

AN ANALYSIS OF SELECTED GUIDANCE ACTIVITIES WITH
RECOMMENDATIONS FOR HOUSING THEM IN LARGE
PUBLIC SCHOOL SYSTEMS

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CHAPTER I

DEFINITION, LIMITATION, AND JUSTIFICATION OF THE PROBLEM

There is a tremendous need over the country for new and remodeled school facilities. The importance of the school plant in limiting or expediting school programs is becoming generally recognized. It is imperative that new facilities be wisely planned if adequate educational programs are to be continuously provided. If guidance facilities are necessary, they too must be wisely planned. While adequate standards are available for the planning of most school units, little has been published concerning standard facilities for guidance activities.

A. THE PROBLEM

It was the purpose of this study, therefore, to determine what physical facilities for guidance activities large school systems should provide. The term, physical facilities, has been taken to mean the actual classroom, activity room, or office room that the guidance program will require. The study has not been concerned with the detailed tools of guidance such as the specific kinds of tests and/or informational materials needed, but has demanded an extensive study of the activities required by a guidance program. The determination of (1) what

are guidance activities and (2) how these activities should be housed in a school plant have been the two major concerns of this study.

B. LIMITATIONS

For the purposes of this study the guidance activities and facilities of large school systems only have been considered. A large school system has been interpreted to be a school system in a city of 20,000 population or over. The study has included both elementary and secondary school activities and facilities.

C. NEED FOR AND IMPORTANCE OF THE STUDY

The need for such a study has been emphasized in Chapter II in which the paucity of literature in this area has been clearly shown. There exists a very practical need and use for such information both from the angles of planning guidance facilities in old buildings already built and in planning such facilities in contemplated new construction.

The study is particularly justified because guidance has become established as one of the newer activities in school organization. Ample evidence exists that guidance has become an accepted school activity. There is now someone designated as state supervisor of guidance in almost every state in the union. Schools and colleges are including undergraduate and

graduate courses in guidance for the training of teachers and counselors. According to a bulletin of the U. S. Office of Education¹ there were as early as 1938 a total of 2,200 guidance officers and counselors in public schools in the United States.

In an address before the Michigan State College Guidance Conference on July 9, 1946, Dr. Eugene B. Elliott, State Superintendent of the Michigan Department of Public Instruction said, "I can assure you that there is no school activity any more important than the guidance and personnel services." Yet the School Plant Division of the Michigan Department of Public Instruction has not one blue print of a school building which calls for special guidance or counseling facilities, nor could it refer to any such plans!

D. TYPE OR CLASSIFICATION OF THE STUDY

Basically, this is a normative - survey type of study. Survey appraisal procedures were used in the early part of the study in which a general attempt was made to find out what guidance activities and what physical facilities for guidance were provided in schools. Bibliographical and summarizing

¹ Greenleaf, Walter J. and Royce E. Brewster, Public High Schools Having Counselors and Guidance Officers, Federal Security Agency, U. S. Office of Education Bulletin Number 2267, 1939, Pp. 1-40.

methods of research were employed in the parts of the study concerning philosophical background and survey of pertinent literature.

Documentary frequency and questionnaire survey techniques were used in the later and major stages of the study. The purpose of the questionnaire was not to determine what activities have been provided for in terms of physical facilities for guidance in school plants, but was rather a survey of attitudes and opinions of what should be provided in large school systems.

CHAPTER II

SOURCES OF DATA AND METHODS OF PROCEDURE

A number of different research techniques have been employed during the course of the study.

Bibliographical and historical types of research were used to develop the philosophical background for the study and for the summary of pertinent literature as reported in Chapter III. No evidence was found that published standards for the planning of school guidance facilities exist.

Survey appraisal techniques were involved in visits to more than fifty school systems in Iowa, Wisconsin, Illinois, Indiana, Missouri, and Michigan.² These schools were surveyed in order to inventory general practice in the provision of special physical facilities for guidance. Some of these schools systems were recommended as having better than average guidance programs. But the school personnel quite generally excused the inadequacies of the existing facilities. Not one of these schools had facilities for guidance that were planned before the school was built. Guidance activities obviously did not

² Schools visited are listed on page 194 of the Appendix.

follow the same pattern in these schools and ranged from no discernible organization to a series of quite different organizational schemes.

When it became apparent that an analysis of the status quo in average large school systems would be of little value, a letter (Appendix, page 174) was written to the office of the Occupational Information and Guidance Services in the Office of Education in Washington, D. C. for suggestions concerning a limited number of schools which were doing the best job of guidance in the country.³ The Office responded with a list of schools which were doing a commendable work (Appendix, page 176), but cautioned that there were few, if any, ideal programs in the country and certainly few ideal facilities for guidance in school plants.

Letters were written to a number of the schools suggested.⁴ Questions were asked about the physical facilities for guidance in those schools. The answers in general mentioned the inadequacy of existing facilities. In no case were answers received from schools in which the facilities had been planned for the schools before they were built. The following is an example of the kinds of facilities described. This particular

³ Schools listed are shown on page 176 of the Appendix.

⁴ Letter shown on page 179 of the Appendix.

one seems outstanding in its organization, but note that it, too, was adapted from an existing classroom:

"The physical equipment is one large classroom broken down with beaver board partitions into three private conference rooms, a general office, a small reception room; the use of a small room for testing and meetings of the Board of Editors of the school paper; use of an adjacent large room for group meetings."

It appeared, furthermore, that the guidance activities were not consistent in the schools thus surveyed. Some emphasized vocational guidance and placement almost to the exclusion of other activities, while others emphasized educational guidance, personal, and social activities.

Obviously, an inventory of even the best existing practice would be inadequate for the purposes of this study. Existing practice may be, and probably is in many cases, bad practice. A statistical inventory of practice, then, would only tend to substantiate and perpetuate such practice.

Since, as a result of the above appraisal of large school systems, it was found that very little in the way of physical facilities had been provided for guidance activities in even the best programs, and since it appeared that there were differing emphases on guidance in the various schools, it seemed necessary to determine whether or not there existed a consensus of authoritative opinion as to what guidance activities should be provided in a large school system.

In order to accomplish this purpose three procedures were used. First an exhaustive survey was made of recent

studies in the guidance and personnel areas to determine whether or not research has been done which had clearly defined guidance activities. No such research was uncovered. This has been reported in Chapter III, The Review of Literature.

A second procedure involved the analysis of general, comprehensive guidance textbooks. Certain words and phrases were picked according to the frequency of their occurrence in random samplings from selected texts. Only those terms were retained which implied or referred directly to an activity. These words and phrases were then arranged alphabetically for convenience, and a count was made of the number of times they occurred in four selected texts. While the textbook analyses indicated a general acceptance of certain groups of activities, differing centers of emphasis in guidance were evident. The textbook analysis is also presented in Chapter III, The Review of Literature.

A third procedure involved the use of a questionnaire to present these suggested activities to guidance specialists and to school administrators for verification. The questionnaire was expanded to inventory the opinions of the selected authorities concerning the physical facilities that were considered necessary or desirable to provide for the accepted guidance activities. The purpose of this questionnaire was not to determine the activities that had been provided for in school plants, but it was rather a survey of attitudes and opinions of what should be provided.

When the items of the questionnaire instrument had been approved by eight men experienced in research, it was printed to make it more concise and manageable in form. Then it was mailed to all of the known state supervisors of guidance and to superintendents of large school systems selected by random. The returns from the questionnaire form the basis for by far the greatest part of this study, as well as for the final recommendations concerning the physical facilities for guidance which should be provided at each grade level. This has been reported in Chapter IV, The Questionnaire Survey.

The results of the study are summarized in Chapter V, The Summary. Recommendations and Implications from the Study, including suggested floor plans for guidance facilities and check lists or standards for physical facilities for guidance at each grade level, are presented in the concluding chapter.

CHAPTER III

REVIEW OF LITERATURE

The review of literature has been divided into six main phases:

- A. The functional and philosophical background concerning the planning of physical facilities for school buildings and the need for standards for guidance facilities
- B. The tremendous need for new and remodeled school buildings and the importance of planning these facilities wisely
- C. References relating to physical facilities for guidance
- D. Studies relating to the identification of guidance activities
- E. Selected references relating to the functional planning of school buildings
- F. Basic general guidance texts published between 1939 - 1945

A. THE FUNCTIONAL AND PHILOSOPHICAL BACKGROUND CONCERNING THE PLANNING OF PHYSICAL FACILITIES

Philosophies determine functions. As philosophies of education change, adapting themselves to current social and economic needs, so must come changes and adaptations in our school plants. Thus our philosophy of education becomes translated into our physical facilities.

The tenth amendment to our Federal Constitution left to each state the right and responsibility to organize its educational system as it saw fit. Because of the individual authority of each state, practices and policies have differed widely between them. Furthermore, at least until very recent years, the states, generally, had redelegated their responsibility for schools to local communities without assuming a great deal of regulatory power over them. Differences in practices and policies have existed, therefore, even in close communities within a state.

In the midst of these differences, however, there have been common elements of development, and this is no more clearly shown than in a study of the relationships of the physical structure of school plants from Maine to California.

The conventional school of twenty to fifty years ago tended to be a monumental affair with an ornate exterior. It was built for "show" - a monument to civic pride. The rooms were four plain walls, with a bleak line of blackboards on three sides.

The philosophy of education in such a school followed the pattern of the architecture. The teaching methods were coldly formal. Education was something pretty definitely prescribed in terms of the pouring in of so many facts in reading, writing, arithmetic, Latin, literature, and algebra. The pupil was in a passive condition, sitting for hours in the same fixed seat in the same orderly row. The teacher carried on all the activity for her class in a rather limited area in the front of the room. The discipline was harsh and severe, and was meted out with the most dogmatic confidence that in sparing the rod one would be spoiling the child. Little or no attempt was made to understand or accept divergent behavior. There were no organized guidance activities.

Such was the architecture, such were the practices, the commonplace student - teacher relationships, and the environments in the schools of several decades ago. But tremendous changes have taken place in our social and economic thinking and living, and great changes in school philosophies and school practices have sprung up.

Contrast the above sketch of an old time school with this picture:⁵

⁵ Neutra, Richard J., "Experimental Elementary School, Bell, California," Architectural Record, June, 1936, 79:6.

"The old time listening school, where the three R's were taught in an academic way, could well get along with fixed seating arrangement and desks screwed to the floor. The teacher then faced the pupils and poured instruction into them. Now the teacher has become a member of an active group that freely works around in the classroom, constructs, builds, sews, dyes, handles all kinds of materials and tools as in the former manual training room, or performs in self-prepared costumes and in spontaneous dramatics. The academic subjects, reading, writing, arithmetic, are learned while the children do their own research on the specific subject of activity, estimating the quantities of material used, writing reports on the work that they have done, and preparing programs on the work that they are going to do. . . ."

Perhaps the buildings of twenty years ago were adequate for the methods and functions of twenty years ago. But modern functions can not be fitted into the old physical environments. New philosophies of education and new methods demand a new environment. The buildings two and three decades ago grew out of the philosophy of life of their time, and that is exactly what our new school plants must do. They must grow out of the philosophy of today and meet the requirements of our time.

While the philosophy of education is reflected in the physical facilities that are provided in a school, it is, unfortunately, true that traditional physical facilities in a school tend to perpetuate traditional school functions and practices.

Ann Burrows, Senior Specialist in School Building Problems for the U. S. Office of Education says in a recent bulletin:⁶

⁶ U. S. Office of Education, The School Plant: Bulletin 1945, Volume I, Chapter IX, Page 5.

"School buildings may help to perpetuate past practices or facilitate the operation of new developments in the curriculum."

The School Building Code for the Connecticut State Department of Education says in part:⁷

"Educational needs should determine a school's design. Buildings all too frequently are limiting and otherwise controlling educational programs."

And John E. Nichols, in a recent article of *Pencil Points*, a professional magazine for architects, comments similarly:⁸

"The architect has a far greater influence for good or ill than many realize. His is a grave responsibility, for the building which he designs today will go on influencing the activities within it for many years to come."

Of what use are better educational techniques if the school building prevents their use? New educational agencies, and new expanding school functions are here to stay. Architects and school people should cooperatively develop new types of school facilities to meet the needs of the new functions and philosophies.

Henry Smith, writing in the *American School Board Journal*, defines the best school building as:⁹

⁷ Connecticut State Department of Education, School Building Code, State Board of Education, Hartford, 1941, Page 11.

⁸ Nichols, John E., "Codes should be Instruments for School Planning," Pencil Points, April, 1945, 26:65.

⁹ Smith, Henry L., A Summary of the Demands for Increased School Building Facilities to Meet the Needs of the Post-War Period, *American School Board Journal*, January, 1944, 108:19.

" . . . The one which is planned functionally, which translates the educational aims, methods, and ideals into an actual, workable program."

Bursch says:¹⁰

"School planners and teachers no longer will be satisfied with the evaluation of a school plant largely as an adequate and economical space and shelter for pupils and teachers while educational development occurs. They will expect that every possible opportunity will be realized to have the physical plant contribute positively to the approved educational process and to the desired enrichment of educational offerings in the schools."

This change and development of school plants is stressed in the article in Pencil Points, mentioned above, which says in part:¹¹

"Schools are changing and will continue to change for education that is static is decadent. As education changes in emphasis, scope and techniques, so must the physical facilities which are provided for education's use."

Immediately following the war much was heard of the time and money that industry was spending to retool itself for changing and expanding. Bursch says that school plants must be tooled, and, if necessary, retooled as often and as adequately as are industrial plants for their purpose.¹² If certain physical facilities for guidance are considered necessary or desirable

¹⁰ Bursch, C. W., The School Plant as an Educational Instrument, Review of Educational Research, February, 1945, 15:13.

¹¹ Nichols, John E., Op. Cit., Page 65.

¹² Bursch, C. W., Op. Cit., Page 14.

for the greatest contribution of the school to the individual, then such facilities should be provided, and standards for their development should be determined.

B. THE TREMENDOUS NEED FOR NEW AND REMODELED SCHOOL BUILDINGS AND THE IMPORTANCE OF PLANNING THESE FACILITIES WISELY

A tremendous amount of new school building and remodeling is needed immediately in this country. More than ten years ago William G. Carr wrote in the *Architectural Record*:¹³

"There are many signs suggesting that, given even moderately steady and prosperous economic conditions, the nation stands at the threshold of an extensive school building program . . . 42 per cent of the public schools are over 35 years of age . . . 8 per cent are over 65 years old . . . over a million children are housed in temporary quarters"

"The restoration of normally adequate school plant is one of the major problems confronting public school systems . . . we face the necessity not merely of overtaking past neglect but also of providing for still further growth."

Although the government through the PWA and WPA, and later the Lanham Act, encouraged public building by participating in the financing of such building, the war intervened before the country could "overtake past neglect," and the back log of necessary building is now greater than ever. In

¹³ Carr, William G., "New Demands in School Housing," Architectural Record, June, 1935, 79:425.

a recent bulletin of the United States Office of Education, the following statement occurs:¹⁴

"On the basis of the best available data it is estimated by school building experts that \$5,000,000,000 are needed (1) in order to eliminate old, unsanitary, unsafe, and educationally inadequate school buildings; (2) to provide the school plant necessary for the reorganization of schools into larger administrative units; and (3) to bring the present school plants up to a defensible standard of physical and instructional efficiency."

An editorial in the School Executive for March, 1945 says in part:¹⁵

"Every indication points to the greatest volume of school plant construction following the war which this country has ever experienced. There are several reasons: a considerable back log of building because of the virtual stand still of construction during the past five years; the enriched and extended educational program of schools and colleges; and extended school services of various kinds. It is also probable that an effort to create and maintain full employment will, in part, at least, be met by school plant construction."

"School administrators and boards of education are confronted, therefore, with a tremendous responsibility for planning this new construction wisely. In hundreds of communities undoubtedly the proposed building will be the only one needed in a generation. Every care should be exercised to make sure that the new building is efficiently planned to house the educational program of the community."

Because of the importance of the physical facilities of a school in limiting its educational program (as has been discussed above) it is certainly imperative that this new

¹⁴ U. S. Office of Education, The School Plant: Bulletin 1945, Volume I, Chapter IX, Page 47.

¹⁵ Educational Planning: Planning the School Plant Program, Editorial, The School Executive, March, 1945, Page 57.

construction should be well planned in the light of the needs of every area of the school program.

This has not been true of many of the schools that have been built in recent years, for a study of the new schools built with government aid proves that a majority of the schools have been built on the traditionally inflexible lines.¹⁶

There is little excuse for a school to be inadequately built or remodeled and, thus, fail to meet the needs of the community in most areas, for practically every state department of education has someone specially designated to set up standards and school codes and to advise with communities planning to build. There are countless sources of information covering most phases of school planning (see the selected references at the end of this chapter).

Classroom units, administrative units, recreation units, auditoriums, cafeteria or dining hall units, kindergarten units, art rooms, industrial art rooms, music rooms, and other special units, including health units, all appear to be quite well taken care of both in the state standards mentioned above, and in endless source materials.

¹⁶ Short, C. W., and R. Stanley Brown, Public Buildings - Architecture Under the Public Works Administration, United States Government Printing Office, Washington, D. C., 1939, Pp. 1-679.

C. REFERENCES RELATING TO PHYSICAL FACILITIES FOR GUIDANCE

There is, however, almost nothing to be found concerning recommended physical facilities for guidance in a school plant. Out of hundreds of plans for new school buildings which were drawn up during the past ten years and which the author has had an opportunity to study, only two plans called for guidance units.¹⁷

Only two of the state school building guide or code books that were examined mentioned guidance units. They are quoted en toto. The Michigan Guide for Planning School Buildings says:¹⁸

"In addition to the above divisions, large schools may need some or all of the following:

a. Guidance Suite

Convenient to general office, public space, and corridor. Consisting of two guidance offices and one or more conference or testing rooms. Equipped to house more detailed pupil records safely. Furnishings should be comfortable and inviting rather than formal and institutional."

The Connecticut School Building Code says:¹⁹

¹⁷ Ibid.

¹⁸ Elliott, Eugene B., A Guide for Planning School Buildings, Bulletin, Department of Public Instruction, Lansing, Michigan, 1945, Page 45.

¹⁹ Connecticut State Department of Education, School Building Code, State Board of Education, Hartford, Connecticut, 1941, Page 39.

"In addition to the above divisions, large schools may need some or all of the following:

a. Guidance Suite

Convenient to general office, public space and corridor.

Consisting of guidance office and one or more conference or testing rooms."

An account of how a large, bare classroom was converted into an attractive counseling room was reported in Occupations for November 1940,²⁰ and a report drawn up by a committee of counselors from the Cincinnati Public Schools concerning "Building for School Counseling" appeared in Occupations in the February 1946 issue.²¹ This is the only source that has been found that has attempted to set up standards for the specific facilities necessary to guidance in the school plant. In another issue of Occupations Mr. Floyd Fladseth presents a plan for a counseling room in a small high school. This appeared in the December 1946 issue.²²

An article in a recent issue of Guidance Index bemoans the lack of guidance facilities throughout the country:²³

20 Harris, Grace E., "A Special Room for Counseling," Occupations, November, 1940, 19:106-109.

21 Corre, Mary P., and Grace M. Geiger, "Building for School Counseling," Occupations, February, 1946, 24:266-8.

22 Fladseth, Floyd, "Streamlining the Counselor's Office," Occupations, December, 1946, 25:169-171.

23 Science Research Associates, Guidance Index, A Guidepost Editorial, April, 1948, 11:1-2.

"As is apparent by detailed programs being outlined and developed throughout the country, schools are becoming more actively interested in guidance. However, one aspect of this service has not received the concern it rightly deserves--the counseling room itself. The best of well-planned programs can be upset by neglect of this important factor. Inadequate privacy, or none at all, a temporary location that constantly necessitates a shifting of student and counselor, and the lack of accessible records and files can hinder the best intentions."

The account continues with an interesting discussion of a guidance suite that has been set up at the Central Technical School in the City of Toronto, Canada. The guidance unit consists of a guidance library room, which is the core of the unit, a main guidance office, two group guidance rooms, and three interview rooms. A graphic layout or plan of the guidance unit is shown. The plan is called "an ideal solution of the problem" of inadequate guidance facilities.

In a chapter entitled A School Environment Conducive to Child Development, Ruth Strang recommends provision of special health, social, and conference facilities in the school plant. She says by way of introduction:²⁴

"The best development of every pupil presupposes an environment conducive to all-round growth. To this end the schools are financed, buildings are planned, the essential heritage of the past is imparted, and guidance programs are put into operation. If education is to be effective . . . the physical environment of the children during school hours must be such as to make effective personnel work possible. . . ."

²⁴ Strang, Ruth, Pupil Personnel and Guidance, The MacMillan Company, New York, 1941, Pp. 73-74.

"Personnel workers should be consulted both about the original plans and the effective use of the rooms, grounds, and equipment after the building is ready for occupancy. The technical aspects of construction and costs, however, are a responsibility of educational administration."

Miss Strang recommends health rooms and rooms for small and large social gatherings, small rooms for committee meetings and a larger, well-equipped, general social room. She suggests that there should be a central unit of counselors' offices in which they may conveniently consult cumulative record files and meet pupils in privacy. She says in this connection:²⁵

"Still more specifically related to the program of personnel work is the provision for coordination of counseling, for private interviewing, and for conveniently located cumulative personnel records. If the offices of the principal and assistant principal, personnel workers, and health officers are in close proximity to one another, the study and adjustment of individual pupils is obviously facilitated. Many counselors waste a tremendous amount of time by having to go to another part of the building for health information about a particular child or for administrative sanction of a necessary adjustment."

The only other remotely connected references to suggested facilities for guidance activities that have been located, are a reference to facilities recommended for adult counseling services in a community school in a book by Engelhardt and Engelhardt,²⁶ and the following quotation from a recent doctoral thesis:²⁷

²⁵ Ibid, Page 75.

²⁶ Engelhardt, N. L. and N. L. Engelhardt, Jr., Planning the Community School, American Book Co., New York, New York, 1940, Pp. 98-105.

²⁷ Wilson, Frances M., Procedures in Evaluating a Guidance Program, Bureau of Publications, Teachers College, Columbia University, New York, 1945, Page 6.

THE PLANT

"A faculty united in purpose and inspired by a sound philosophy can accomplish apparent miracles even when handicapped by an inadequate plant; indeed, they may find a challenge in overcoming what seem to be insurmountable difficulties. For example, in spite of inadequate recreational facilities, in many schools the teachers in cooperation with the students have evolved social programs reflecting imagination and initiative. In evaluating the success of any guidance program, however, it is essential to recognize inadequacies in plant equipment. Absence of proper conference space, for example, results in lack of privacy and in constant feeling of pressure that takes its toll in teachers' buoyancy and reserve energy. Provision of necessary filing space should result in improved record keeping. Certainly the inability to safeguard the records will cause hesitancy in making full entries. For these reasons it is important to measure the adequacy of the physical plant in terms of the needs of the guidance program."

The author of the above dissertation does not, however, establish what adequacy is nor what the needs of the guidance program are.

The review of literature has shown that little has been written concerning physical facilities for guidance in public schools. The literature in this area is extremely meagre, and, while standards are available for other facilities in a school building, no such standards are available for planning the guidance facilities.

D. STUDIES RELATING TO THE IDENTIFICATION OF GUIDANCE ACTIVITIES

In a previous reference it was pointed out that before provision for physical facilities for guidance could be recommended, it would be necessary to identify the activities that

should be included in a guidance program. Several procedures were used in an attempt to obtain verification for the activities for which physical facilities might be necessary or desirable.

First, an exhaustive survey was made of research studies in the areas of guidance and personnel to see if attempts had been made to isolate and identify guidance activities in school programs. Libraries at the following institutions were visited, and their dissertations were checked:

- a. Michigan State College
- b. University of Michigan
- c. University of Chicago
- d. Northwestern University
- e. University of Illinois
- f. Iowa State College
- g. State University of Iowa
- h. Ohio State University

Published abstracts from many other colleges and universities were also examined. No such studies were found, nor were any reported in Educational Abstracts or the Review of Educational Research. The Library of Congress reported no studies of this nature. The survey of research studies failed to provide definite identification of guidance activities.

A second procedure involved the study of all of the recent general guidance texts to see if the guidance activities mentioned

in the various texts were uniformly accepted. Recent was taken to mean those published in the preceding six years (1939 to 1945 inclusive). General guidance texts included only those which, by title and content, appeared to be attempting to cover all of the broad basic areas of guidance. Books such as Williamson and Hahn's Introduction to High School Counseling, Myers' Principles and Techniques of Vocational Guidance, and Brewer's History of Vocational Guidance were not included because it was evident from their titles that certain specialized areas of guidance were emphasized. Books such as Cox and Duff's Guidance by the Classroom Teacher and Koos and Kefauver's Guidance in Secondary Schools were of earlier publication date. The basic general guidance texts surviving these tests are shown in the selected references on page 37 at the end of this chapter.

Upon attempting to analyze the texts proper, however, it seemed evident that there were differences in emphasis at least, even in these general guidance texts. One text might make a bare mention of case study, for example, while another might spend several pages or chapters discussing case study techniques in guidance.

A page count comparing the number of pages devoted to certain specific activities was tried, but this was found to be rather inaccurate as a picture of emphasis in comparative

books, for the activity might have been simply mentioned on one page and thoroughly discussed on another.

A study of the Tables of Contents of the eight books selected above found the following activities mentioned or implied in the chapter headings of those books:

- a. Tests, questionnaires, inventories, and the like (a total of 22 chapters in the eight books)
- b. Cumulative guidance records (15 chapters)
- c. Case study procedures (12 chapters)
- d. Occupational information and guidance (12 chapters)
- e. Counseling and interviewing (10 chapters)
- f. Curriculum, educational guidance, and orientation (9 chapters)
- g. Placement and follow-up (7 chapters)
- h. Group methods of guidance (4 chapters)
- i. Extra-curricular and leisure time activities (3 chapters)
- j. Studying pupils needs (3 chapters)
- k. Cooperating with home and community (2 chapters)
- l. Evaluating guidance services (2 chapters)
- m. School attendance (1 chapter)
- n. Providing reading resources for counselors (1 chapter)

Other chapters found in the books included:

- a. Guidance program, methods of guidance, and representative programs (13 chapters)
- b. Guidance personnel (10 chapters)
- c. Administration and organization of guidance (8 chapters)

- d. General introductory chapters (8 chapters)
- e. General summary chapters (2 chapters)
- f. Special chapter on guidance of negro youth (1 chapter)
- g. The impact of the war on guidance (1 chapter)

Activities that appear to have received important consideration on the basis of frequency of occurrence in chapter titles, therefore, include: testing, the keeping of cumulative records, case study, occupational information and guidance, counseling and interviewing, educational guidance and orientation, and placement and follow-up. Group methods of guidance, extra curricular activities, and studying pupil needs (which latter category might refer to several of the above areas) are seen to have received important consideration.

A third procedure used in an attempt to define generally accepted guidance activities was a word count. The original plan was to make a word count of selected words from all of the general guidance texts within the above mentioned classification. Ten pages were selected at random from each of these books, and a count was made of the frequencies with which given words or phrases appeared. Articles and prepositions were, of course, omitted. Nouns such as pupil, teacher, school, and the like were also omitted. Words or phrases implying action or activity were retained. The adjective or verbal forms of such words were all counted together with the basic stem word.

For example, test and testing were counted together; recreation and recreational were likewise counted together.

The list of words thus derived was then arranged alphabetically (Appendix, page 180) and it was planned to tabulate the frequencies of their appearance in the eight books selected. It was expected that this tabulation would present a reasonably accurate picture of the emphases in each book, and that it would provide further indication of generally accepted guidance activities.

The word count was made in the books in the order in which they were naturally arranged in bibliographical order (see the list of general guidance text books on page 37). The first four text books on the above mentioned list of general guidance books published during the years 1939-45 were: Personnel Work in High School by Charles E. and Edith G. Germane, Guidance in the Secondary School by Shirley A. Hamrin and Clifford E. Erickson, Principles of Guidance, by Arthur J. Jones, and Principles and Techniques of Guidance by D. Welty Lefever and others.

After these first four books were tabulated and the word ratios had been figured, an inventory was taken of results accomplished by the word count. These facts were evident (Table II, page 31):

- a. All of the words and phrases appeared in the pages of each text

- b. There was, therefore, consistency in the recognition of the activities implied in the words or phrases
- c. There were, however, evident differences in the emphasis on certain specific activities

Since there were such differing emphases in each of the four texts studied, it was evident that little could be accomplished by continuing the count into the remaining four texts. The data have been summarized on the basis of the four text books mentioned above. The project involved the careful reading of over two-thirds of a million words (Table I) and the

TABLE I

AVERAGE NUMBER OF WORDS PER PAGE, NUMBER OF PAGES, AND APPROXIMATE TOTAL NUMBER OF WORDS IN EACH OF THE FOUR GENERAL GUIDANCE TEXTS IN WHICH A WORD COUNT WAS MADE

NAME OF TEXT AND AUTHOR	AVERAGE NUMBER OF WORDS PER PAGE	NUMBER OF PAGES	APPROXIMATE NUMBER OF WORDS
GERMANE AND GERMANE Personnel Work in High School	344	498	171,000
HAMRIN AND ERICKSON Guidance in the Secondary School	296	444	131,000
JONES Principles of Guidance	374	572	214,000
LEFEVER, TURREL, WEITZEL Principles and Tech- niques of Guidance	319	482	154,000

exact recording of each of the words or phrases listed above. The plural form of a word was recorded along with the singular form, and in some cases, as indicated above, ing and al endings were also counted with the stem word.

So that the frequencies might more easily be compared, they were translated into rate per thousand words (Table II). To find the rate the frequencies were divided by the approximate number of words in the text. Only the basic part of the text was included; the prefaces and appendices were omitted in the word count and in the total. The average number of words per page was determined by taking the average of the actual word count of five pages in each of the four texts. The number of words in such average page was then multiplied by the number of pages in the basic text, and a rough approximation of the number of words in the text resulted. It was these totals that were divided into the word and phrase frequencies of each book to secure the rate per thousand for each word or phrase as described above.

For example, the word ability was mentioned in the book by Germane and Germane 333 times. There were approximately 171,000 words in the text. The frequency 333 was divided by 171, the number of thousands of words, to find the rate per thousand words, or, in this case, the figure 1.95. Similarly, then, 1.01 means that the word ability occurs on the average of 1.01 times per thousand words in the book by Hamrin

TABLE II

FREQUENCY AND RATE PER THOUSAND OF SELECTED WORDS IN EACH OF THE FOUR
GENERAL GUIDANCE TEXTS IN WHICH A WORD COUNT WAS MADE

WORDS (Or Phrases)	GERMANE AND GERMANE		HAMRIN AND ERICKSON		JONES		LEFEVER, TURRELL, WEITZEL	
	Freq'cy	Rate Per M	Freq'cy	Rate Per M	Freq'cy	Rate Per M	Freq'cy	Rate Per M
ABILITY	333	1.95	132	1.01	398	1.86	187	1.22
APTITUDE	206	1.21	23	.18	86	.40	120	.78
ACHIEVEMENT	168	.99	35	.27	57	.27	85	.55
ANECDOTAL RECORDS	6	.04	18	.14	17	.08	17	.11
CASE STUDY	98	.57	9	.07	29	.14	27	.18
CLINIC	146	.85	3	.03	20	.09	77	.50
CLUB	39	.23	53	.41	34	.16	63	.41
COMMUNITY RELATIONS	14	.08	2	.02	9	.04	9	.06
CONFERENCE	24	.14	63	.48	78	.36	94	.61
COUNSELING	340	1.99	83	.64	163	.76	315	2.05
COUNSELOR	167	.98	47	.36	379	1.78	542	3.52
CUMULATIVE RECORDS	41	.24	6	.05	22	.10	23	.15
DIAGNOSIS	173	1.01	16	.12	42	.20	22	.14
EDUCATIONAL GUIDANCE	8	.05	9	.07	45	.21	34	.22
EXTRA-CURRICULAR	55	.32	72	.55	24	.11	45	.29
FAMILY RELATIONSHIPS	37	.22	1	.01	12	.05	21	.14
FOLLOW-UP	61	.36	20	.16	49	.23	77	.50
GROUP GUIDANCE	59	.35	33	.25	42	.20	115	.75
HEALTH	125	.73	130	1.29	58	.27	103	.67
HOBBY	43	.25	23	.18	7	.03	3	.02
HOME CONDITIONS	18	.11	3	.03	30	.14	16	.11
HOME ROOM	50	.29	944	7.21	161	.75	62	.40
INTELLIGENCE	119	.70	23	.18	166	.78	194	1.26
INTEREST	459	2.69	193	1.48	296	1.38	160	1.04
INTERVIEW	240	1.40	47	.36	88	.41	72	.47

TABLE II (Continued)

WORDS (Or Phrases)	GERMANE AND GERMANE		HAMRIN AND ERICKSON		JONES		LEFEVER, TURHELL, WEITZEL	
	Freq'cy	Rate Per M	Freq'cy	Rate Per M	Freq'cy	Rate Per M	Freq'cy	Rate Per M
INVENTORY	141	.83	22	.17	47	.22	41	.27
LEISURE	37	.22	18	.14	95	.44	3	.02
MALADJUSTMENT	77	.45	42	.32	23	.11	33	.22
MENTAL HEALTH	31	.18	11	.09	7	.03	28	.18
NEED	159	.93	179	1.37	156	.73	91	.59
OCCUPATION	183	1.07	80	.61	499	2.33	203	1.32
OCCUPATIONAL INT'N	16	.09	5	.04	74	.35	44	.29
ORIENTATION	8	.05	27	.35	36	.17	53	.35
PART TIME WORK	15	.09	1	.01	7	.03	5	.03
PLACEMENT	27	.16	6	.05	78	.36	106	.69
QUESTIONNAIRE	266	1.56	13	.10	23	.12	36	.24
RECREATION (AL)	50	.29	57	.44	31	.15	69	.45
REMEDIATION WORK	50	.29	9	.07	9	.04	10	.07
SELF ANALYSIS	24	.14	2	.02	20	.09	12	.08
SOCIAL ACTIVITIES	25	.15	8	.06	17	.08	22	.14
SOCIAL ADJUSTMENT	24	.14	15	.12	13	.06	20	.13
TEST (OR TESTING)	409	2.40	81	.62	358	1.68	317	2.06
VOCATIONAL GUIDANCE	125	.73	18	.14	188	.88	130	.85
VOCATION (AL)	417	2.44	152	1.16	126	.59	283	1.84
WORK HABITS	37	.22	7	.06	3	.01	3	.02

and Erickson, 1.86 times per thousand in Jones, and 1.22 times per thousand in the book by Lefever, Turrell, and Weitzel. For the purposes of this study frequencies of .75 per thousand or over were considered important.

These rates as shown in Table II bear out the assumption, previously mentioned, that there are centers of emphasis in each book. Germane and Germane stress the clinical aspects of guidance including the terms: tests, questionnaires, inventories, clinic, and diagnosis. Specifically, the frequencies that have been considered important in this book were:

Interests	2.69	Occupation	1.07
Tests	2.40	Diagnosis	1.01
Counseling	1.99	Achievement	.99
Ability	1.95	Counselor	.98
Questionnaire	1.56	Needs	.93
Interview	1.40	Clinic	.85
Aptitude	1.21	Inventory	.83

The impression remains that Germane and Germane favor a clinical type of guidance organization and program utilizing the regular classroom facilities. They stress interest, aptitude, and achievement testing and adjustment activities.

On the other hand, Hamrin and Erickson stress the adjustment of the school to the child. They have emphasized the homeroom and extra curricular activities as the core of the guidance program, but are in agreement with Germane and Germane in their emphasis that "Every teacher is a guidance worker." The word rates considered important in this book were:

Homeroom	7.21	Health	1.29
Interest	1.48	Vocations	1.16
Need	1.37	Ability	1.01

The phrase extra curricular occurred at a rate of .55 per thousand, almost twice the rate in any of the other books. Occupations, vocational guidance, and placement were mentioned less often in the book by Hamrin and Erickson than in any of the other books. The homeroom plan, of course, received extraordinary attention in this book. The importance of health and group guidance activities was emphasized.

In spite of the fact that Jones mentioned many times that guidance is much broader than its vocational aspects, his book emphasizes occupations, vocations, and vocational guidance. The words or phrases with the highest frequencies in this text included:

Occupation	2.33	Vocations	.88
Ability	1.86	Intelligence	.78
Counselor	1.78	Counseling	.76
Tests	1.68	Homeroom	.75
Interests	1.38		

Jones presents several plans for guidance organization including both the homeroom and class counselor types without apparent bias. His rate per thousand for occupation, occupational information, and vocations was the highest, however, for the four books, and therefore, this is judged to be the apparent activity emphasis in his book.

Lefever, Turrell, and Weitzel emphasize terms such as counselor and counseling. They, also, emphasize vocational

guidance aspects, for vocations had the highest rate in their book of the four books, and the rate for placement was almost twice as high as the rate for this word in any of the other texts. Words or phrases with highest frequencies were:

Counselor	3.52	Ability	1.22
Tests	2.06	Interests	1.04
Counseling	2.05	Vocations	.85
Vocations	1.84	Aptitude	.78
Occupations	1.32	Group Guidance	.75
Intelligence	1.26		

In general, therefore, it must be concluded that there are definitely different emphases in the four texts analyzed. While all of the words and phrases appeared in the pages of each text, and while there seems to be a consistency in the recognition of certain activities by all four of the authors, there are some evident differences in the emphasis on guidance areas and activities.

E. SELECTED REFERENCES RELATING TO THE FUNCTIONAL PLANNING
OF SCHOOL BUILDINGS

American School Board Journal, Annual Building Number, January, 1944.

American School Publishing Corporation, American School and University Yearbooks, 1928-1944 inclusive.

Architectural Forum, May, 1941 (whole issue devoted to school building problems).

Architectural Record, June, 1936, February, 1936, and August, 1939, (entire issues devoted to school building problems).

Bogoslovsky, B. B., The Ideal School, The MacMillan Company, New York, 1936, 525 pp.

Caudill, William Wayne, Space for Teaching, Texas A. & M., Bulletin No. 59, August, 1941, 124 pp.

Connecticut State Department of Education, School Building Code, Bulletin, State Board of Education, Hartford, Connecticut, 1941, 150 pp.

Elliott, Eugene B., A Guide for Planning School Buildings, Bulletin, Department of Public Instruction, Lansing, Michigan, 1945, 146 pp.

Engelhardt, N. L., The Planning and Construction of School Buildings, Thirty-third Yearbook, Part I, National Society for the Study of Education, Public School Publishing Company, Bloomington, Illinois, 1934, 337 pp.

Engelhardt, N. L., "The School of Tomorrow," American Architect and Architecture, April, 1937, pp. 37-40.

Engelhardt, N. L., and N. L. Engelhardt, Jr., Planning the Community School, American Book Company, New York, 1940, 188 pp.

Fletcher, W. R., and T. C. Holy, "Steps in Community Planning for a School Building Program," School Review, March, 1945, pp. 60-62.

Nations Schools, February, 1941 and January, 1942 (whole issue devoted to school plant problems).

Progressive Education Magazine, "School Housing," April, 1938, 15:297-303.

Progressive Education Magazine, "School Buildings That Educate," March, 1932, 9:189-94.

Review of Educational Research, February, 1945, Volume XV, Number 1, (entire issue given over to school plant and equipment).

School Executives' Magazine, May, 1935 and March, 1945, (both issues devoted entirely to planning the school plant programs).

U. S. Office of Education, Assistance on School Plant Problems, Bulletin, No. 6, 1940, 92 pp.

U. S. Office of Education, Functional Planning of Elementary School Buildings, Bulletin, No. 19, 1936, 83 pp.

F. BASIC GENERAL GUIDANCE TEXTS PUBLISHED BETWEEN 1939-1945

Germane, Charles E. and Edith G., Personnel Work in High School, Silver Burdett Company, Chicago, 1941, 599 pp.

Hamrin, Shirley A., and Clifford E. Erickson, Guidance in the Secondary School, D. Appleton-Century Company, 1939, 465 pp.

Jones, Arthur J., Principles of Guidance, McGraw-Hill Book Company, New York, 1945, 592 pp.

Lefever, D. Welty, Archie M. Turrell, and Henry I. Weitzel, Principles and Techniques of Guidance, The Ronald Press Company, New York, 1941, 522 pp.

Reed, Anna Y., Guidance and Personnel Services in Education, Cornell University Press, Ithaca, New York, 1944, 496 pp.

Smith, C. M., and M. M. Roos, A Guide to Guidance, Prentice-Hall, Inc., New York, 1941, 440 pp.

Strang, Ruth, Pupil Personnel and Guidance, The MacMillan Company, New York, 1941, 356 pp.

Traxler, Arthur E., Techniques of Guidance, Harper and Brothers, New York, 1945, 394 pp.

CHAPTER IV

THE QUESTIONNAIRE SURVEY

This report of the questionnaire survey of the opinions of school administrators and state supervisors of guidance concerning selected guidance activities and physical facilities for guidance has been divided into the following parts:

- A. Procedures and returns**
- B. Selected references concerning the use of the questionnaire**
- C. Counseling and interviewing activities**
- D. Testing and research activities**
- E. Health services and special education facilities**
- F. Case study and cumulative records**
- G. Group guidance and extra-curricular activities**
- H. Orientation, educational and vocational guidance, placement, and follow-up**
- I. The guidance suite**
- J. The significant agreement between the paired answers of the school administrators and the state supervisors of guidance**

A. PROCEDURES AND RETURNS

The questionnaire has been used as an instrument of research for at least a hundred years. Its primary function has, perhaps, been to gather statistical factual data particularly of a scientific nature. This has been an important aspect of its use in connection with school problems for more than fifty years.

Some problems, such as the present problem concerning ideal physical facilities for guidance, do not lend themselves well to a factual type of survey. Present practice may not be good practice. This study has not attempted to find what is being done, but what can be done to make present practices more nearly ideal. The questionnaire technique was, therefore, used to gather authoritative opinion of what activities should be provided rather than facts concerning the status quo.

In recent years this questionnaire technique has been highly developed by a number of agencies whose entire effort is concerned with the continuous polling of public opinion. The growth of such techniques and the important trend toward the use of the questionnaire in opinion surveys should justify its careful use in surveying educator opinion concerning recommended educational techniques and procedures.

In a remarkably interesting and challenging volume on evaluation procedures in guidance Frances Wilson sets up certain standards for constructing and administering the questionnaire. These are quoted verbatim:²⁸

***BEFORE ADMINISTERING THE QUESTIONNAIRE--**

1. Study carefully all the literature in the field to insure that the information sought is not already available.
2. Plan the research program in its entirety. This requires that tabulation of forms be carefully organized before the questionnaire has been distributed.

CONSTRUCTING THE QUESTIONNAIRE--

3. Ask only those questions which the respondents are competent to answer, avoiding those for which for one reason or another the correspondents may be unwilling to answer, or which depend for answer upon delayed memory.
4. Avoid questions entailing lengthy investigation by the respondent; at the same time request information in sufficient detail to secure necessary data the first time.
5. Omit all leading questions.
6. Plan the questionnaire so that the questions are few in number, brief, simple, unambiguous, specific and not general, and stated in acceptable language.

²⁸ Wilson, op. cit., Pp. 94-95

7. Construct questions that will elicit facts. When opinions are requested the final report should indicate carefully when opinions and attitudes are being reported.
8. Develop questions in a logical sequence.
9. Include check questions and interlocking questions. The latter are especially important when the study is of a particularly intricate problem.
10. Test the questionnaire form, when it is completed, with a group of persons similar to those to whom it will be addressed. Eliminate all sources of error. . . .

FORMAT AND DISTRIBUTION OF QUESTIONNAIRES--

11. The questionnaire must be accompanied by a letter which effectively sets forth the purpose of the study, indicates the sponsor, and solicits the cooperation of the respondent. . . .
12. Have the blanks printed or typed, leave adequate room for replies, include a self-addressed envelope, acknowledge receipt of the completed form.
13. Send out follow-up letters to insure an adequate number of replies. . . . replies should not only be numerous but complete--that is, they should represent a high percentage response to the blanks sent out. . . ."

The above standards seem quite intelligently drawn, and they are, in fact, the result of the assembling of authoritative opinion in a number of fields as was noted by the author. The construction and distribution of the questionnaire was, therefore, undertaken in the light of those standards. Because of the amount of information that was needed in this survey, it was necessary to compromise the point recommending few questions (number 6 above) with the point suggesting that sufficient information be secured to provide the necessary data the first time (number 4).

The topic groupings or categories for the part of the questionnaire concerning guidance activities were taken from the summary of chapter headings discussed in the review of literature, pages 26 and 27, and by the word count discussed later in the same chapter, page 35.

Activities suggested by the chapter summary included: testing, the keeping of cumulative records, case study, occupational information and guidance, counseling and interviewing, educational guidance and orientation, placement and follow-up, group methods of guidance, and extra-curricular activities.

Activities suggested by the word count included: testing, diagnosis and clinical work (case study), counseling, vocational information and guidance, health, and home room and group guidance activities.

When the essential outline of the questionnaire had been determined, copies of it were drawn up and presented to eight men experienced in research for evaluation and criticism. These people included: a state supervisor of guidance, two school administrators, an expert in sociology and sociological research, a mathematician who was an expert in sampling techniques, and several professors from a college Division of Education.

A letter was drawn up which set forth the purpose of the study, indicated the sponsor, and solicited the cooperation

of the respondent (point 11 above), and the questionnaires were then mailed on Friday, November 30, 1946, (see letter in Appendix, page 181).

The original intent was to send the questionnaire to a selected group of recognized guidance authorities. However, since there is little chance of guidance activities being developed in any school system unless the administrator favors the program, it was decided to sample a representative group of school administrators in large school systems to see if there was any great discrepancy between the guidance philosophies of the rank and file school administrator and the so-called guidance specialist.

It was, furthermore, the original plan to include in the questionnaire only the elements concerning guidance activities. The part of the questionnaire concerning the physical facilities for guidance was planned as a separate questionnaire. Since, however, the questionnaires would be sent to similar, if not the same people, they were combined into one comprehensive unit.

The state supervisors of guidance in the forty-eight states of the United States were selected as the authorities whose opinions were to be sought. Since nearly every state would be represented, the criticism that the study was regional in nature would be avoided. An incomplete list of the State

Supervisors from the State Supervisor of Occupational Information and Guidance for the State of Michigan was secured and an attempt was made to supplement this list by directories printed in Occupations Magazine and news items in the Guidance News Letter and School Life.

This gave a list of thirty-five supervisors to whom questionnaires were immediately mailed. Cards were mailed (Appendix, page 182) addressed only to The State Supervisor of Guidance, State Department of Education, in each of the remaining thirteen states, asking them if there was someone in their department who was willing to fill out a questionnaire requesting information concerning guidance. Seven of the thirteen responded favorably, were mailed questionnaires, and returned them promptly. A total of forty-two questionnaires were mailed to persons supervising guidance on a state level. The envelope that was sent out contained the questionnaire, a personal letter (Appendix, page 181) and a stamped, self-addressed envelope.

The school administrators to whom questionnaires were sent were selected from the United States Office of Education Bulletin, The Educational Directory for 1944-45, Part II, City School Officers. As the reaction of school administrators in only large school systems was desired, the cities to be selected were arbitrarily limited to those having populations between 20,000 and 500,000. After marking and counting these, it was found that there were 508 cities within this classification

to be sampled. It was suggested by the expert on sampling techniques that questionnaires be mailed to one-fifth of the 508 cities within this classification. Every fifth city was then checked off in the Directory mentioned above. This made the sample genuinely random, and the questionnaires were mailed to the 102 men whose names were listed in the Directory as superintendents of the city schools thus selected. Schools in forty different states were found to be included. States which were missed because of the lack of sufficient cities of this classification included: Idaho, Maryland, Nevada, Oklahoma, South Carolina, Utah, Vermont, and Wyoming. The envelopes sent to the school administrators contained a personal letter, the questionnaire, and a self-addressed, stamped return envelope.

On the ninth day following the mailing of the questionnaires a check-up showed that school administrators had already returned forty questionnaires. In order to achieve the highest possible return, it was decided to mail a follow-up card to those school administrators whose questionnaires had not yet been returned (Appendix, page 186). Nine more questionnaires were returned that week before the follow-up cards could have reached the respondents. The next sixteen questionnaires were returned probably as a direct result of the card reminder.

The returns for both groups were excellent. Of the 42 questionnaires sent to the State Supervisors, 38 were returned

for a percentage of 90.5 (three more came in too late to be tabulated). Of the 102 sent to school administrators, 65 were returned for a percentage of 63.7 (seven more came in too late to be tabulated). A total of 103 questionnaires were returned and tabulated of the 144 sent. This makes a total return of 71.5 per cent. Figure I graphically presents these percentage returns. Tabulations were closed December 30, 1946, and returns coming in thereafter were not counted.

A total of ten questionnaires came in too late to be tabulated. The last of these was received the sixteenth of January. Tabulations were begun as soon as the first returns came in. Definite trends in the answers were soon evident, and had the tabulations been closed with the first 40, the results would have been not unlike the final tabulations. A summary tabulation of the ten questionnaires not tabulated with the totals shows trends similar to those above. Their inclusion, therefore, would not have materially effected the returns. Further evidence of the consistency of the answers is shown in a later chapter, where the results for two different groups, the state supervisors of guidance and selected school administrators, showed surprising unanimity of opinion (Table XLIII, page 126).

In all, then, 113 questionnaires were returned for a total return of approximately 78 per cent. It is believed that the percentage of return was sufficient to validate the

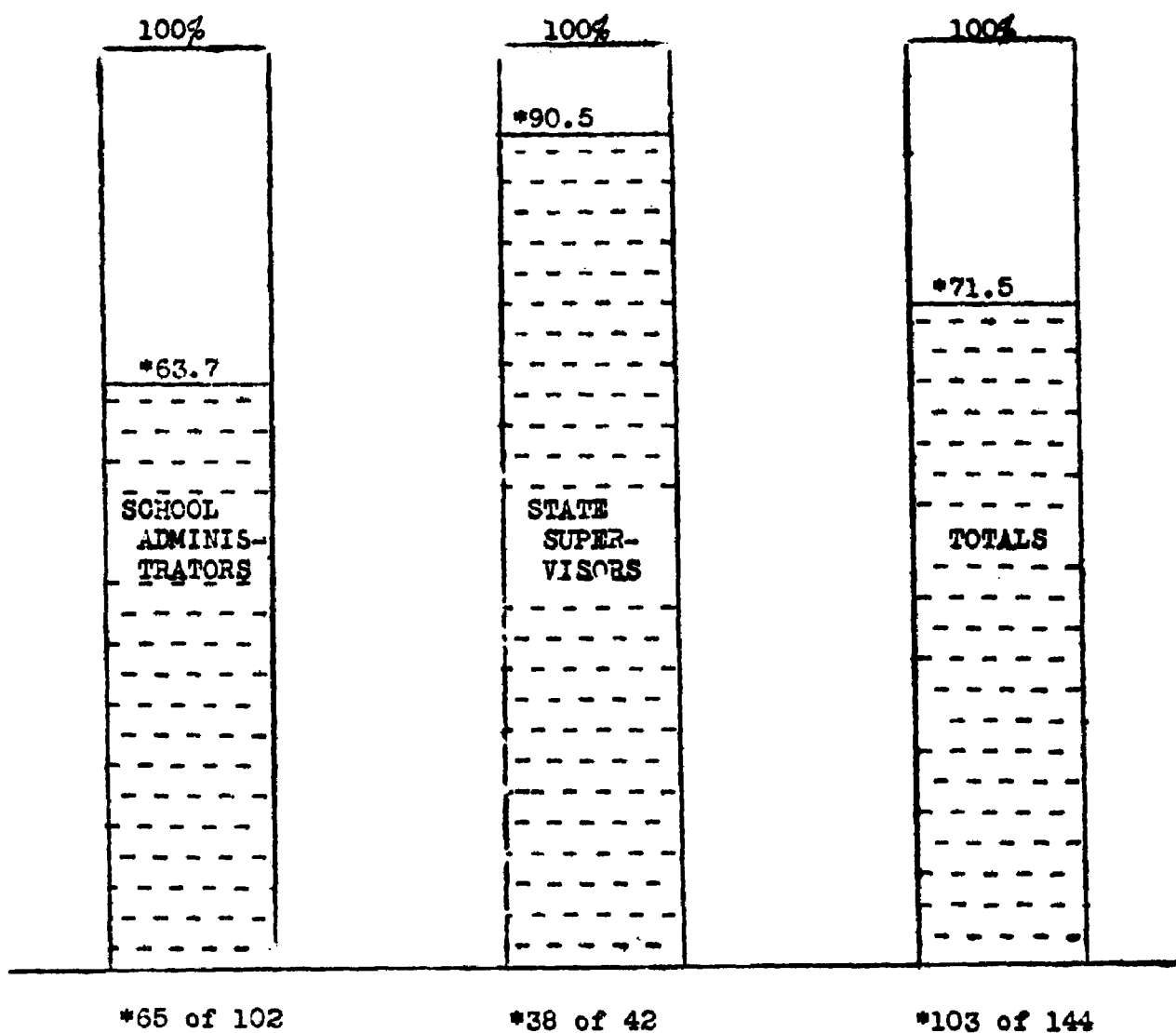


FIGURE 1. Number of questionnaires sent to school administrators and state supervisors of guidance, total number sent, and number and per cent returned

data. In light of the consistency of the answers as evidenced in the paragraph above, it is reasonable to suppose that had the remaining questionnaires come in, if 100 per cent had replied, the results would have been substantially the same.

As has already been indicated, questionnaires were mailed to State Supervisors in 42 states. The returns represent 38 state departments. School administrators in 40 different states were mailed questionnaires, and the returns came from 35 states. A grand total of 46 states are represented in the tabulated returns from both groups. Returns from South Carolina and Wyoming came in late and failed to be represented in the tabulated return. The study, therefore, should be representative of the philosophy of guidance in the country as a whole. Figure 2 indicates the states from which the returns came, and the number of returns from each state.

With the exception of one or two, the questionnaires were very completely filled out, and many of the men and women who returned them had written in valuable comments and had, in some cases, included personal letters or printed materials from their own schools. More than thirty requests for extra copies of the questionnaire were received.

The following letter is typical of the enthusiasm with which the questionnaire was accepted. The author is a director of personnel services in a large school system and is also active in state guidance organizations.

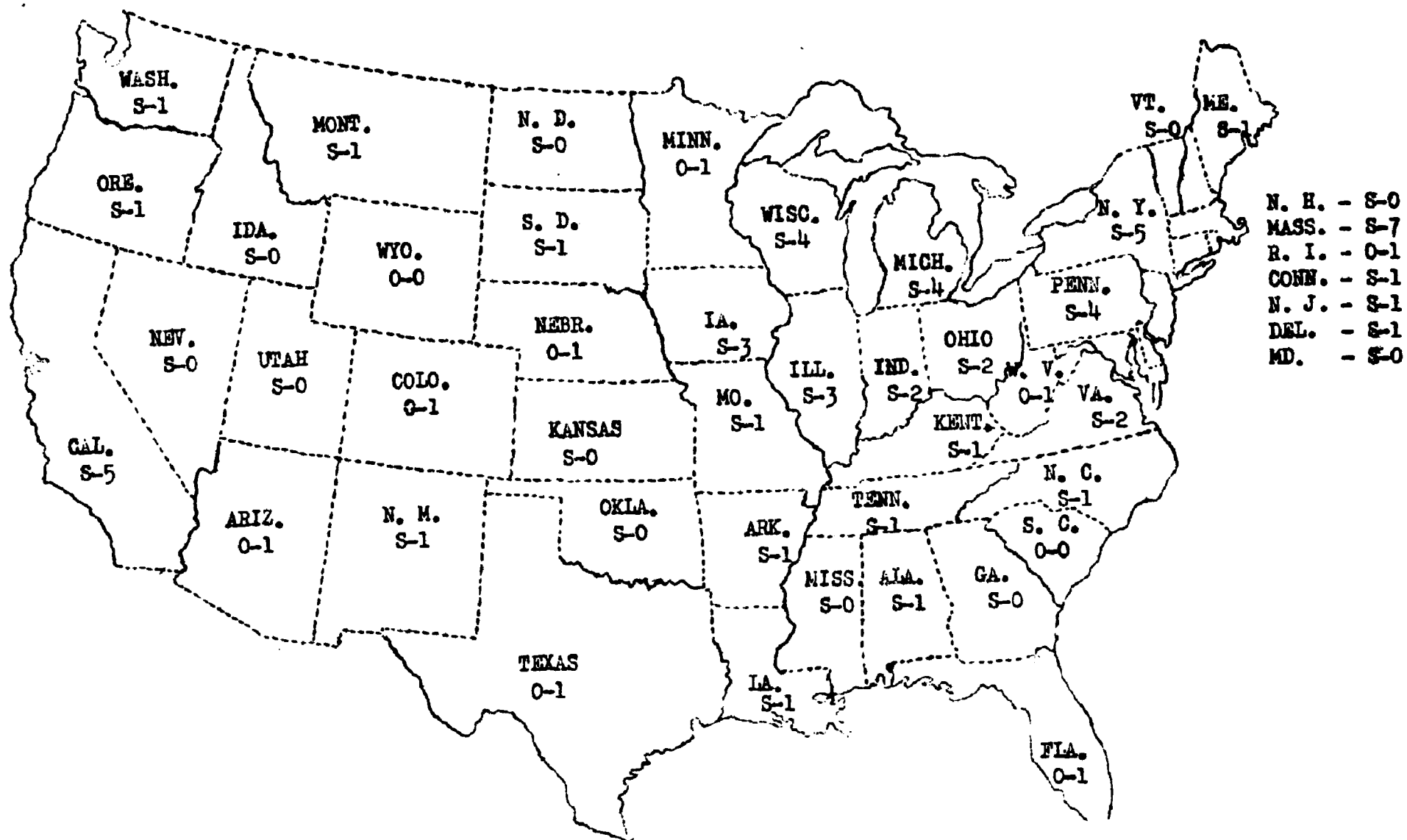


FIGURE 2 The number of school administrators and state supervisors of guidance in each state who returned the questionnaire

Dear Mr. Munson:

Enclosed is your questionnaire on Guidance Activities and Facilities. I was most interested in reacting to your various questions.

We have been faced in the past couple of years with many of the problems you raise and, needless to say, up to this time we do not have the answers to some. We are also considering some of these issues on a statewide basis. Because you have compiled in an orderly fashion many of the problems which I believe are significant ones, I wonder if you would be kind enough to send me two or three blank questionnaires so that I might use them with people concerned with this problem in our own district.

I shall be very happy to receive the results of your survey when it is completed.

Very truly yours,

(Signed)

Director, Department of
Child Study and Service

The returns were tabulated by hand, using different blank questionnaires for recording the data from the state supervisors and the school administrators. These results were then tabulated together with the grand totals for both groups. Inasmuch as raw numbers from groups varying greatly in size cannot easily be compared, percentage figures which, of course, are more readily comparable have been provided. These percentage figures have been taken from Dr. A. L. Crelle's Rechentafeln (Calculating Tables).²⁹ Since there are exactly 1,272 percentage figures called for in this section alone, fractional percentages have not been tabulated, but are counted as whole percentages. Therefore, in some instances, the tables may seem inconsistent in

²⁹ Crelle, Dr. A. L., Rechentafeln (Calculating Tables), New Edition by O. Seeliger, Walter de Gruyter and Co., Berlin and Leipzig, Germany, 1923, 999 pp.

that they may add up to 101, or even 102 per cent. The number and per cent of people not answering have not been included, nor have the percentages in the tables been totaled. It is the significant relationships rather than the minute differences of fractional percentages that is the concern of this study. Only those tabulations which show at least 50 per cent agreement for the group have been considered as significant. All percentages are based on the total number of the return for the group and not on the number who answered any specific question. The divisor in all cases, then, was 38 for the state supervisors group, 65 for the school administrators group, and 103 for the totals. A 50 per cent agreement in a question where only two-thirds of the group answered might not be at all significant if the percentage were based on the number answering the given question. The percentages are, therefore, in terms of total return rather than in terms of the number answering any given question.

In an N. E. A. Research bulletin published in 1930, some standards are suggested concerning the form that a report of a questionnaire study should take:³⁰

³⁰ National Education Association, The Questionnaire, Research Bulletin, January, 1930, 8:1-51

The report should be properly identified.

There should be an organized presentation.

- a. Statement of purpose or problem of study.
A description of the unsolved questions on which the study sheds light.
- b. A brief description of how the data was collected, including an estimate of the reliability of the information collected under such topics as:
 1. number of questionnaires sent out
 2. how circularized
 3. per cent of reply
 4. an estimate of the factor of selection if less than 100 per cent replied, and anything else which an honest evaluation of the data would suggest
 5. presentation of the data including an explanation of what each table deals with, and what it seems to show
 6. statement of the conclusions based upon the data
 7. summary and conclusions

Tables should not be presented by themselves. The investigator is presumably in the best position to interpret the findings.

Tables should be properly totaled and checked. . . .

The master tabulation should be included.

The questionnaire should be reproduced.

Methods of handling the data from the questionnaire followed, essentially, the N. E. A. outline suggested above.

B. SELECTED REFERENCES CONCERNING THE USE OF THE QUESTIONNAIRE

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C. COUNSELING AND INTERVIEWING ACTIVITIES

The state supervisors and the school administrators were practically unanimous in their belief that counseling and interviewing were functions on the senior high school level. Not one person listed these activities as unnecessary either on the senior high school or junior high school level (Table IV).

TABLE III

SHOULD INDIVIDUAL COUNSELING AND INTERVIEWING BE FUNCTIONS OF THE GUIDANCE PROGRAM IN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, AND ADULT EDUCATION PROGRAMS?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	39	60	59	91	64	99	55	85
	State Supervisors	<u>23</u>	<u>61</u>	<u>36</u>	<u>95</u>	<u>38</u>	<u>100</u>	<u>33</u>	<u>87</u>
	Totals	62	61	95	93	102	99	88	86
NO	School Administrators	15	24	2	4	0	0	1	2
	State Supervisors	<u>7</u>	<u>19</u>	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
	Totals	22	22	4	4	0	0	2	2
Total Number Answering		84		99		102		90	

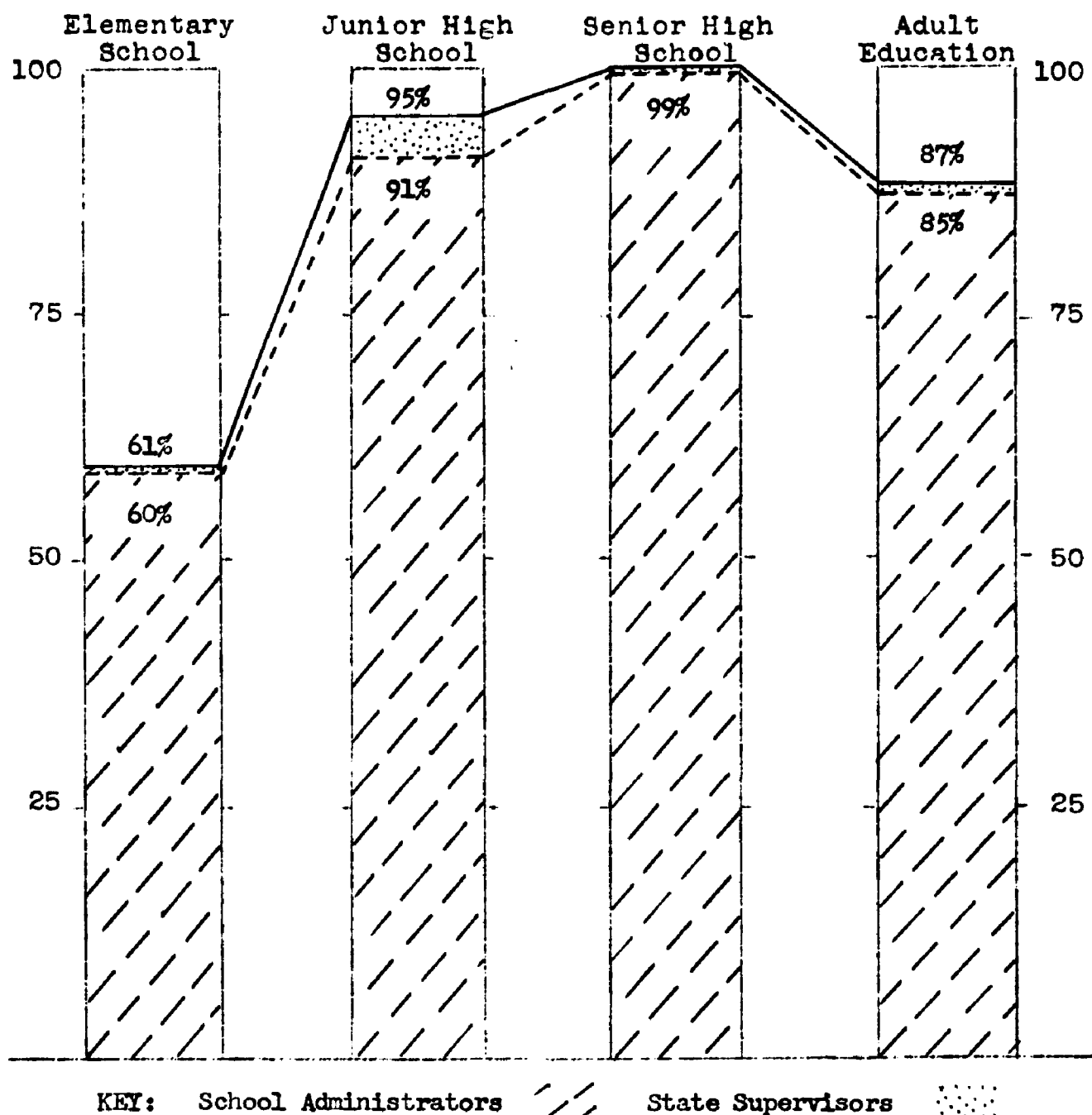


FIGURE 3. Percentages of state supervisors and school administrators who indicated that individual counseling and interviewing should be functions of the guidance program at the various educational levels

The grand totals show 61 per cent listing these as functions of guidance in the elementary school, with 72 per cent listing these activities as necessary or desirable. Several indicated that they were desirable, but not usually feasible on the elementary level. On the junior high level 93 per cent of the correspondents list these activities as functions (Table III), and 98 per cent listed these activities as either necessary or desirable (Table IV). There was a close agreement between the two groups on all parts of the first three questions.

While many other activities were frowned upon or neglected as far as consideration is concerned on the adult level, counseling and interviewing received substantial recognition with 86 per cent regarding them as definite functions of the guidance program in adult education (Table III) and with 93 per cent listing them as either necessary or desirable (Table IV).

That there was some hesitancy in recognizing adult education in the guidance program was evidenced in a number of comments that were written in here and there. The following is a typical example: "Since we do not have adult counseling except as the parents and teachers come to us in connection with the guidance work among children, we would feel that the same actual space could be used for adults. Where counseling problems have concerned adults alone, we have been using local agencies. We do not have an adult education or an adult counseling program." Correlations between the paired items (as shown

in Table XLIII, page 126) indicate less agreement on the adult level than on the regular school levels.

In spite of the fact the question did not imply that there would necessarily have to be separate rooms for adult counseling, a number of correspondents cautioned, as did the one above, that while adult counseling and guidance is necessary and desirable, the same facilities could be used for this purpose which were used for "adequate" public school counseling activities. Only one of the respondents said that adult counseling facilities were unnecessary. A total of 87 per cent said that adult counseling facilities were necessary or desirable (Table V).

Only 13 per cent of the correspondents felt that private counseling rooms were necessary on an elementary level (Table V), but an additional 38 per cent felt they were desirable, which gave a majority interpreted as important according to the limits previously determined. Private interviewing and counseling rooms are definitely recommended for the secondary schools. A total of 54 per cent said that such rooms are necessary in the junior high school, and 91 per cent said that they are necessary in high school. An additional 39 per cent said that they are desirable in junior high school, and nine per cent said that they are desirable in senior high school.

The above data definitely support the thesis that counseling and interviewing are to be recommended on all educational

TABLE IV

THE RELATIVE IMPORTANCE OF COUNSELING AND INTERVIEWING ON THE ELEMENTARY,
JUNIOR HIGH, AND SENIOR HIGH SCHOOL, AND ADULT EDUCATION LEVELS

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	16	25	46	71	61	94	35	54
	State Supervisors	<u>5</u>	<u>14</u>	<u>22</u>	<u>58</u>	<u>37</u>	<u>98</u>	<u>30</u>	<u>72</u>
	Totals	21	21	68	67	98	96	65	64
DESIRABLE	School Administrators	33	51	16	25	3	5	23	36
	State Supervisors	<u>19</u>	<u>50</u>	<u>15</u>	<u>40</u>	<u>2</u>	<u>6</u>	<u>6</u>	<u>16</u>
	Totals	52	51	31	31	5	5	29	29
UNNECESSARY	School Administrators	0	0	0	0	0	0	0	0
	State Supervisors	<u>6</u>	<u>16</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
	Totals	6	6	0	0	0	0	1	1
Total Number Answering		79		99		103		94	

TABLE V

THE RELATIVE IMPORTANCE OF PRIVATE COUNSELING AND INTERVIEWING ROOMS ON THE
ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL, AND ADULT EDUCATION LEVELS

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	8	13	34	53	57	88	37	57
	State Supervisors	<u>5</u>	<u>14</u>	<u>21</u>	<u>56</u>	<u>36</u>	<u>95</u>	<u>33</u>	<u>87</u>
	Totals	13	13	55	54	93	91	70	68
DESIRABLE	School Administrators	22	34	23	36	7	11	17	27
	State Supervisors	<u>17</u>	<u>44</u>	<u>17</u>	<u>44</u>	<u>2</u>	<u>6</u>	<u>2</u>	<u>6</u>
	Totals	39	39	40	39	9	9	19	19
UNNECESSARY	School Administrators	22	34	4	7	1	2	1	2
	State Supervisors	<u>10</u>	<u>27</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
	Totals	32	32	4	4	1	1	2	2
Total Number Answering		84		99		103		91	

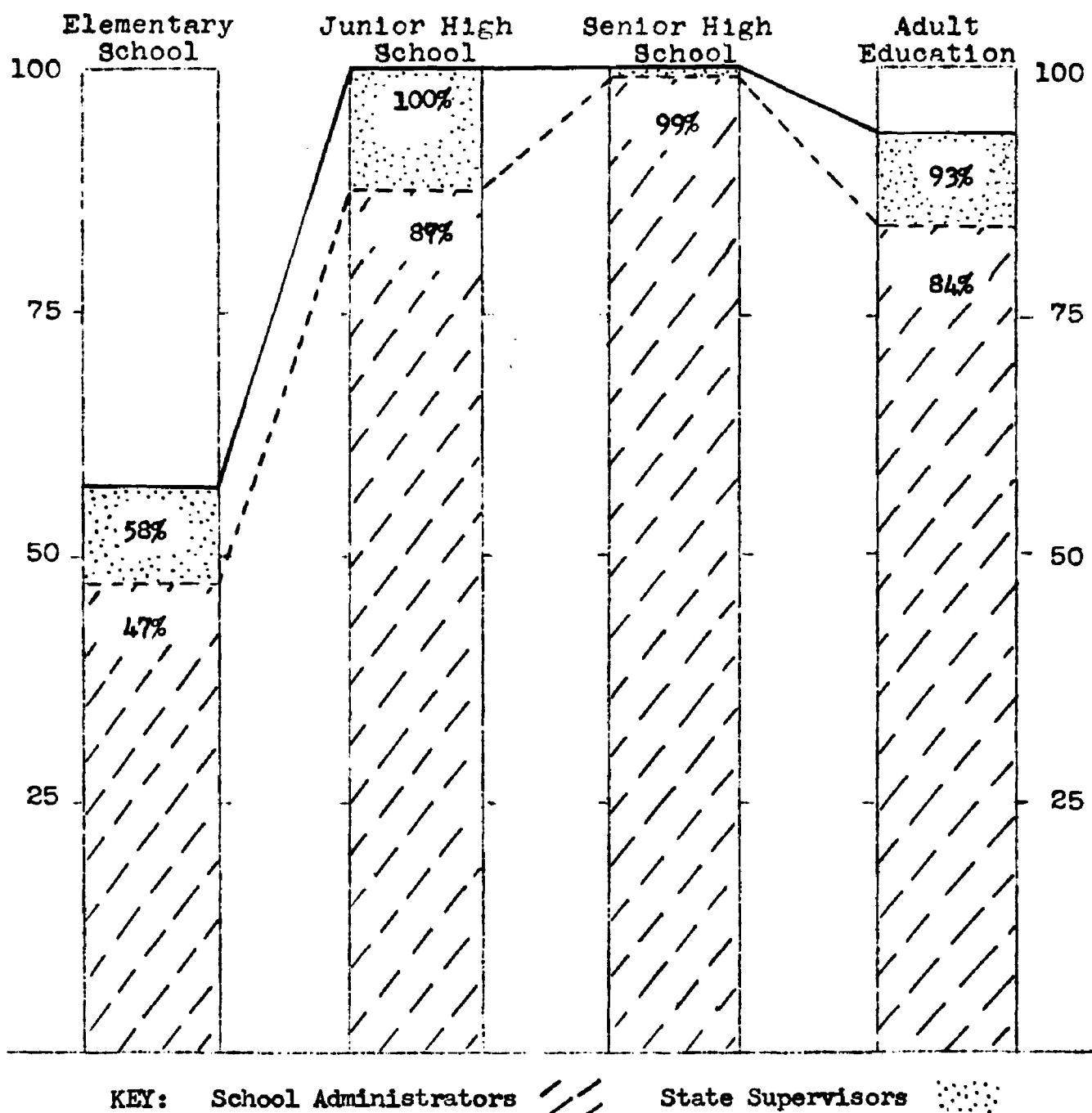


FIGURE 4. Percentage of state supervisors and school administrators who indicated that private counseling rooms were necessary or desirable at the various educational levels

levels of the public school, and the further thesis that adequate facilities should be provided for them in the respective school plants.

Before it is possible to determine what adequate facilities for counseling and interviewing are, it is necessary to determine the extent to which these facilities must be used. In planning new school building facilities it is the practice of school boards and architects to devise formulae for every part of the building for the utilization of each space in terms of the amount of time it will be occupied and the probable number of students it will house. They find it essential to do this for it is grossly wasteful to have large sections of a building in use only a few hours a day or a week. Space costs money to build and maintain. Unused space is money wasted. To justify the provision of special counseling rooms from an administrative standpoint as well as to be certain that the facilities are adequate from a guidance point of view, it is important that a guidance department make an estimate of the number of counseling hours on a per pupil basis and of the amount of space that will be needed.

The purpose of the fourth question (If individual counseling and interviewing are suggested, please indicate what you consider the number of counselor hours that should be allowed for each pupil for each year) was to provide an authoritative

generalization from which guidance personnel might work in order to estimate the need for counseling space and its probable utilization. In the experience of school men throughout the country, what is the average amount of time that should be allowed on a per pupil basis? This time divided into 180 hours, or one hour a day for each day of the average school year, gives a rough indication of the number of students that a space can accommodate on an individual basis for one hour a day for a year. The number of hours that such a room or rooms would be likely to be utilized for counseling could then be determined by dividing the number that could be housed in one hour into the total number of students that must be accommodated.

Question IV raised a veritable storm of comment. One correspondent said, "I don't know. We are bothered by the same problem and can't find any authoritative quotes. From our experience we would estimate it at about an hour on each grade level. Probably the actual need is greater, but, practically, it is usually impossible to provide more."

Others said that it depended upon the size of the school enrollment, upon the financial status of the school, upon the plan of organization - whether part-time or full-time counselors were used, upon the community backgrounds and types of problems that the pupils present.

Another wrote: "I can't answer without qualifying the statement, but probably a minimum counseling service would range from a maximum of 100 pupils to each counselor on the elementary levels down to 50 pupils on the secondary level which should provide several hours counseling time per pupil."

In general, those who answered seemed to feel that elementary pupils were with a teacher the better part of the day and were in closer relationship with a teacher than were the secondary school pupils. They were, therefore, in less need of special counseling services than secondary school pupils. At any rate, fewer counseling hours were recommended for elementary school pupils. The median for elementary school pupils (Table VI) was a little more than one-half hour per pupil per year.

The median for the junior high school pupils was approximately one hour (Figure 5), and for the senior high school students one and one-half hours. As these averages represent the middle-of-the-road sentiment on the junior high and senior high school levels of over 90 per cent of all of those who returned questionnaires, these figures are recommended as guideposts to those who must estimate counseling needs in their own situations, remembering, however, that these needs may vary with the type of school organization and the community background of the school.

TABLE VI

THE NUMBER OF COUNSELOR HOURS THAT SHOULD BE ALLOWED FOR EACH PUPIL EACH YEAR

HOURS	AUTHORITY	ELEM'TARY Number	JR. HIGH Number	SR. HIGH Number	ADULT ED. Number
1/4 hour	School Administrators	4	2	1	3
	State Supervisors	$\frac{1}{5}$	$\frac{1}{3}$	$\frac{1}{2}$	$\frac{1}{4}$
	Totals				
1/2 hour	School Administrators	11	9	3	7
	State Supervisors	$\frac{10}{21^{**}}$	$\frac{6}{15}$	$\frac{2}{5}$	$\frac{2}{9}$
	Totals				
1 hour	School Administrators	10	22	17	14
	State Supervisors	$\frac{5}{15^{**}}$	$\frac{16}{38^{*}}$	$\frac{8}{26}$	$\frac{10}{24^{*}}$
	Totals				
1 $\frac{1}{2}$ hours	School Administrators	0	8	12	2
	State Supervisors	$\frac{1}{1}$	$\frac{4}{12}$	$\frac{11}{23^{*}}$	$\frac{1}{3}$
	Totals				
2 hours	School Administrators	3	11	20	8
	State Supervisors	$\frac{1}{4}$	$\frac{6}{17}$	$\frac{12}{32}$	$\frac{11}{19}$
	Totals				
More Than 2 Hours	School Administrators	4	5	5	6
	State Supervisors	$\frac{2}{6}$	$\frac{2}{7}$	$\frac{2}{7}$	$\frac{1}{7}$
	Totals				

* Indicates that the median number of hours falls in this group

** The median for the elementary group falls exactly between the 1/2 hour group and the one hour group

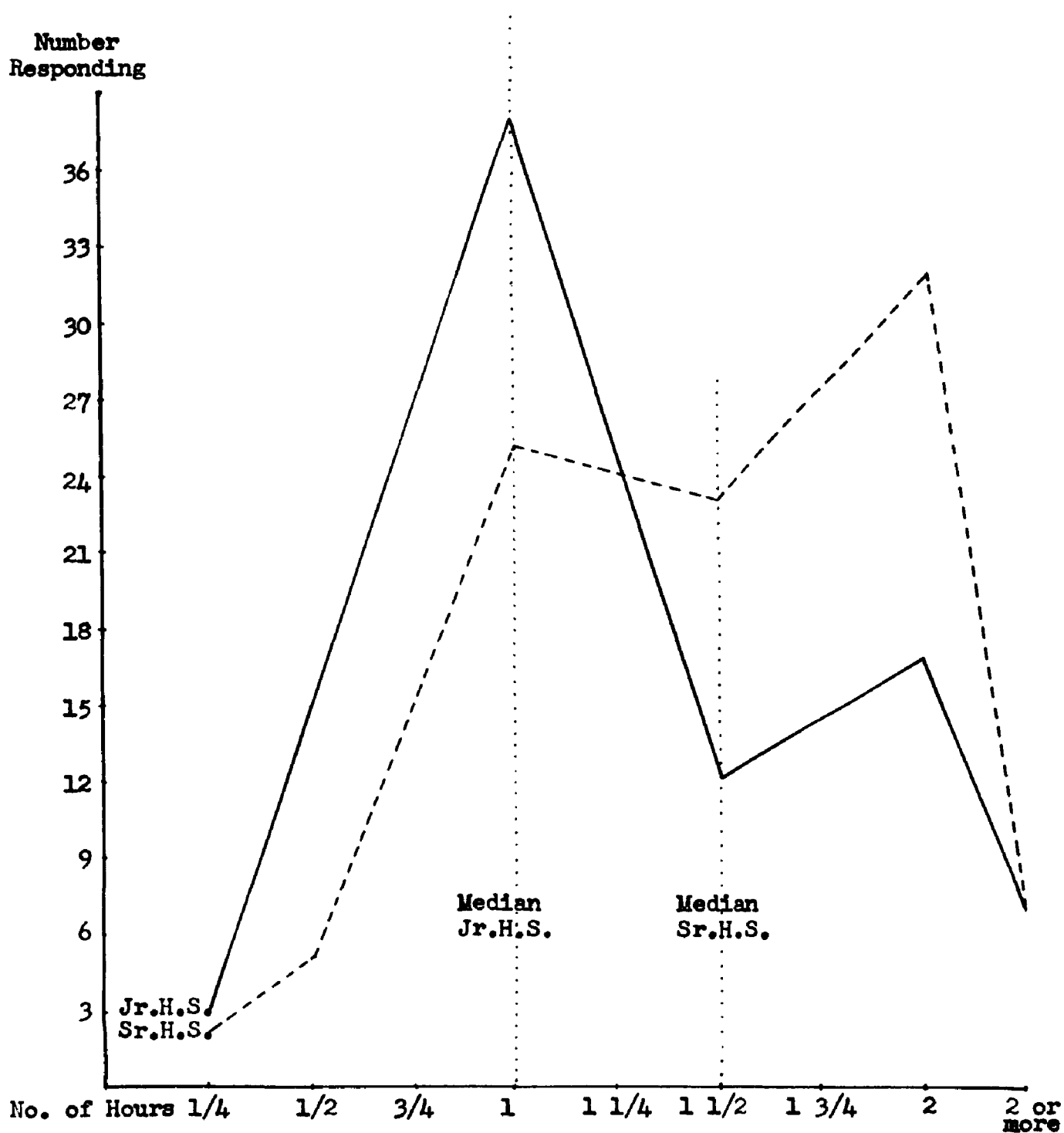


FIGURE 5. The number of counselor hours needed for each pupil each year at the junior and senior high school levels

While the median of one hour counseling time for the adult levels is not so clearly defined, especially since only 65 per cent of the people who returned questionnaires answered this part, the results probably indicate a trend toward greater community awareness of the school and cooperation with the school. School administrators and guidance personnel would do well to provide for adult counseling service in their planning of school facilities.

Question number five (indicate the number of pupils that you believe should be assigned to each counselor) also elicited much comment. It was expected that the answers to this question would have been based on a pupil per hour basis following the pattern in the preceding question. The returns, however, were divided between those who answered thus and those who answered from the viewpoint of the full-time counselor on a five or six hour a day basis. Consequently, three medians are shown for each school level, the actual median, the probable median of the first group, and the probable median of the second group (Figure 6).

Some of the correspondents specifically stated "Not more than 50 per hour nor more than 300 on a full-time basis." Several stated that "a counselor should have a small group, but this is impossible in most administrative set-ups." Another said that "specific assignments to counselors may be unnecessary, depending upon the idea of the organization." Still another

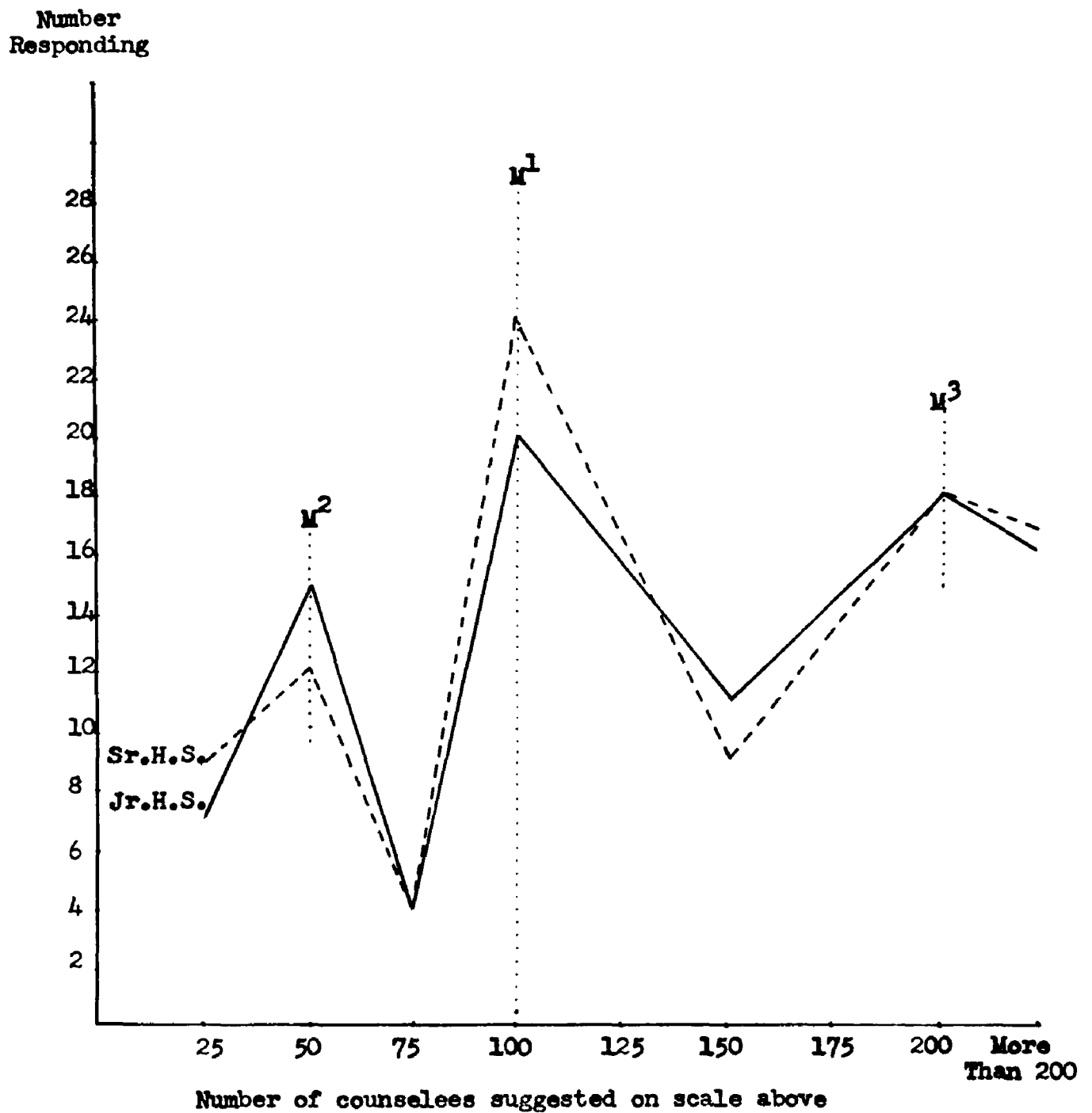


FIGURE 6. The number of pupils that should be assigned to each counselor

said that in the elementary and junior high schools "the number should be the number in their homerooms, but homerooms do not work well on a high school level."

The most general statement, worded in many different ways, was that the number of counselees assigned to a counselor depended upon whether these were teacher-counselors or full-time counselors.

The actual medians (Table VII) for the junior and senior high schools fell slightly above 100 pupils per counselor. Interestingly enough this compares favorably with the preceding answers for these groups which showed (Table VI) the average counseling time to be allowed to be one and one-half hours per pupil per year. Using the formula suggested previously of dividing the 180 hours per year by the average time given to each pupil, or one and one-half hours in this case, a figure of 120 pupils per counseling hour results. Therefore, in spite of the seemingly contradictory statistics the figures were evidently reasonably consistent. It is believed that planning for approximately 100 pupils to a counselor per counseling hour is a good point of departure. Again the local school must base its variance from this standard on the basis of local organization and local needs.

Because only 52 school administrators answered the parts of Table VII concerning the elementary and adult levels, the importance of these results from this study are minimized.

TABLE VII

THE AVERAGE NUMBER OF PUPILS THAT SHOULD BE ASSIGNED EACH COUNSELOR

NUMBER OF PUPILS	AUTHORITY	ELEM ^T ARY Number	JR. HIGH Number	SR. HIGH Number	ADULT ED. Number
25	School Administrators	10	5	5	4
	State Supervisors	$\frac{4}{14^{**}}$	$\frac{2}{7}$	$\frac{4}{9}$	$\frac{5}{9}$
	Totals				
50	School Administrators	6	9	6	6
	State Supervisors	$\frac{1}{7}$	$\frac{6}{15^{**}}$	$\frac{6}{12^{**}}$	$\frac{3}{9^{**}}$
	Totals				
75	School Administrators	0	2	2	4
	State Supervisors	$\frac{1}{1}$	$\frac{2}{4}$	$\frac{2}{4}$	$\frac{4}{8}$
	Totals				
100	School Administrators	1	8	13	2
	State Supervisors	$\frac{2}{3^{*}}$	$\frac{12}{20^{*}}$	$\frac{11}{24^{*}}$	$\frac{3}{6^{*}}$
	Totals				
150	School Administrators	0	9	7	5
	State Supervisors	$\frac{1}{1}$	$\frac{2}{11}$	$\frac{2}{9}$	$\frac{3}{8}$
	Totals				
200	School Administrators	8	10	10	3
	State Supervisors	$\frac{6}{14^{***}}$	$\frac{8}{18^{***}}$	$\frac{8}{18^{***}}$	$\frac{4}{7^{***}}$
	Totals				
More than 200	School Administrators	7	12	12	3
	State Supervisors	$\frac{5}{12}$	$\frac{4}{16}$	$\frac{5}{17}$	$\frac{3}{6}$
	Totals				
Total Number Answering		52	91	93	52

* Actual numerical median

** Probable median of the group who interpreted this to mean part-time or teacher-counselors

*** Probable median of those who interpreted this to mean full-time counselors

In general, these showed the same trend as for those on the secondary level.

In Table VII some secondary medians have been indicated. These, of course, have little validity but are interesting in connection with the interpretation of the apparently contradictory organizations reported above. These indicate a median for the teacher-counselor (or part-time counselor) in the elementary school of 25 counselees, and for the junior and senior high schools medians of approximately 50 counselees. The median for the full-time counselors ranged in the neighborhood of 200 pupils for all four levels. Perhaps these estimated secondary medians form an outside number beyond which guidance administrators should hesitate to go in either direction in setting the limits for the number of counselees to be assigned each counselor.

A product moment method correlation (using the Otis Correlation Charts) produced a positive correlation of .767 between the paired answers of the school administrators and state supervisors to questions concerning counseling and interviewing. Number Answering figures rather than Per Cent Answering were used for the correlation.

D. TESTING AND RESEARCH ACTIVITIES

School administrators and state supervisors of guidance were the two groups selected to be sampled in this study partly because it was felt that they would give opinions as widely divergent in viewpoint as any that might be sampled. The state

supervisors were expected to be somewhat prejudiced toward guidance and somewhat more "guidance minded," while the school administrators might tend to be more hard-headed, conservative, and practical-minded in their attitudes toward "necessary" personnel activities. It seemed that there might be quite a wide divergency of opinion on many of the questions presented here, and particularly so on this question having to do with test administration and interpretation as functions of guidance.

There was, again, surprising unanimity of opinion. While the state supervisors gave a larger majority to testing as a guidance function in the elementary grades (Table VIII) than did the school administrators, both groups gave it substantial majorities. The total for Yes on the elementary level was 65 per cent. Only 12 per cent were in opposition. School administrators recorded 85, 88, and 64 per cent for Yes on the junior

TABLE VIII

SHOULD TEST ADMINISTRATION AND INTERPRETATION BE FUNCTIONS OF THE GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEM' TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	38	59	55	85	57	88	41	64
	State Supervisors	<u>28</u>	<u>74</u>	<u>34</u>	<u>90</u>	<u>36</u>	<u>95</u>	<u>32</u>	<u>85</u>
	Totals	66	65	89	87	93	91	73	71
NO	School Administrators	10	16	4	7	4	7	5	8
	State Supervisors	<u>2</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Totals	12	12	5	5	4	4	5	8
Total Number Answering		78		94		97		78	

high, senior high, and adult education levels, respectively. The state supervisors recorded 90, 95, and 85 per cent Yes on the same levels. Negative answers totaled five per cent or less for each of the three groups.

Several of those who checked No insisted that "test administration is not a function of guidance, but test interpretation is." One correspondent said, "Tests should be administered by the director or department in charge of Personnel Services. The guidance personnel or counselors in each school should interpret them." In general, there was little comment aroused by the question, and the decisive majorities point to the recommendation that test administration and test interpretation be definitely coordinated as guidance functions.

Types of tests that were recommended for the various levels included (Table IX): intelligence tests and achievement tests on the elementary level; intelligence, achievement, interest, aptitude, and social adjustment tests on the junior high school level; and achievement, intelligence, interest, aptitude, personality, and social adjustment tests on the senior high school level.

It was interesting to note that testing services, particularly intelligence, aptitude, and interest testing, were recommended as adult education services. Individual clinical testing services were recommended for all four levels. That definite discrimination of values was shown in the answers is

TABLE IX
TESTS THAT SHOULD BE ADMINISTERED

TESTS	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
INTELLIGENCE	School Administrators	61	94	55	85	57	88	41	64
	State Supervisors	<u>34</u>	<u>90</u>	<u>34</u>	<u>90</u>	<u>35</u>	<u>93</u>	<u>26</u>	<u>69</u>
	Totals	95	93	89	87	92	90	67	65
ACHIEVEMENT	School Administrators	55	85	56	67	55	85	23	36
	State Supervisors	<u>33</u>	<u>87</u>	<u>36</u>	<u>95</u>	<u>33</u>	<u>87</u>	<u>22</u>	<u>58</u>
	Totals	88	86	92	90	88	86	45	43
INTEREST	School Administrators	7	11	50	77	61	94	41	64
	State Supervisors	<u>3</u>	<u>8</u>	<u>26</u>	<u>69</u>	<u>35</u>	<u>93</u>	<u>28</u>	<u>74</u>
	Totals	10	10	76	74	96	94	69	67
APTITUDE	School Administrators	3	5	45	70	62	96	45	70
	State Supervisors	<u>3</u>	<u>8</u>	<u>20</u>	<u>53</u>	<u>33</u>	<u>87</u>	<u>28</u>	<u>74</u>
	Totals	6	6	65	64	95	93	73	71
PERSONALITY	School Administrators	9	14	31	48	51	79	29	45
	State Supervisors	<u>3</u>	<u>8</u>	<u>16</u>	<u>43</u>	<u>19</u>	<u>50</u>	<u>19</u>	<u>50</u>
	Totals	12	12	47	46	70	68	48	47
SOCIAL ADJUSTMENT	School Administrators	13	20	37	57	52	80	30	47
	State Supervisors	<u>6</u>	<u>16</u>	<u>20</u>	<u>53</u>	<u>26</u>	<u>69</u>	<u>22</u>	<u>58</u>
	Totals	19	19	57	56	78	76	52	51
INDIVIDUAL CLINICAL	School Administrators	38	59	41	64	48	74	37	59
	State Supervisors	<u>19</u>	<u>50</u>	<u>27</u>	<u>72</u>	<u>28</u>	<u>74</u>	<u>25</u>	<u>66</u>
	Totals	57	56	68	67	76	74	62	61

apparent in the fact that the percentages ranged from a low of six per cent favorable indication for aptitude tests on the elementary level to a 94 per cent vote for those services on a senior high school level (Figure 7).

Comments concerning this question included: "Personality, social adjustment, and individual clinical tests should be administered in all areas as needed;" "Mass testing in the areas of personal and social adjustment is not desirable;" and "Interest and aptitude and general clinical tests should be given on an individual basis only." One person indicated that the clinical testing belongs to the department of the school administering all of the personnel services of the school system and was not the function of the guidance department in a particular school.

In answer to the question "Are special rooms and equipment needed for group testing programs?" the correspondents gave answers ranging from a quite definite Unnecessary for the elementary grades to fairly small majorities for Necessary and Desirable on the senior high school level. Both groups seem quite agreed that special facilities for group testing are not needed by the schools (Table X and Figure 8).

They were emphatic, however, in their recommendations for individual testing facilities on all four levels (Table XI and Figure 8). Only 7 per cent Unnecessary were recorded on the elementary, with only two, one, and one per cent Unnecessary

		Per Cent
ELEMENTARY SCHOOL LEVEL		
Intelligence	=====	93
Achievement	=====	86
Interest	===	10
Aptitude	==	6
Personality	===	12
Social Adjustment	=====	19
Individual Clinical	=====	56
JUNIOR HIGH SCHOOL LEVEL		
Intelligence	=====	87
Achievement	=====	90
Interest	=====	74
Aptitude	=====	64
Personality	=====	46
Social Adjustment	=====	56
Individual Clinical	=====	67
SENIOR HIGH SCHOOL LEVEL		
Intelligence	=====	90
Achievement	=====	86
Interest	=====	94
Aptitude	=====	93
Personality	=====	68
Social Adjustment	=====	76
Individual Clinical	=====	74
ADULT EDUCATION LEVEL		
Intelligence	=====	65
Achievement	=====	43
Interest	=====	67
Aptitude	=====	71
Personality	=====	47
Social Adjustment	=====	51
Individual Clinical	=====	61

KEY: One = equals 4 per cent

FIGURE 7. Per cent of authorities who believe that certain specified tests should be provided at the various school levels

TABLE X

ARE SPECIAL ROOMS AND EQUIPMENT NEEDED FOR GROUP TESTING PROGRAMS?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	2	4	6	10	12	19	12	19
	State Supervisors	<u>0</u>	<u>0</u>	<u>4</u>	<u>11</u>	<u>7</u>	<u>19</u>	<u>7</u>	<u>19</u>
	Totals	2	2	10	10	19	19	19	19
DESIRABLE	School Administrators	16	25	23	36	22	34	16	25
	State Supervisors	<u>9</u>	<u>24</u>	<u>14</u>	<u>37</u>	<u>14</u>	<u>37</u>	<u>13</u>	<u>35</u>
	Totals	25	25	37	36	36	35	29	29
UNNECESSARY	School Administrators	41	64	32	50	30	47	25	39
	State Supervisors	<u>21</u>	<u>56</u>	<u>17</u>	<u>45</u>	<u>15</u>	<u>40</u>	<u>13</u>	<u>35</u>
	Totals	62	61	49	48	45	44	38	37
Total Number Answering		89		96		100		86	

TABLE XI

ARE SPECIAL ROOMS AND EQUIPMENT NECESSARY FOR INDIVIDUAL OR CLINICAL TESTING PROGRAMS?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	33	51	42	65	47	73	37	57
	State Supervisors	<u>17</u>	<u>45</u>	<u>17</u>	<u>45</u>	<u>26</u>	<u>62</u>	<u>28</u>	<u>74</u>
	Totals	50	49	59	58	73	71	65	64
DESIRABLE	School Administrators	22	34	21	33	18	28	15	24
	State Supervisors	<u>8</u>	<u>22</u>	<u>12</u>	<u>32</u>	<u>10</u>	<u>27</u>	<u>4</u>	<u>11</u>
	Totals	30	30	33	33	28	28	19	19
UNNECESSARY	School Administrators	2	4	0	0	0	0	0	0
	State Supervisors	<u>5</u>	<u>14</u>	<u>2</u>	<u>6</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>3</u>
	Totals	7	7	2	2	1	3	1	1
Total Number Answering		87		93		102		85	

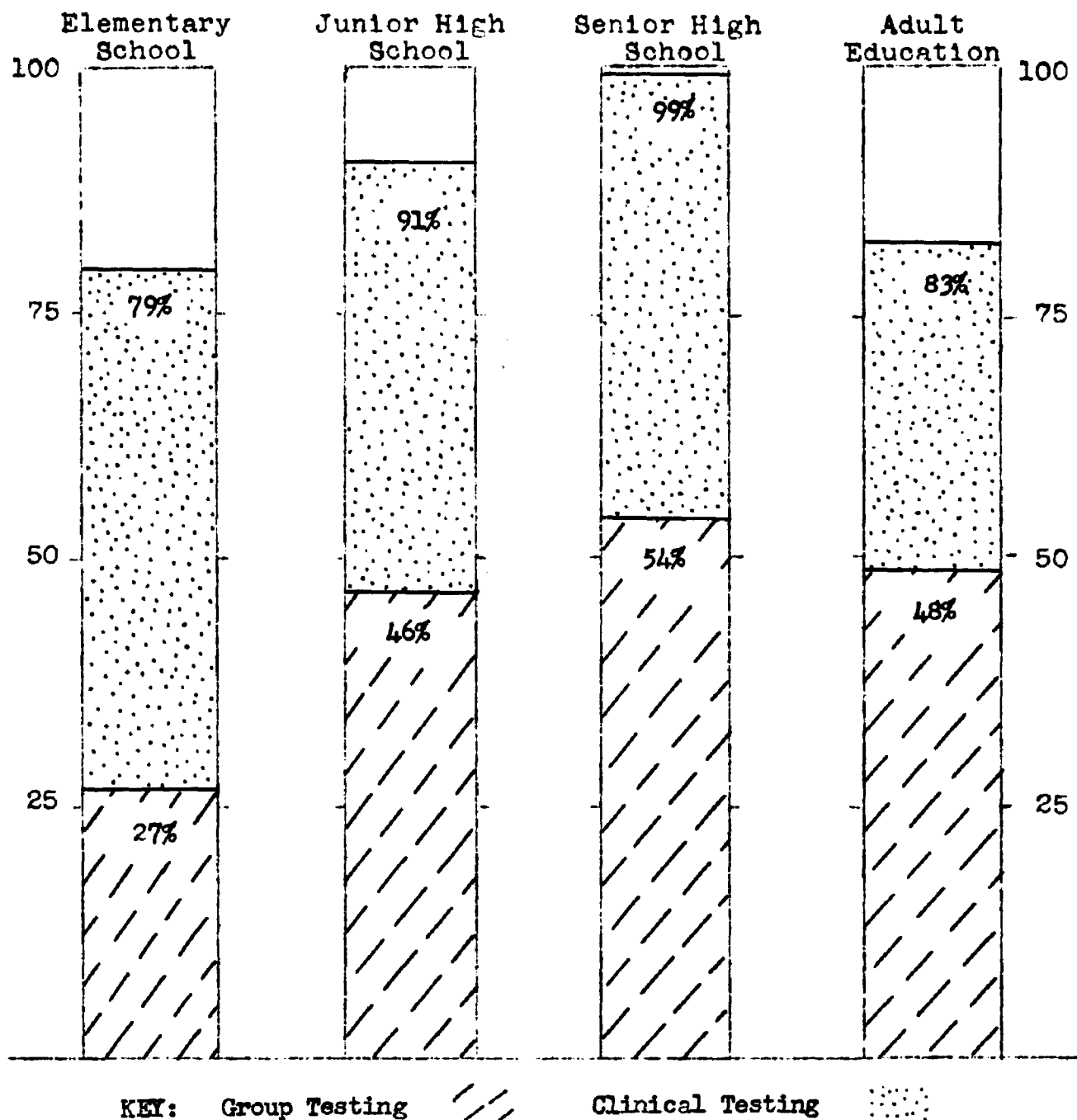


FIGURE 8. Percentages favoring special rooms and equipment for group testing and for individual or clinical testing purposes

recorded for the junior high, senior high, and adult areas. Individual counseling rooms have been previously recommended (Table V, page 58) for the three upper school levels. Perhaps the same facilities might be used with slight adaptation, although no part of the data affirms or contradicts this possibility.

That there was significant agreement between the school administrators and state supervisors on questions concerning testing is shown by a correlation of the paired answers to all of the parts in this section of the questionnaire. The correlation was a plus .951 with a probable error of .009.

E. HEALTH SERVICES AND SPECIAL EDUCATION FACILITIES

The most controversial questions asked in this study appear to have been these: "Should the health services be functions of the guidance program?" and "Should special education facilities be coordinated as functions of the guidance program?"

While affirmative answers to the first question were in the majority with slightly more than fifty per cent of the school administrators and state supervisors answering "Yes" on the junior high and senior high school levels (Table XII), the majorities are hardly conclusive enough to justify a recommendation. In general, both those who said "No" and those who said "Yes" qualified their answers by saying that health service is an administrative program and not the function nor the major responsibility of the guidance department. They mentioned,

TABLE XII

SHOULD THE HEALTH SERVICES BE FUNCTIONS OF THE GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	31	48	34	53	34	53	23	36
	State Supervisors	<u>18</u>	<u>48</u>	<u>12</u>	<u>50</u>	<u>16</u>	<u>48</u>	<u>15</u>	<u>40</u>
	Totals	49	48	53	52	50	50	38	37
NO	School Administrators	24	37	25	39	25	39	24	37
	State Supervisors	<u>14</u>	<u>37</u>	<u>15</u>	<u>40</u>	<u>17</u>	<u>45</u>	<u>13</u>	<u>35</u>
	Totals	38	37	40	39	42	41	37	36
Total Number Answering		87		93		94		75	

further, however, that there should be "close correlation" or a "close relationship" to the guidance program. One person said, "The health services are interests of, but not functions of, the guidance program." Another wrote, "This depends upon the local situation. While the health services are not functions of the guidance program, there must be coordination of these services by someone. They must be available to meet counseling needs."

The number in favor of coordination by the guidance program in the elementary grades is 48 per cent, with a negative 37 per cent, and with 15 per cent of the correspondents not answering (Table XII). There were 52 per cent for, 39 per cent against, and nine per cent not answering on the junior high

level, and 51 per cent for, 41 per cent against, and eight per cent not voting on the senior high school level.

The responses concerning health services at the adult level show still less agreement than on the lower levels. Only 37 per cent felt that the school should concern itself with health problems of adults, 36 per cent indicated that it should not, and 27 per cent did not "know what to think about this matter." A number indicated that this depended upon the needs of the community. One person said, "Health services might necessarily have to be offered to adults in certain underprivileged rural areas, but surely not in large city systems."

In commenting upon the types of health services that should be rendered by the school one person wrote, "Health services should supplement the guidance program. They are not inherently a part of it. The kinds of services that should be offered depend upon whether or not these services are adequately provided by parents or other agencies in the community."

Another correspondent, while checking all of the services as necessary on the elementary, junior high, and high school levels, said, "But these health services are not guidance services except as they bear on individual problems."

Several emphasized the point that these health services were "Most important in the lower grades," but added the additional note that health records should be available when needed on

TABLE XIII
THE KINDS OF HEALTH SERVICES THAT SCHOOLS SHOULD OFFER

SERVICE	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
DENTAL EXAMS	School Administrators	60	93	60	93	54	84	10	16
	State Supervisors	<u>35</u>	<u>93</u>	<u>35</u>	<u>93</u>	<u>33</u>	<u>87</u>	<u>7</u>	<u>19</u>
	Totals	<u>95</u>	<u>93</u>	<u>95</u>	<u>93</u>	<u>87</u>	<u>85</u>	<u>17</u>	<u>17</u>
MEDICAL EXAMS	School Administrators	58	90	59	91	57	88	10	16
	State Supervisors	<u>35</u>	<u>93</u>	<u>34</u>	<u>90</u>	<u>32</u>	<u>85</u>	<u>7</u>	<u>19</u>
	Totals	<u>93</u>	<u>91</u>	<u>93</u>	<u>91</u>	<u>89</u>	<u>87</u>	<u>17</u>	<u>17</u>
HEARING TESTS	School Administrators	60	93	56	87	54	84	10	16
	State Supervisors	<u>35</u>	<u>93</u>	<u>35</u>	<u>93</u>	<u>33</u>	<u>87</u>	<u>9</u>	<u>24</u>
	Totals	<u>95</u>	<u>93</u>	<u>91</u>	<u>89</u>	<u>87</u>	<u>85</u>	<u>19</u>	<u>19</u>
SIGHT TESTS	School Administrators	62	96	58	90	56	87	9	14
	State Supervisors	<u>35</u>	<u>93</u>	<u>35</u>	<u>93</u>	<u>33</u>	<u>87</u>	<u>9</u>	<u>24</u>
	Totals	<u>97</u>	<u>95</u>	<u>93</u>	<u>91</u>	<u>89</u>	<u>87</u>	<u>18</u>	<u>18</u>
WEIGHING AND MEASURING	School Administrators	60	93	56	87	49	76	4	7
	State Supervisors	<u>34</u>	<u>90</u>	<u>34</u>	<u>90</u>	<u>27</u>	<u>72</u>	<u>2</u>	<u>6</u>
	Totals	<u>94</u>	<u>92</u>	<u>90</u>	<u>88</u>	<u>76</u>	<u>74</u>	<u>6</u>	<u>6</u>
VISITING NURSE	School Administrators	59	91	52	80	50	77	7	11
	State Supervisors	<u>34</u>	<u>90</u>	<u>34</u>	<u>90</u>	<u>31</u>	<u>82</u>	<u>6</u>	<u>16</u>
	Totals	<u>93</u>	<u>91</u>	<u>86</u>	<u>84</u>	<u>81</u>	<u>79</u>	<u>13</u>	<u>13</u>

		Per Cent
ELEMENTARY SCHOOL LEVEL		
Dental Examinations	=====	93
Medical Examinations	=====	91
Hearing Tests	=====	93
Sight Tests	=====	95
Weighing-Measuring	=====	92
Visiting Nurse	=====	91
JUNIOR HIGH SCHOOL LEVEL		
Dental Examinations	=====	93
Medical Examinations	=====	91
Hearing Tests	=====	89
Sight Tests	=====	91
Weighing-Measuring	=====	88
Visiting Nurse	=====	84
SENIOR HIGH SCHOOL LEVEL		
Dental Examinations	=====	85
Medical Examinations	=====	87
Hearing Tests	=====	85
Sight Tests	=====	87
Weighing-Measuring	=====	74
Visiting Nurse	=====	79
ADULT EDUCATION LEVEL		
Dental Examinations	=====	17
Medical Examinations	=====	17
Hearing Tests	=====	19
Sight Tests	=====	18
Weighing-Measuring	=====	6
Visiting Nurse	=====	13

KEY: One = equals 4 per cent

FIGURE 9. Per cent of authorities who believe that certain specified health services should be offered at the various school levels

all levels. A number of people commented that, although they believed that the health services were administrative functions, they felt that "The health records should be filed with the guidance records."

Significant majorities of both the school administrators and state supervisors checked medical and dental examinations, hearing and sight tests, weighing and measuring, and visiting nurse functions as services that should be offered by the schools (Table XIII). These percentages ranged from 74 per cent favoring weighing and measuring activities as late as the senior high school level to 96 per cent favoring sight tests in the elementary school. Adult health services were not endorsed since only six to 19 per cent of the correspondents favored the specific services mentioned.

A number of those answering cautioned that "It is not the function of guidance to provide space for health services." Decisive majorities were, however, recorded for Necessary in answer to the question, "Are special rooms and equipment needed for health services?" (Table XIV). In fact, not one correspondent listed these facilities as unnecessary to the elementary, junior high, and senior high schools. Only two answered Unnecessary at the adult level, but a number said that "The regular school facilities should be made available for any necessary adult health services."

TABLE XIV
ARE SPECIAL ROOMS AND EQUIPMENT NEEDED FOR HEALTH SERVICES?

ANSWER	AUTHORITY	ELEMENTARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	44	68	50	77	53	82	17	27
	State Supervisors	<u>25</u>	<u>66</u>	<u>27</u>	<u>72</u>	<u>22</u>	<u>74</u>	<u>15</u>	<u>40</u>
	Totals	69	67	77	75	81	79	32	32
DESIRABLE	School Administrators	16	25	11	17	9	14	7	11
	State Supervisors	<u>10</u>	<u>27</u>	<u>8</u>	<u>22</u>	<u>7</u>	<u>12</u>	<u>4</u>	<u>11</u>
	Totals	26	26	19	19	16	16	11	11
UNNECESSARY	School Administrators	0	0	0	0	0	0	1	2
	State Supervisors	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>
	Totals	0	0	0	0	0	0	2	2
Total Number Answering		95		96		97		45	

To summarize, the tabulations indicate that, administratively, the health services are not guidance functions, but that they are important to the successful completion of guidance functions and that physical facilities for such services must be provided in public schools on all grade levels. If These services are necessary to the guidance program, it follows that some member of the guidance personnel must be delegated to coordinate the health services and health records with the administrative personnel in charge of the health services. If, however, there is no such organization in the school, the guidance personnel might be expected to assume the responsibility

for not only the coordination but also the administration of the health services in a given school.

Such a recommendation is also reflected in the answers to the questions related to special education services and facilities. It is unfortunate that question number 10, "Should the health services be functions of the guidance program?" and question number 13, "Should special education facilities be coordinated as functions of the guidance program?" were not worded exactly alike. But the comments resulting from both questions were similar in nature. "The special education services," one person writes, "should be coordinated with not as functions of the guidance program."

Another person is more specific: "The guidance program should single out those persons who would profit most from special education services. The coordination of the services is an instructional and, therefore, an administrative problem."

Although several people qualified their responses by suggesting differences in the administration of special education activities, there were significant majorities in favor of their coordination by guidance personnel (Table XV). The totals show 67 per cent checking Yes on the elementary level and 73 per cent and 74 per cent on the junior high and senior high school levels, respectively. No answers were the decided minority ranging from only 20 to 24 per cent. While more of the answers

TABLE XV

SHOULD SPECIAL EDUCATION FACILITIES BE COORDINATED AS FUNCTIONS OF THE
GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	44	68	49	76	52	80	19	30
	State Supervisors	25	66	26	69	24	64	17	45
	Totals	69	67	75	73	76	74	36	35
NO	School Administrators	14	22	11	17	10	16	11	17
	State Supervisors	10	27	10	27	10	27	9	24
	Totals	24	24	21	21	20	20	20	20
Total Number Answering		93		96		96		56	

avored guidance coordination of adult special education facilities, only 55 per cent of the correspondents checked this part, and the results are, therefore, not held to be significant.

While there was some disagreement among both the school administrators and the state supervisors as to the educational philosophy involved in handling special education problems, both groups indicated that special facilities should be provided for the slow-learning, gifted, hard-of-hearing, and blind or near-blind on all three grade levels (Table XVI). Orthopedic facilities were endorsed for the elementary and junior high school with substantial majorities but failed to be recommended at the high school level.

TABLE XVI

THE KINDS OF SPECIAL EDUCATION FACILITIES THAT LARGE SCHOOL SYSTEMS
SHOULD OFFER

FACILITIES FOR	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
DULL OR SLOW- LEARNING	School Administrators	57	88	54	84	39	60	8	13
	State Supervisors	26	69	25	66	18	48	8	22
	Totals	83	81	79	77	57	56	16	16
GIFTED OR ABOVE AVERAGE	School Administrators	30	47	37	57	42	65	6	10
	State Supervisors	23	61	23	61	20	53	6	16
	Totals	53	52	60	59	62	61	12	12
DEAF OR HARD OF HEARING	School Administrators	56	87	52	80	41	64	17	27
	State Supervisors	26	69	26	69	25	66	14	37
	Totals	82	80	78	76	66	65	31	31
BLIND OR NEAR BLIND	School Administrators	51	79	46	71	38	59	18	28
	State Supervisors	26	69	26	62	25	66	14	37
	Totals	77	75	72	70	63	62	32	32
ORTHOPEDIC	School Administrators	42	65	39	60	30	47	7	11
	State Supervisors	21	56	21	56	19	50	9	24
	Totals	63	62	60	59	49	48	16	16
EPILEPTIC	School Administrators	23	36	20	31	19	30	5	8
	State Supervisors	15	40	13	35	11	29	5	14
	Totals	38	37	33	33	30	30	10	10
PERSONALITY OR PROBLEM CASES	School Administrators	22	34	28	44	21	33	4	7
	State Supervisors	12	32	11	29	9	24	5	14
	Totals	34	33	39	38	30	30	9	9

			Per Cent
ELEMENTARY SCHOOL LEVEL			
Dull or Slow-learning	=====		81
Gifted or Above Average	=====		52
Deaf or Hard of Hearing	=====		80
Blind or Near Blind	=====		75
Orthopedic	=====		62
Epileptic	=====		37
Personality Cases	=====		33
JUNIOR HIGH SCHOOL LEVEL			
Dull or Slow-learning	=====		77
Gifted or Above Average	=====		59
Deaf or Hard of Hearing	=====		76
Blind or Near Blind	=====		70
Orthopedic	=====		59
Epileptic	=====		33
Personality Cases	=====		38
SENIOR HIGH SCHOOL LEVEL			
Dull or Slow-learning	=====		56
Gifted or Above Average	=====		61
Deaf or Hard of Hearing	=====		65
Blind or Near Blind	=====		62
Orthopedic	=====		48
Epileptic	=====		30
Personality Cases	=====		30
ADULT EDUCATION LEVEL			
Dull or Slow-learning	=====		16
Gifted or Above Average	=====		12
Deaf or Hard of Hearing	=====		31
Blind or Near Blind	=====		32
Orthopedic	=====		16
Epileptic	=====		10
Personality Cases	=====		9

KEY: One = equals 4 per cent

FIGURE 10. Percentage of authorities who recommended certain specific special education facilities at the various school levels

Special education facilities for adults were not recommended in any department with favorable percentages ranging from only nine per cent for special classes for personality or problem cases to only 32 per cent for classes for the blind or near-blind (Table XVI).

Again the comments indicated that the facilities which a given school should offer must be determined by the needs of that particular community, as well as upon "the out-of-school facilities and services available" in the community. Many said they did not favor homogenous grouping: "I would rather see strong, individualized programs with special services rather than special classes available;" and "Special services should be available. Special classes and special schools are of dubious merit in most cases;" another, "We believe that the special education child should have his general education foundations enlarged rather than be segregated;" and, finally, "Pupils should be segregated only if it is impossible for them to fit into regular groups."

In general, while the data from these questions having to do with special education facilities do not necessarily indicate the administrative policy or organization that a school system should follow, definite recommendations concerning the need for such services and their coordination with guidance services is apparent.

That there was significant agreement in the opinions of the school administrators and state supervisors relative to health activities and their relation to the guidance program is indicated by a correlation of $+0.964$ (P. E. $.004$) between the paired answers of the two groups to all of the questions in this section.

F. CASE STUDY AND CUMULATIVE RECORDS

The state supervisors of guidance and the school administrators were in substantial agreement (Table XVII) concerning case study. Both groups gave large majorities to "Necessary." Although the school administrators were slightly more conservative

TABLE XVII

IS CASE STUDY A NECESSARY FUNCTION OF THE GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	38	59	47	73	52	80	24	37
	State Supervisors	27	72	34*	90	36*	95	22	58
	Totals	65	64	81	79	88	86	46	45
DESIRABLE	School Administrators	13	20	15	24	11	17	6	10
	State Supervisors	6	16	6*	16	3*	8	4	11
	Totals	19	19	21	21	14	14	10	10
UNNECESSARY	School Administrators	4	7	3	5	2	4	3	5
	State Supervisors	1	3	0	0	0	0	0	0
	Totals	5	5	3	3	2	2	3	3
Total Number Answering		89		105		104		59	

* Several state supervisors checked both Necessary and Desirable

in their answers than the state supervisors (Their percentages for "Desirable" averaged several percentage points higher than those of the state supervisors), only four administrators checked "Unnecessary" at the elementary level, only three on the junior high school and adult levels and only two of them checked "Unnecessary" on the high school level. Only one state supervisor checked "Unnecessary" on the elementary level and not one checked it on the junior and senior high school and adult levels. Case study is, therefore, recommended as a necessary activity of a school guidance program.

Indicative of the fact that there was fairly general agreement in the above viewpoint was the fact that the question elicited very little comment. Several pointed out that case study was not a function but a necessary technique, and others cautioned that, while case studies are inevitably necessary, they are very time consuming and must not become "the tail that wags the dog."

The question concerning the school personnel (Table XVIII) that should function as guidance personnel, on the other hand, caused a number of people to append observations most of which were similar in nature: "Most school personnel should make one kind of contribution or another to pupil personnel services, but does this make them guidance personnel, strictly interpreted? " "All members of the staff at one time or another serve as guidance personnel," "While the school counselors are the only ones that

TABLE XVIII

**SCHOOL PERSONNEL THAT SHOULD FUNCTION AS GUIDANCE PERSONNEL IN A SCHOOL
GUIDANCE PROGRAM**

RANK	PERSONNEL	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
		No.	%	No.	%	No.	%
1	Special Counselors	61	94	36	95	97	95
2	School Psychologists	55	85	32	85	87	85
3	Class Room Teachers	52	80	30	79	82	80
4	Home Room Teachers	54	84	26	69	80	78
5	Visiting Teachers or School Social Workers	54	84	24	64	78	76
6	Deans	52	80	26	69	76	76
7	Principals	52	80	24	64	76	74
8	School Nurses	45	70	22	58	67	66
9	Assistant Principals	46	71	19	50	65	64
10	Attendance Officers	39	60	20	53	39	58
11	Child Accounting Officers	26	40	18	48	44	43

I have checked, the entire school staff will play a cooperating part;" "All school personnel are guidance personnel in varying degrees and relationships;" and many references to specific personnel, such as, "Visiting teachers and school nurses should be related to the program" and "Even the administrative personnel are, indirectly, guidance personnel."

The general conclusion or recommendation from the written comments definitely is that the guidance program, particularly as regards the case study functions, must not be a neatly pigeon-holed set of isolated activities, but must involve all school activities and all school personnel. All of the school personnel

listed, with the exception of the child accounting offices, were checked by from 58 to 95 per cent of the correspondents. A glance at the percentages from greatest to least suggests those who operate most completely as guidance personnel. This includes: special counselors, 95 per cent; school psychologists, 85 per cent; class room teachers, 80 per cent; homeroom teachers, 78 per cent; and visiting teachers and deans, both 76 per cent. Additional personnel that were suggested in written comments included: psychiatrist, social case worker, dental hygienist, and school custodian. "In case you think I am facetious," one person wrote after mentioning the custodian, "I don't believe most people appreciate the tremendous influence the school janitors can and do have on the pupils in a school."

There was such unanimity of thought concerning the importance of cumulative records to the guidance program that the question "Are the development and supervision of cumulative guidance records functions of the school guidance program" brought not one comment (Table XIX). A total of 84 per cent said "Yes" to this question on the elementary level, 89 per cent on the junior high level, and 91 per cent on the high school level. Total negative answers were only eight to nine per cent on each level. A somewhat larger percentage of the state supervisors answered affirmatively concerning guidance records on the adult level than did the school administrators (72 to 47 per cent). Together 57 persons or 56 per cent

TABLE XIX

ARE THE DEVELOPMENT AND SUPERVISION OF CUMULATIVE RECORDS FUNCTIONS OF
THE SCHOOL GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEM ^T ARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	52	80	54	84	56	87	30	47
	State Supervisors	34	90	37	98	37	98	27	72
	Totals	86	84	91	89	95	91	57	56
NO	School Administrators	7	11	7	11	7	11	8	13
	State Supervisors	2	6	1	3	1	3	1	3
	Totals	9	9	8	8	8	8	9	9
Total Number Answering		95		99		103		66	

indicated that the guidance program had a responsibility for maintaining cumulative records on an adult level.

The question, "With whom should the cumulative record folders be filed?," reflected differing ideas of organization (Table XX). The school administrators were prone to believe that the records should be filed in their central offices, while the guidance people gave small majority votes to the special counselors' offices. The results were so spread that no answer received majorities of over 50 per cent on any of the levels. The general trend of thinking seemed to favor central office for the elementary grades and counselor's office for the junior and senior high school grades. As one correspondent put it,

TABLE XX
WITH WHOM SHOULD THE CUMULATIVE RECORD FOLDERS BE FILED?

FILING PLACE	AUTHORITY	ELEMENTARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
CENTRAL OFFICE	School Administrators	31	48	32*	50	36*	56	18	28
	State Supervisors	<u>13</u>	<u>35</u>	<u>13</u>	<u>35</u>	<u>13</u>	<u>35</u>	<u>9</u>	<u>24</u>
	Totals	44	43	45	44	49	48	27	27
HOME ROOM TEACHERS	School Administrators	20	31	10	16	7	11	4	7
	State Supervisors	<u>13</u>	<u>35</u>	<u>6</u>	<u>16</u>	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>
	Totals	33	33	16	16	9	9	4	4
COUNSELORS	School Administrators	14	22	29*	48	30*	47	11	17
	State Supervisors	<u>7</u>	<u>19</u>	<u>19</u>	<u>50</u>	<u>21</u>	<u>56</u>	<u>12</u>	<u>32</u>
	Totals	21	21	48	46	51	50	23	23

* Several school administrators checked both Central Office and Counselor

"Where the cumulative records should be kept depends entirely upon the administrative organization of the school."

The location of the counselors' offices seemed to determine this answer (Figure 11). Typical comments were: "Cumulative records should be kept in the central office if the counselors' offices are not adjacent to the central office;" "All school personnel must use these records, and, therefore, it would be better to have the counselors' offices adjacent to the central office;" "The cumulative records should be filed in a central office where they would be readily available to the class room or home room teachers and counselors."

CENTRAL OFFICE

School Adm. *

56%

State Sup'rs

35%

HOME ROOM

School Adm.

11%

State Sup'rs

6%

COUNSELING ROOM

School Adm.

47%

State Sup'rs

56%

* Several school administrators listed both
central office and counseling room

FIGURE 11. Place where cumulative records should
be filed in high school

Several correspondents suggested modifications of this practice: "The cumulative records should be kept in the central office, but the case histories should be filed with the guidance department;" "Only the inactive cumulative records should be filed in the central office;" and "We feel that the permanent records should be in the central office with a modified form in the hands of homeroom teachers or counselors."

Since there is general agreement that guidance personnel should have the responsibility for developing and supervising cumulative records, and since, further, a definite need for centralizing the records has been shown, it seems that the headquarters of the guidance personnel in a school should be in close proximity to the central administrative offices. Then the various kinds of permanent and cumulative records could be made readily available to all, regardless of whether they were filed in the administrative offices or in the offices of the guidance personnel.

G. GROUP GUIDANCE AND EXTRA-CURRICULAR ACTIVITIES

While there are those who feel that the so-called group guidance activities are so impersonal and general as to scarcely qualify as guidance at all, sizeable majorities of the school administrators and state supervisors of guidance believed that the school guidance organization should include these activities (Table XXI). An 89 per cent total of the correspondents indicated

TABLE XXI

SHOULD THERE BE ORGANIZED GROUP GUIDANCE ACTIVITIES?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
YES	School Administrators	37	57	58	90	56	87	17	27
	State Supervisors	21	56	33	87	33	87	15	40
	Totals	58	57	91	89	89	87	32	32
NO	School Administrators	11	17	4	7	5	8	11	17
	State Supervisors	3	8	2	6	2	6	3	8
	Totals	14	14	6	6	7	7	14	14
Total Number Answering		72		97		96		46	

that group guidance should be provided in junior high school, and an 87 per cent tabulation indicated that it should be provided in high school. While only 57 per cent of the correspondents said such activity should be provided in the elementary grades, only 14 per cent checked "No." There was very close agreement between the percentages of the yes and no answers of the two groups.

There were only three written comments recorded concerning this question. They were: "I doubt the legitimacy or value of group guidance activities;" "I don't like the term group guidance activities. Information needed for individual planning must always be given through many regularly organized activities within the curriculum;" and, "Little specific individual help can be given through a group. Information giving is the job

of the curriculum." The very substantial percentages favoring the organization of such activities within the guidance program, however, tend to override the few who did not recognize such activity.

Although group guidance received recognition as a necessary activity in the elementary grades, no specific activity received significant approbation (Table XXII and Figure 12). The highest percentage recorded for the elementary level was 40 per cent for assemblies. This ranged to a low of one per cent for occupational information classes.

General guidance classes were approved for junior high schools with a 64 per cent tabulation. There were 45 per cent who approved such classes for high school, but this included a larger percentage of school administrators than state supervisors. One person said, "Let's have no general guidance classes--guidance cannot be taught."

Occupational information classes and units received significant percentages from the state supervisors and school administrators on both the junior high school and high school levels. The general guidance classes received a somewhat higher percentage on the junior high school level, and the occupational information classes and units received higher percentages on the high school level. "God forbid!," wrote one man beside the space for junior high school occupations classes. Another

TABLE XXII

THE GROUP ACTIVITIES THAT SHOULD BE FOUND AT THE VARIOUS GRADE LEVELS

ACTIVITY	AUTHORITY	ELEMENTARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
GENERAL GUIDANCE CLASSES	School Administrators	14	22	43	67	33	51	7	11
	State Supervisors	<u>11</u>	<u>22</u>	<u>22</u>	<u>58</u>	<u>13</u>	<u>35</u>	<u>5</u>	<u>14</u>
	Totals	25	25	65	64	46	45	12	12
OCCUPATIONAL INFORMATION CLASSES	School Administrators	0	0	46	71	51	79	17	27
	State Supervisors	<u>1</u>	<u>3</u>	<u>22</u>	<u>58</u>	<u>27</u>	<u>72</u>	<u>11</u>	<u>22</u>
	Totals	1	1	68	67	78	76	28	28
OCCUPATIONAL INFORMATION UNITS	School Administrators	13	20	41	64	56	87	16	25
	State Supervisors	<u>14</u>	<u>37</u>	<u>25</u>	<u>66</u>	<u>32</u>	<u>85</u>	<u>14</u>	<u>37</u>
	Totals	27	27	66	65	88	86	30	30
HOME ROOM GUIDANCE PROGRAMS	School Administrators	23	36	50	77	47	73	5	8
	State Supervisors	<u>11</u>	<u>22</u>	<u>22</u>	<u>58</u>	<u>20</u>	<u>53</u>	<u>5</u>	<u>14</u>
	Totals	34	33	72	70	67	66	10	10
INDUSTRIAL TOURS	School Administrators	13	20	43	67	55	85	10	16
	State Supervisors	<u>10</u>	<u>27</u>	<u>22</u>	<u>58</u>	<u>33</u>	<u>87</u>	<u>20</u>	<u>58</u>
	Totals	23	23	65	64	88	86	30	30
ASSEMBLIES	School Administrators	21	33	48	74	54	84	11	17
	State Supervisors	<u>20</u>	<u>53</u>	<u>31</u>	<u>82</u>	<u>32</u>	<u>85</u>	<u>15</u>	<u>40</u>
	Totals	41	40	79	77	86	84	26	26
CAREER DAYS	School Administrators	4	7	23	34	50	77	7	11
	State Supervisors	<u>1</u>	<u>3</u>	<u>9</u>	<u>24</u>	<u>32</u>	<u>85</u>	<u>3</u>	<u>8</u>
	Totals	5	5	31	31	82	80	10	10

		Per Cent
ELEMENTARY SCHOOL LEVEL		
Gen'l Guidance Classes	=====	25
Occ'l Information Classes :		1
Occ'l Information Units	=====	27
Home Room Programs	=====	33
Industrial Tours	=====	23
Assemblies	=====	40
Career Days	=	5
JUNIOR HIGH SCHOOL LEVEL		
Gen'l Guidance Classes	=====	64
Occ'l Information Classes	=====	67
Occ'l Information Units	=====	65
Home Room Programs	=====	70
Industrial Tours	=====	64
Assemblies	=====	77
Career Days	=====	31
SENIOR HIGH SCHOOL LEVEL		
Gen'l Guidance Classes	=====	45
Occ'l Information Classes	=====	76
Occ'l Information Units	=====	86
Home Room Programs	=====	66
Industrial Tours	=====	86
Assemblies	=====	84
Career Days	=====	80
ADULT EDUCATION LEVEL		
Gen'l Guidance Classes	===	12
Occ'l Information Classes	=====	28
Occ'l Information Units	=====	30
Home Room Programs	===	10
Industrial Tours	=====	30
Assemblies	=====	26
Career Days	===	10

KEY: One = equals 4 per cent

FIGURE 12. Per cent of authorities who believe that certain group guidance activities should be found at the various school levels

person said, "Occupational information belongs to the curriculum, and should be taught as such - in the shop, English, or science classes."

A considerably larger percentage of the school administrators favored group guidance programs in home rooms than did the state supervisors. One state supervisor wrote, "After years as a guidance director on a state and local level, I have yet to see a successful home room program." In spite of minority objections home room guidance programs were endorsed with a 70 per cent tabulation on the junior high school level and 66 per cent on the senior high school level.

Industrial tours were recommended especially for the senior high school with an 86 per cent tabulation and for the junior high school with 64 per cent. The state supervisors differed from the school administrators in recommending industrial tours for adults by a slight majority. Assemblies were approved as group guidance activities for both junior and senior high schools with percentages of 77 and 84, respectively. Career days received substantial approval for senior high schools with 80 per cent of the correspondents checking it as a recommended activity at this level.

Many of the state supervisors of guidance as well as the school administrators wrote to qualify or limit the concept of extra-curricular activities as guidance activities. "Let's

call this education," said one. "Are extra-curricular activities guidance activities?" bluntly asked another. Others said, "I don't consider guidance in such a broad sense," and "Extra-curricular activities are not properly considered a part of the guidance program."

Whether or not extra-curricular activities are guidance activities, both groups of school men are agreed that certain activities are necessary at the secondary levels (Table XXIII). Clubs were endorsed for both junior and senior high schools, as were the student council, school publications, and parties and dances. The data, in fact, do not indicate that these

TABLE XXIII

THE EXTRA-CURRICULAR ACTIVITIES THAT FUNCTION IN A SCHOOL GUIDANCE PROGRAM

ACTIVITY	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
CLUBS	School Administrators	20	31	51	79	53	62	13	20
	State Supervisors	15	40	28	74	29	77	8	22
	Totals	35	34	79	77	82	80	21	21
STUDENT COUNCIL	School Administrators	16	25	41	64	53	82	8	13
	State Supervisors	10	27	27	72	31	62	5	14
	Totals	26	26	68	67	84	82	13	13
SCHOOL PUBLICATIONS	School Administrators	18	28	42	65	55	85	11	17
	State Supervisors	16	43	25	66	28	74	7	19
	Totals	34	33	67	66	83	81	18	18
PARTIES AND DANCES	School Administrators	13	20	41	64	51	79	12	19
	State Supervisors	13	35	23	61	27	72	8	22
	Totals	26	26	64	63	78	76	20	20

activities are to be coordinated by the guidance personnel. But if they will help or expedite the individual guidance and counseling programs, as indicated above, guidance personnel should interest themselves to the extent that they encourage the development of such activities and cooperate with the administration by helping to provide direction to any worthwhile extra-curricular activity. In addition to the activities listed above the following were mentioned by both state supervisors and school administrators as worthwhile extra-curricular activities: community youth councils, safety patrols, school guidance committees, and athletics.

Social rooms were declared desirable for junior and senior high schools with percentages of 55 and 56 per cent, respectively (Table XXIV). Social rooms were regarded as necessary by 17 per cent of the correspondents, and as unnecessary by only 13 per cent. For the senior high schools 34 per cent said such rooms were necessary while only seven per cent considered them unnecessary.

In like manner, facilities for other extra-curricular activities such as publications room and council room are recommended for the junior and senior high schools (Table XXV). If social and general extra-curricular activities are important to the guidance program, guidance personnel might well interest themselves in helping to secure for their schools such social room facilities and other extra-curricular room facilities as are needed.

TABLE XXIV
SHOULD SOCIAL ROOMS BE PROVIDED?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	2	4	7	11	16	25	7	11
	State Supervisors	<u>3</u>	<u>8</u>	<u>10</u>	<u>27</u>	<u>19</u>	<u>50</u>	<u>7</u>	<u>19</u>
	Totals	5	5	17	17	35	34	14	14
DESIRABLE	School Administrators	18	28	38	59	40	62	11	17
	State Supervisors	<u>9</u>	<u>24</u>	<u>18</u>	<u>48</u>	<u>17</u>	<u>45</u>	<u>10</u>	<u>27</u>
	Totals	27	27	56	55	57	56	21	21
UNNECESSARY	School Administrators	16	25	12	19	7	11	21	33
	State Supervisors	<u>7</u>	<u>19</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
	Totals	23	23	13	13	7	7	22	22
Total Number Answering		55		86		99		57	

TABLE XXV
SHOULD OTHER SPECIAL EXTRA-CURRICULAR ROOMS BE PROVIDED?

ANSWER	AUTHORITY	ELEM'TARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	2	4	15	24	30	47	8	13
	State Supervisors	<u>3</u>	<u>8</u>	<u>8</u>	<u>22</u>	<u>14</u>	<u>37</u>	<u>7</u>	<u>19</u>
	Totals	5	5	23	23	44	43	15	15
DESIRABLE	School Administrators	11	17	39	60	32	50	8	13
	State Supervisors	<u>9</u>	<u>24</u>	<u>17</u>	<u>45</u>	<u>17</u>	<u>45</u>	<u>8</u>	<u>22</u>
	Totals	20	20	56	55	49	48	16	16
UNNECESSARY	School Administrators	16	25	5	8	3	5	4	7
	State Supervisors	<u>10</u>	<u>27</u>	<u>2</u>	<u>6</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>6</u>
	Totals	26	26	7	7	3	3	6	6
Total Number Answering		51		86		96		37	

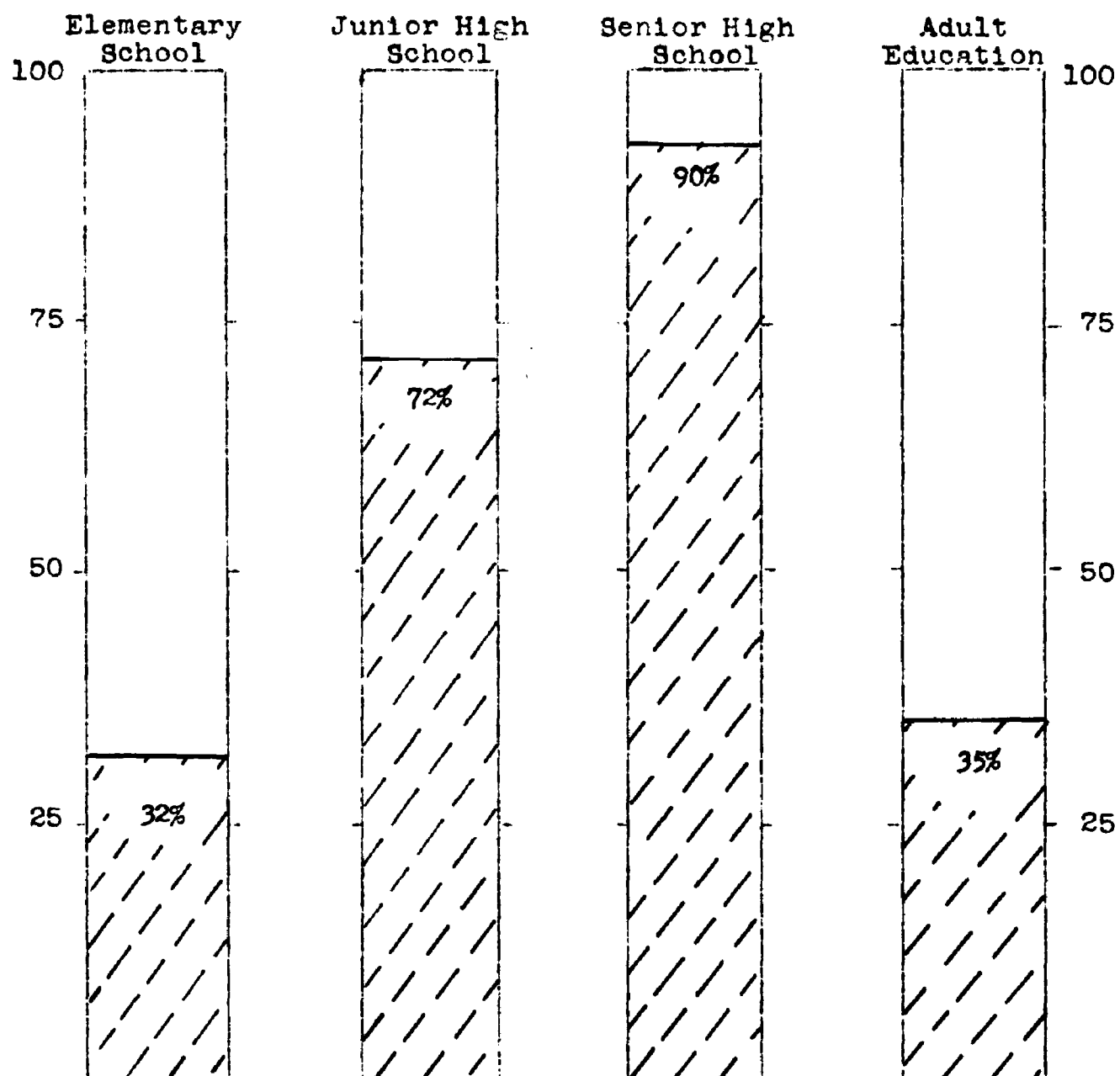


FIGURE 13. Percentage of authorities who indicated that social rooms should be provided at the various school levels

H. ORIENTATION, EDUCATIONAL AND VOCATIONAL GUIDANCE, PLACEMENT AND FOLLOW-UP

Few comments were registered in connection with orientation and the accepted functions of educational and vocational guidance. Only one person out of the 103 who returned questionnaires checked orientation programs as unnecessary in junior high school (Table XXVI), and only two checked them as unnecessary on the senior high school level. The school administrators were somewhat more conservative than the state supervisors, giving smaller majorities to "Necessary." The exact percentage figures

TABLE XXVI

ARE ORIENTATION PROGRAM AND SCHOOL ADJUSTMENT ACTIVITIES NECESSARY FUNCTIONS OF THE GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEMENTARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	20	31	36	56	49	76	13	20
	State Supervisors	16	43	31	82	32	87	12	80
	Totals	36	35	67	66	82	80	25	32
DESIRABLE	School Administrators	16	25	22	34	14	22	4	7
	State Supervisors	9	24	7	19	4	11	2	6
	Totals	25	25	29	29	18	18	6	6
UNNECESSARY	School Administrators	9	14	1	2	2	4	4	7
	State Supervisors	3	8	0	0	0	0	1	3
	Totals	12	12	1	1	2	2	5	5
Total Number Answering		73		97		102		43	

were: for "Necessary" on the junior high school level, school administrators 56 per cent and state supervisors 82 per cent; and on the senior high school level, school administrators 76 per cent and state supervisors 87 per cent. The school administrators on the other hand gave larger percentages to "Desirable:" on the junior high school level the administrators gave 34 per cent tabulations and the state supervisors 19 per cent; and on the senior high school level, school administrators 22 per cent and state supervisors 11 per cent. Since better than 95 of the correspondents listed orientation as necessary or desirable on the junior and senior high school levels, it is recommended as a necessary activity in those areas.

A total of 60 per cent of the questionnaires listed orientation as necessary or desirable on the elementary level, while only 12 per cent listed it as unnecessary. Therefore, although not all of the correspondents reacted to this question, orientation programs were also recommended for the elementary grades.

Educational guidance units and pupil planning units are not, however, recommended for the elementary grades (Table XXVII), for only 36 per cent of the questionnaires listed these activities as desirable or necessary on this level. Only one state supervisor and one school administrator listed these activities as unnecessary on the junior high school level. Not a single person checked these on the senior high school level. Again the school administrators

TABLE XXVII

ARE EDUCATIONAL GUIDANCE UNITS AND CURRICULUM AND PUPIL PROGRAM
PLANNING ACTIVITIES NECESSARY FUNCTIONS OF THE GUIDANCE PROGRAM?

ANSWER	AUTHORITY	ELEMENTARY		JR. HIGH		SR. HIGH		ADULT ED.	
		No.	%	No.	%	No.	%	No.	%
NECESSARY	School Administrators	9	14	43	67	47	73	16	25
	State Supervisors	<u>9</u>	<u>24</u>	<u>31</u>	<u>82</u>	<u>35</u>	<u>93</u>	<u>20</u>	<u>53</u>
	Totals	18	18	74	72	82	80	36	35
DESIRABLE	School Administrators	11	17	16	25	15	24	5	8
	State Supervisors	<u>7</u>	<u>19</u>	<u>5</u>	<u>14</u>	<u>2</u>	<u>6</u>	<u>1</u>	<u>3</u>
	Totals	18	18	21	21	17	17	6	6
UNNECESSARY	School Administrators	9	14	1	2	0	0	2	4
	State Supervisors	<u>6</u>	<u>16</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>3</u>
	Totals	15	15	2	2	0	0	3	3
Total Number Answering		51		97		99		45	

were somewhat more conservative with more checks for desirable and slightly less for necessary than the state supervisors. With more than two-thirds of both groups checking necessary, there is an emphatic recommendation that educational guidance and pupil program planning activities be included in the guidance program on the junior and senior high school levels.

While one person said, "I don't know what 'Educational' and 'Vocational' Guidance are! I think they are meaningless abstractions!" the questionnaires were almost unanimous in approving the gathering of educational and vocational materials. Only two school administrators answered "No" to these two

questions (Tables XXVIII and XXIX), and they are recommended as activities of the guidance program. One person indicated that he felt that this was a function of the school library.

TABLE XXVIII

IS THE GATHERING OF VOCATIONAL INFORMATION MATERIALS A FUNCTION OF THE GUIDANCE PROGRAM?

ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
YES	62	96	38	100	100	98
NO	2	4	0	0	2	2

TABLE XXIX

IS THE GATHERING OF COLLEGE AND TRADE SCHOOL CATALOGUES AND OTHER EDUCATIONAL INFORMATION A FUNCTION OF THE GUIDANCE PROGRAM?

ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
YES	63	97	38	100	101	99
NO	2	4	0	0	2	2

Placement was almost as heartily endorsed as a guidance activity with only seven school administrators and no state supervisors reacting negatively (Table XXX). Several of the school administrators indicated that they felt placement was

TABLE XXX

SHOULD PLACEMENT BE A FUNCTION OF THE SCHOOL GUIDANCE PROGRAM?

ANSWER	SCHOOL		STATE		TOTALS	
	ADMINISTRATORS		SUPERVISORS			
	No.	%	No.	%	No.	%
YES	58	90	38	100	96	94
NO	7	11	0	0	7	7

a function of other community agencies and not the school. Others said that placement should be a coordinated community program involving school guidance personnel. A grand total of 94 per cent of the correspondents favored placement in the school program, and it is, therefore, a recommended activity of the school guidance program.

The problem of whom the school should help to place depended, a number of people said, upon the community services that were available. There was 93 per cent agreement that high school seniors and recent graduates should be given placement services (Table XXXI). Handicapped persons rated next attention with 78 per cent of the total, and juniors (pupils from 14 to 18 years of age) next with 72 per cent. The school administrators were more dubious about accepting responsibility for placement of any former graduate than were the state supervisors, but together they voted 62 per cent in favor of rendering such service. The state supervisors gave a slight majority in favor of placement

TABLE XXXI
WHOM SHOULD THE SCHOOL HELP TO PLACE?

SERVICES FOR	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
JUNIORS (PUPILS FROM 14 TO 18)	48	74	26	69	74	72
SENIORS AND RECENT GRADUATES	59	91	36	95	95	93
HANDICAPPED PERSONS	48	74	32	85	80	78
ANY FORMER GRADUATE	35	54	28	74	63	62
MEMBERS OF ADULT CLASSES	27	42	21	56	48	47

services for members of adult classes (56 per cent), but the school administrators were not favorable to this with only 42 per cent checking placement for adults.

It is recommended, therefore, that the guidance program of a large school system should include placement services for: seniors and recent graduates, handicapped persons, pupils from 14 to 18 years of age who need work, and any former graduate who requests the help of the guidance personnel.

Special placement personnel were the only members of the school staff who received significant recommendation to act in the area of placement (Table XXXII). Comments to this question were many and varied. One person said, "Who does it is not so important as is making sure that someone does." Another said, "Who does the placement is determined by the administrative

TABLE XXXII
BY WHOM SHOULD PLACEMENT BE MADE?

PLACEMENT WORKER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
CLASS ROOM TEACHERS	0	0	2	6	2	2
HOMEROOM TEACHERS	0	0	1	3	1	1
COUNSELORS	23	36	26	69	49	48
HEADS OF DEPARTMENTS	11	17	9	24	20	20
DEANS	16	25	6	16	22	22
PRINCIPALS	17	27	9	24	26	25
SPECIAL PLACEMENT PERSONNEL	50	77	30	79	80	78

organization of the school and the abilities of the personnel." Several made comments such as these: "Counselors, principals, and heads of departments should cooperate with specially designated placement personnel;" and, "Placement should be a coordinated program in which all school personnel will participate."

The state supervisors felt that school counselors should attempt to place their clients (69 per cent), but counselors received only 48 per cent of the total tabulation. The recommendation from this study, therefore, must be that the guidance personnel should include someone who is specially designated to develop and coordinate the placement services of the school and to cooperate with such services in the community.

The answer to the question, "Should cooperative work and apprentice training programs be coordinated by the guidance program?" is, apparently, a controversial one, although 73 per cent of our correspondents favored coordination by guidance personnel (Table XXXIII). Qualifications were written in even by those checking the questions affirmatively. Examples of these were: "The work programs should be coordinated with but not by the guidance program;" "Someone specially designated in the Department of Pupil Personnel should coordinate these services;" and "Cooperative work programs involve placement, and, therefore, are related to the guidance program." Negative comments included similar arguments to those above: "Cooperative training programs should probably be coordinated with guidance but not by guidance personnel;" "Placement and work programs are not necessarily guidance activities;" and "Cooperative work or apprentice programs are a part of vocational education."

TABLE XXXIII

SHOULD COOPERATIVE WORK AND APPRENTICE TRAINING PROGRAMS BE
COORDINATED BY THE GUIDANCE PROGRAMS?

ANSWER	SCHOOL		STATE		TOTALS	
	ADMINISTRATORS		SUPERVISORS			
	No.	%	No.	%	No.	%
YES	52	80	23	61	75	73
NO	12	19	12	32	24	24

Since placement has been recommended as a guidance activity and 73 per cent of our correspondents recommend coordination of cooperative work and apprentice training programs by or with guidance personnel, this study must recommend that, while such coordination and supervision need not necessarily be carried out entirely by a guidance or pupil personnel staff, a close relationship to such programs must be maintained. Probably advisory or coordinating committees including guidance and placement personnel would answer the problem of coordination.

Follow-up of student personnel was definitely endorsed by both state supervisors and administrators. Not one person checked this to be an unnecessary function for a guidance program (Table XXXIV). Again the school administrators were more conservative than the state supervisors with a somewhat larger per cent of the former listing desirable and necessary. Of the supervisors 34 (or 89 per cent) checked follow-up as a necessary

TABLE XXXIV

SHOULD FOLLOW-UP BE A FUNCTION OF A SCHOOL GUIDANCE PROGRAM?

ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
NECESSARY	30	47	34	89	64	63
DESIRABLE	36	56	4	11	40	38
UNNECESSARY	0	0	0	0	0	0

function of the guidance program. The school administrators were probably swayed in their answers by the knowledge that not much has been done in this area by most of their schools, although they recognized it as an activity that would be desirable. The state supervisors were undoubtedly emphasizing that it should be done. From the data presented this study must recommend follow-up as a necessary function or activity of a school guidance program.

A graphic summary of the activities that are recognized by the authorities surveyed as those activities which should be coordinated by guidance personnel appears in Chapter V (Figure 16).

I. THE GUIDANCE SUITE

The answers to the question, "If you were planning a new building with counselor rooms (or a guidance suite), would these rooms be adjacent to or near the library?", indicate that accessibility to the library is an advantage, (Table XXXV) for 77 per cent of the correspondents felt that such a location would be desirable or necessary. Since only nine per cent answered necessary while 23 per cent answered unnecessary, the inference must not be drawn that the counselors' room must be adjacent to the library, but the significant percentage for desirable definitely suggested the planning of a location as near the library as it is convenient to make it.

TABLE XXXV

IF YOU WERE PLANNING A NEW BUILDING WITH COUNSELOR ROOMS (OR A GUIDANCE SUITE), WOULD THESE ROOMS BE ADJACENT TO OR NEAR THE LIBRARY?

ANSWER	SCHOOL		STATE		TOTALS	
	ADMINISTRATORS No.	%	SUPERVISORS No.	%	No.	%
NECESSARY	4	7	5	14	9	9
DESIRABLE	42	65	28	74	70	68
UNNECESSARY	19	30	4	11	23	23

The question of centralization or decentralization of counselors' offices is one that the correspondents could answer only from experience for there is little in print to substantiate an opinion. There was, however, a definite majority opinion for 76 per cent of the answers favored centralization of counseling facilities (Table XXXVI), and substantial majorities felt that these facilities should be near, or adjacent to, the central administrative offices (Table XXXVII).

TABLE XXXVI

IF THERE WERE TO BE COUNSELOR ROOMS, WOULD YOU CENTRALIZE THEM IN ONE PART OF THE BUILDING OR DECENTRALIZE THEM?

ANSWER	SCHOOL		STATE		TOTALS	
	ADMINISTRATORS No.	%	SUPERVISORS No.	%	No.	%
CENTRALIZE	52	80	26	69	78	76
DECENTRALIZE	13	20	11	29	24	24

TABLE XXXVII

IF THERE WERE TO BE A GUIDANCE SUITE IN THE SCHOOL, WOULD YOU TRY TO PLACE IT ADJACENT TO, NEAR, OR REMOVED FROM THE ADMINISTRATIVE OFFICES?

ANSWER	SCHOOL		STATE		TOTALS	
	ADMINISTRATORS		SUPERVISORS			
	No.	%	No.	%	No.	%
ADJACENT TO	21*	33	8	21	29	29
NEAR	37*	57	22	58	59	58
REMOVED FROM	9	14	8	21	17	17

* Several School Administrators checked both Adjacent To or Near

Specifically, 58 per cent preferred the offices near the administrative offices, 29 per cent preferred them adjacent to those offices, and 17 per cent preferred to have them well removed from the central offices. This latter figure corresponds closely with the 24 per cent (Table XXXVI) who favor decentralization. Since the ratio of authorities favoring centralization of the guidance rooms near the administrative offices is, roughly, three to one, the recommendation is that the guidance facilities should be planned adjacent to or near the central offices in buildings where this is feasible.

In line with the above pattern is the recommendation that the guidance offices should be on the first floor (Table XXXVIII). A larger percentage of school administrators (74 per cent) favored a first floor location than of state supervisors (58 per cent), but the combined vote totaled more than two to one in favor of the first floor location.

TABLE XXXVIII
ON WHICH FLOOR WOULD YOU PLACE THE GUIDANCE OFFICES?

ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
FIRST FLOOR	48	74	22	58	70	68
SECOND FLOOR	0	0	2	6	2	2
NO PREFERENCE	17	27	13	35	30	30

While large counseling rooms with several desks have been described in a nationally known guidance periodical,³² such facilities for counseling and interviewing are favored by less than five per cent of those responding to the questionnaire (Table XXXIX). There were 98 (out of 103) who favored individual counseling and interviewing rooms.

The median size of such rooms as recommended by both the state supervisors and the school administrators was 150 square feet (Table XL). The arithmetic mean would be slightly

TABLE XXXIX
WOULD YOU PROVIDE THE COUNSELORS WITH ONE LARGE ROOM AND SEVERAL DESKS OR WITH PRIVATE INTERVIEWING ROOMS?

ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
ONE LARGE ROOM	4	7	1	3	5	5
PRIVATE INTERVIEWING ROOMS	61	94	37	97	98	96

³¹ Harris, Grace E., "A Special Room For Counseling", Occupations, November, 1940, 19:106-109.

TABLE XL
THE MOST DESIRABLE SIZE FOR AN INTERVIEWING ROOM

NUMBER OF SQUARE FEET	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
	No.	%	No.	%	No.	%
100 SQUARE FEET	19	30	7	19	26	26
150 SQUARE FEET	29*	45	19*	50	48*	47
200 SQUARE FEET	11	17	10	27	21	21
250 SQUARE FEET	5	8	2	6	7	7

* Indicates the median for each group

larger or slightly over 154 square feet. On the basis of area a counseling room ranging in dimensions from 10 x 15 feet to 12 x 13 feet is, therefore, recommended as a suggested standard from which to plan for each counseling unit required.

Some difference in educational philosophy and administrative organization again made itself evident in connection with the question on counseling facilities. Several indicated that in the block or core curriculum type of organizations a different type of counseling room would be needed. One person wrote in this connection: "I think that the counseling rooms should be regular size classrooms with a counseling cubicle in one corner. The remainder of the classroom could be used for regular class groups". He included a roughly drawn figure similar to the one below (Figure 14).

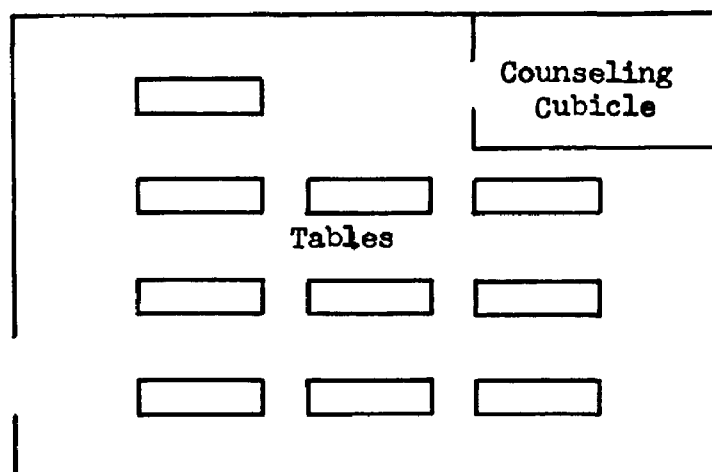


FIGURE 14. Class room with counseling cubicle

Another person wrote: "I favor decentralization of counseling rooms, for I believe that the best opportunities for counseling come to the teacher who has the student in regular class activities. An ideal counseling - classroom arrangement would look something like this." Then he also drew a rough sketch similar to the one above except that he added another small room beside his suggested counseling room which he called a workshop or laboratory.

Features that were considered essential in a counseling suite (Table XLI) included: reception room (51 per cent), clerical facilities (74 per cent), testing facilities (71 per cent), private interviewing rooms (90 per cent), and occupational information file (83 per cent). None of these features were listed as unnecessary by more than four per cent of the correspondents. A social atmosphere was recommended as desirable, but recreational facilities were neither favorably

TABLE XLI

THE FEATURES THAT ARE NECESSARY OR DESIRABLE IN A COUNSELING SUITE

FEATURE	ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
		No.	%	No.	%	No.	%
RECEPTION ROOM	Necessary	31	48	21	56	52	51
	Desirable	24	37	13	35	37	36
	Unnecessary	3	5	0	0	3	3
CLERICAL FACILITIES	Necessary	44	68	32	85	76	74
	Desirable	15	24	5	14	20	20
	Unnecessary	2	4	0	0	2	2
TESTING FACILITIES	Necessary	42	65	31	82	73	71
	Desirable	14	22	5	14	19	19
	Unnecessary	4	7	0	0	4	4
RECREATIONAL FACILITIES	Necessary	1	2	2	6	3	3
	Desirable	18	28	11	29	29	29
	Unnecessary	23	36	10	27	33	33
SOCIAL ATMOSPHERE	Necessary	14	22	17	45	31	31
	Desirable	32	50	14	37	46	45
	Unnecessary	6	10	2	6	8	8
PRIVATE INTERVIEWING ROOMS	Necessary	*55	85	37	97	92	90
	Desirable	*11	17	0	0	11	11
	Unnecessary	0	0	0	0	0	0
OCCUPATIONAL INFORMATION FILE	Necessary	49	76	36	95	85	83
	Desirable	13	20	2	6	15	15
	Unnecessary	0	0	0	0	0	0

* Several school administrators checked both Necessary and Desirable

received nor rejected to a significant degree. The recommendation concerning these features, therefore, should probably be similar to this comment on one of the questionnaires: "While the counseling suite might well have an informal and comfortable atmosphere, it is unnecessary to carry this to the extreme." "The important thing," another correspondent wrote, "is to provide a place which tends to put the client at ease." A graphic summary of recommended features for a counseling suite may be found in Chapter V (Figure 17).

Features that were considered necessary in an individual interviewing or counseling room (Table XLII) included: desk and chair (94 per cent), two or more chairs (65 per cent), filing cabinet (84 per cent), and book shelf (63 per cent). The first four items were not listed as unnecessary by a single correspondent. Only one person listed a book shelf as unnecessary. The following features, while not recommended as necessary, were counted as desirable: bulletin board (42 per cent necessary, 34 per cent desirable), wall pictures (38 per cent necessary, 51 per cent desirable), and rugs (17 per cent necessary, 59 per cent desirable). There was substantial agreement between the two groups on all of the above items. A graphic summary of these recommended features for a private interviewing or counseling room may be found in Chapter V (Figure 18).

TABLE XLII

THE FEATURES THAT ARE NECESSARY OR DESIRABLE IN AN INDIVIDUAL
COUNSELING OR INTERVIEWING ROOM

FEATURE	ANSWER	SCHOOL ADMINISTRATORS		STATE SUPERVISORS		TOTALS	
		No.	%	No.	%	No.	%
DESK AND CHAIR	Necessary	60	93	36	95	96	94
	Desirable	3	5	2	6	5	5
	Unnecessary	0	0	0	0	0	0
ONE OTHER CHAIR	Necessary	17	27	20	53	37	36
	Desirable	2	4	1	3	3	3
	Unnecessary	0	0	0	0	0	0
TWO OR MORE CHAIRS	Necessary	45	70	21	56	66	65
	Desirable	12	19	11	29	23	23
	Unnecessary	0	0	0	0	0	0
FILING CABINET	Necessary	54	84	32	85	86	84
	Desirable	7	11	3	8	10	10
	Unnecessary	0	0	0	0	0	0
BOOK SHELF	Necessary	35	54	29	77	64	63
	Desirable	19	30	7	19	26	26
	Unnecessary	1	2	0	0	1	1
BULLETIN BOARD	Necessary	28	44	15	40	43	42
	Desirable	20	31	15	40	35	34
	Unnecessary	7	11	2	6	9	9
WALL PICTURES	Necessary	20	31	19	50	3	38
	Desirable	34	53	18	48	52	51
	Unnecessary	4	7	0	0	4	4
RUGS	Necessary	9	14	8	21	17	17
	Desirable	35	54	25	66	60	59
	Unnecessary	9	14	3	8	12	12

J. THE SIGNIFICANT AGREEMENT BETWEEN THE PAIRED ANSWERS OF THE SCHOOL ADMINISTRATORS AND THE STATE SUPERVISORS

In the analysis of four general guidance texts reported in Chapter III it was shown that, while there seemed to be a certain agreement concerning guidance activities mentioned, there were definite centers of emphasis in each book and different recommendations concerning organization for guidance within a school system.

It might reasonably have been expected, therefore, that in an inventory of opinion of guidance and administrative personnel there would appear quite decided differences between the groups. Actually such results were not in evidence in the results of the questionnaire reported in the previous pages of this chapter.

There was, for example, close agreement between the school administrators and the state guidance supervisors concerning the importance of counseling and interviewing activities and the need for providing adequate physical facilities to house them. There was, furthermore, significant unanimity of opinion concerning the importance of testing and research activities and their place in a guidance program.

There was agreement concerning the importance of case study techniques in a guidance program and the necessity of centralization of guidance facilities to promote case study

and counseling activities; there was agreement concerning group guidance functions, orientation, educational, and vocational guidance programs; and there was almost unanimous accord in the acceptance of placement and follow-up as guidance functions.

The trend of this agreement and the reliability of the final tabulations were indicated on page 46 in which it was pointed out that, had tabulations been concluded at any time after the first 40 questionnaires were returned, there would have been little difference in the final results. It was explained, furthermore, that the ten questionnaires not represented in the tabulations agreed substantially with the majorities previously determined. This indicates that the questionnaire sampling has been adequate and that the results are reliable.

Correlations were run between the paired answers of the school administrators and state supervisors to all the questions concerning activities and facilities. On the 391 paired answers to questions concerning activities a correlation of plus .954 (P. E. .007) resulted. On the 58 paired responses to questions concerning physical facilities for guidance a positive correlation of .943 (P. E. .010) resulted. These are shown in Table XLIII.

Cross-sectional correlations, e.i., correlations on certain parts or groupings within the activities section, likewise show significant trends of agreement. Examples of these are: health activities, a plus .974 correlation; testing activities, a plus .951 correlation; and counseling activities, a plus .767 correlation. These also are shown in Table XLIII.

TABLE XLIII

SUMMARY OF THE CORRELATIONS BETWEEN THE PAIRED ANSWERS OF THE SCHOOL ADMINISTRATORS AND THE STATE SUPERVISORS TO QUESTIONS CONCERNING GUIDANCE ACTIVITIES, CERTAIN CROSS-SECTIONAL PHASES OF GUIDANCE ACTIVITIES, AND PHYSICAL FACILITIES FOR GUIDANCE

AREAS CORRELATED	NUMBER OF PAIRED ANSWERS	PRODUCT MOMENT CORRELATION	PROBABLE ERROR
GUIDANCE ACTIVITIES	391	.954	.007
Testing	60	.951	.009
Counseling	81	.767	.030
Health	78	.974	.004
Elementary	89	.964	.005
Junior High	89	.963	.005
Senior High	89	.968	.004
Adult Education	89	.733	.033
GUIDANCE FACILITIES	58	.943	.010

Longitudinal correlations were run on paired answers to the various questions on the elementary, junior high school, senior high school, and adult education levels. The positive correlations for these areas were, respectively, .964, .963, .968, and .733. These are shown in Table XLIII.

The area of least agreement (and the area in which questions were least frequently answered as shown in Figure 15) was the adult education level. The answers from both groups were much less conclusive at the adult level than at the junior and senior high school levels. On the average only 64 per cent of the questions concerning guidance in adult education were answered, while 95 per cent of the questions on the senior high school level and 92 per cent of the questions on the junior high school were checked.

This probably indicated a lack of general understanding of, or acquaintance with, the adult education field. In fact, several correspondents indicated by appended notes their lack of interest in, or knowledge of, adult programs of education.

Probably because of the fact that so many of the correspondents felt themselves incompetent to answer the question, activities such as special education and health services and social and recreational programs for adults were not accepted as school responsibilities by a majority of the correspondents. (The fact that such questions were not answered, however, indicates that discrimination was used in the answers.) The acceptance

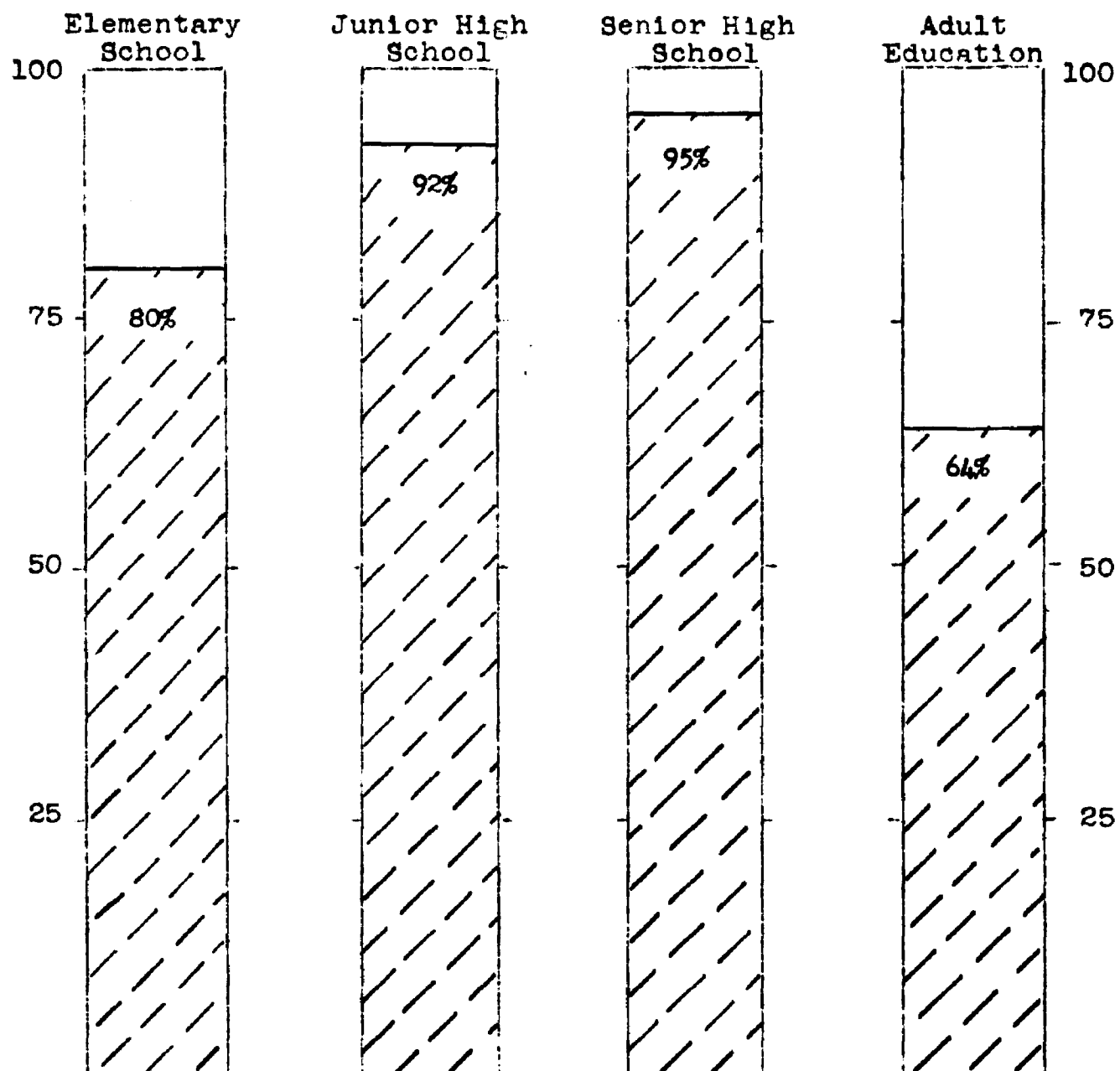


FIGURE 15. Percentage of questions answered on the average questionnaire at each school level

by more than 50 per cent of all of the correspondents of the responsibility for adult counseling, and interviewing, testing, and case study activities is important to notice, for it probably indicates the growing acceptance of the philosophy of the school as an agency of the total community rather than as a limited facility for youth. Guidance facilities for a school, therefore, should probably be planned to include the possibility of adapting them to the guidance needs of the adult community.

In general, this questionnaire survey of the opinions of school administrators and state guidance supervisors has indicated current significant unanimity of opinion concerning guidance functions in large public school systems and facilities for housing them.

CHAPTER V

SUMMARY

The summary has been divided into the following six parts:

- A. General summary concerning selected guidance activities
- B. Summary of opinions concerning guidance activities in the elementary school
- C. Summary of opinions concerning guidance activities in the junior high school
- D. Summary of opinions concerning guidance activities in the senior high school
- E. Summary of opinions concerning guidance activities in the adult education program
- F. General summary concerning physical facilities for guidance

A. GENERAL SUMMARY CONCERNING SELECTED GUIDANCE ACTIVITIES

Certain activities were almost unanimously accepted as guidance activities to be supervised and administered by guidance personnel. These included:

- a. Counseling and interviewing (page 54)
- b. Case study (page 89)

- c. The gathering of vocational and educational guidance materials (page 109)
- d. Follow-up (page 114)
- e. Orientation (page 106)
- f. The supervision of vocational and educational units in the curriculum (page 98)
- g. Placement (page 110-113)
- h. The development and maintenance of cumulative guidance records (page 92)

A number of other activities were accepted as necessary to the guidance program by more than three-fourths of the authorities. It was suggested that these additional activities were so important that, unless they were otherwise regularly supervised administratively, the guidance program should assume definite responsibility for their coordination. These included:

- a. Test administration (page 70)
- b. Organized group guidance activities (General guidance classes, home room programs, industrial tours, and the like) (page 98)
- c. Student council activities (page 102)
- d. School publications (page 103)
- e. Clubs (page 102)
- f. Parties and dances (page 102)

Still other activities were listed as contributing much to guidance, although administratively there was some question as to whether they should be classed as guidance functions.

The suggestion was made that guidance personnel should take an active interest in these activities and should cooperate with designated personnel to encourage their greatest utility. Guidance personnel would, therefore, be interested in seeing that physical facilities for these activities would, also, be provided:

- a. Special education activities (page 84)
- b. Cooperative work experience programs (page 113)
- c. Health services (page 77)

The rank of all of the above activities in terms of the per cent of the authorities who listed them as responsibilities of the guidance program is summarized in Figure 16.

The results as a whole indicate that current opinion of what constitutes guidance and how guidance functions should be coordinated is more surely crystallized and more generally accepted than the survey of literature indicated (page 126). It would seem probable that, if a survey were made of general guidance texts that will be published within the next year (the books now on the press), a much higher degree of unanimity concerning guidance functions would be shown than the word count of the books printed in a previous six year period has shown (page 31).

ACTIVITY		Per Cent
Counseling & Interviewing	=====	100
Case Study	=====	100
Gathering Vocational Information	=====	100
Gathering Educational Information	=====	100
Follow-up	=====	100
Orientation Programs	=====	98
Educational & Vocational Guidance Units in the Curriculum	=====	97
Placement	=====	94
Developing & Maintaining Cumulative Records	=====	91
Test Administration & Interpretation	=====	91
Organized Group Guidance Activities	=====	87
Student Council	=====	82
School Publications	=====	81
Clubs	=====	80
Parties & Dances	=====	76
Special Education Activities	=====	74
Cooperative Work		
Experience Programs	=====	73
Health Services	=====	51

KEY: One = equals 4 per cent

FIGURE 16. Rank of specific activities in terms of per cent of authorities who rated them as guidance functions

B. SUMMARY OF OPINIONS CONCERNING GUIDANCE ACTIVITIES IN THE ELEMENTARY SCHOOL

A substantial majority believe that counseling and interviewing should be guidance functions in the elementary school (page 54). While fewer are of the opinion that it is necessary compared with the junior and senior high school levels, both school administrators and state supervisors agreed that counseling is desirable in the elementary grades. Not one school administrator listed counseling as unnecessary on the elementary level. These authorities were not sure that separate counseling rooms were necessary; only 51 per cent listed counseling rooms as necessary or desirable at this level (page 58). The median amount of counseling time that should be allowed for each pupil each year fell exactly between one-half hour and one hour, or 45 minutes per pupil per year (page 62). The number of pupils to be assigned each counselor, apparently, gave confused results. Some of the respondents apparently believed that counselor referred to the home room teacher, and indicated a number closely corresponding to a regular sized class room, with a rough median judged to be in the neighborhood of 30 to 35 pupils. Others were apparently thinking in terms of full time counselors and indicated numbers ranging from 100 to 400 pupils with a probable median of approximately 200 pupils. The recommendations concerning the counseling organization in the elementary school are, therefore, rather obscured and indefinite (page 69).

Testing and research were given substantial majorities as guidance functions in the elementary school (page 70). Specific recommended test services included intelligence tests, achievement tests, and individual clinical tests. Special facilities for group testing were considered unnecessary, but facilities for clinical testing were recommended (page 73).

The place of health services in the organizational scheme was not made clear (page 78). While a majority felt that health services should be coordinated by the guidance program, only 85 per cent of the correspondents answered this question and the result is not considered conclusive. Since substantial majorities (more than 90 per cent of the correspondents) checked various health services such as dental and medical examinations or hearing and sight tests, there is ample evidence that such services are considered important on the elementary level. The conclusion of this study is that, if other organization is provided for the supervision of health services, guidance personnel will be content to have the health services coordinated with rather than by their program. If other organization is not provided, the guidance program would be justified because of the importance of those services to assume active coordination of the health service functions. Special facilities in terms of special rooms and equipment were deemed necessary for the health program in the grades (page 82).

There was substantial agreement that special education facilities in the elementary grades should be coordinated as functions of the guidance program (page 84). Classroom facilities for dull or slow learning, deaf or hard of hearing, and blind or near blind received emphatic endorsement. Orthopedic classes and classes for gifted children received majorities. Cautions were recorded to the effect that the regular program should be enriched wherever possible to take care of these people in a more normal situation.

Case study activities were considered necessary with only five of the respondents listing these as unnecessary (page 89). Special counselors, classroom or home room teachers, school psychologists, visiting teachers, or school social workers, principals, school nurses, and attendance officers are all to be considered as guidance personnel (page 91).

The development and supervision of cumulative records were considered to be functions of the guidance program (page 92). Whether these records should be kept in a central office or decentralized was not conclusively answered, but a majority of 54 per cent favored the filing of these records with the home room teacher or counselor.

Group guidance activities were recommended for the elementary grades, but no specific activities were indicated (page 96). Educational guidance and pupil program planning activities did not receive favorable response.

Vocational guidance, placement, and follow-up were deemed to belong to the secondary level and were not included in the questions directed at the elementary level.

That substantial agreement between the two groups existed as regards guidance activities on an elementary school level is indicated by the correlation of the paired answers to all of the questions on the elementary level. The correlation was $+0.964$ with a probable error of $.005$ (Table XLIII).

C. SUMMARY OF OPINIONS CONCERNING GUIDANCE ACTIVITIES IN THE JUNIOR HIGH SCHOOL

Counseling and interviewing were recommended as functions of the guidance program in the junior high school by 93 per cent of the correspondents (page 54). Not one of them checked these functions as unnecessary at this level, and only four considered private counseling rooms unnecessary. An average of one hour per pupil per year was suggested as a basis for estimating counselor time, and a median number of 100 pupils per counselor was suggested (page 67).

Testing and research received endorsement as functions of the guidance program in the junior high school (page 70). Types of tests that were recommended for this grade level included achievement tests, intelligence tests, interest tests, aptitude tests, tests of social adjustment, and individual clinical tests (page 73). Special facilities for group testing were considered

unnecessary, but special rooms and equipment were considered necessary for individual or clinical testing programs (page 74).

Health services were considered as guidance functions on the junior high level (page 78), but the majority was small, and the minority warning that these services might already be administratively provided must be considered. The wide range of health services considered necessary at the junior high level by most of the respondents suggests the importance of the coordination of these services with the guidance program. Special facilities for the health services in terms of space and equipment were recommended for the junior high school.

Special education facilities were recommended for coordination by the junior high school guidance program (page 84). Special education facilities that were recommended for the junior high school included facilities for the dull or slow-learning, for the deaf or hard of hearing, and for the blind or near blind. Special facilities for gifted or orthopedic cases were also endorsed, but strong minorities insisted that the regular school program should rather be enriched to care for these special cases.

Case study activities were recommended as necessary functions of the guidance program in the junior high school. Only three correspondents listed this as unnecessary at this level (page 89). Personnel who were considered to function in the guidance program at this level would include special counselors, psychologists, home room and classroom teachers, social case

workers, deans, and principals (page 92). Assistant principals, school nurses, and attendance officers were also mentioned. The development and supervision of cumulative records were definitely considered guidance functions, and a slight majority favored the filing of these records with the guidance counselor (page 92).

Group guidance activities were recommended by 89 per cent of the respondents. Group activities specifically recommended for the junior high school include general guidance and occupational information classes, as well as such units in regular classes, home room guidance programs, industrial tours, and assemblies (page 96). Clubs, student council, school publications, and parties and dances were recommended as extra-curricular activities that should be encouraged by the junior high school guidance program, and special social and extra-curricular rooms were considered desirable (page 103).

Orientation and school adjustment activities were voted necessary functions of the guidance programs in the junior high school (page 107), as were also educational guidance and pupil planning activities. The gathering of educational information materials such as college or trade catalogs and the gathering of vocational information materials were almost unanimously recommended as a function of the guidance program (page 109). Placement of juniors, including pupils of junior high school age, was recommended by 72 per cent of the correspondents

(page 111). Special placement personnel cooperating with the school counselors was suggested to carry on job placement activities (page 112).

A guidance suite near the administrative offices and near the library on the first floor was listed as desirable (page 116). This suite should include reception and clerical facilities, private interviewing rooms approximately 150 square feet in area, and testing facilities (pages 118-119).

That significant agreement between the school administrators and state supervisors of guidance existed is evidenced by the correlation of the paired answers to all of the questions on the junior high school level. The correlation was positive .963 with a probable error of .005 (Table XLIII).

D. SUMMARY OF OPINIONS CONCERNING GUIDANCE ACTIVITIES IN THE SENIOR HIGH SCHOOL

Counseling and interviewing were unanimously accepted as functions of the guidance program at the senior high school level (page 54). Only one person, a school administrator, considered private counseling rooms unnecessary. The median time to be allotted in the guidance program for individual counseling on a per student per year basis was one and one-half hours. The median number of students to be assigned each counselor was 100 students for each counseling hour (page 67).

The state supervisors were unanimously in favor of test administration and interpretation as functions of the senior high school guidance program; only four school administrators opposed this idea (page 70). Types of tests recommended for the senior high school level included: interest and aptitude tests, achievement and intelligence tests. While a small majority felt that special facilities for group testing programs were necessary or desirable, more than twice as many of the respondents checked such facilities unnecessary compared with those who checked such facilities necessary. Special facilities including special rooms and equipment were endorsed for the clinical testing program (page 73).

While the health services were considered guidance functions at the senior high school level by a small majority, the definition of these responsibilities administratively is not clear (page 78). The large percentage of respondents checking the respective health services as necessary in the senior high school, suggests the necessity of the coordination of these services with the health program. Special facilities for health services were considered as necessary (page 82). It was recommended that special education facilities in senior high school be coordinated as functions of the guidance program, although the particular facilities recommended received less substantial majorities than for the elementary and junior high school levels (page 84).

Case study was declared a necessary function of the guidance program in the senior high school (page 90). Virtually all of the school personnel were considered guidance personnel as they functioned in case study and general guidance programs. Special counselors and school psychologists received the largest percentage recognition as guidance personnel (page 92).

More than 90 per cent of the correspondents believed that the development and supervision of cumulative records were functions of the guidance program in the senior high school (page 92). A slight majority felt that such records should be filed with the school counselor, but nearly half of the respondents favored filing such records in the central office, and suggestions were made recommending the centralization of the central office and guidance services for the better utilization of cumulative records by all guidance personnel.

Group guidance activities were considered functions of senior high school guidance by 87 per cent of the respondents (page 97). Occupational units in the regular subject matter classes industrial tours, assemblies, and career days were recommended by 80 per cent or better. Occupational information classes received majority approval, but general guidance classes were not recommended. Home room guidance programs were somewhat less favorably regarded by the state supervisors than by the school administrators, and both groups gave home room programs smaller

percentage tabulations on the senior high school level than on the junior high school level. Student councils, school publications, clubs, parties, and dances were recommended by 75 per cent or more of the correspondents as activities that function in or aid a senior high school guidance program. Social rooms were considered necessary or desirable by 90 per cent of those answering and special activity rooms such as publications room or council room by 91 per cent (page 103).

Only two per cent of the correspondents considered orientation and school adjustment activities as unnecessary functions in a senior high school guidance program (page 107). Educational guidance and pupil program planning activities were unanimously recommended. The gathering of vocational information materials, college and trade school catalogs, and other educational information was recommended as a guidance function in senior high school by more than 98 per cent (page 109).

Placement was accepted as a guidance function by 96 out of the 103 who answered, and 95 persons checked seniors and recent graduates as people whom the school should help to place. Special placement personnel was recommended for placement, although a significant number indicated that school counselors should participate in this activity. Cooperative work and training programs were also recommended as activities to be coordinated by the guidance program (pages 110-113).

It was recommended that the senior high school counseling rooms be centralized not far from the library and adjacent to or near the central offices (page 116). Although the health rooms were not mentioned in this connection, an earlier reference suggested a close relationship between the health program and the guidance program (page 22), and it is suggested that it may also be desirable to have the guidance and health rooms in reasonable proximity. It was recommended that the counseling rooms be private rooms with a floor space of approximately 150 square feet, and that they be located on the first floor. Clerical facilities and reception room were recommended for the guidance offices. Testing facilities were again considered necessary, and more than 90 per cent of the correspondents reaffirmed the need for private interviewing rooms. It was further recommended that the counseling suite should maintain a social atmosphere and should include occupational information filing facilities (pages 120-121).

A desk and chair and a filing cabinet are evidently the most essential items in a senior high school counseling room, although extra chairs and book shelves are also considered necessary (page 122). Bulletin boards, wall pictures, and rugs are recommended as desirable (page 123).

A positive correlation of .968 (P. E. .004) indicates significant agreement between the paired answers of the school administrators and state supervisors concerning guidance activities on the senior high school level (Table XLIII).

E. SUMMARY OF OPINIONS CONCERNING GUIDANCE ACTIVITIES IN THE ADULT EDUCATION PROGRAM

Eighty-six per cent of the correspondents considered counseling and interviewing to be a guidance function in adult education programs (page 54). Private counseling and interviewing rooms were considered necessary, and provision for approximately one hour per student was recommended.

Test administration and interpretation were considered functions of the guidance program at the adult level (page 70). Interest and aptitude tests were especially recommended, and individual clinical tests, intelligence tests, and tests of social adjustment received significant percentages. Special facilities for group testing were deemed unnecessary, but special facilities for individual clinical testing were considered necessary.

Although only 58 per cent of the correspondents answered the question concerning case study, only three per cent considered such activity as an unnecessary function in the adult education guidance program, and a significant majority considered case study as necessary or desirable (page 90). The keeping of cumulative records and case study records was, likewise, endorsed as a guidance function in the adult education program (page 93).

Group guidance, extra-curricular activities, and orientation programs were considered unnecessary in adult education (page 97).

While the question as to guidance information and materials was not broken down into grade levels, it is reasonable to assume that, since counseling and interviewing were so heartily approved for adult education programs, that the maintenance of files of occupational and educational information for adults would likewise be approved. Former school graduates and handicapped persons were recommended for placement, but the correspondents failed to make a significant recommendation for placement services for the members of adult classes, probably feeling that other community agencies already set up were adequate to handle this service.

Somewhat less agreement concerning guidance activities existed on the adult level than on the regular school levels. There was a correlation of plus .733 (P. E. .033) between the answers of the school administrators and the state supervisors to questions in this area.

F. GENERAL SUMMARY CONCERNING PHYSICAL FACILITIES FOR GUIDANCE

Private counseling and interviewing rooms were considered necessary or desirable on the elementary level by 51 per cent of the authorities; on the junior high school level by 93 per cent; on the senior high school level by 100 per cent; and on the adult education level by 37 per cent (page 57).

The figure suggested for use in estimating the amount of counseling time that should be allowed per person per year

in the elementary grades was approximately three-quarters of an hour per pupil per year; for junior high schools, about one hour per pupil per year; and for the senior high schools, about one and one-half hours per pupil per year (page 62).

The number of counselees suggested per counselor was 200 for the elementary school and 100 for the junior high school and senior high school areas (pages 65 and 67).

Special facilities for group testing were not considered necessary (page 73). But facilities for individual testing were recommended for elementary, junior high school, senior high school, and adult levels (page 73).

Special rooms and equipment for health services were recommended for all four levels (page 82). While certain group guidance activities were recommended, no recommendations concerning special facilities to house them were made. Social rooms were considered necessary or desirable for junior high school by 72 per cent of the correspondents, and for senior high school by 90 per cent (page 103).

The gathering of educational and vocational information materials and cumulative records implies a need for facilities in which to keep them, although no specific recommendations were made (pages 96 and 109). Placement services were recommended for seniors, recent graduates, handicapped persons, juniors 14 to 18 years of age, and any former graduate who needs help

(page 111). Special placement personnel (for whom facilities would, of course, be needed) were suggested to handle the placement activities (page 112).

A location for the guidance services as near the library as it is convenient to plan them was suggested (page 115). Centralization of the guidance facilities near to or adjacent to the central administrative offices on the main floor was recommended (pages 116 and 117).

Small, individual counseling rooms averaging 150 square feet in area were indicated (pages 118 and 119). Features that were considered important in the guidance suite included: reception room, clerical facilities, private interviewing rooms, and filing facilities (page 121). A social atmosphere in the guidance suite was desired (page 120). Features that were considered necessary or desirable in the individual interviewing or counseling room included: desk and several chairs, filing cabinet, book shelf, bulletin board, wall pictures, and rugs (page 122).

Guidance facilities recommended are graphically summarized in Figures 17 and 18.

FACILITY	Per Cent
Private Interviewing Rooms	100
Individual or Clinical Testing Facilities	99
Occupational Information File	98
Health Rooms	95
Clerical Facilities	94
Testing Facilities	94
Special Social Rooms	92
Reception Room	87
Nearness to Central Office	87
Nearness to Library	77
Centralized Location	76
Social Atmosphere	76
Location on First Floor	68
Group Testing Facilities	54
Recreational Facilities	32

KEY: One = equals 4 per cent

FIGURE 17. Per cent of authorities favoring certain physical facilities for guidance

FACILITY	Per Cent
Desk and Chair =====	99
Filing Cabinet =====	94
Book Shelf =====	89
Wall Pictures =====	89
Two or More Extra Chairs =====	88
Bulletin Board =====	76
Rugs =====	76

KEY: One = equals four per cent

FIGURE 18. Percentages favoring certain special features in an individual counseling room

CHAPTER VI

RECOMMENDATIONS AND IMPLICATIONS

Recommendations and implications concerning physical facilities for guidance in the following pages have been divided into the following sections:

- A. Facilities recommended for elementary schools
- B. Facilities recommended for junior high schools
- C. Facilities recommended for senior high schools
- D. Physical facilities for adult guidance services
- E. Standards or checklists for checking existing or proposed facilities for guidance

In the summary concerning guidance activities in large city schools, the following facilities for guidance were indicated as necessary: private counseling rooms, clinical testing space, health units, and reception facilities.

While there was hesitancy in recognizing health services as guidance activities, there was definite indication that there should be close coordination between the programs.

The specific physical facilities recommended by the authorities were summarized in Figure 17. They were listed in the order of the frequency of their mention. Certain features

or standards relating to the location of the guidance suite proper were included. Centralized location on the first floor and nearness to both the central office and the library were features that received favorable recognition by more than three-fourths of the correspondents. A large majority believed that a social atmosphere should prevail in the guidance suite.

The per cents of authorities favoring certain special features of the individual counseling and interviewing room are summarized in Figure 18. These include a desk and several chairs, a filing cabinet, a book shelf, wall pictures, bulletin boards, and rugs. Telephone service, while not stressed in the questionnaire, was emphasized by several correspondents as a definite necessity. The above facilities should be provided in the counseling rooms at each grade level.

A. FACILITIES RECOMMENDED FOR ELEMENTARY SCHOOLS

Elementary schools in large cities tend to have smaller enrollments and smaller buildings than junior and senior high schools. The problem of space for activities in addition to the traditional three R's is, therefore, an acute one at the elementary level. In the average established permanent elementary school buildings there have been few rooms available for any activity other than that of class rooms for the various grades. Until recently it has been the exceptional elementary school that has had a gymnasium or an auditorium, or even a

separate library, let alone an available unused room. In elementary buildings already constructed, therefore, the guidance program may have to look in vain for private counseling and testing facilities. In those schools that do have libraries, health rooms, teachers rooms, or other special activity rooms, such space must be scheduled, during the time when it is not otherwise used, for counseling and testing activities. If a room can be made available for guidance and testing services, it undoubtedly should follow the suggestions for guidance units in general: that it be centrally located, on the first floor, and near the general office and health rooms. If a health unit has not been provided, a quite satisfactory unit of three rooms, a combined counseling, testing, and health unit can be made from a well-located standard class room.

In planning new elementary schools the guidance unit might well be included in the regular administrative unit. If the health unit is also a part of the administrative unit, those facilities might easily be scheduled, when they are not in use, for clinical testing for guidance. Certainly reception and clerical facilities should be available in an elementary school office and such facilities could easily service the guidance and health units in a well coordinated plan. Figure 19 is a crude drawing showing how such facilities might be planned in the prevailing elementary school of from 200 to 400 enrollment. Such a plan might also be adapted to a large class room in an existing building. Where the enrollment is more than 400, however, the

clinical facilities in such a plan may prove inadequate, necessitating an additional clinical testing room. A check list showing suggested standards for guidance facilities for elementary schools is shown on page 166.

B. FACILITIES RECOMMENDED FOR JUNIOR HIGH SCHOOLS

Physical facilities recommended for the guidance program in junior high schools include: a counseling room for each 600 pupils. or fraction thereof, a clinical testing room, and a clerical office and reception room. These facilities should follow the standard for general guidance units as described above, i.e., they should be centrally located, adjacent to or near the central office, close to the health unit, and not far from the library.

Figures have been quoted recommending that architects allow approximately one square foot per pupil enrollment for administrative office space. These figures have not included the guidance unit or health facilities.

An average of one hour per pupil per year was suggested as a basis for estimating the amount of counselor time that should be provided in the junior high school. A median number of 100 pupils per counselor was recommended. On the basis of the 45 minute period common to many junior high school programs, a counseling program for 100 pupils, allowing one hour, or 60 minutes, per pupil per year would require at least 125 class periods a year. This, deducting the four to five periods a month that

Scale: Approximately
1/16 inch = 1 foot

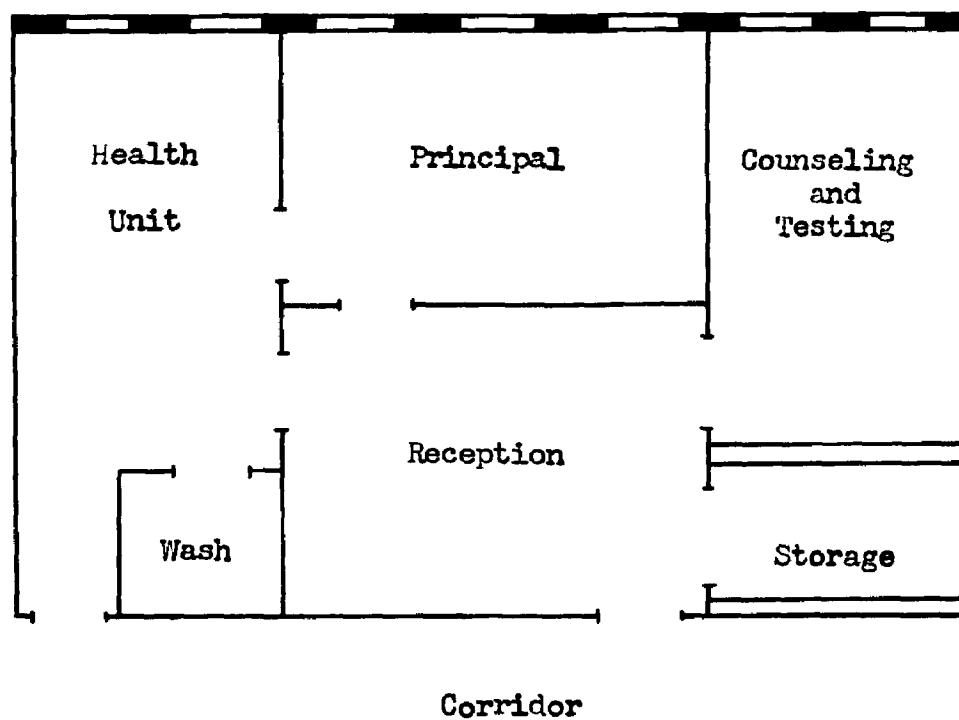


FIGURE 19. Suggested plan for an elementary school administrative, guidance, and health unit

normally would be unavailable for counseling because of assemblies, holidays, tests, and other school programs, is the approximate number of periods remaining for counseling out of any given class period in a normal 180 day school year. Using the 100 pupil median mentioned above for each class hour, a given counseling room could furnish counseling accommodations for 600 persons for the year in a six hour or six class day. A junior high school with a 600 enrollment, then, would need a minimum of one full time counseling room and a school with an enrollment of 1200 would need two full time counseling rooms for such a minimum counseling program.

A guidance program in a junior high school of 600 pupils would require one counseling room as indicated above and one clinical testing room to provide the individual testing facilities recommended earlier. Reception and clerical facilities might be shared with the central office. A minimum of 300 square feet of floor space is, therefore, necessary. This would average at least six-tenths of a square foot per pupil registered with only a small allowance for clerical facilities in the combined reception office. In larger schools, a school of 1000 enrollment, for example, two counseling rooms and one clinical room would be required. Additional floor space should be allowed for reception and clerical facilities. The total floor space of the guidance unit in this case could not be less than 600 square feet, nor less than the average of six-tenths of a square foot per pupil.

In existing junior high schools in which guidance units have not been provided, it will be necessary to adapt some room adjacent to or near the central office for counseling and testing purposes. Naturally such rooms tend to be less efficient than units built for specific purposes, and the formula for figuring floor space mentioned above cannot be adapted literally to this situation because of the arbitrary limits imposed by the structure. An ordinary standard class room 24 by 32 square feet in size can be made into two quite desirable counseling rooms, a clinical testing room, and a reception room as shown in Figure 20. In smaller schools where the enrollments are 600 or less, one of the counseling rooms might be used as a health unit if such a facility is not available. In spite of the formal office arrangement of the rooms, it is possible and desirable to produce informal atmosphere through the use of furnishings such as wall pictures, bulletin boards, rugs, and the like.

New units can well be planned in the light of the formula mentioned above. Where it is possible, the guidance unit should be planned as an integral part of the administrative unit. This makes for more efficient use of reception and clerical facilities. In larger units it may be necessary to divorce the administrative and guidance units as far as facilities are concerned, but a location should be maintained convenient to each other. Likewise, the location of the health unit so that its facilities

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1/16 inch = 1 foot

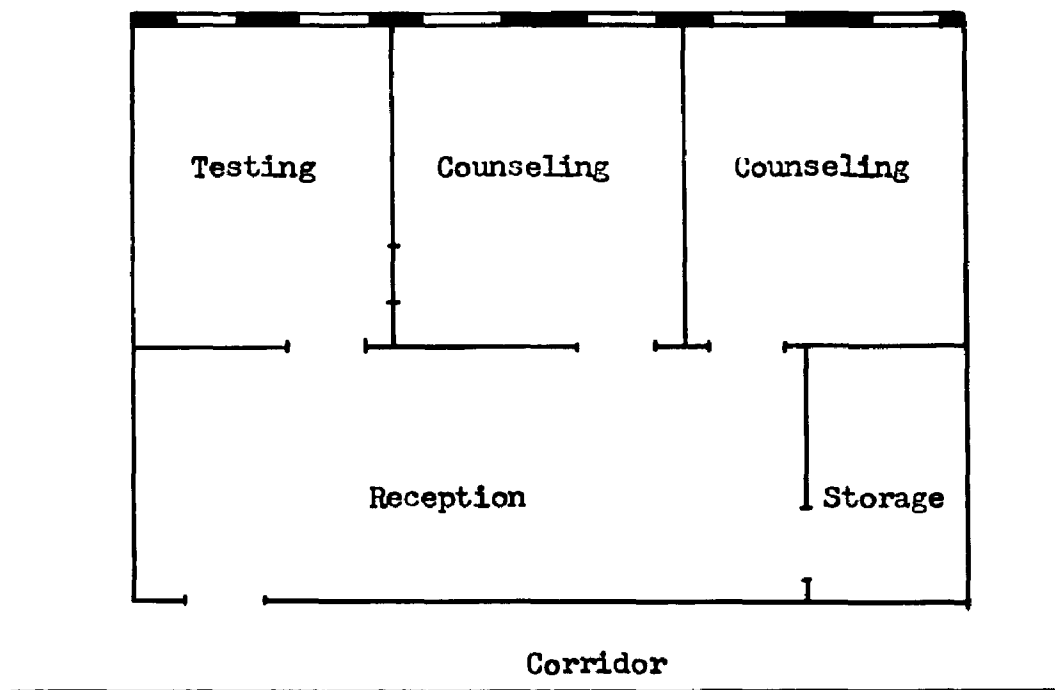


FIGURE 20. Suggested plan for converting a standard class room in a junior or senior high school into a guidance unit

may be conveniently coordinated for use by the guidance department for clinical testing or guidance when those facilities are not in use in the health program allows for greater utilization and efficiency of floor space. Figure 21 shows an integrated plan of administrative, guidance, and health facilities that might be used either in a junior high school or in a senior high school with an enrollment of between 600 to 1000 pupils.

It must be emphasized that the above formulae and plans are for the suggested average or median program of testing, counseling and guidance. Schools that have the means and the inclination to go beyond the suggested one hour per pupil per year counseling program, must, of course, provide additional facilities in proportion to the amount that they wish to expand the program.

C. FACILITIES RECOMMENDED FOR SENIOR HIGH SCHOOLS

Somewhat more counseling time has been recommended for senior high school than for junior high school. The median time to be allotted in the guidance program for individual counseling on a per student per year basis was 1 1/2 hours. The median number of students to be assigned each counselor was 100 students for each counseling hour. At the rate of 1 1/2 hours per student, at least 150 counselor hours would be required for 100 students for a year. On the basis of a 180 day school

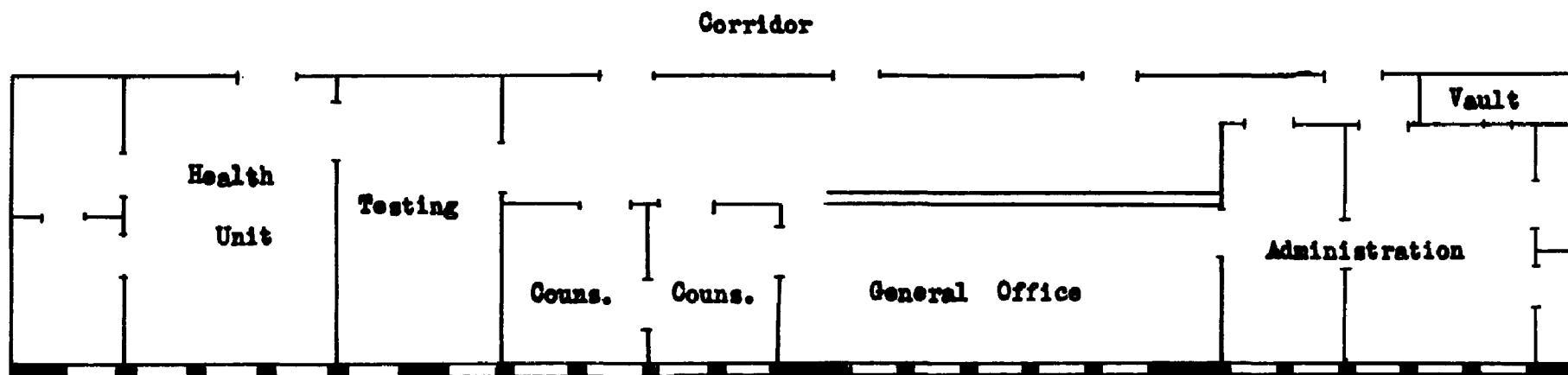


FIGURE 21. An integrated plan of administrative, guidance, and health facilities for a junior or senior high school

year, and figuring that four or five periods a month at least will be taken up with assemblies, examinations, and other special school programs, a full daily counseling hour for a year will not furnish the counseling time recommended for 100 students. On the basis of the five fifty-five minute class periods normally available for counseling on the senior high school level, each counseling room could be expected to accomodate approximately 400 senior high school students in the course of a year. A senior high school of 1,200 students would require a minimum of three counseling rooms, fully utilized, to meet the median recommendation of this study.

A counseling room will accomodate only 400 students in senior high school compared to the 600 students for the junior high school suggested above, and the amount of space required is proportionately greater. A senior high school of 600 to 800 students would require two counseling rooms, plus testing and clerical space or a total of approximately 500 square feet in an integrated plan such as was shown in Figure 21. This would require a per student rate of between seven-tenths and eight-tenths of a square foot. For larger schools, a school of 1300 to 1400 students, for example, four counseling rooms, a clinical testing room, and adequate reception and clerical facilities would be required. This would demand approximately 1000 square feet of floor space or approximately .75 of a square foot of space per student. Figure 22 presents an ideal

arrangement of the guidance suite in relation to the administrative, health, library, and activity units for a high school with approximately 1200 enrollment, and with the minimum program of guidance according to the standards recommended in this study. Schools wishing to provide services over and above these recommended services must, of course, provide additional facilities over and above these suggested standards.

D. PHYSICAL FACILITIES FOR ADULT GUIDANCE SERVICES

No specific formulae for facilities can be recommended for the adult guidance program in public schools. There is a growing trend toward the utilization of every school, elementary and secondary, as agencies of the total community. Guidance facilities must be planned to include the possibility of their use in adult education programs. Existing counseling agencies in the schools are already in many instances servicing the guidance needs of adults through the regular channels, and it will probably become a marked trend in guidance programs to service the needs of the adult community to a greater and greater extent. The director or coordinator of an adult education program probably has offices connected with the general administrative offices of the school system (in the superintendent's suite). The guidance suite can well be used by counselors in adult evening school programs during

Scale: Approximately
 $1/32$ inch = 1 foot

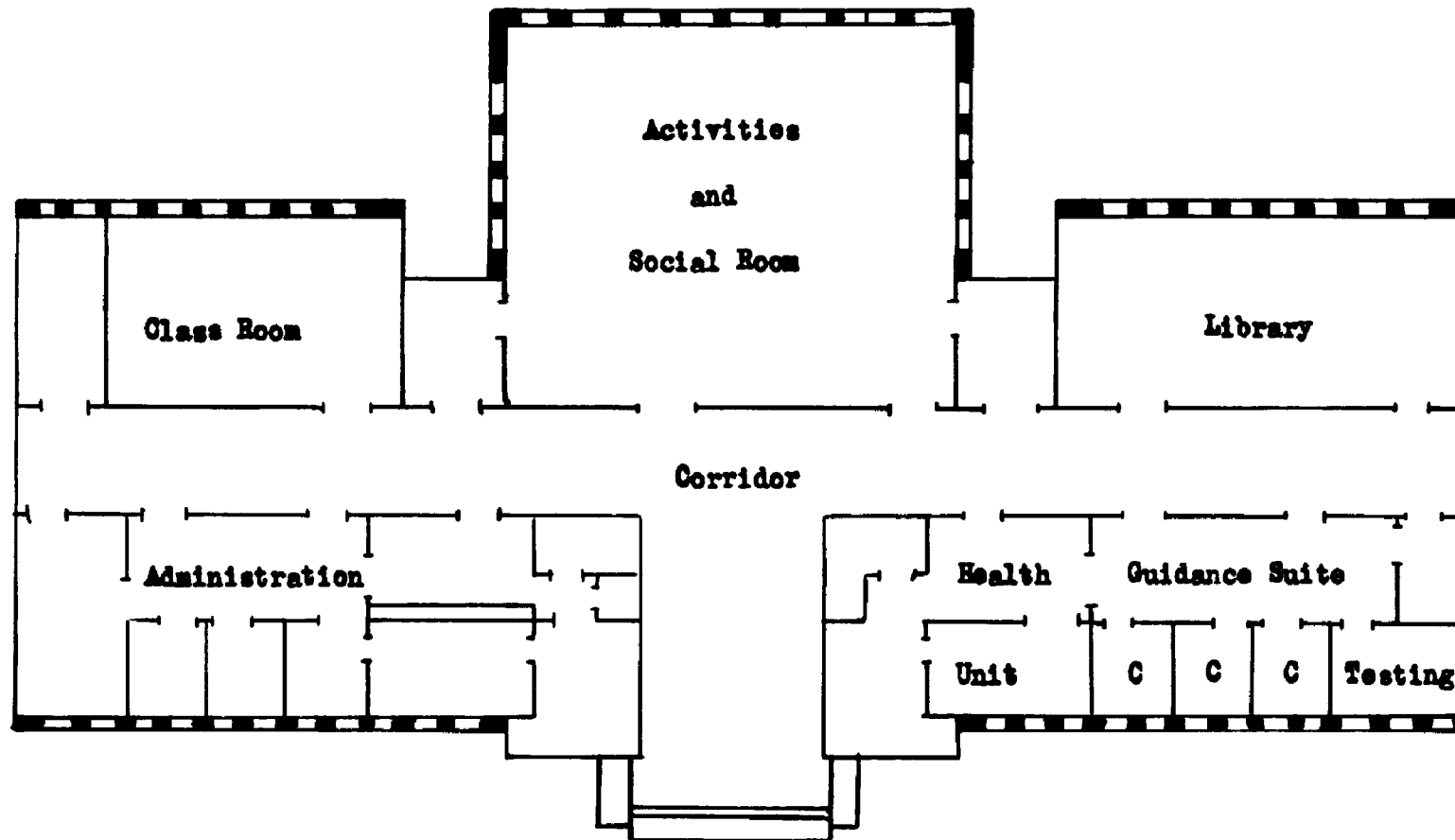


FIGURE 22. Suggested plan for administrative, guidance, health, library, and social and activity room units in a large high school

hours outside the regular school program. Until the administration and actual development and operation of adult programs have become more generally standardized, this study can only recommend that extra facilities for adult counseling be planned as needed in given situations, and that adequate facilities in the regular school probably will be found adequate for the adult programs.

Several respondents to the questionnaire (page 119) intimated that in block or core programs counseling facilities should be appended to or be constructed as a part of the class room facility. There is little in this study to contradict such a concept. It may, in fact, be the ideal arrangement for all class rooms in any type of program to have a conference or committee room as a definite part of each class room unit. It appears likely, however, that in home room programs (which were conceived of as a guidance and counseling organ) the need for specialized guidance and counseling services remains, and that special physical facilities such as have been described above are needed to house these services. In block or core programs, likewise, or in any peculiarly or uniquely organized large school, specialized guidance and counseling services are needed beyond the general counsel of the indicated core or home room teacher. Certainly the correspondents were emphatic in their unanimity concerning the need for such specialized services and facilities.

On the following pages are check lists for guidance facilities in the elementary school, junior high school, and senior high school in large city school systems. The check lists are standards for guidance facilities suggested by this study. They can serve as a means of checking existing or proposed facilities for guidance and counseling in any given large school system against authoritative opinion of what facilities for guidance should be provided.

CHECK LIST FOR PLANNING THE PHYSICAL FACILITIES FOR GUIDANCE
IN A LARGE CITY SCHOOL SYSTEM

FACILITIES IN THE ELEMENTARY SCHOOL:

- _____ There is a reception room for the general office of the school.
- _____ The school has an adequate health unit.
- _____ The school has one counseling room with approximately 150 square feet of floor space for every 600 pupils or fraction thereof.
- _____ An individual testing room or clinic is provided in schools having an enrollment of 300 or more.
- _____ The health rooms and guidance unit are adjacent to or near each other.
- _____ The guidance unit and health rooms are adjacent to or near the central office.
- _____ The guidance and administrative units are centrally located on the first floor.
- _____ The guidance suite is available for use in community programs and for adult counseling.

CHECK LIST OF THE FACILITIES FOR GUIDANCE IN THE JUNIOR HIGH
SCHOOL

- _____ There is a guidance unit or suite centrally located.
- _____ This guidance suite is on the first floor adjacent to or near the central office.
- _____ The guidance suite is convenient to the library.
- _____ There is a health unit conveniently located near the guidance suite.
- _____ Reception facilities are provided in the guidance unit (In smaller schools where smaller guidance units are required reception facilities may be shared with the general office).
- _____ Clerical facilities are available to the guidance unit.
- _____ At least one private counseling room with approximately 150 square feet of floor space is available for every 600 pupils.
- _____ Each counseling room is equipped with a desk, several chairs, book shelves, and filing cabinet.
- _____ A clinical room for individual testing equal in size to a counseling room is included in the unit.
- _____ The guidance unit is provided with an ample file of occupational information and educational guidance materials.
- _____ Informal atmosphere is maintained in the guidance unit through the use of wall pictures, bulletin boards, rugs, and the like.
- _____ Inter-room and outside telephone communication is available in all counseling rooms; the incoming calls are serviced through the receptionist's desk.
- _____ Total floor space allowed the guidance facilities amounts to at least .6 of a square foot per pupil registered.
- _____ The guidance suite is available for use in community programs and for adult counseling.

CHECK LIST OF THE PHYSICAL FACILITIES FOR GUIDANCE IN THE
SENIOR HIGH SCHOOL

- _____ There is a guidance unit or suite centrally located.
- _____ This guidance suite is on the first floor adjacent to or near the central office.
- _____ The guidance suite is in a location convenient to the library.
- _____ There are health units conveniently located near the guidance suite.
- _____ Reception facilities have been provided for the guidance unit.
- _____ Clerical facilities are available in the guidance unit.
- _____ At least one private counseling room with approximately 150 square feet of floor space is available for every 400 pupils.
- _____ Each counseling room is equipped with desk, extra chairs, book shelves, and a filing cabinet.
- _____ A clinical testing room equal in size to a counseling room is provided.
- _____ The guidance unit is provided with an adequate file of vocational information and educational guidance materials.
- _____ Informal atmosphere is maintained in the guidance suite through the use of wall pictures, rugs, and the like.
- _____ Inter-room and outside telephone communication is available in all counseling rooms; the incoming calls are serviced through the receptionists desk.
- _____ Total floor space of the guidance facility amounts to approximately .7 of a square foot per student registered.
- _____ The guidance suite is available for use in community programs and for adult counseling.

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APPENDIX

- A. Letter to U. S. Office of Education
- B. Letter from U. S. Office of Education
- C. List of schools, counselors, and guidance workers inclosed in letter from U. S. Office of Education
- D. Letter to selected schools and personnel
- E. Form used to record word and phrase frequencies from selected general guidance text books
- F. Letter sent to state guidance supervisors and selected school administrators
- G. Facsimile of card sent to thirteen state departments of public instruction
- H. Questionnaire on guidance activities and facilities
- I. Facsimile of reminder card sent to those who had not returned the questionnaire by December 9th
- J. State supervisors of guidance to whom the questionnaire was sent
- K. School administrators to whom the questionnaire was sent
- L. Schools visited during the course of the study
- M. Recommendations for further study

January 4, 1945

Mr. Royce E. Brewster, Specialist
Consultation and Field Service
U. S. Office of Education
Washington 25, D. C.

Dear Mr. Brewster:

I am working on my doctoral thesis in guidance and should like to get some data on the physical set-up of guidance from some school systems that have outstanding guidance organizations.

Will you, therefore, please send me a list of 25 or 30 schools whom you consider to be doing outstanding work in the field of guidance. If possible, I should like the names of the directors or supervisors of the programs in these schools.

Sincerely,

J. B. Munson, Director
Guidance and Research

FEDERAL SECURITY AGENCY
U. S. OFFICE OF EDUCATION
WASHINGTON 25, D. C.

February 25, 1945

Mr. J. B. Munson, Director
Guidance and Research
Department of Guidance and Placement
Technical High School
419 N. Capitol Avenue
Lansing 15, Michigan

Dear Mr. Munson:

Enclosed you will find the list of cities having guidance programs of varying degrees of effectiveness. We have indicated the names of the individual in charge of guidance programs wherever we could. I hope this will supply you with sufficient data for your study.

Sincerely yours,

Royce E. Brewster
Specialist, Consultation and Field Service
Occupational Information
and Guidance Service

Encs.

Counselors and Guidance Workers

Washington

Seattle - Miss Virginia Lee Block, Director of Child Guidance,
Seattle Public Schools

Spokane - Karl Ferguson, Guidance Director, Spokane Public Schools

Oregon

Portland - Frances D. McGill, Supervisor of Counseling and
Guidance, Portland Public Schools, 220 NE Beech St.,
Portland

Eugene - Paul Potter, Head Counselor, Eugene High School

J. R. Jewell, Dean, School of Education, University of
Oregon

California

Los Angeles - Dr. Harry W. Smallenberg, Director of Research and
Guidance

Pasadena - Margaret E. Bennett, Director of Guidance

Sacramento - Arthur H. Polster, Director of Research and Personnel

Alhambra - Della A. Leonard, Director of Child Welfare and
Attendance

Pomona - Charlotte Neely, Supervisor of Child Welfare and Education

San Diego - Anna C. Moser, Vocational Guidance Coordinator

Nebraska

Omaha - John W. Lucas, Dean of Students, University of Omaha

E. H. Shroer, Assistant Principal, Benson High School

Lucy Harte, Girls Counselor, North High School

Maryland

Frederick - Mrs. Frances B. Allis, Frederick High School

Hagerstown - Charles E. Hodges, North Street Senior-Junior High
School

Texas

Corpus Christi - Virginia Hufstедler, Director of Guidance,
Senior High School

El Paso - Agnes Stripe, Psychologist and Consultant, El Paso
Public Schools

Amarillo - R. A. Selby, Director of Secondary Curriculum and
Guidance, Senior High School

New York

Jamestown - Karl Anderl, High School

Syracuse - Geraldine Andrews, Bladgett Vocational High School

Rochester - J. W. Barry, John Marshall High School

Oswego - Florence C. Bates, High School

Nyack - John S. Charlton, High School

New Rochelle - Ruth Craig, Isaac E. Young High School

Watertown - Robert Daly, Board of Education

Utica - Dorothy M. Fox, Proctor High School

Poughkeepsie - G. B. MacAndrews, Arlington High School

Schenectady - M. R. Begley, Washington Irving Junior High School

Indiana

South Bend - Helen Dernback, Director of Guidance, South Bend
City Schools

Thelma Barber, Head Counselor, Washington-Clay
High School

Indianapolis - W. Harold Walter, Head Counselor, Arsenal Technical
High School

Terre Haute - Wayne P. Watson, Director of Guidance, Terre Haute
City Schools

Fort Wayne - William Willer, Head Counselor, Franklin School

Clifford H. Ott, Head Counselor, Harmar School

Maine

Augusta - William A. Macomber, Principal, Cony High School

Maine

Portland - Amos A. Hawkes, Counselor, Deiring High School

Connecticut

Hartford - Carolyn Gawer, East Hartford High School, East Hartford

Bridgeport - Walter Fields, Bullard-Havens Technical School

North Carolina

Winston-Salem - Ivey M. Hixson, Academic Dean, Salem College

Raleigh - E. L. Boshart, State College of Agriculture and
Engineering

Kentucky

Louisville - Marquerite Arnold, Ahrens Trade School

Lexington - Mrs. Ben Black, Henry Clay High School

Illinois

Chicago - Louis Brook, Harrison Technical School, 2850 W. 24th Blvd.

Peoria - Miss Bess D. Hale, Senior High School

Springfield - Lyman K. Davis, Springfield High School

Bloomington - Leona Wise Felsted, Coordinator of Personnel Service

Montana

Billings - Clarence Shively, Billings High School

Great Falls - Karl Erickson

Georgia

Atlanta - Mrs. May Huey

Athens - Dr. J. E. Green, University of Georgia

Atlanta - Dr. H. H. Bixler, Atlanta Department of Education

Dr. Joe Moore, Georgia School of Technology

DEPARTMENT OF GUIDANCE AND RESEARCH
Lansing Public Schools
Lansing, Michigan

March 20, 1945

Dear Mr. -

We are interested in setting up some standards for the planning of the physical facilities for guidance in our school plants. Dr. Royce E. Brewster of the U. S. Office of Education has suggested that your school has been doing excellent work in guidance, and we are looking to you for information.

What special facilities for guidance are provided at your central office? Are there testing and counseling rooms in your elementary schools? Junior high schools? Senior high schools? If there are, are they scattered throughout the buildings or centralized within each building somewhere? Were these facilities in the plans when the buildings were built, or have they been adapted for their present use from rooms used previously for other purposes?

We are writing to a number of other people in this same connection. If this study uncovers any information of interest, we would be glad to send you a report of our findings. May we hear from you?

Sincerely,

J. B. Munson, Director
Guidance and Research

WORD COUNT

TEXT _____ PAGES _____ TO _____

ABILITY
APTITUDE
ACHIEVEMENT
ANECDOTAL RECORD
CASE STUDY

CLINIC
CLUBS
COMMUNITY RELATIONS
CONFERENCE
COUNSELING

COUNSELOR
CUMULATIVE RECORD
DIAGNOSIS
EDUCATIONAL GUIDANCE
EXTRA-CURRICULAR ACTIVITIES

FAMILY RELATIONSHIPS
FOLLOW-UP
GROUP GUIDANCE
HEALTH
HOBBY

HOME CONDITIONS
HOME ROOM
INTELLIGENCE
INTEREST
INTERVIEW

INVENTORY
LEISURE
MALADJUSTMENT
MENTAL HEALTH
NEED

OCCUPATION
OCCUPATIONAL INFORMATION
ORIENTATION
PART TIME WORK
PLACEMENT

QUESTIONNAIRE
RECREATION
REMEDIAL WORK
SELF ANALYSIS
SOCIAL ACTIVITIES

SOCIAL ADJUSTMENT
TEST (OR TESTING)
VOCATIONAL GUIDANCE
VOCATION
WORK HABITS

LANSGING PUBLIC SCHOOLS
Lansing, Michigan

November 29, 1948

Dear Sir:

We are interested in expanding and developing our guidance facilities. To help us with our plans we are asking a limited number of school administrators in cities of comparable size to check the guidance activities for which physical facilities should be provided in the school plant.

As you know, there is little written concerning this problem. You can help us to crystallize and interpret present thinking in this area.

Please give us five minutes of your time to fill out the inclosed questionnaire. It can be filled out simply by checking the appropriate answers. There is nothing you need to write.

If you would like a copy of the report that we will compile from these data, we will be glad to mail one to you.

Sincerely,

J. B. Munson, Director
Guidance and Research

JBM:fp

FACSIMILE OF CARD SENT TO THIRTEEN STATE DEPARTMENTS
OF PUBLIC INSTRUCTION

We are interested in setting up some standards for the planning of the physical facilities for guidance in our school plants. To do this we feel that we should have some authoritative statements on just what activities are functions to be coordinated by the guidance program in the public school.

We are asking the state supervisors of guidance to check a questionnaire concerning these activities for us. Is there someone in your department who would cooperate with us in the filling out of the questionnaire?

Sincerely,

J. B. Munson, Director
Guidance and Research
Lansing Public Schools

QUESTIONNAIRE
on
GUIDANCE ACTIVITIES
AND FACILITIES



DEPARTMENT OF
GUIDANCE AND PLACEMENT

PUBLIC SCHOOLS OF LANSING
MICHIGAN

31. Should cooperative work and apprentice training programs be coordinated by the guidance programs?

Yes No

FOLLOW-UP

32. Should follow-up be a function of a school guidance program?

Necessary..... Desirable..... Unnecessary.....

GUIDANCE SUITE

33. If you were planning a new building with counselor rooms (or a guidance suite), would these rooms be adjacent to or near the library?

Necessary..... Desirable..... Unnecessary.....

34. If there were to be counselor rooms, would you centralize them in one part of the building or decentralize them?

Centralize Decentralize

35. If there were to be a guidance suite in the school, would you try to place it adjacent to, near, or removed from the administrative offices?

Adjacent to..... Near..... Removed from.....

36. On which floor would you place the guidance offices?

First Floor..... Second Floor..... No Preference.....

37. Would you provide the counselors with one large room and several desks or with private interviewing rooms?

One Large Room..... Individual Interviewing Rooms.....

38. The most desirable size for an interviewing room would be approximately:

100 Sq. Ft. 250 Sq. Ft.

150 Sq. Ft. 300 Sq. Ft.

200 Sq. Ft. Sq. Ft.

39. Check the features that you consider necessary or desirable in a counseling suite:

Feature	Necessary	Desirable	Unnecessary
Reception Room
Clerical Facilities
Testing Facilities
Recreational Facilities
Social Atmosphere

DEPARTMENT OF GUIDANCE AND RESEARCH

Lansing Public Schools, Lansing, Michigan

J. B. Munson, Director

Problem:

We are interested in setting up some standards for the planning of the physical facilities for guidance in our school plants. To do this we feel that we should have some authoritative statements on just what activities are functions to be coordinated by the guidance program in a public school.

We have, therefore, set up this questionnaire of forty questions which can be answered with simple checks in a few minutes.

Please check and return to us at your earliest convenience.

▼ ▼ ▼

COUNSELING AND INTERVIEWING

1. Should individual counseling and interviewing be functions of the guidance program in:

	Elementary Schools	Junior High Schools	Senior High Schools	Adult Ed. Programs
Yes
No

2. Indicate the relative importance of counseling and interviewing on the following grade levels:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

3. Indicate the relative importance of private counseling and interviewing rooms:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

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---------	-----------	-----------	-------------

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----------------	-------	-------	-------

Clerical Facilities
---------------------	-------	-------	-------

Testing Facilities
--------------------	-------	-------	-------

Recreational Facilities
-------------------------	-------	-------	-------

Social Atmosphere
-------------------	-------	-------	-------

DEPARTMENT OF GUIDANCE AND RESEARCH

Lansing Public Schools, Lansing, Michigan

J. B. Munson, Director

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Desirable
Unnecessary

3. Indicate the relative importance of private counseling and interviewing rooms:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

QUESTIONNAIRE
on
GUIDANCE ACTIVITIES
AND FACILITIES



DEPARTMENT OF
GUIDANCE AND PLACEMENT

PUBLIC SCHOOLS OF LANSING
MICHIGAN

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Testing Facilities
Recreational Facilities
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DEPARTMENT OF GUIDANCE AND RESEARCH

Lansing Public Schools, Lansing, Michigan

J. B. Munson, Director

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	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

3. Indicate the relative importance of private counseling and interviewing rooms:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

4. If individual counseling and interviewing is suggested, please indicate what you consider the number of counselor hours that should be allowed for each pupil each year.

	Elementary	Junior High	Senior High	Adult Ed.
¼ hour
½ hour
1 hour
1 ½ hours
2 hours
Other

5. Indicate the average number of pupils that you believe should be assigned each counselor:

	Elementary	Junior High	Senior High	Adult Ed.
25
50
75
100
150
200
Other

TESTING AND RESEARCH

6. Should test administration and interpretation be functions of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

7. Check types of tests that should be administered at some time in the:

	Elementary	Junior High	Senior High	Adult Ed.
Intelligence Tests
Achievement Tests
Interest Tests
Aptitude Tests

EDUCATIONAL GUIDANCE AND PUPIL PROGRAM PLANNING

25. Are educational guidance units and curriculum and pupil program planning activities necessary functions of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

VOCATIONAL GUIDANCE

26. Is the gathering of vocational information materials a function of the guidance program?

Yes No

27. Is the gathering of college and trade school catalogues and other educational information a function of the guidance program?

Yes No

PLACEMENT

28. Should placement be a function of the school guidance program?

Yes No

29. If so, whom should the school help to place:

Juniors (Pupils	Handicapped Persons
from 14 to 18)	Any Former Graduate
Seniors and	Members of Adult
Recent Graduates	Classes

30. Placement should be made by:

Class Room	Deans
Teachers	Principals
Home Room	Special Placement
Teachers	Personnel
Counselors	
Heads of Departments	

Home Room	.....	.....	.....	.....
Guidance	.....	.....	.....	.....
Programs	.....	.....	.....	.....
Industrial	.....	.....	.....	.....
Tours	.....	.....	.....	.....
Assemblies	.....	.....	.....	.....
Career Days	.....	.....	.....	.....

EXTRA CURRICULAR ACTIVITIES

21. Check the extra-curricular activities that should function in (or would expedite) a school guidance program.

	Elementary	Junior High	Senior High	Adult Ed.
Clubs
Student Council
School Publications
Parties and Dances
Others (List)

22. Should social rooms be provided in activity?

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

23. Should special extra-curricular rooms be provided (such as publication's room, or council room?)

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

ORIENTATION AND SCHOOL ADJUSTMENT

24. Are orientation program and school adjustment activities necessary functions of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

Personality	.....	.....	.....	.....
Social Adjustment	.....	.....	.....	.....
Individual Clinical Tests	.....	.....	.....	.....
Others (Name)	.....	.....	.....	.....

8. Are special facilities in terms of space (special rooms and equipment) needed for **group** testing programs in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

9. Are special facilities in terms of space (special rooms and equipment) necessary for individual or clinical testing programs in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

HEALTH SERVICES

10. Should the health services be functions of the guidance program in the:

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

11. Check the kinds of health services schools should offer:

	Elementary	Junior High	Senior High	Adult Ed.
Dental Exams
Medical Exams
Hearing Tests
Sight Tests
Weighing and Measuring
Visiting Nurse

12. Are special facilities in terms of space (special rooms and equipment) needed for health services in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary
Desirable
Unnecessary

SPECIAL EDUCATION FACILITIES

13. Should special education facilities be coordinated as functions of the guidance program?

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

14. Check the kinds of special education facilities large school systems should offer.

	Elementary	Junior High	Senior High	Adult Ed.
Classes for dull or slow-learning
Classes for gifted or above average
Classes for deaf or hard of hearing
Classes for blind or near blind
Orthopedic Classes
Epileptic Classes
Classes for Personality or Problem Cases

CASE STUDY

15. Is case study a necessary function of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
Necessary

Desirable	.....	.....	.....
Unnecessary	.....	.....	.....

16. Which of the following school personnel should function as guidance personnel in a school guidance program?

Visiting Teachers or School Social Workers	.....	Special Counselors	.....
Attendance Officers	.....	School Nurses	.....
Class Room Teachers	.....	Principals	.....
Home Room Teachers	.....	Assistant Principals	.....
School Psychologists	.....	Deans	.....
		Child Accounting Office	.....

CUMULATIVE RECORDS

17. Are the development and supervision of cumulative records functions of the school guidance program?

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

18. With whom should the cumulative record folders be filed?

	Elementary	Junior High	Senior High	Adult Ed.
Central Office
Home Room Teacher
Counselor

GROUP GUIDANCE ACTIVITIES

19. Should there be organized group guidance activities in:

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

20. Check the following group activities that should be found at the various grade levels:

	Elementary	Junior High	Senior High	Adult Ed.
General Guidance Classes
Occupational Information Classes
Occupational Information Units in Subject Matter Classes

4. If individual counseling and interviewing is suggested, please indicate what you consider the number of counselor hours that should be allowed for each pupil each year.

	Elementary	Junior High	Senior High	Adult Ed.
¼ hour
½ hour
1 hour
1 ½ hours
2 hours
Other

5. Indicate the average number of pupils that you believe should be assigned each counselor:

	Elementary	Junior High	Senior High	Adult Ed.
25
50
75
100
150
200
Other

TESTING AND RESEARCH

6. Should test administration and interpretation be functions of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
Yes
No

7. Check types of tests that should be administered at some time in the:

	Elementary	Junior High	Senior High	Adult Ed.
Intelligence Tests
Achievement Tests
Interest Tests
Aptitude Tests

EDUCATIONAL GUIDANCE AND PUPIL PROGRAM PLANNING

25. Are educational guidance units and curriculum and pupil program planning activities necessary functions of the guidance program in:

	Elementary	Junior High	Senior High	Adult Ed.
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VOCATIONAL GUIDANCE

26. Is the gathering of vocational information materials a function of the guidance program?

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28. Should placement be a function of the school guidance program?

Yes No

29. If so, whom should the school help to place:

Juniors (Pupils from 14 to 18)	.....	Handicapped Persons	.....
Seniors and Recent Graduates	.....	Any Former Graduate	.....
		Members of Adult Classes	.....

30. Placement should be made by:

Class Room Teachers	.....	Deans	.....
Home Room Teachers	.....	Principals	.....
Counselors	.....	Special Placement Personnel	.....
Heads of Departments	.....	

Private Interviewing Rooms	.....	.....	.....
Occupational Information File	.....	.....	.....

40. Check the features that you consider necessary or desirable in an individual counseling or interviewing room.

Feature	Necessary	Desirable	Unnecessary
Desk and Chair
One other Chair
Two or More Chairs
Filing Cabinet
Book Shelf
Bulletin Board
Wall Pictures
Rugs

Would you like us to send you (without charge) a copy of our report?.....

Your Name

Title

Location ..

FACSIMILE OF REMINDER CARD SENT TO THOSE WHO HAD NOT
RETURNED THE QUESTIONNAIRE BY DECEMBER 9TH

On November 28 we mailed to you a questionnaire on
guidance activities and facilities.

Up until Monday afternoon, December 9th, we have
not heard from you. If you have not already done so,
won't you please fill out the questionnaire and return
it to us, as we sent out a rather limited number and are
hoping for a good return?

Sincerely,

J. B. Munson, Director
Guidance and Research
Lansing Public Schools

STATE SUPERVISORS OF GUIDANCE
(To Whom Questionnaires Were Sent)

- # * Alabama
1. Montgomery - (No name given) State Superintendent Replied
- # Arizona
2. Phoenix - No response
- * Arkansas
3. Little Rock - Dolph Camp
- * California
4. Sacramento - H. B. McDaniel
- Colorado
5. Denver - Dwight C. Baird
- * Connecticut
6. Hartford - Harold J. Mahoney
- * Delaware
7. Dover - John Shilling
- o Florida
8. Tallahassee - Sam H. Moorer
- * Georgia
9. Atlanta - Rufus D. Pulliam
- * Idaho
10. Boise - James V. Fowler
- * Illinois
11. Springfield - C. A. Michleman
- * Indiana
12. Indianapolis - J. Fred Murphy
- * Iowa
13. DesMoines - Roland G. Ross
- * Kansas
14. Topeka - Marlin Schrader
- # * Kentucky
15. Frankfort - Hambleton Tapp
- # * Louisiana
16. Baton Rouge - R. R. Erverz

- * Maine 17. Augusta - John H. Hughes
- * Maryland 18. Annapolis - R. Floyd Cromwell
- * Massachusetts 19. Boston - Joseph A. Bedard
- * Michigan 20. Lansing - Carl M. Horn
- # Minnesota 21. St. Paul - No response
- # * Mississippi 22. Jackson - Eleanor M. Zeis
- * Missouri 23. Jefferson City - Glenn E. Smith
- * Montane 24. Helena - Truman M. Cheney
- # Nebraska 25. Lincoln - No response
- # * Nevada 26. Carson City - Mildred Bray
- * New Hampshire 27. Concord - Robert Dion
- * New Jersey 28. Trenton - Franklin Connolly
- * New Mexico 29. Santa Fe - R. P. Sweeney
- * New York 30. Albany - George E. Hutcherson
- * North Carolina 31. Raleigh - Ella Stephens Barrett
- * North Dakota 32. Bismarck - Stanley Kuffel
- * Ohio 33. Columbus - Joseph R. Strobel
- # * Oklahoma 34. Oklahoma City - Sup^{t.} of Public Instruction
(Name not given)

- Oregon
 * 35. Salem - Glen L. Weaver
- Pennsylvania
 * 36. Harrisburg - S. C. Hulslander
- Rhode Island
 # 37. Providence - (Inquiry card sent - letter returned saying that Rhode Island has no State Supervisor)
- South Carolina
 o 38. Columbia - Harold A. Smith
- South Dakota
 * 39. Pierre - A. A. Thompson
- Tennessee
 # * 40. Nashville - (Filled in by V. A. Barr of the Nashville city schools)
- Texas
 # 41. Austin - No response
- Utah
 * 42. Salt Lake City - Fred M. Fowler
- Vermont
 * 43. Montpelier - B. Howard Peake
- Virginia
 * 44. Richmond - Fred O. Wygal
- Washington
 * 45. Olympia - Don H. Frame
- West Virginia
 # 46. Charleston - (Letter returned saying that since Dr. Harper resigned there was no one to fill out the questionnaire)
- Wisconsin
 * 47. Madison - John A. Kubiak
- Wyoming
 o 48. Cheyenne - Raymond S. Orr

KEY:

- * Returned Questionnaire
- o Questionnaire returned too late to be tabulated
- # Mailed a preliminary card to State Department of Public Instruction asking if there was someone in the department who would answer the questionnaire.

SCHOOL ADMINISTRATORS

(To Whom Questionnaires Were Sent)

- * Alabama
 - 1. Mobile (78,720) - K. J. Clark
- * Arizona
 - 2. Phoenix (65,414) - E. W. Montgomery
- * Arkansas
 - 3. Little Rock (88,039) - R. T. Scobee
- California
 - 4. Alhambra (47,466) - George E. Bettinger
 - * 5. Fresno (60,685) - Edwin C. Kratt
 - * 6. Long Beach (167,455) - D. A. Newcomb, deputy
 - * 7. Pasadena (81,854) - John A. Sexson
 - * 8. San Bernardino (43,646) - J. R. Croad
 - * 9. Santa Monica (53,500) - Percy R. Davis
- Colorado
 - * 10. Pueblo (53,162) - James H. Risley
- * Connecticut
 - 11. Meriden (39,494) - Raymond N. Brown
 - 12. Norwalk (39,849) - Philip A. Jakob
 - 13. Waterbury (99,314) - Thomas J. Condon
- * Delaware
 - 14. Wilmington (112,504) - W. H. Lemmel
- * Florida
 - 15. Orlando (36,736) - Judson B. Walker
 - o 16. West Palm Beach (33,693) - John I. Leonard
- Georgia
 - 17. Columbus (53,280) - Paul M. Munro
 - 18. Savannah (95,996) - O. B. Strong
- Illinois
 - 19. Aurora (47,170) - K. D. Waldo
 - * 20. Champaign (23,302) - E. H. Mellon
 - * 21. Decatur (59,304) - W. R. McIntosh
 - * 22. Joliet (42,365) - Roosevelt Basler
 - 23. Quincy (40,469) - Robert O. Evans
- Indiana
 - * 24. Anderson (41,572) - A. R. Chadd
 - * 25. Fort Wayne (118,410) - Merle J. Abbett
 - * 26. Kokomo (33,795) - C. V. Haworth
 - * 27. Terre Haute (62,693) - George C. Carroll

Iowa

- * 28. Council Bluffs (41,439) - C. L. Crawford
- * 29. Dubuque (43,892) - A. W. Merrill, acting
- * 30. Waterloo (51,743) - Jack M. Logan

Kansas

- 31. Topeka (67,933) - Kenneth McFarland

Kentucky

- * 32. Lexington (49,304) - W. T. Rowland

Louisiana

- * 33. Baton Rouge (34,719) - C. L. Barrow

Maine

- * 34. Portland (73,643) - Harrison C. Lyseth

Massachusetts

- * 35. Arlington (40,013) - Clifford R. Hall
- * 36. Brockton (62,343) - Edwin A. Nelson
- * 37. Everett (46,784) - Frederick A. Ashley
- * 38. Haverhill (46,752) - Arlington I. Clow
- o 39. Lynn (98,123) - Harvey S. Gruver
- * 40. New Bedford (110,341) - Edward T. N. Sadler
- * 41. Pittsfield (49,584) - Edward J. Russell
- * 42. Springfield (149,554) - John Granrud
- * 43. Worcester (193,694) - Thomas F. Power

Michigan

- * 44. Dearborn (63,584) - Harvey H. Lowrey
- * 45. Hamtramck (49,839) - M. A. Kopka
- * 46. Kalamazoo (54,097) - Loy Norrix
- * 47. Pontiac (66,636) - Robert B. French
- 48. Saginaw (82,794) - Chester F. Miller

Minnesota

- * 49. Rochester (26,312) - Maurice J. Thomas

Mississippi

- 50. Jackson (62,107) - Kirby P. Walker

Missouri

- * 51. Jefferson City (24,268) - Wade C. Fowler
- * 52. Saint Joseph (75,711) - G. L. Blackwell

Montana

- * 53. Butte (37,081) - Lowell W. Johnson

Nebraska

- * 54. Lincoln (81,984) - Millard C. Lefler

New Hampshire

- 55. Manchester (77,685) - Austin J. Gibbons

New Jersey

- o 56. Bloomfield (41,623) - Henry T. Hollingsworth
- 57. Hoboken (50,115) - Thomas F. McFeely
- o 58. Montclair (39,807) - A. L. Threlkeld
- * 59. Orange (35,717) - Howard J. McNaughton
- 60. Plainfield (37,469) - A. F. Hopper, acting
- 61. Union City (56,173) - Albert C. Parker

New Mexico

- * 62. Santa Fe (20,325) - R. P. Sweeney

New York

- * 63. Elmira (45,106) - Osoar F. Kerlin
- * 64. Jamestown (42,368) - Clinton V. Bush
- o 65. Mount Vernon (67,362) - William H. Martin
- * 66. Oswego (22,662) - Charles E. Riley
- * 67. Schenectady (87,549) - W. H. Pillsbury
- * 68. White Plains (40,327) - H. Claude Hardy

North Carolina

- * 69. Durham (60,195) - W. F. Warren
- 70. Raleigh (46,897) - Jesse O. Sanderson

North Dakota

- 71. Grand Forks (30,228) - Elroy H. Schroeder

Ohio

- 72. Canton (108,401) - Jesse H. Mason
- o 73. Elyria (25,120) - J. E. Bohn
- 74. Lima (44,711) - J. McLean Reed
- * 75. Middletown (31,220) - Wade E. Miller
- 76. Springfield (70,662) - Homer L. Stevens
- * 77. Zanesville (37,500) - Donald F. Summers

Oregon

- * 78. Eugene (20,838) - Henry M. Gunn

Pennsylvania

- * 79. Altoona (80,214) - Harry L. Kriner
- 80. Chester (59,285) - F. Herman Fritz
- * 81. Harrisburg (83,893) - C. E. Zorger
- * 82. McKeesport (55,355) - James H. Lawson
- 83. Norristown (38,181) - H. O. Dietrich
- o 84. Reading (110,568) - Thomas H. Ford
- * 85. Wilkes-Barre (86,236) - Allen E. Bacon

Rhode Island

- * 86. Cranston (47,085) - Clarence W. Bosworth
- 87. Woonsocket (49,303) - Leon M. Farrin

South Dakota

- * 88. Sioux Falls (40,832) - L. M. Fort

Tennessee

- * 89. Knoxville (111,580) - T. C. Prince

Texas

- * 90. Beaumont (59,061) - E. W. Jackson
- 91. El Paso (95,810) - A. H. Hughey
- 92. Laredo (39,274) - William P. Galligan
- 93. Waco (55, 982) - R. H. Brister

Virginia

- * 94. Danville (32,749) - G. H. L. Johnson
- * 95. Portsmouth (50,745) - Harry A. Hunt

Washington

- * 96. Everett (30,224) - J. A. Reeves

West Virginia

- * 97. Charleston (67,914) - Virgil L. Flinn
- 98. Wheeling (61,099) - J. P. McHenry

Wisconsin

- * 99. Green Bay (46,235) - George E. Denman
- * 100. Madison (67,447) - Philip H. Falk
- * 101. Racine (67,195) - W. C. Giese
- * 102. West Allis (36,364) - H. B. Nash

KEY:

- * Indicates questionnaires returned and tabulated
- o Indicates questionnaires returned too late to be tabulated

SCHOOLS VISITED DURING THE COURSE OF THIS STUDY

ILLINOIS

Belleville - 28,000
Bloomington - 33,000
Champaign - 23,000
Danville - 37,000
Elgin - 38,000
Freeport - 22,000
Galesburg - 29,000
Joliet - 42,000
Kankakee - 22,000
La Salle - 13,000
Normal - 7,000
Ottawa - 16,000
Peoria - 105,000
Pontiac - 10,000
Rockford - 84,000
Rock Island - 43,000
Springfield - 75,000
Streator - 15,000
Urbana - 14,000

INDIANA

Gary - 112,000
Michigan City - 26,000
South Bend - 101,000
Valparaiso - 9,000

IOWA

Ames - 13,000
Boone - 13,000
Cedar Falls - 10,000
Cedar Rapids - 62,000
Clinton - 26,000
Council Bluffs - 41,000
Davenport - 66,000
Des Moines - 160,000
Dubuque - 44,000
Fort Dodge - 23,000
Iowa City - 17,000

IOWA Continued

Marshalltown - 19,000
Mason City - 27,000
Sioux City - 82,000
Waterloo - (East Side and West Side) 52,000
Webster City - 7,000

MICHIGAN

Ann Arbor - 30,000
Battle Creek - 43,000
Benton Harbor - 17,000
Dearborn - 64,000
Grand Rapids - 164,000
Highland Park - 51,000
Jackson - 50,000
Kalamazoo - 54,000
Niles - 11,000
Royal Oak - 25,000
Saint Joseph - 9,000

NEBRASKA

Omaha - 225,000

OHIO

Akron - 244,000
Columbus - 306,000
Kent - 9,000

WISCONSIN

Madison - 67,000

PROBLEMS RECOMMENDED FOR FURTHER STUDY

Should the guidance program plan for counseling with all students or with referrals only?

How many and what kinds of specialized guidance services are needed in core or block types of curricular programs compared with the standard home room type of programs?

How can costs of an adequate guidance program be estimated?

What should be the relationship between the school counselors and the student council or other extra class activities?

Is a system of part time or full time counselors preferable?

What is a minimum standard for individual clinical testing facilities from the angles of both personnel and equipment?

To what extent can the health facilities and the guidance facilities be used jointly?

What should be the relationship of the health suite and the guidance suite as far as location is concerned?

How shall supplementary activities such as health and special education services or extra class activities be coordinated?

To what extent should special facilities be provided for exceptional children?

What records should the central guidance organization of a school system keep?

Where should the cumulative records of drop-outs and school graduates be filed?

Should a personal record folder be made available to drop-outs or graduates and to prospective employers?

What should be the counselors' relationship to placement?

To what extent may regular school facilities for guidance be adapted to adult education programs?

To what extent should elementary school facilities be planned for community utilization?

What should be the relationship of adult guidance programs to the regularly organized secondary school guidance programs?