the number of devices in each division which is used by the schools.

General conclusions and summary. Subject to these specific limitations, the general conclusions and summaries are as follows:

1. Almost all of the schools made some provision for guidance in at least one or more pupil activities, while the median number of activities used was 9.6. The quality of the guidance and the number of students in each school affected by it were undetermined.

2. The frequency distributions of the number of items in each specific phase of guidance used by the schools indicates that the proportion of items used varied from phase to phase. There was no particular pattern of use.

3. Most portions of the survey failed to exhibit any consistent relationship between the proportion of use of the various items studied and the size of the school as

judged by class. Some specific items in several phases studied did, however, tend to vary from class to class with the size of the school. Where this occurred, the variation almost always showed an increase in percentage of use with an increase in the size of the school. There were several such cases among the types of records kept by the various schools. In addition, the Class D schools showed the smallest percentage of use in about two-thirds of the types of records checked. This same tendency was evinced in provision made for exploratory and try-out activities and follow-up studies. The use of one individual rather than a group to coordinate the guidance activities became more prevalent as the school became smaller.

4. Although the study and selection of an occupation was checked by a larger number of schools than any other pupil activity, and although it was apparently used by some seventy-eight per cent of the schools, other portions of the questionnaire consistently showed that most of the fundamental specific items necessary to good vocational guidance and to the wise selection of a vocation were not present in at least 50.0 per cent of the schools.

5. A fairly large proportion of the schools were making little or no provision for try-out and exploratory activities or follow-up studies, while sixty-two of the 167

schools made provision for selective courses for all four high school grades.

6. Some 12.4 per cent of the high schools made no provision for the orientation of the pupils entering high school for the first time. Individual counseling and distribution of information were the two most commonly used means through which this orientation was carried out. The percentage of the schools providing for orientation to the school and social, vocational, and pre-college orientation increased with the size of the school.

7. Although most of the high schools kept the usual records necessary for operation, the proportion of schools keeping all or nearly all of the most important records necessary for the maintenance of a good guidance program was relatively small.

8. The techniques of interview and observation were the two methods most commonly used for obtaining information concerning the student.

9. Of the tests administered for guidance, the most extensively used was the intelligence test. Few of the schools made use of other types of tests.

10. Field trips in the community and assembly programs were the two methods of providing the pupil with guidance information used by the largest number of schools. Of the

eleven methods which dealt with vocational information, however, nine were used by from fifteen to forty-one per cent of the schools.

11. Scarcely one-half of the schools made provision for the evaluation of their guidance programs. What evaluation existed was almost invariably described in broad and general terms. Although some of the methods used for this purpose appeared to be relatively objective in nature, by far the majority were subjective and probably slightly more accurate than guessing.

Suggestions for improvement. It would seem, from the information offered, that perhaps a better response could have been obtained on certain portions of the questionnaire had they, too, been in check-list form. The results of this study could therefore probably have been improved by using a uniform technique throughout the questionnaire. Since the data gathered in this survey gave little indication as to the quality of the various guidance activities and the number of pupils touched by that guidance, a study which would supply these deficiencies would make a valuable supplement to this survey and would add immeasurably to the understanding of the present status of guidance in the high schools of Michigan.

II. IMPROVEMENT OF GUIDANCE PRACTICES

Suggestions for the improvement of guidance practices. Since a general summary of the findings has just been made, a few observations concerning some of these findings and suggestions for the improvement of some of the guidance practices of the high schools of Michigan will now be made.

1. First of all, it is well to commend the high schools of Michigan on their growing interest in guidance as evidenced by the fact that almost all of them are providing at least some guidance in quite a number of student activities. The growth of this interest and activity should be encouraged and expanded so that more and more pupils throughout the State will receive the benefit of the type of guidance which will help them become well-rounded, well-adjusted individuals.

In striving for improvement, a majority of the schools might well place more emphasis upon those pupil activities which tend to help personal as well as vocational adjustment. This would involve giving more helpful guidance to a larger number of pupils in such activities as: building a philosophy, self-planning, self-analysis, assuming responsibility for one's acts, making one's own decisions, developing one's personality, and budgeting time and work.

2. The fact that so small a proportion of the schools

were making provision for try-out activities, exploratory activities, placement, and follow-up suggests that perhaps additional activity in this area is desirable. An increase in try-out and exploratory activities can be provided by analyzing and revising each course taught and by studying and using more of the available community resources. Flexibility of courses through a continued revision of the curriculum to meet the needs and interests expressed by the pupils is also valuable in this respect.

3. An important contribution of the growth and adjustment of the pupil could be made in most schools by making more extensive and more effective use of the various devices available for pupil orientation. Freshman day, the use of "pals," and visits to the homes of the pupils, are some of the devices which are available to all schools and which can readily be adapted to use.

4. More schools should be encouraged to collect and use records specifically for guidance purposes. Since records form the basis for an understanding of the pupil, a considerable improvement could be made in most guidance programs by keeping more of these records.

An increased use of tests and inventories which help determine the pupil's interests, aptitudes, abilities

skills and personality characteristics is also an important factor in the improvement of guidance practices.

5. The use of the interview and observation for gaining information concerning the pupil might well be supplemented by the use of rating scales, inventories, case histories, anecdotal records, and biographical sketches.

6. The extensive use of classroom teachers in the guidance programs is commendable. Participation by all involved in the educative process should be encouraged.

7. An organized program of evaluation should be worked out and participated in by all people involved in the guidance program, so that change and improvement will become a continuous and a vital part of the guidance activities.

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APPENDIX

APPENDIX

Introductory letters

Questionnaire

Follow-up card

MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING

DEPARTMENT OF EDUCATION

April 2, 1942

To Superintendents of Michigan High Schools

Dear Sirs:

All of us have become increasingly conscious of the new social, economic, vocational, and personal problems which the high school pupil must face and to which he must adjust himself in some manner. In general, each high school in Michigan is interested in comparing its methods of helping the pupil make the proper adjustments with the methods which are being used in other high schools.

To facilitate this comparison, I am making a study of the practices used by Michigan high schools to help the pupil meet and adjust himself to the complex problems with which he is confronted.

I am taking the liberty, therefore, of asking you, or whatever individual you deem qualified to do so, to mark the items listed in the enclosed check list and to return it to me as soon as possible. A stamped, self-addressed envelope is enclosed for your convenience.

Any help that you find it possible to give will be appreciated.

Very truly yours,

Arno H. Luker

Arno H. Luker

MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING

DEPARTMENT OF EDUCATION

April 3, 1942

To Superintendents of Michigan High Schools

Gentlemen:

Mr. Arno H. Luker is graduate assistant in education at the present time. He is now getting under way with a study for his Master's thesis. This investigation is concerned with the guidance practices of Michigan high schools. When completed it should give a more comprehensive and accurate picture than has heretofore been available. The study should be of value to all Michigan educators. The results will be made generally available for the benefit of all who may be interested.

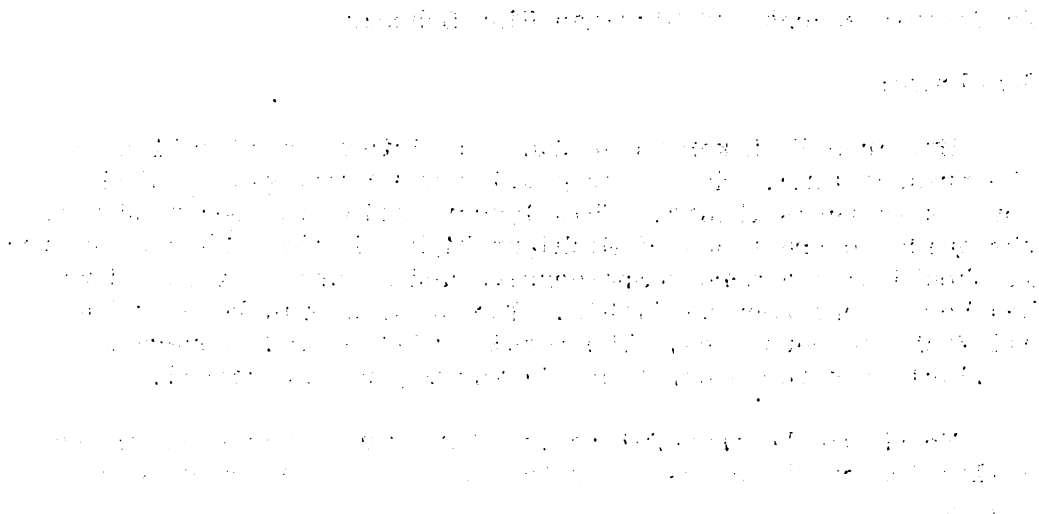
We should be grateful to you for your cooperation in the collection of the necessary data for the completion of the study.

Sincerely yours,

V. H. Noll

V. H. Noll
Head of Department

VHN:ef



[illegible]

[illegible] OF GUIDANCE [illegible]

Is provision made for guidance in the following? (Check to indicate which, if any)
( ) Developing leadership ( ) Self analysis ( ) Assuming responsibility for
( ) Developing personality ( ) Self planning one's acts
( ) Using leisure time ( ) Making own decisions ( ) Studying and selecting a
( ) Building a philosophy ( ) Preparing for a job vocation
( ) Budgeting time and work ( ) Developing good habits ( ) Preparing for college
( ) Others ______ ( ) Selecting a college
Remarks.

Is provision made for try-out and exploratory activities? ( ) Yes
a. Through what courses? ______
b. Through what other means? ______
Are vocational courses [illegible] ( ) [illegible] ( ) Required?
Name of courses ______
During what year [illegible] take them? ______
Remarks

Does your high school provide placement services? ( ) Yes
For whom? ______
For what type of work? ______
Remarks.

Does your school make provisions for follow-up? ( ) Yes
Describe ______

Is provision made for flexibility in the curriculum? ( ) Yes ( ) No (Check methods used)
( )Core curriculum ( )Short courses, Elective courses for ( )grade nine ( )grade ten
( )grade eleven ( )grade twelve
( )Others (name)______

[illegible] FOR ORIENTATION

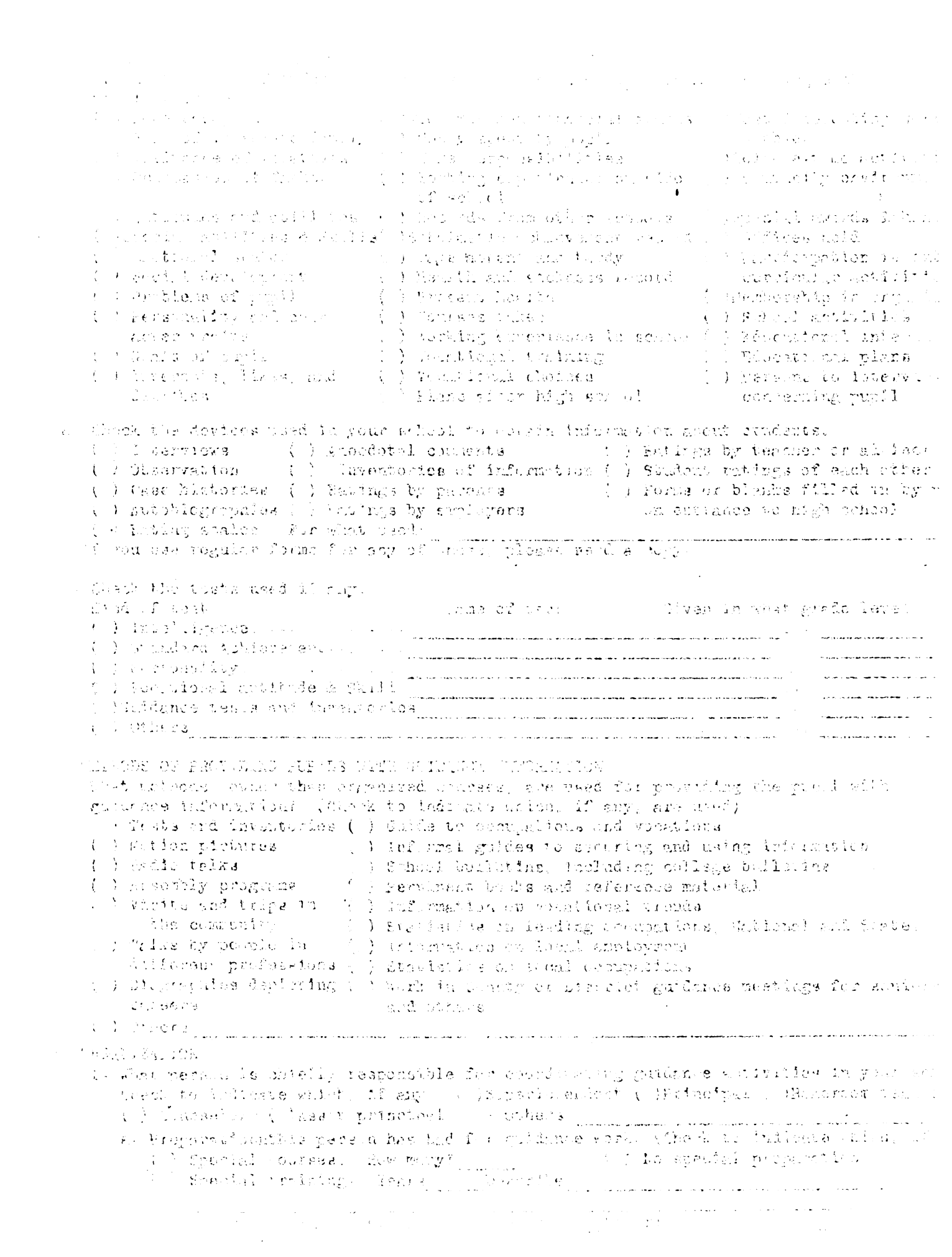
Does your school make provision for orientation of the student coming into your high school for the first time, previous to and during his first few days of entrance into the school? ( )Yes ( )No (Check to indicate which devices, if any, are used)
( ) Visits by high school teachers to the schools from which the pupils come
( ) Distribution of information regarding the high school
( ) Preparation of cumulative records of information about the prospective pupil
( ) Visits to homes of prospective students previous to enrollment
( ) Visits to the high school before enrollment
( ) Use of "pals" or student advisers ( ) Social activities
( ) Orientation week ( ) Other student activity
( ) Group guidance ( ) Individual counseling
( ) Others______

Do the guidance activities provide orientation in the social life of the school? [illegible]

Does your school provide vocational orientation? ( ) Yes [illegible]

Does your school provide pre-college orientation? ( ) Yes [illegible]

Is provision made for orientation to school after the first [illegible]



Remarks

c. Does this person spend full time in guidance work? ( )Yes
If not, what percentage of time spent? What other work is done?
( )Work ( )Classroom teaching ( )Administration ( )Other

b. Does your school use any persons or agencies outside of school to aid in guidance?
Check those used When used?
( )Psychiatrist ( )Counselor
( )Physicians ( )Nurse
Remarks ( )Other

What additional individuals assist in carrying out the guidance activities?
Check those assisting, if any. ( ) Homeroom advisers ( ) Class advisers
( ) Counselors ( ) Classroom teachers ( ) None ( ) Others
Remarks:

a. What is the total number of persons assisting?
b. What percentage of this number has had special courses or training in guidance?
c. What percentage has had previous experience in guidance work?
d. What percentage does full-time teaching?
Remarks:

acilities for use in guidance and counseling. (Check below)
a. Do you have records which are used definitely as a basis for guidance? ( )Yes
b. Do you have a separate folder of information for each pupil? ( )Yes
c. Are these materials accessible to all individuals assisting in the guidance activities? ( )Yes
d. Are these materials accessible to all other teachers? ( )Yes
e. Where are these records kept? Check the places) ( ) Home room
( ) Superintendent's office ( ) Office of principal ( )Elsewhere
f. Do the individuals who counsel have at their desks records and/or information concerning their counselees? ( )Yes
If you use a special form for recording items, please send a copy.

Check the ways in which you have organized your guidance activities
Check how used?
( )Homeroom ( ) Guidance classes by groups
( )Conferences ( ) Regular subject classes
( ) Core curriculum ( ) School assemblies
( ) Community agencies ( ) Extra-curricular activities
( ) Others
Remarks

As your guidance activities continue from year to year, in what way do you attempt to determine the strength and weaknesses of the program?

Do your guidance activities include guidance studies or research? ( )Yes

se the back of the sheet for additional information which you deem necessary for a on understanding of your guidance activities. Any suggestions or queries concerning is study would also be appreciated.

FOLLOW-UP CARD

April 28, 1942

Dear Sir:

Approximately two weeks ago I sent a questionnaire to the high schools of Michigan asking about the various guidance practices of each school. The response to this questionnaire thus far has been very encouraging. Since the value of the returns and the accuracy of the results are greatly increased by every additional questionnaire which is received, I would be grateful to you if you would fill in the questionnaire and send it to me as soon as possible.

Very truly yours,

Department of Education
Michigan State College
East Lansing, Michigan

Arno H. Luker

APPENDIX

Provisions for exploratory activities

Vocational courses

Placement information

Provision for orientation

COURSES THROUGH WHICH PROVISION IS MADE FOR EXPLORATORY ACTIVITIES

Courses	Number of Schools
Class A	
General Shop	4
General Business Training	2
Vocational Information	2
Art	2
Home Economics	2
Painting	1
Commercial Law	1
Mechanical Drawing	1
Sciences	1
Vocational Civics	1
Orientation	1
Industrial Arts	1
Class B	
Commercial	8
Shop	7
Home Economics	4
General Science	3
General Mathematics	2
Vocations	2
Social Problems	2
Social Science	1
Business Training	1
Apprenticeship	1
Guidance	1
Life problems	1
Advertising	1
Printing	1
Languages	1
Art	1
Music	1
All	1

Courses	Number of Schools
Class C	
General Shop	7
Science	6
Commercial	5
Home Economics	4
Agriculture	4
Public Speaking	3
Vocational Guidance	2
Assemblies	1
Diversified Occupations	1
Guidance	1
Ethics	1
Extra-curricular Classes	1
Social Problems	1
Mathematics	1
Industrial Arts	1
Social Studies	1
Government	1
Literature	1
Consumers	1
Chemistry	1
Automotive	1
All Courses	1
Class D	
Vocational	6
Shop	5
Home Economics	4
General Science	2
Business Training	2
Agriculture	2
Occupational Information	2
General Mathematics	1
Dramatics	1
Farm Crops	1
Home Care	1
Personal Analysis	1
Manual Training	1
Typing	1
N Y A	1
4-H	1
Clubs	1
Assistantship	1
Tutoring	1

THROUGH WHAT OTHER MEANS IS PROVISION MADE FOR EXPLORATORY ACTIVITIES?

Name	Number of Schools Using
Class A	
Extra-curricular	1
Auditorium Activity	1
Homeroom discussions	1
Apprenticeship	1
Part-time work	1
Senior clubs	1
Door patrol	1
Student Council	1
Class B	
Clubs	5
Commercial	1
Student Council	1
Homeroom	1
Part-time work	1
Consultation	1
Discussion	1
Movies	1
Assemblies	1
Apprenticeship	1

Name	Number of Schools Using
Class C	
Counseling	2
N. Y. A.	2
Assistance	2
Projects	2
Use of resource people	1
Activity period	1
Personal contacts	1
Shop	1
Speech	1
Visiting classes	1
Guidance assemblies	1
Activities	1
Music	1
Dramatics	1
Athletics	1
Plays	1
Playground	1
Class D	
Science Club	1
Journalism	1
Conference	1
Assemblies	1
Individual interview	1
Part-time students	1
Experience in occupations	1

VOCATIONAL COURSES TAUGHT

Name	Number
Class A	
Shop	5
Automotives	5
Drafting	4
Machine Shop	4
Printing	4
Art	3
Home Economics	3
Mechanical Drawing	3
Clothing	3
Food	3
Metal Shop	3
Metal Fabrication	2
Retailing	2
Commercial	1
Industrial	1
Music	1
Typing	1
Aircraft Mechanics	1
Pattern Shop	1
Child Care	1
Industrial	1
Vocational Education	1
Journalism	1
Public Speaking	1
Jewelry	1
Electrical	1
Foundry	1
Metallurgy	1
Bricklaying	1
Chemistry	1
Occupations	1
Trades	1
Stenography	1

Name	Number
Class B	
Commercial	8
Shop	7
Typing	5
Home Economics	5
Bookkeeping	4
Shorthand	4
Vocational Agriculture	3
Apprenticeship	3
Metal Shop	2
Sales	2
Mechanical and Architectural Drawing	2
General Technical	1
Machine Shop	1
Shop Drawing	1
Drawing	1
Printing	1
Law	1
Occupations	1
Agriculture	1
Auto Shop	1
Social Problems	1
Guidance	1
Industrial	1
Woodwork	1
Drafting	1
Physics	1
Chemistry	1
Office Practice	1

Name	Number
Class C	
Home Economics	29
Shop	28
Commercial	27
Agriculture	24
Typing	9
Manual Arts	7
Homemaking	6
Vocations	4
Shorthand	4
Industrial Arts	4
Stenography	3
Bookkeeping	3
Mechanical Arts	2
Farm Crops	1
Animal Husbandry	1
Drafting	1
Social Problems	1
Shop Mathematics	1
Farm Mechanics	1
General Science	1
Mechanical Drawing	1
Printing	1
Drawing	1
Woodwork	1
Automotive	1
Electric	1

Name	Number
Class D	
Agriculture	19
Home Economics	15
Shop	14
Typing	14
Bookkeeping	10
Commercial	10
Business Education	6
Shorthand	5
Homemaking	4
Woodwork	3
Stenography	3
Manual Training	3
Vocational Guidance	3
Farm Shop	2
Vocational Civics	2
Industrial Arts	1
Sociology	1
Drafting	1
Metal Work	1
Art	1
Music	1
Mechanical Drawing	1
Counselor's Training	1
Welding	1
Machine Shop	1
Occupations	1
Chemistry	1

PLACEMENT SERVICES FOR WHOM?

For Whom?	Class of School				Total
	A	B	C	D	
Graduates	3	14	8	7	32
Undergraduates	3	7	5	2	17
Drop-outs	1	3	1	1	6
All	7	10	5	2	24
Commercial	2		1		3
Industrial	1				1
Pupils who need part-time	3	1	2		6
Seniors		2	5		7
Out of school youth		2			2
Commercial students		1			1
Above 14 years			1		1
Worthy students				2	2
Capable			2		2
Needy				1	1
Smith-Hughes				1	1

TYPES OF WORK FOR WHICH PLACEMENT IS MADE

Work	Number of Schools
Class A	
Commercial	3
Industrial	2
Odd jobs	1
Shop position	1
Ford Motor	1
All trades taught	1
All types	1
Unskilled	1
Office	1
Store	1
Home	1

Work	Number of Schools
Class B	
All	9
Office work	7
Commercial	4
Home	3
Business	2
Clerical	2
Factory	1
Sales	1
Farm	1
Vocational	1
Apprentices	1
Class C	
All	14
Office	7
Clerks	4
Farm	4
Housework	4
Telephone operator	2
Typist	2
Waitress	1
Shop	1
Store	1
Personal resort workers	1
Yard work	1
Factory	1
Bookkeeper	1
Class D	
All	7
Agriculture	2
Office work	1
Farm	1
Factory	1
Housework	1
Business	1
Commercial	1
Clerical	1

TABLE XIV

THE NUMBER OF SCHOOLS ORGANIZING THE GUIDANCE PROGRAM THROUGH VARIOUS TECHNIQUES AND DEVICES

Techniques and Devices	Number of Schools				
	Class of School				
	A	B	C	D	Total
Conferences	10	19	37	39	105
School assemblies	8	19	37	32	96
Extra-curricular activities	8	15	32	32	87
Regular subject classes	9	12	30	28	79
Homeroom	14	17	27	14	72
Guidance classes by groups	10	10	18	13	51
Community agencies	2	12	7	8	29
Core curriculum	2	2	3	4	11
Faculty meeting and guidance clinic		1		1	2
Clubs		1		1	2
Institute	1				1
Confer with adults in community		1			1
Field trips		1			1
Superintendent and dean of girls			1		1
Number of schools answering	17	27	51	53	148
Number of schools omitting	1	1	10	7	19
Total schools responding	18	28	61	60	167

TABLE XV

NUMBER OF HIGH SCHOOLS MAKING PROVISION FOR VARIOUS TYPES OF ORIENTATION

Means Used	NUMBER OF SCHOOLS				
	Class of School				
	A	B	C	D	Total
Individual counseling	11	20	36	32	99
Distribution of information	14	21	33	25	93
Social activities	9	13	32	27	81
Visits to H. S. before enrollment	9	15	31	19	74
Group guidance	14	13	26	16	69
Preparation of cumulative record	10	13	21	15	59
Visits by H. S. teachers to school	8	10	13	8	39
Visit to homes of prospective students	3	4	15	17	39
Use of pals or student advisers	5	7	17	8	37
First semester courses	4	7	8	3	22
None	1	2	6	9	18
Freshman week	2	1	3	6	12
Total answering this part	17	26	55	47	145
Number omitting this part	1	2	6	13	22
Total schools responding	18	28	62	60	168
Orientation for social life					
Yes	13	17	41	39	110
No	2	8	10	9	29
Vocational orientation					
Yes	12	17	28	28	85
No	2	8	19	19	48
Pre-college orientation					
Yes	12	19	29	24	84
No	4	8	20	19	51
Orientation to school after 1st semester					
Yes	11	11	25	17	64
No	5	13	23	30	71

APPENDIX

TYPES OF INFORMATION AND DEVICES AVAILABLE

METHODS OF PROVIDING PUPILS WITH GUIDANCE INFORMATION

ORGANIZATION OF GUIDANCE PROGRAMS

TABLE XVI

NUMBER OF SCHOOLS USING VARIOUS TECHNIQUES AND DEVICES FOR COLLECTING INFORMATION

Devices Used	Number of Schools				
	Class of School				
	A	B	C	D	Total
Interviews	18	27	55	41	141
Observation	15	18	45	41	120
Ratings by teacher or adviser	15	16	33	31	95
Entrance forms or blanks	8	15	36	26	85
Anecdotal records	7	14	9	10	40
Inventories of information	2	7	8	18	35
Autobiographies	4	7	12	7	30
Rating scales	7	3	12	7	29
Case histories	4	6	8	7	25
Ratings by employers	1	6	8	3	18
Student ratings	2	3	3	4	12
Ratings by parents	1	0	1	3	5
Total answering this part	18	28	58	50	154
Total omitting this part	0	0	3	10	13
Number schools responding	18	28	61	60	167

TABLE XVII

THE NUMBER OF SCHOOLS KEEPING VARIOUS TYPES OF INFORMATION IN WRITTEN FORM

Kind of Information	Number of Schools Class of School				
	A	B	C	D	Total
Days absent and tardy	17	27	52	46	142
Occupation of father	16	26	52	45	139
Courses taken	16	24	46	46	132
School achievement record	15	26	43	43	127
Records from other schools	16	21	45	40	122
Health and sickness records	15	17	33	34	99
Participation in extra-curricular activities	9	21	35	29	94
Special awards and honors	12	19	32	25	88
Size of immediate family	13	16	35	23	87
Offices held	8	17	21	25	71
School activities	10	15	24	18	67
Membership in organizations	9	16	18	20	63
Home background	8	14	23	17	62
Non-school work experience	9	17	25	6	57
Vocational choice	7	16	22	8	53
Plans after high school	9	14	19	11	53
Interests, likes, dislikes	8	15	20	9	52
Vocational training	7	11	17	16	51
Present health	9	8	17	16	50
Personality and character	10	9	17	10	46
Educational plans	10	14	13	9	46
Aptitudes and abilities	9	6	16	9	40
Leisure-time activities	8	8	15	8	39
Home responsibilities	5	10	13	9	37
Goals of pupil	6	10	14	7	37
Most interesting work	4	14	12	6	36
Hobbies	6	8	13	9	36
In-school work experience	6	6	13	10	35
Educational interests	4	8	11	10	33
Economic status	6	6	10	7	29
Special abilities and skill	6	6	10	3	25
Persons to interview concerning child	7	6	8	4	25
Problems of pupil	3	8	7	5	23
Emotional status	2	4	6	7	19
Money spent by pupil	3	1	4	5	13
Social development	1	2	7	2	12
Community environment	1		2	6	9
Influence of relatives		1	3	4	8
Schools having none			2		2
Total answering this part	17	27	57	53	154
Total omitting this part	1	1	2	7	11
Number responding	18	28	59	60	165

TABLE XVIII

NUMBER OF HIGH SCHOOLS USING VARIOUS METHODS FOR PROVIDING PUPILS WITH GUIDANCE INFORMATION

Methods Used	Number of Schools				
	Class of School				
	A	B	C	D	Total
Visits and trips in community	15	23	45	35	128
Assembly programs	14	24	48	39	125
School and college bulletins	14	23	45	39	121
Motion pictures	9	25	46	32	112
Talks by professional people	12	25	40	35	112
Books and references	11	21	48	30	110
Information on vocational trends	12	20	40	31	103
Information on local employment	10	9	25	17	64
Statistics on leading occupations	13	11	23	15	62
Tests and inventories	9	9	23	16	57
Guides to occupations and vocations	7	12	20	16	55
Biographies of careers	7	8	18	21	54
Radio talks	1	6	20	16	43
Statistics on local occupations	8	6	15	10	39
Informal guides in securing and using information	7	9	12	8	36
Work in county or district guidance meetings	3	5	12	4	24
Total answering this part	17	28	60	52	157
Total omitting this part	1	0	1	8	10
Number schools responding	18	28	61	60	167

TABLE XIX

NUMBER OF CLASS A AND B SCHOOLS USING VARIOUS INDIVIDUALS OR COMMITTEES TO COORDINATE GUIDANCE ACTIVITIES

Individuals or Committees	Number of Schools Using
Class A	
Counselor	5
Assistant principal and homeroom teacher	2
Assistant principal, homeroom teacher and principal	2
Counselor, homeroom teacher and principal	1
Counselor and assistant principal	1
Assistant principal	1
Principal	1
Superintendent, principal, homeroom teacher, assistant principal	1
All partied	1
Counselor and social studies teacher	1
Supervisors or heads of department	1
Principal, homeroom teacher, counselor, assistant principal	1
Class B	
Principal	10
Superintendent	2
Superintendent, principal, homeroom teacher	2
Homeroom teacher	1
Counselor	1
Counselor and principal	1
Principal and homeroom teacher	1
Principal and guidance committee	1
Principal and sponsors	1
Principal and citizenship teacher	1
Principal, homeroom teacher and class adviser	1
Principal, homeroom teacher and nurse	1
Principal, homeroom teacher and priest	1
Counselor, homeroom teacher and psychologist	1
Superintendent, principal, counselor and guidance council	1
Faculty chairman	1
Guidance director	1

TABLE XX

NUMBER OF CLASS C AND D SCHOOLS USING VARIOUS INDIVIDUALS OR COMMITTEES TO COORDINATE GUIDANCE ACTIVITIES

Individuals or Committees	Number of Schools Using
Class C	
Superintendent	14
Principal	9
Superintendent and principal	7
Superintendent, principal and homeroom teacher	7
Principal and homeroom teacher	5
Superintendent and homeroom teacher	2
Superintendent, principal and counselor	2
Principal and counselor	2
Superintendent and dean of women	2
Superintendent, principal and home economics	1
Homeroom teacher	1
Homeroom teacher and counselor	1
Homeroom teacher and priest	1
Counselor	1
Counselor, principal and homeroom teacher	1
Class sponsors	1
Social studies teacher	1
Class D	
Superintendent	22
Principal	10
Superintendent and Principal	5
Superintendent, principal and homeroom teacher	2
Superintendent and homeroom teacher	5
Superintendent and teacher	2
Superintendent and commercial teacher	1
Superintendent and vocational teacher	1
Superintendent, principal, assistant principal, counselor and teacher	1
Principal and homeroom teacher	1

TABLE XXI

NUMBER OF SCHOOLS USING NON-SCHOOL PEOPLE TO ASSIST WITH THEIR GUIDANCE PROGRAM

Non-School People Assisting	Number of Schools Class of School				
	A	B	C	D	Total
Nurse	7	13	32	31	83
Physician	13	14	24	25	76
Psychiatrist	15	13	11	14	47
Counselor	3	2	13	7	25
Priest	1			1	2
Child institute	1	1			2
Children's clinic		1	1		2
Juvenile court	1				1
Guidance committee				1	1
Child study centers			1		1
Vocational bureaus			1		1
Total answering this part	17	27	57	56	157

TABLE XXII

NUMBER OF SCHOOLS USING RECORDS FOR GUIDANCE

Facilities for Use	Number of Schools				
	Class of School				
	A	B	C	D	Total
Do you have records which are used definitely as a basis for guidance?					
Yes	15	18	28	29	90
No	2	8	19	24	53
Do you have a separate folder of information for each pupil?					
Yes	15	25	33	31	104
No	2	3	17	23	45
Are these materials accessible to all individuals assisting with the guidance activities?					
Yes	15	23	37	38	113
No	0	0	2	3	5
Are these materials accessible to all teachers?					
Yes	13	23	38	39	113
No	3	1	1	2	7
Where are records kept?					
Homeroom	6	6	9	6	27
Superintendent's office	0	1	28	36	65
Principal's office	11	20	16	9	56
Counsellor	4	1			5
Study hall	2				2
Guidance office		1			1
Nurse's office		1			1
Psychologist's office		1			1
Occupation room		1			1
Social studies room			1		1
Classroom			1		1
Library				1	1
Do the individuals who counsel have at their desks records concerning counselees?					
Yes	14	16	24	17	71
No	4	8	12	25	49
Total answering this part	17	28	57	56	158
Total omitting this part	1	0	4	4	9