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GUIDANCE PRACTICES IN SELECTED SMALL HIGH SCHOOLS: AN ANALYSIS OF THE ORGANIZATION AND ADMINISTRATION OF SPECIFIC SERVICES

By

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CHAPTER I

THE PROBLEM

Statement of the Problem. The purpose of this study was two-fold: (1) to identify and analyze the organizational and administrative procedures used by selected small high schools in establishing their programs of guidance services; and (2) to find the degree to which specific guidance services are functioning in these schools at the present time. The problem was concerned with learning ways in which existing guidance activities were initiated and administered and in revealing the present status of guidance in selected small high schools located in various areas of the United States.

Importance of the Problem. Educational literature contains little information concerning guidance as it pertains to the small school. As late as 1946, Froelich stated that

> Of the myriad books that have been written in the last decade dealing with the techniques, organization, and administration of the guidance program, only two or three have been oriented to the small school.[1]

This fact was further emphasized by the 1945 White House Conference on Rural Education. Among the findings of

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[1] Clifford P. Froelich, "Guidance Programs in Small High Schools," The Bulletin, 30:94, May, 1946.

this group was the fact that one of the most undeveloped areas of educational service in the rural school was in the field of guidance.[2] Most school administrators and many teachers have come to recognize guidance as a necessary part of the modern school; yet, little has been done to include such services as a part of the total offerings of the educational curriculum.[3] The inability of many small schools to organize guidance activities may be attributed to the fact that they encounter great difficulty in trying to plan a program which will be adequate for them; and that the programs used by larger schools cannot be adopted by them.[4]

Few studies have been reported which concern the guidance needs of the small school. The problem of providing guidance within the framework of this size group is unsolved in many communities. The need for these services is universal.[5] Therefore, this study would seem to be pertinent, timely, and important.

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[2] National Education Association, The White House Conference on Rural Education (Washington, D. C.: The Association, 1945), p. 142.

[3] Leslie L. Chisholm, "Major Handicaps Interfering with Guidance," School Review, 54:24, January, 1946.

[4] Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 480.

[5] William M. Alexander and J. Galen Saylor, Secondary Education (New York: Rinehart and Company, Inc., 1950), p. 500.

Scope of the Problem. This study was an analysis of the findings revealed by a survey of the guidance practices carried out in seventy selected small high schools located in thirty-three states, representing the major geographical areas of the United States. Criteria used for the selection of schools to be included in the survey, procedures used in organizing and validating the survey instrument, and activities involved in procuring and interpreting the data will be discussed in detail in Chapter III.

Definition of Terms. The choice of size of the schools included in this study was based on data which revealed 63.6 per cent of all high schools in the United States enrolled two hundred or less students.[6] The "small school" as used herein, therefore, will be one whose student body did not exceed two hundred at the time the study was conducted.

Essential to providing meaningful educational experiences for all students in any given school is an accurate knowledge of the individual's capabilities, desires, and interests by those who direct their training. Individual planning, growth, and development can become

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[6] Federal Security Agency, Statistics of Public High Schools, 1945-1946 (Washington, D. C.: United States Office of Education, 1949), pp. 5-7.

effective through intelligent use of these data by the school.[7] The carrying out of such activities has come to be termed guidance:

> Guidance in the secondary school refers to that aspect of the educational program which is concerned especially with helping the pupil to becomes adjusted to his present situation and to plan his future in line with his interests, abilities, and social needs.[8]

> Ideally conceived, guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.[9]

The absence of common understandings among educators concerning guidance terminology, procedures, and practices has gradually given way to concepts which are more crystallized and meaningful.[10] At the present time the following services have come to be considered desirable activities to be included in a program of guidance: (1) the Individual Inventory Service which is concerned

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[7] George W. Frazier, An Introduction to the Study of Education (New York: Harper and Brothers, 1951), p. 220.

[8] Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School (New York: D. Appleton Century Company, Inc., 1939), pp. 1f.

[9] Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 3.

[10] Harl R. Douglass and Hubert M. Mills, Teaching in High School (New York: The Ronald Press, 1948), pp. 470f.

with procuring, recording, and interpreting information about each student;[11] (2) Information Services which include the procuring and maintaining of various types of up-to-date educational and occupational information and the making of these resource materials available to students and teachers;[12] (3) Counseling Services which draw on all sources of information to assist each student through interviews and other individual relationships in resolving his many educational, vocational, and personal problems;[13] (4) Placement Services which assist students in effectively attaining their educational and vocational plans;[14] (5) Follow-up and Evaluation Services which attempt to provide assistance to students after leaving school and to aid faculties in planning a more meaningful program of instruction for those students in school;[15] (6) Services to Staff which attempt to facilitate

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[11] United States Office of Education, Criteria for Evaluating Guidance Programs in Secondary Schools, Form B (Washington, D. C.: Federal Security Agency, United States Office of Education, Division of Vocational Education, Occupational Information and Guidance Service, January, 1949), p. 13.

[12] Clifford E. Erickson, editor, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 9.

[13] Ibid., p. 8.

[14] Ibid., p. 9.

[15] Loc. cit.

the work of the instructional personnel through in-service-training activities and other media in cooperatively providing a better educational program.[16]

The total guidance program may be thought of in terms of the types of services it provides. These include services to students, both individual and group; services to the instructional staff; services to the administration; and those services which may be considered research in nature. Such a variety of activities makes the operation of the guidance program a tremendous undertaking. However, such work should not be considered apart from the total school program. Rather, it is a part of the total effort exerted by each school staff as a cooperative undertaking, with specific activities being delegated to individual members.[17]

Plan of the Study. This thesis was divided into eight chapters: Chapter I included a statement of the problem, the importance of the problem, and other related information necessary to an understanding of the study. Chapter II contained a brief review of the Guidance Movement, and a review of pertinent research which

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[16] United States Office of Education, op. cit., p. 28.

[17] Clifford P. Froelich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), pp. 16f.

has been done in the field of guidance in the small school, and other recent related educational research. Chapter III consisted of a detailed review of the methodology used in choosing schools to be included in the study and in constructing, validating, distributing, and tabulating the results of the questionnaire-checklist used in the study. Chapters IV through VII concerned analyses of various aspects of the results of the survey. Chapter VIII included the findings, conclusions, and recommendations.

Limitations of the Study. The questionnaire survey method was employed for the purpose of collecting data for this study. The limitations of this type instrument are to be found herein, including the difficulty of validating the questionnaire, the difficulty of tabulating unstructured responses, and the difficulty of procuring the desired cooperation of the sources of information.[18]

Limitations of the respondents included their biases, the degree to which they were qualified to give the requested information, their interest in the project, the accuracy of their replies, and the degree to which they applied the instrument to their particular school.

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[18] Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton Century Company, 1941), pp. 324-337.

Further limitations existed in terms of the highly selective criteria used in choosing schools to be included in the study. The findings herein represented only a small fraction of the total number of schools in the United States having two hundred students or less. Since schools with operating guidance services were surveyed, the results indicate what is being done in guidance only in this small, selected group. The fact that the choices of schools to be included in the survey were based on the recommendations of a specific group of educators, i.e., state directors of occupational information and guidance or state superintendents of public instruction, may be considered an additional bias.

School Communities Included in the Study. Schools located in the following states were included in this study: Arkansas, California, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Maine, Maryland, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Mexico, New York, Nevada, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming. The total number of schools returning completed questionnaires was seventy-eight. However, due to the size of eight schools, they could not be included in the tabulated data. The percentage of questionnaire

returns was 67.24 per cent. (See Appendix A for the location and size of schools included in the study. See Table I for distribution of schools by states.)

Sixty-five of the seventy schools were located in communities which may be classified as "small-town," i.e., having less than ten thousand population, or "rural," i.e., having less than twenty-five hundred population.[19] The average population of each community in which the surveyed schools were located was 2,058. The range in population of these communities was from 12,000 to thirty-three (see Table II).

The rural community may be defined as a geographical area in which there is habitual association of the people in maintaining family and community life, in carrying out those operations which are considered the chief interests of life. Such a populated area has sufficient wealth and inhabitants to sustain the necessary services and to spread them to all parts of the area. Such an area may be considered that within which more than one-half of the people go for more than one-half of their major services. Service lines plotted on this basis show the modal line is usually that of the high school.[20]

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[19] Walter S. Monroe, editor, Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 1035.

[20] Ibid., p. 1037.

TABLE I

DISTRIBUTION OF SCHOOLS BY STATES

State	Number of Schools	State	Number of Schools
Arkansas	2	New Mexico	3
California	4	New York	2
Connecticut	2	North Carolina	2
Delaware	2	Ohio	2
Florida	2	Oklahoma	1
Georgia	1	Oregon	3
Illinois	2	Pennsylvania	2
Indiana	2	South Carolina	1
Kansas	2	South Dakota	2
Maine	3	Texas	1
Maryland	4	Utah	3
Michigan	1	Vermont	2
Minnesota	2	Virginia	3
Mississippi	1	Washington	1
Montana	2	Wisconsin	2
Nebraska	4	Wyoming	3
Nevada	1		
Totals	States: 33	Schools: 70	

TABLE II

APPROXIMATE POPULATION OF COMMUNITIES IN WHICH SCHOOLS INCLUDED IN THE STUDY WERE LOCATED

Size of Community	Number of Communities
12,000	2
7,000	1
5,000	1
4,000	3
3,000	8
2,700	1
2,500	4
2,400	1
2,300	2
2,200	1
2,000	5
1,800	3
1,700	1
1,500	4
1,200	8
1,100	2
1,000	8
900	1
800	3
750	2
700	2
550	1
300	1
200	1
33	1
No stated population	3
Totals: Population: 144,083	Communities: 70

Thus, the high school by its very position can and does influence the community to a marked degree. One of the objectives of any school in addition to that of meeting the educational needs of youth is that of serving as a medium for community growth and development.[21] There has been a clear trend for rural schools, especially those located in small towns to contribute more and more to the socio-cultural life of the community.[22]

Not only does the local school exert a tremendous influence upon many phases of community life, but the extent of these influences is conditioned by the composition of the community itself. Educational progress or the lack of it in rural schools has been caused largely by economic and sociological influences growing out of the nature of the community.[23] One of the causes of the small school's inability to keep pace with changing conditions is the community's resistance to change. Many of the institutions of the small town are based on sentiment and tradition, and they become culture preserving

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[21] Alexander and Saylor, op. cit., pp. 481f.

[22] Monroe, op. cit., p. 1037.

[23] Loc. cit.

devices rather than creating media.[24] In this respect, the rural and small town schools are no exception.

Another major influence on the small school has been that of the college.[25] Entrance requirements have been set up in terms of subject matter mastery which the colleges feel is necessary for entering students. The small high school has found no alternative but to attempt to meet these demands, although a major portion of their students will not continue any formal education beyond the twelfth grade and many will not complete high school.

The youth of small communities are faced with many problems peculiar to their own environment. Although consolidation has increased the size of many schools, they still remain in the "small" category. The school curriculum is usually very limited, with all students having little or no choices in their programs. About the only variation in the common pattern of offerings is that agriculture or home economics may be substituted for foreign languages.[26] Students tend to leave school at an

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[24] L. A. Cook, Community Backgrounds of Education (New York: McGraw-Hill Book Company, Inc., 1938), p. 47.

[25] W. W. Coxe and P. A. Cowan, Educational Needs of the Pupils in Small High Schools (Albany, New York: University of the State of New York Press, 1931), p. 22.

[26] Arthur B. Maehlman, School Administration (Boston: Houghton-Mifflin Company, 1940), p. 885.

earlier age in rural communities and they do not reach as high a grade level before leaving as do city youth.[27] The rural student is less likely to continue any type of formal training, if he does complete high school.[28] The opportunities for work experiences, excepting farming, are few in rural areas. Few industries are to be found, and there are few ways of earning extra money while attending school. Placement agencies are limited and referral organizations are non-existent in many localities. Finally, the rural school student is less readily recommended by his school as being prepared to meet the demands and requirements of specific vocations in the various fields of work.[29] Couple with these conditions the fact that at least half the children born on farms must find occupational pursuits elsewhere,[30] and the desirability of providing more adequate educational opportunities within the framework of the small school assumes important proportions.

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[27] Francis T. Spaulding, High School and Life (New York: McGraw-Hill Book Company, Inc., 1938), p. 216.

[28] Loc. cit.

[29] Clarence C. Dunsmoor and Leonard M. Miller, Guidance Methods for Teaching in Homerooms, Classrooms, and Core Programs (Scranton, Pennsylvania: International Textbook Company, 1942), p. 315.

[30] National Education Association, op. cit., p. 142.

The guidance needs of youth in small communities has been well summarized by Reed:

> The pupil in the rural school needs approximately the same guidance service in quantity and merits the same in quality as does the boy in the best equipped educational system in the country. He needs occupational information and an opportunity to weigh his own assets and liabilities, not only for agricultural pursuits, but in other occupational areas. His teacher, with fewer pupils but a wider range of duties, needs the assistance of a guidance director just as much as does the city teacher with more pupils and a narrower range of duties. It is not a question of "either or." All pupils need guidance services, and all teachers who perform other than routine guidance duties need the assistance of a trained director or supervisor, if their responsibilities are to be met.[31]

Although many small schools are at a disadvantage in being able to provide adequate guidance services to their students, there are some advantageous conditions inherent in the environment. The size of the school is conducive to the faculty working and knowing their students individually. Each student knows, works, and has the opportunity to play with all members of his group. The relatively simple social structure of the rural or small town community permits the procuring of essential student background data with a minimum of effort. Parents seem to be more receptive to visits from the school;

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[31] Anna Y. Reed, Guidance and Personnel Services in Education (Ithaca, New York: Cornell University Press, 1944), p. 429.

and the teachers are expected to assume responsibilities as members of the community. Such conditions afford vantage points from which to study, observe, and know students in many out-of-school situations. Each teacher usually accepts and is accepted by the community, sharing in its successes and adversities. He is able through close contacts to use whatever community resources may be available to enrich the program of the school. He also is able to serve as a functional link for community-school growth and development.[32]

Summary. This study was concerned with identifying ways in which guidance programs have been established and are operating in specific small schools. Such a study would seem to be worth while, since the results of a nationwide survey of small-school guidance practices would be a contribution to the field of educational research. The following guidance services were included in the study: The Individual Inventory Service; the Informational Services; the Counseling Services; the Placement Services; the Follow-up and Evaluation Services; and the Services to Staff. The study was divided into eight chapters with four chapters being devoted to an analysis

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[32] Ruth Strang and Latham Hatcher, Child Development and Guidance in Rural Schools (New York: Harper and Brothers, 1943), p. 183.

of the results of the survey. Limitations of the questionnaire method of survey, limitations of the respondents, and limitations of the method used in choosing schools to be included in the study were present in the study. Most of the communities in which the schools were located were classified as either small town or rural. Youth who grow up in these types of environment are often handicapped in terms of the offerings of the school, in the kinds of training they receive, in the lack of vocational opportunities, and in other respects, as compared to youth in larger communities. Yet, the small community and school do offer certain advantages not to be found in most larger centers of population.

CHAPTER II

REVIEW OF LITERATURE

The Small High School and the Guidance Movement. The development of guidance has influenced educational practice in all schools.[1] A brief review of the historical developments which have attempted to bring about a more functional approach to education would seem to be worth while.

Beginning with the establishment of the Boston Vocational Bureau through the work of Frank Parsons in 1908, efforts have been made to assist youth, at least to some degree, with their educational vocational, and personal problems. By 1910, vocational counseling had been established in all elementary and secondary schools of Boston; and in 1912, the Boston Placement Bureau was organized. This marked the initial steps of a Movement which has spread throughout the nation; one which has influenced to a greater or lesser degree the curricula of all schools, large and small.[2]

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[1] Harold Rugg and Marian Brooks, The Teacher in School and Society (Yonkers-on-the-Hudson, New York: World Book Company, 1950), p. 432f.

[2] Jones, op. cit., p. 554f.

Other cities which soon followed Boston in the establishment of vocational guidance services were Grand Rapids, Michigan; Hartford, Connecticut; New York City; Philadelphia, Pennsylvania; Cincinnati, Ohio; and Chicago, Illinois. Grand Rapids was chosen as the meeting place by the group who organized in 1913 the National Vocational Guidance Association. The influence of this organization through its official organ, Occupations, has been wide and varied in both rural and urban schools.[3]

A Committee was appointed by the California Teachers' Association, Southern Section, as early as 1915 to prepare a statement of needs, aims, and methods of vocational guidance in all schools, small and large.[4] In 1919, the legislature of Utah passed a law requiring supervision to be provided for all youth twelve through eighteen years of age. The following year, 1920, a bulletin was issued to all Utah schools which included besides vocational guidance, information concerning citizenship, health, and recreation.[5] The establishment of a state department of vocational guidance was

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[3] Loc. cit.

[4] John M. Brewer, History of Vocational Guidance (New York: Harper and Brothers, Publishers, 1942), pp. 106-120.

[5] Loc. cit.

recommended by the Massachusetts legislature in 1919. The Guidance Movement gained state-wide recognition in Connecticut in 1920, when the office of state supervisor was established. Two years later, 1922, a bulletin of useful information concerning the carrying out of guidance activities, including a plan of cumulative records, was issued. New York State has often been considered a pioneer in the Vocational Guidance Movement. The legislature of that state passed a law in 1929, authorizing state support of counselors' salaries. Qualifications for counselors were established for certification purposes. A State Branch of the National Vocational Guidance Association was organized; and, since 1939, an official news bulletin concerning state-wide guidance activities has been issued regularly.[6]

County-wide Programs. An outstanding county-wide guidance program began in Craven County, North Carolina in 1928. Under the supervision of the Alliance for Guidance of Rural Youth, a plan was formulated which stressed equally the vocational and educational aspects of guidance. The program operated under the direction of a county director, who worked through the county superintendent of schools.[7]

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[6] Loc. cit.

[7] _____, "Educational and Vocational Guidance for Rural Schools," School and Society, 33:235, February 14, 1931.

A second county-wide program which gained national recognition was established in Breathitt County, Kentucky. The organizational phase of the program took place in 1934. Perhaps the most distinguishing feature of this particular effort was the emphasis placed upon the accumulation, assembling, and analysis of information about the people of the neighborhoods in which the program was to be established. The Planning Committee believed that many factors which condition human needs must be identified before adequate plans could be formulated for assisting youth and adults with their many problems. Human, health, physical, economic, educational, and recreational resources of this county were used as bases for planning and carrying out a successful guidance program.[8]

A third outstanding program of guidance services was reported in 1938. It was established in Rockland County, New York, in a semi-rural area. The program was supported through a pooling of educational effort and through special aid granted by the State of New York. It was considered to be very unique in that it was the only guidance program in New York maintained on a county-

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[8] Wilbur I. Gooch and Franklin J. Keller, "Breathitt County in the Southern Appalachians: Vocational Guidance in A Social Setting," Occupations, 14:1022, Section 2, June, 1936.

wide basis. It was a community where a unified, county-wide program of guidance operated within a group of schools administered as forty-seven separate units.[9]

Later Developments. The February, 1931, issue of School and Society stated that the educational and vocational guidance movement was becoming well established. This issue further stated that thirty-seven state departments of education had appointed representatives to cooperate with the National Vocational Guidance Association in promoting rural guidance. The state of Pennsylvania assumed leadership in this movement, followed by New York, Virginia, Ohio, Colorado, Idaho, Washington, Oregon, and North Carolina.[10]

The Department of Rural Education of the National Education Association published a summary of information in 1934 which seemed to be essential if small schools were going to be able to assist students as they should in areas of educational and vocational guidance.[11] These included:

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[9] Wilbur I. Gooch and Leonard M. Miller, "Rockland Shows the Way," Occupations, 14:835, May, 1936.

[10] _____, "Educational and Vocational Guidance for Rural Schools," op. cit., p. 235.

[11] Harold C. Hand, "Guidance in the Small High Schools," Economic Enrichment of the Small Secondary School Curriculum (Washington, D. C.: National Education Association, Department of Rural Education, 1934), pp. 47-52.

1. Information concerning the privileges, responsibilities, and nature of high school life.
2. Information concerning the objectives, content, and activities of the offerings, both curriculum and extracurriculum, of the school.
3. Information concerning various types of false or psuedo-guidance.
4. Information concerning actual present and probable future (a) vocational, (b) social, and (c) recreational conditions and activities.
5. Information concerning the factors which should be considered in (a) formulating an occupational choice, (b) choosing areas of social participation, and (c) selecting recreational activities.
6. Information concerning the training required or desirable (a) for successful entry into and satisfactory progress in the chosen occupation, (b) for successful participation in the chosen area of social activity, and (c) for successful participation in the chosen area of recreational activity.
7. Information concerning colleges or other training institutions attended by any considerable portion of the graduates. This would include entrance requirements, probable success, nature and extent of offerings, standing, cost, and the like.

In 1937, the New Jersey Secondary School Teachers' Association issued a report which enumerated certain levels of proficiency to be reached by the schools of that state. Among them was the establishment of guidance services. During 1938, Vermont placed guidance manuals in all secondary schools.[12]

Guidance has gained and held a definite status in the Federal Government since August 1, 1939, when the Occupational Information and Guidance Service of the Vocational Division of the United States Office of Education

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[12] Brewer, op. cit., pp. 106-120.

was established. Through a broadly conceived program, this agency has promoted staff services to schools throughout the country, assisting in establishing guidance programs in state departments of education, local school systems, and individual school units.[13] Today, as part of this organization, forty-two of the forty-eight states have established state offices of occupational information and guidance services.

During World War II, schools throughout the country considered themselves fortunate, if they were able to operate at approximately the same level of efficiency as they had during the pre-war years. Much manpower was removed from school staffs. Therefore, little was done during these years to expand program offerings or to enlarge school services. Many localities which had been small towns or rural communities suddenly became inadequate for meeting the needs of an enlarged population. All local social agencies, including the schools, had to make many hasty adjustments. Much ingenuity was required to maintain schools which experienced overcrowded conditions with limited personnel and facilities.

If guidance services had not already been established in a school prior to the war, they remained

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[13] Jones, op. cit., p. 577.

"something desirable but impossible under present conditions" in most situations. Except for a few isolated schools, the small schools throughout the country remained "status quo."

With the end of hostilities, schools everywhere began to make concerted effort to bring their programs back to pre-war levels of efficiency, to provide rehabilitation for those needing such aid, and to enlarge and improve their total services. In adjusting to post-war operation, federal aid was provided for supporting specialized education within the over-all general educational program in schools throughout the country. Such assistance was not new, for the first grant-in-aid law came to high schools in 1917, with the passing of the Smith-Hughes Act. This law provided for extensive home economics and vocational agriculture training. It may be considered the first federal legislation bearing directly on the educational program of the public school. Its influence over the years has been immeasurable.[14]

Additional aid to the secondary school through federal sources became necessary as the Smith-Hughes work expanded. This need was met on a short term basis through the George-Reed and the George-Ellzey Acts. In

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[14] Monroe, op. cit., p. 930.

1936, the George-Deen Act became law, and additional funds were made available for carrying out programs of distributive education and diversified occupations.[15]

Again the movement outgrew appropriations; and, in 1946, the George-Barden Act was passed by Congress. This proved to be a major contribution to the Guidance Movement, for definite stipulations were included which allowed the use of available funds for vocational work as well as other areas of guidance. Such funds became available to each state and community only when certain requirements, qualifications, and standards were met by the personnel who would carry out the program and by the schools to which aid would be given.[16]

Today, assistance in terms of funds can be procured by any school through federal aid, if it is able to carry out adequately its part of the program. Trained guidance personnel are in great demand in secondary schools throughout the nation. The need for such specialized workers is a challenge to the teacher training institutions of our country. More programs should be provided which include courses in the various areas of counselor competencies.[17]

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[15] Monroe, op. cit., p. 930.

[16] Loc. cit.

[17] Charles E. and Edith G. Germane, Personnel Work in High School (New York: Silver Burdett Company, 1941), p. 59f.

Many schools are unable to employ full-time guidance workers, but some member of the faculty in every school should have some specialized training, if the guidance activities are to be carried out in a professionalized manner.[18] One solution to the problem of supply and demand might be met in a similar manner to those in Henrico County, Virginia; Harlan County, Tennessee; and Muskegon County, Michigan. Itinerant resource personnel were able to serve the guidance needs of youth in these respective communities.[19] By whatever means the work of guidance is to be effected, the fact remains that trained personnel are needed.[20]

Research in Secondary Education. Few studies have been reported which specifically concern guidance practices and procedures as they apply to the small school.[21] However, there is a wealth of information which reveals some of the shortcomings of our present educational programs. Many of these emphasize the need for schools to adopt and carry out more individualized approaches to and

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[18] Ruth Strang, Counseling Technics in College and Secondary School (New York: Harper and Brothers, Publishers, 1949), p. 4.

[19] Jones, op. cit., p. 481.

[20] Monroe, op. cit., p. 937.

[21] Ibid., p. 1052.

solutions of students' problems.[22] Evaluations of the total offerings of the school have been made which point out the necessity for curriculum modification and revision.[23] At the present time, a large number of students remain in school only as long as they are required to do so by law. This means that the holding power of the school comes largely through an outside source.[24] Many inadequacies in the training of teachers, unfortunately, still exist.[25] The incidence of job turnover and lack of security of teachers remains too high.[26] Spaulding has summed up well the relationships existing among the staff, students, and the course offerings of many high schools:[27]

> The average school knows little about the boys and girls who come to it year after year beyond what it sees of them during the school day, and even then it looks at them chiefly in terms of their ability to meet academic standards. It puts its pupils through

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[22] Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill Book Company, Inc., 1949), p. 438f.

[23] Harold Spears, The Emerging High School Curriculum and Its Direction (New York: American Book Company, 1948), pp. 42-72.

[24] Harl R. Douglass and Calvin Grieder, American Public Education (New York: The Ronald Press, 1948), pp. 255-260.

[25] Douglass and Mills, op. cit., p. 543.

[26] Ibid., p. 530.

[27] Spaulding, op. cit., p. 176.

> the academic round, class by class, dealing with all the pupils in the class in much the same way. It leaves to each pupil and his parents the problem of deciding what sort of education the pupil shall expose himself to. It instructs pupils while they are in school, but it does not regularly concern itself with how long any one of them will stay in school, nor does it look to see what happens to him after he leaves school. In short, except in the case of some pupils who make trouble and others who happen to attract the interest and attention of particular teachers, it contents itself with offering courses in which the pupil may enroll, and allowing the pupils to get out of these courses as much as they can.

Spaulding further states that no school can do that which it should for its students, no matter how extensive its curricular and extra curricular offerings may be, unless provisions are made for recognizing and meeting students' individual needs.[28]

From an analysis of the information contained in a study of Maryland youth, Bell came to the conclusion that the first necessary move which should be made by the schools, if they are to meet the present-day needs of youth, should be that of providing adequate educational opportunities for all who are capable and desirous of taking advantage of them.[29] A second step would be that of adjusting the program offerings to students' interests and needs. A necessary counterpart of carrying

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[28] Ibid., p. 158.

[29] Howard M. Bell, Youth Tell Their Story (Washington, D. C.: The American Council on Education, 1938), p. 68.

out such work would include learning through some systematic means about individual needs, desires, likes, and capabilities.[30]

A major problem confronting all secondary schools today is that of devising some means by which students may be shown the importance of their remaining in school until the completion of some specific program. Bell's study revealed in relation to this specific problem that sheer indifference was the cause of students dropping out of school at undesirably low levels.[31]

A recent contribution to the problem of early school leavers has been made by Dillon.[32] A staff of trained personnel under his supervision made an exhaustive survey of youth who left school before completing their secondary programs during the academic year 1945-1946. Areas selected for making the survey included Cincinnati and Cleveland, Ohio; Indianapolis, Indiana; and Lansing and Jackson County, Michigan. The purpose of the study was to identify the characteristics of early school leavers; to learn how potential early

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[30] Ibid., p. 80.

[31] Ibid., p. 98.

[32] Harold J. Dillon, Early School Leavers (New York: National Child Labor Committee, 1949), pp. 1-94.

leavers could be made to realize the importance of completing their work; and to find ways by which the curriculum could be modified to more nearly meet the needs of all students.

The following symptoms were found to be common among the one thousand youth who left school before completing a full program:[33]

1. Fairly consistent regression in scholarship from elementary to junior to senior high school.
2. Frequent grade failures in the elementary school.
3. High frequency of grade or subject failure in the junior and senior high school.
4. Marked regression in attendance from elementary to junior to senior high school.
5. Frequent transfers from one school to another.
6. Evidence of feeling of insecurity or "lack of belonging" in school.
7. Marked lack of interest in school work.

Of the seventeen recommendations proposed by the Dillon Study to correct existing school discrepancies as they relate to drop-outs, the following would seem to have special implications for guidance: Know the student as an individual; provide an educational program wherein the student may achieve; demonstrate the relationships between education and life; provide adequate occupational information; recognize signs of trouble; give some personal recognition; provide for the above average students;

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[33] Ibid., p. 82.

establish and make use of a good record system; begin counseling early; and provide for parent interest and cooperation.[34]

Eckert and Marshall, in a study of school-leavers in the State of New York in 1936-1937, found that over fifty per cent of the two hundred fifty thousand youth who leave the public high schools each year have not graduated. Few of the non-graduates planned to attend school elsewhere, and very few schools aided these leavers in any way. Adults seemed to take little interest in the early-school leaver, and their first jobs were often on a part-time basis or full-time with very low wage scales.[35]

The Progressive Education Association Commission's Study on the Relation of School and College, widely referred to as The Eight Year Study, revealed pertinent information concerning the success of students in college who had come from secondary schools whose offerings were not of the traditional type, whose programs allowed for growth in terms of the individual student rather than placing emphasis on the mastery of a required set of

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[34] Ibid., pp. 83-87.

[35] Ruth E. Eckert and Thomas O. Marshall, When Youth Leave School (New York: McGraw-Hill Book Company, Inc., 1938), 360 pp.

offerings.[36] An outstanding result of this study was an indication that the less conventional approach to secondary education proved more desirable in fitting the student for all-around college adjustment.

Douglass, in a report to the American Youth Commission, listed several means by which the secondary school might redirect its efforts towards more nearly accomplishing its purposes. Among them, the following seemed especially pertinent: that the secondary school should formulate its program upon an analysis of those types of information and skills which are necessary for successful participation in adult life; that the curriculum of the secondary school must give much less emphasis to college preparatory objectives and much more time to subjects closely allied to problems of individuals as citizens; and that no single curriculum or plan of organization could be labeled as superior to all others.[37]

Each of the foregoing studies would seem to reveal one common theme: the inability of most secondary curricula to meet the educational needs of youth in a dynamic

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[36] Wilford M. Aiken, The Story of the Eight Year Study (New York: Harper and Brothers, 1942), p. 150.

[37] Harl R. Douglass, Secondary Education for Youth in Modern America (Washington, D. C.: American Council on Education, 1937), pp. 128f.

society. Each study and report stated or implied that, if the school is to make its maximum contribution to the growth and advancement of all youth, it must know and understand students as individuals and must build meaningful programs of instruction upon these knowledges. To do less means educators will continue to meet only partially the challenge at hand.

Research in the Field of Guidance. Studies have been carried out in various sections of the country to ascertain specific guidance information and the status of guidance services at the secondary level. A study was made by Koch[38] in Michigan in 1939 which revealed information about ninety-one small high schools of one hundred students or less. The median service of teachers in any one school was 2.3 years; that of superintendents, 4.08 years. Fifty-six per cent of the superintendents had taken at least one course in guidance; but only 18.3 per cent of the teachers had any training in this area. Therefore, Koch concluded that whatever work was being done in guidance in these schools was largely through the efforts of personnel with little or no guidance training. The study further concluded that

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[38] Harlan C. Koch, "The State of Guidance in the Small School," School and Society, 50:95, July 15, 1939.

at that time, guidance in the small school was in a state of confusion.

A survey carried out by Garrity[39] in 1939 revealed that only one-third of a selected group of small schools in Illinois made any provision for physical examinations of their students. He found further that only one-fourth of the schools in the study had adequate pupil records and that less than half of them maintained files on educational and occupational information. Inadequate curricular offerings were more predominant in those schools without adequate guidance programs.

During the same year, 1939, Lahr[40] found through a survey of guidance practices in the State of New York that practice lagged far behind theory. Only one hundred eighty-one out of over six hundred schools enrolling less than two hundred students attempted to carry out any type of formalized guidance. Few small schools in New York State maintained complete and accurate files on pupil attainment, background, health, and other statistical information. The study also revealed that, although a

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[39] D. Garrity, Case Study of Small Illinois Schools. Unpublished Master's Thesis, University of Iowa, 1939, cited by Monroe, op. cit., p. 1052.

[40] J. M. Lahr, Guidance Programs in Rural Communities, Doctor's Thesis, New York University, 1939, cited by Monroe, op. cit., pp. 1052f.

majority of administrators recognized the value of guidance programs, little had been done by them to put these accepted principles into practice.

Chisholm[41] conducted a survey in the state of Washington in 1945 to determine the "stumbling blocks" which prevent schools from providing guidance services to their students. Small schools were classified as those with one hundred fifty students or less. Ninety-seven schools were included in this category. Among the findings, the following were outstanding: Over sixty per cent of the teachers and principals felt they did not have time to include guidance in their programs. Over half of the teachers were found to be inadequately prepared to carry out guidance functions. Teacher turnover in almost forty per cent of the schools made it difficult to organize and carry out a guidance program. Almost thirty per cent of the schools felt that the guidance needs of youth were not sufficiently urgent to warrant organized programs. Over sixteen per cent of the schools felt that their size did not warrant such organization. Insufficient funds was found to be a handicap in thirteen per cent of the schools surveyed.

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[41] Leslie L. Chisholm, "Major Handicaps Interfering with Guidance," School Review, 54:24-31, January, 1946.

Chisholm concluded that the handicaps to guidance should not be looked upon as legitimate excuses to relieve schools of their inherent responsibility to provide all youth with a rich program of modern secondary education.

Another survey of guidance practices was made in the Michigan public schools in 1945-1946 by Carl Horn.[42] Only findings concerning "Class D" schools will be discussed, i.e., those schools with one hundred twenty-five students or less. There were ninety-one schools included in this group. They had the following types of personnel carrying out guidance activities: part-time guidance directors or someone responsible for guidance, fourteen; full-time guidance directors, none; part-time counselors, twenty-nine; full-time counselors, none; part-time placement officers, fourteen; full-time placement officers, none; part-time attendance officers, thirty-two; part-time psychologists, five; part-time psychometrists, two; and guidance committees, ten. These schools carried out the following specific guidance activities: organized programs of orientation, thirty; courses in occupations, thirty; units in occupations taught within regular courses,

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[42] Carl M. Horn, A Survey of Guidance Services and Practices in Michigan Public Schools. Mimeographed copy of tentative doctoral thesis, Michigan State College, October, 1949.

sixty; career conferences, twenty-two; and work experience programs for which course credit was given, twelve.

On the basis of findings from a study made by Watkins[43] in 1945, the following principles concerning counseling in small schools were formulated: (1) Counseling services are beneficial to the educational programs of small schools. (2) A sound counseling program can be developed in the small school system without involving additional expenditures of large sums of money or the addition of several staff members. (3) The development of a sound counseling program will focus attention upon desirable individual student adjustment and growth. (4) The soundness of the counseling program need not depend upon the size of the school in which it operates. (5) More emphasis should be made by teacher training institutions upon the inclusion of personnel work as a part of every prospective teacher's undergraduate program. (6) Since the administrator who desires to initiate a program of counseling usually has to rely on untrained personnel in terms of guidance, some type of in-service-training program must be carried out to afford

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[43] S. N. Watkins, The Determination of Principles and Practices for the Improvement of Counseling Programs in Small City School Systems. Doctor's Thesis, University of Nebraska, 1945, cited by Monroe, op. cit., p. 1053.

total staff orientation, planning, and carrying out of the services.

The most recent information to be found concerning the status of guidance practices in small high schools is contained in a report made by the Sub-Committee on Guidance[44] of the Committee on Current Educational Problems of the North Central Association of Colleges and Secondary Schools.[45] Small schools in this particular study included those with populations which were under three hundred. A self-analysis type of survey was sent to one hundred ninety-five schools, and each school reported those guidance activities which were operating at that time. Fifteen specific characteristics were enumerated by the Sub-Committee, and schools were requested to check those in which optimum practices or activities were carried out.

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[44] Members of the Sub-Committee included: J. Fred Murray, Chairman, Assistant Superintendent in Charge of Counseling Services, Indianapolis Public Schools, Indianapolis, Indiana; J. G. Bryan, Director of Secondary Education, Kansas City, Missouri; Clifford E. Erickson, Director, Institute of Counseling, Testing, and Guidance, Michigan State College, East Lansing, Michigan; and W. M. Stout, Assistant Professor and Principal of the University High School, University of Minnesota, Minneapolis, Minnesota.

[45] _____, "Extended or Potential Optimum Guidance Practices in Small, Medium, and Large North Central High Schools, 1948-1949," The North Central Association Quarterly, 24:174-246, October, 1949.

A brief summary of this information follows: Nineteen schools in twelve states reported that studies had been made to discover students' needs; that the entire staff had participated in establishing the guidance program; and that parents and representatives of the community had been of assistance in the undertaking. Thirty-four schools in fourteen states indicated that a comprehensive cumulative record was maintained for each pupil during and after his stay in school. Fifty-four schools in nineteen states encouraged teachers to use the minimum essential information about students. Forty-six schools in eighteen states considered the person in charge of their guidance program to be well qualified in terms of training and experience. Twenty-four schools in thirteen states indicated that they had what was considered a well-planned program of guidance, with time being provided for counseling and with adequate consultation services for dealing with special problems. Thirty-nine schools in fifteen states stated they had a well-planned in-service training program. Twenty-one schools in thirteen states indicated that a carefully planned program of counseling had been developed, with adequate provision being made for time, personnel, and facilities. Thirty-eight schools in sixteen states felt that classroom teachers consistently planned instruction and

classroom work in relation to information about students revealed through the counseling and guidance program. Fifteen schools in eleven states assigned responsibilities to teachers for studying critically the community and pupil needs as bases for curricular changes. Ten schools in eight states felt that adequate liaison was maintained between the school and the community for providing maximal guidance services on a cooperative basis. Twelve schools in seven states thought that adequate cooperation was maintained between sending and receiving schools at all levels, including college. Eighteen schools in nine states made provisions for placement services for both part-time and full-time jobs. Fifteen schools in ten states indicated that a planned program of follow-up studies was being carried out. Thirteen schools in ten states had done work in the area of evaluation of the guidance services. Thirty-one schools in fourteen states indicated that effort was made to discover special abilities and aptitudes of students; that each student was given periodic "check-ups" in terms of his plans and progress; and that students were oriented to each educational step even beyond high school.

The total significance of this report becomes apparent when one realizes that less than twenty-eight per cent of the schools reported any one area of practices

as functioning adequately in their particular situation. The information assumes even more importance when it is realized that the North Central Association has a membership of twenty states, covering a vast territory from West Virginia to Arizona to Montana.

Summary. A composite of the foregoing data would seem to reveal a general lack of trained personnel for carrying out specialized guidance services. There seems to be lack of vision on the part of the school concerning the need for personnel services, and facilities are inadequate for carrying out programs of guidance in terms of personnel, time, and equipment.

Whatever have been the obstacles and excuses for failing to identify and to meet the problems of American youth in the past, they must be removed. We must adopt a more functional pattern of educational service. Effective guidance practices, properly initiated and systematically carried out, will serve as one means by which desired goals may be accomplished. Educationally, youth must be given that which is rightly theirs: the opportunity to experience those growth processes which will allow them to properly gain and adequately use the most desirable means for working and living together, for growing and succeeding in a democracy. As William H. Kilpatrick has aptly stated:

> Our aim in a democratic society is that our children, as they grow up, shall increase in intelligent self-direction and in the richness of personality, sharing more fully in the group life on the basis of ever more adequate and responsible consideration for all concerned.[46]

If the school is to meet its full responsibility as an institution of major influence, a program must be provided which

> Helps every boy and girl to grow and achieve to the fullest extent of his ability, thus making them acceptable, desirable, and productive citizens of a democracy that fits into our modern, complex economic society.[47]

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[46] William H. Kilpatrick, Remaking the Curriculum (New York: Newsome and Company, 1936), p. 46.

[47] H. M. Gray, "Three Essentials of A Functioning Guidance Program," Industrial Arts and Vocational Education, 33:194-195, May, 1944.

CHAPTER III

PROCEDURES AND TECHNIQUES OF THE STUDY

Initial Activities. The planning phase of this study was begun by discussing the desirability of and the need for procuring information on a nation-wide scale about existing guidance practices in small high schools. Various members of the Education and Sociology Departments of Michigan State College were contacted concerning the feasibility of such an undertaking. Each professor with whom the matter was discussed was of the opinion that the study would prove worth while and that the findings should be a valuable addition to guidance research and to the field of education.

The second step included a somewhat exhaustive search for information concerning studies which had been reported of small high school guidance programs and guidance activities. Materials reviewed included unpublished theses, documents, pamphlets, bulletins, monographs, leaflets, periodicals, lectures, textbooks, and reference encyclopedias in several city, state, and college libraries. It was found that the proposed study had not been made. Actually, very little information was to be found which applied specifically to problems of guidance in the small school. A wealth of source material was to be found

concerning the philosophy and history of the guidance movement. Information was also found in abundance which would be of assistance to large school organizations in planning and carrying out guidance activities. However, little material was to be located which concerned the problems of the small school, where facilities and personnel are often limited. Techniques for discharging the small school's guidance responsibilities were lacking to a marked degree.

Since few reports were to be found in the literature which related to the organization and administration of guidance programs in the small school, the third step of this study was an attempt to locate related research which would reveal to some degree ways in which the present programs of instruction in the small school were meeting the needs of its students. An attempt was made to find out what the school actually knew about its youth as individuals and how it made provision for individual differences. It was believed that this type of information would reveal not only the degree to which the small school was meeting its educational responsibilities but also to show areas of the program wherein improvement might be desirable.

Selection Procedures. This study was a planned survey of schools having operative guidance practices

which had become established to a degree where some professional recognition had been gained. Thus, the first criterion used for selection involved locating schools in which such activities were being carried out. In order to find schools with these desired activities, educational officials from each of the forty-eight states were used as sources of information. State directors of occupational information and guidance were sent personal letters in which the purpose of the study was explained and the criteria to be used in making recommendations were explicitly stated. State superintendents of public instruction were contacted in those states not having directors of occupational information and guidance. Thirty-two directors of occupational information and guidance and sixteen state superintendents of public instruction were written. They were requested to submit names of at least three schools in each state in which some or all of the six guidance services were being carried out to a degree that they had gained some professional recognition. Wherever necessary, follow-up letters were sent to these officials, again requesting their cooperation.

Upon receiving the necessary information concerning the prospective participants in the study, personal letters were sent to the principals of each recommended

school. The purpose of the study was specifically explained; the kinds of information were enumerated; and their willingness to cooperate in the study was requested. Mention was made also of the source of information for their being recommended as being able to participate in the undertaking. A self-addressed post card was enclosed for their completion and return, if they desired to contribute to the study. Only those schools which indicated a willingness and desire to cooperate in the undertaking were placed on the questionnaire mailing list.

Development of the Instrument. This study was designed to include the major geographical areas of the United States; therefore, the development of an instrument which could be mailed to the cooperating schools was necessary. The normative type of survey was used in carrying out the undertaking.[1] The questionnaire method was considered the most desirable means of collecting the necessary data; for not only was information desired concerning the organizational and administrative aspects of the guidance program in each school but also the present state of functioning of these services.[2]

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[1] Good, Barr, and Scates, op. cit., pp. 287f.

[2] Ibid., pp. 324-332.

Various types of questionnaires and check-lists were studied to find the structural form which would best reveal the desired information. The variety of data sought made the instrument long. However, wherever possible check-list procedures were employed and a minimum of open-end questions was used. A major portion of the completed instrument contained check-list information, which required a minimum of time on the part of the person completing the survey blank.[3]

A survey expert was consulted in order that the instrument would be constructed for maximum accuracy and ease of reporting. Six Michigan State College staff members, four in Education and two in Sociology, suggested improvements in form and content. The completed questionnaire was designed not only to reveal existing guidance practices but also to indicate the extent to which they were being carried out at the time the survey was conducted.

A pilot-study application of the questionnaire was carried out in three schools for the purpose of validating the instrument. Bases for choices of schools in which to make the pilot study were: (1) recommendations of the Staff of the Institute of Counseling, Testing,

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[3] Ibid., pp. 418-424.

and Guidance, Michigan State College; (2) the availability of the schools for making person visits; and (3) the familiarity of the director of the study with the Georgia school. All three pilot schools had programs of guidance services in operation for at least one year. The three schools were: Holt High School, Holt, Michigan; Okemos High School, Okemos, Michigan; and O'keefe High School, Atlanta, Georgia.

A scheduled interview was held with each of the counselors in the Michigan schools and a resume and explanation of the project was mailed to the counselor in the Georgia school. The purpose and plan of the study were explained to the counselors and their cooperation in the validating process was requested. Each counselor was requested to apply the criteria to his specific situation in light of the school's present guidance activities. They were asked to make detailed suggestions concerning additions, deletions, ambiguities, haziness of information, or other shortcomings which might be found in completing the questionnaire.

A follow-up interview was held with all three counselors to determine the degree to which the completed questionnaire reflected actual practice and to discover those weaknesses which were present in the instrument. Corrections were made and refinements incorporated. The

completed instrument was designed to reveal the following types of information: (1) factual data about the community in which each school was located; (2) the professional education and experience of the guidance personnel; (3) the means by which guidance programs were initiated; (4) the degree to which the six guidance services were carried out; (5) the facilities available for carrying out a guidance program; and (6) the evaluation of the outcomes of such activities. (See Appendix B for a sample of the questionnaire.)

Survey Procedure. Once the instrument seemed to satisfactorily reflect the types of information desired, each selected school was forwarded a copy of the questionnaire for completion and return. A cover letter explaining in detail the procedures to be followed accompanied each survey form (see Appendix B for a copy of this letter). In order that no expense to each school would be involved in returning the completed information, a stamped envelope was included.

All information from the completed surveys was compiled, tabulated, and analyzed. The material became a survey of existing guidance practices in certain small high schools throughout the United States. Analysis of these data revealed specific practices, procedures, trends, and methods by which guidance activities have been

initiated and are being carried out within the framework of the small school. The information further revealed means used in overcoming handicaps and obstacles in the establishment of programs of guidance services. Results of the study were made available to all participating schools. On the basis of information gleaned both from the literature and from the results of the survey, suggestions and recommendations were made concerning the approaches to and the solutions of guidance problems as they related to the small school, its faculty, students, curriculum, and community.

Summary. Sources of information which provided a basis for contacting schools to be included in this study were state educational officials, i.e., state directors of guidance or state superintendents of public instruction. All schools included in the study had two hundred or less population and for the most part were located in communities considered small town or rural. The survey instrument was of the normative type and revealed information about organizational and administrative procedures of certain small high schools as they related to the guidance program. The data also indicated those guidance services which were operative at the present time and the degree to which they were functioning.

CHAPTER IV

ESTABLISHING THE GUIDANCE PROGRAM

Present Conditions. The following conditions were found to exist among the schools included in the survey: (1) The average number of teachers in each school was 10.78. The range was from thirty to two. (2) The average number of part-time teachers in each school was 1.24, with 57.14 per cent of the schools included in the study receiving such assistance. (3) One or more periods per day was devoted to guidance work in 84.28 per cent of the schools. An average of 1.51 teachers devoted an average of 2.37 periods per day to guidance activities in each school. (4) The average number of guidance courses taken by personnel responsible for guidance was 3.25. The range was from fifteen to none. Grades included in high school ranged from six through twelve (see Table III). Over forty per cent of the schools had grades nine through twelve. (5) The average size of the student body of each school was 153.93. The range was from two hundred to twenty-two. (6) The number of graduates per school in 1949 was 25.75. Over a five year period, this number was considered high by thirty per cent of the schools; average by 52.86 per cent; and low by 1.43 per cent. (7) An average of 29.14

TABLE III

DISTRIBUTION OF GRADES INCLUDED IN HIGH SCHOOL

Grades	Number of Schools	Per Cent
9 through 12	30	42.86
7 through 12	22	31.43
8 through 12	8	11.43
10 through 12	4	5.71
6 through 12	4	5.71
8 through 11	1	1.43
9 through 10	1	1.43
Totals	70	100.00

per cent of high school graduates entered college. (8) The average number of years that organized guidance services have existed in each school was 4.07. The range in years was fifteen to one. (9) Additional funds had been provided for carrying out guidance in 71.42 per cent of the schools. The average amount per year was $1,188.00. Of the schools alloting funds to these services, 67.14 per cent thought the amount to be inadequate at the present time; while 25.72 per cent believed the present funds to be adequate. Suggested additional funds which would be necessary for carrying out an adequate program ranged from $3,000.00 to $50.00. (10) Urgent needs for providing more complete programs of guidance included (listed in the order of frequency mentioned): additional time, additional personnel, and a more adequate system of records. (11) Written information about the school's guidance program was available to staff, students, and parent in 17.14 per cent of the schools. These materials ranged from illustrated printed pamphlets to one-page mimeographed sheets. (12) An average of 45.28 per cent of the students attending the schools of the study lived on farms; 12.68 per cent of students' parents were factory workers; but only 3.80 per cent of the parents were engaged in the professions, i.e., medicine, law, ministry, and teaching.

Sources of Influence. A knowledge was desired of the part played by various faculty members and the means they employed in establishing their programs of guidance services within the framework of the small school. Identifying those parental influences which may have played a part in instigating activities which eventually led to guidance work was also desired. Learning what contributions were made by students in the initial phases of the program and the roles the communities played in providing assistance were also pertinent kinds of information. As many sources of information as possible were used for gaining a complete picture of the total influences which contributed to the establishment of guidance programs in the various small schools.

Administrative Influences. Administrators of the schools included in the study furnished varying degrees of leadership in sixty-three, 89.98 per cent, of all cases (see Table IV). His first effort was that of becoming convinced of the desirability of including guidance as a part of the school's total offerings. It was he who initiated the idea to the faculty; who sponsored the activities which led to orientation and in-service training of the staff. He gave initial and continued support to the activities which grew into the guidance program. His influence was felt to be considerable or

TABLE IV

ACTIVITIES CONTRIBUTING TO THE ORGANIZATIONAL PHASE OF PRESENT PROGRAMS OF GUIDANCE SERVICES

Activities	Degree of Contribution (per cent)				
	None	Little	Considerably	Extensively	No Answer
Administrator initiated idea of guidance	4.28	12.85	31.42	45.71	5.74
Administrator appointed guidance committee	48.57	10.00	10.00	21.42	10.00
Administrator appointed faculty approved committee	55.71	12.86	8.57	12.86	10.00
Faculty selected own guidance committee	62.85	14.29	1.43	12.86	8.57
Faculty made survey of students' needs	34.29	17.14	24.28	15.71	8.58
Faculty made follow-up studies of graduates	22.85	35.71	21.43	12.86	7.15
Faculty desired to improve home-room program	34.29	24.28	17.14	15.71	8.58
Faculty members took guidance courses	15.71	24.29	41.41	12.86	5.93
Home visitations by home-room teacher	50.00	28.57	10.00	2.85	8.58
Work done by the visiting teacher	67.14	15.71	5.71	2.85	8.59
Students made survey of own needs	47.14	20.00	17.14	8.57	7.15
Parents requested school improvement	61.42	22.85	7.14	1.42	6.97
PTA expressed interest in guidance program	54.28	20.00	14.28	1.42	9.22

extensive in fifty-four, 77.13 per cent, of the cases. Three schools, 4.28 per cent, were reported as not considering the administrator's role to be an influential one in the initial phases of the program. Among the specific efforts made by administrators in activating guidance was the appointing of a guidance committee from the faculty. Such procedure was followed in thirty, 41.42 per cent, of the schools; and it was felt to contribute considerably or extensively in twenty-two, 31.42 per cent, of the cases. However, this procedure was not carried out in thirty-four, 48.57 per cent.

Faculty Participation. Cooperative staff participation in undertaking the establishment of guidance activities was essential. In twenty-four, 34.29 per cent, of the schools, the administrator-appointed committee was approved by the faculty. Fifteen, 21.43 per cent, believed that getting faculty approval was a decided contribution to the program; but such procedure was not followed in thirty-nine schools, 55.71 per cent.

Faculties in twenty, 28.50 per cent, of the schools selected their own guidance committees; but this procedure seemed to have considerable or extensive influence in only ten, 14.29 per cent, and was not carried out in forty-four, 62.85 per cent, of the cases. In forty, 47.13 per cent, of the schools, the faculty

made surveys of the student body to locate areas wherein the school was not adequately meeting the educational, vocational, and personal needs of students. Such was of considerable or extensive value in twenty-eight schools. Twenty-four schools, 34.29 per cent, reported this activity was not carried out.

The faculties of forty-nine schools made follow-up studies of graduates as a means of locating some of the school's shortcomings. The activity was of considerable or extensive value in twenty-four, 34.29 per cent, of the cases.

In forty, 57.13 per cent, the faculties desired to improve the effectiveness of their home-room programs. This led to activities which eventually pointed up the need for organized guidance. Twenty-three schools, 32.86 per cent, felt this procedure had considerable or extensive effect. Twenty-four, 34.29 per cent, did not consider the improvement of the home-room program as having any effect upon the establishment of their guidance programs.

A major contribution was made by those members of each staff who had taken courses in guidance. Their influence in the establishment of the program played a part in fifty-five, 78.56 per cent, of the cases. Thirty-eight, 54.27 per cent, believed this source to be of

considerable or extensive influence. Eleven, 15.71 per cent, did not report this source as having any effect.

Visitations to the homes of students by home-room teachers was a contributing factor in twenty-nine, 41.42 per cent, of the schools. However, this activity was felt to be of considerable or extensive influence in only nine, 12.85 per cent, of the cases. It was thought to be of no influence in thirty-five situations. Seventeen, 24.27 per cent, of the schools seemed to feel that the work of the visiting teacher contributed to some degree in the establishment of guidance; but only six, 8.56 per cent, were reported as believing this influence to be considerable or extensive; and forty-seven cases, 67.14 per cent, felt this personnel had no influence.

Student Participation. The student body was considered a part of the initial steps in establishing the guidance program in twenty-five, 35.71 per cent, of the schools surveyed. These students made surveys of their own needs to be used by the faculties. Eighteen, 25.71 per cent, of the cases, thought this undertaking to have had considerable or extensive influence. Thirty-three schools, 47.14 per cent, either did not carry out this type of activity or did not feel it made any contribution to their program.

Parent Participation. Requests from parents for the school to improve its total curriculum played a part in the establishment of the guidance program in twenty-four, 31.41 per cent, of the cases. However, this influence was considerable or extensive in only six, 8.56 per cent, of the schools. Forty-three, 61.42 per cent, of the schools felt that this played no part in the program. An interest expressed by the Parent-Teacher Association had some influence in twenty-five, 35.70 per cent, of the schools. Only eleven, 15.70 per cent, felt this to be a considerable or extensive influence. Thirty-eight, 54.28 per cent, thought that the Parent-Teacher Association had no influence in the establishment of the guidance program.

Other Sources of Influence. Various personnel were listed in some of the surveys as having been influential in the establishment of activities which eventually led to the establishment of the guidance program. However, these did not appear in sufficient frequency to tabulate. They included: the zealous interest of individual teachers, the school nurse, the county guidance director, the assistant-principal, the state director of occupational information and guidance, the athletic director, student-selected home-room planning committees,

the local Rotary Club, and the Alliance for Guidance of Rural Youth.

Staff Orientation Techniques. Various activities were employed by the schools of the study for orienting each faculty concerning the purposes and procedures of a program of guidance services. The most often used source of information came through the use of books in the field of guidance. Sixty-six, 94.28 per cent, of the schools felt a contribution to their understanding of guidance came through this source. Fifty-three, 75.71 per cent, thought this to be a considerable or extensive contribution. Only one school found this source of no assistance (see Table V). Visits by state department specialists were thought to be the second most useful means by which much faculty information was gained. Of the schools using this source, fifty-six, 79.99 per cent, felt the activity beneficial; forty-three, 61.42 per cent, thought these specialists made considerable or extensive contributions. Ten, 14.28 per cent of the schools, felt this source was not a contributing factor.

The third most helpful source of information came through the use of pamphlets and aids procured from the United States Office of Education. Fifty-three schools, 75.70 per cent, considered this source helpful, with twenty-two cases, 31.42 per cent, feeling these aids to

TABLE V

ACTIVITIES CONTRIBUTING TO STAFF ORIENTATION TO THE PROGRAMS OF GUIDANCE SERVICES

Activities	Degree of Contribution (per cent)				
	None	Little	Considerably	Extensively	No Answer
Panels led by administrator	22.85	18.57	31.42	20.00	7.16
Panels led by volunteer staff	44.38	12.85	27.14	5.71	9.92
Panels led by staff chosen head	57.14	11.43	15.71	7.14	8.58
Reports by faculty guidance committee	40.00	12.85	28.57	11.43	7.15
Visits to schools with guidance	45.71	18.57	18.57	8.58	8.57
Staff reports of guidance coursework	24.28	21.41	31.43	15.71	7.17
Visits to school by counselors	52.86	17.14	10.00	8.57	11.43
Visits by state dept. specialists	14.28	18.57	32.85	28.57	5.73
Visits by specialists from colleges	40.00	20.00	11.71	18.58	9.71
Visits by county supt. schools	42.85	20.00	18.57	4.28	14.30
U. S. Dept. Ed. Pamphlets, aids	15.71	44.28	21.42	10.00	8.59
Books in field of guidance	1.42	18.57	48.57	27.14	4.30

be of considerable or extensive value. Eleven cases, 15.71 per cent, thought no help came from these.

Forty-nine schools, 69.99 per cent, considered panels led by the administrator as helpful. Of this number, thirty-six, 51.42 per cent, thought he made a considerable or extensive contribution; while sixteen schools, 22.85 per cent, did not consider this source as having any influence on the establishment of their program.

Reports from faculty members who had taken courses in guidance proved helpful in forty-eight, 68.55 per cent of the schools. Thirty-three, 47.14 per cent, considered these reports to have had considerable or extensive influence in their faculty orientation program. Seventeen schools, 24.28 per cent, felt such activities made no contributions in their schools.

Faculty guidance committees were used for orientation purposes in thirty-seven schools, 52.55 per cent. Such influence was thought to be considerable or extensive in twenty-eight of the cases. Yet, the same number of schools, twenty-eight, reported no contribution made by faculty guidance committees.

Specialists from colleges made contributions in thirty-six, 50.29 per cent, of the schools. This contribution was considerable or extensive in twenty-one

schools, 30.29 per cent. Ten, 14.28 per cent, did not consider college specialists as a contributing factor in their cases. Volunteer staff panels were carried out for the purpose of guidance orientation in thirty-two, 45.70 per cent, of the cases. However, thirty-one, 44.38 per cent of the cases, did not use this as a means of orientation for their faculties in the areas of guidance.

County school superintendents played a part in thirty, 42.85 per cent, of the schools. This influence was considerable or extensive, however, in only sixteen schools, 23.03 per cent; while thirty reported the source as being of no assistance to them. Visits were made by faculty members to schools where guidance programs were in operation in thirty-two cases, 45.72 per cent. Yet, the same number of schools did not believe this activity contributed to their staff orientation. Nineteen, 27.15 per cent, felt that such activity proved very helpful.

Visiting counselors were considered to be of assistance in orientation activities in twenty-five, 35.71 per cent, of the cases; but only thirteen schools, 18.57 per cent, reported the activity as being of very much value. Thirty-seven cases, 52.86 per cent, believed such procedures to be of no help in their schools.

The last activity which was reported as being of assistance in helping faculties to become familiar with

the whys and wherefores of guidance was that of panels led by some member from the group who had been chosen by the administrator of the school. Twenty-four, 34.38 per cent, used this plan; with sixteen, 22.85 per cent of the faculties, feeling the activity made a considerable or extensive contribution. Forty, 57.14 per cent, were not reported as believing this to be a contributing activity.

Although there seemed to be little adverse reaction to the idea of establishing a program of guidance services in a majority of schools, some surveys did indicate the kinds of difficulties faced during the initial stages of development (see Table VI). Criticisms of an adverse nature included (in the order of frequency listed): added work, lack of interest, resentment on the part of some teachers to the designated counselor being given "free" time, lack of time to carry out the desired activities, confusion as to the purpose of the program, lack of adequate materials, and the lack of experienced personnel to carry out the work. Various activities were used to overcome some or all these adverse reactions (see Table VII). These included (in the order of frequency listed): faculty conferences, programs of in-service training, teachers taking courses in guidance, strong and active administrative support,

TABLE VI

ADVERSE STAFF REACTIONS TO THE ORGANIZATION OF GUIDANCE SERVICES

Nature of Reaction	Per Cent of Schools
Added work	12.86
Lack of interest	11.43
Resentment toward counselor being given "free" time	8.57
Lack of time	5.71
Confusion as to purpose	4.29
Program unnecessary	4.29
Inadequate materials	4.29
Lack of experienced personnel	1.43

TABLE VII

MEANS USED TO OVERCOME ADVERSE REACTIONS TO GUIDANCE PROGRAMS

Activity	Per Cent of Schools
Understanding of program through faculty conferences	7.14
Understanding of program through in-service-training	5.71
Courses taken in guidance	4.29
Strong administrative support	4.29
Parental support of program	1.43
Additional time provided	1.43

parental support, and the provision of time for the carrying out of necessary activities.

Students' Orientation Activities. Various procedures were carried out to acquaint the students in each school of the study with the desirability of guidance services as they related to helping the individual (see Table VIII). The most widely used means for orienting students to the guidance program was through regular classes. Fifty-eight, 82.84 per cent, used this means; with forty-six, 65.70 per cent, feeling this channel was used considerably or extensively. Eleven, 15.71 per cent, did not list regular classes as a means of orientation.

The second most frequently used medium was through the programs of extra-curricular activities. Fifty-seven, 81.41 per cent, of the schools used this means; with thirty-four, 48.56 per cent, being reported as using the extra-curricular program to a considerable or extensive degree. Nineteen schools, 27.14 per cent, were reported as considering the extra-curricular program as not being used in this connection.

The school paper provided the third most often reported means for student orientation to guidance: forty-nine schools, 67.13 per cent. Twenty-three schools, 32.85 per cent, considered this a major means of orientation; but twenty schools, 28.57 per cent, did not

TABLE VIII

ACTIVITIES CONTRIBUTING TO STUDENT ORIENTATION TO THE PROGRAM OF GUIDANCE SERVICES

Activities	Degree of Contribution (per cent)				
	None	Little	Considerably	Extensively	No Answer
Administrator explained program	30.00	20.00	21.42	24.28	4.30
Homeroom teacher explained program	35.71	20.00	24.28	14.28	5.73
Classes in occupations	41.42	12.86	21.42	18.57	5.73
Regular classes	15.71	17.14	42.85	22.85	1.45
School paper	28.57	34.28	24.28	8.57	4.30
Student council	27.14	24.28	27.14	8.57	12.87
Extra-curricular activities	27.14	22.85	35.71	12.85	1.45
Development without publicity	27.14	18.57	35.71	8.57	10.01

consider the school paper as making any contribution to guidance orientation.

The role of the administrator again played an important part in the guidance program, for forty-six schools, 65.70 per cent, listed his explaining the program to the student body as being significant. Thirty-two, 45.60 per cent, considered his influence considerable or extensive. Twenty-one, 30.00 per cent, stated that he played no part. Guidance was allowed to develop without any or very little publicity in forty-four schools, 62.85 per cent. Thirty-one cases, 44.28 per cent, thought no publicity was of considerable or extensive influence; while nineteen schools, 27.14 per cent, indicated this approach to the problem was not used.

Forty-three cases, 60.99 per cent, indicated the student council played a part in student orientation. Twenty-five, 35.71 per cent, indicated this to be a considerable or extensive means used; while nineteen, 27.14 per cent, thought the student council made no contribution. The home-room teacher had some part in student orientation in forty-one, 58.56 per cent, of the schools surveyed. Of this number, twenty-nine, 38.56 per cent, felt the home-room teacher's role was considerable or extensive; but twenty-five, 35.71 per cent, reported no contribution made through this source. Last, was that

of classes in occupations: Thirty-seven, 52.85 per cent, of the schools used this means, with twenty-eight, 39.99 per cent, stating they used this medium to a considerable or extensive degree. However, thirty schools, 42.42 per cent, were reported as feeling this had no influence.

Initial Areas in Establishing Programs. The schools included in this survey used a variety of areas as the beginning efforts of their guidance programs (see Table IX). The providing of occupational information, first to seniors, then progressively downward as students indicated the desire for such services, was reported as the most often used beginning area. This was carried out by sixteen schools, 22.85 per cent. The improving of cumulative records through a better system of organization and through the provision of more complete information about each student was the point of departure for ten schools, 14.43 per cent. This same number considered their initial activity to be the scheduling of individual conferences with all students. The general purpose of these conferences was indicated to be the discovering of those interests and needs of the students as revealed by them.

Five schools, 7.14 per cent, began their guidance program by establishing an orientation program for freshmen students. The same number initiated their activities

TABLE IX

SPECIFIC ACTIVITIES WHICH MARKED THE INITIAL STEPS IN BEGINNING THE GUIDANCE PROGRAM

Activity	Per Cent of Schools
Providing occupational information for students	22.85
Improving cumulative record information	14.43
Initiating a testing program	12.86
Making surveys of students' needs	11.43
Holding individual conferences with students	11.43
Establishing an orientation program for freshmen students	7.14
Providing free time for teachers to carry out guidance activities	7.14
Using the homeroom period as a medium for group guidance activities	5.71
Initiating a staff in-service training program in areas of guidance	5.71
Establishing closer working relationship with the elementary school	1.30
Totals	100.00

by freeing teachers of some of their teaching loads whereby they might have time for working with students. One teacher was given one-half of each day for guidance in these schools. Four schools, 5.71 per cent, began by initiating a staff in-service-training program. The same number of schools began by using the home-room period to carry out group guidance activities. One school considered its guidance program began by establishing closer working relationships with the elementary schools from which it drew students. Other activities mentioned by various schools as being carried out in the early stages of the program included: selling the program to students and faculty; organizing a youth round-table; planning for a state-wide organization of guidance services; and faculty planning for a total four-year program of guidance, which would emphasize specific activities at each grade level.

Summary. The most outstanding influences in the establishment of the guidance program were the administrator and the faculty guidance committee. Major contributions to faculty guidance orientation included professional literature, teachers who had taken courses in guidance, and specialists from the state department of education. Student orientation to the guidance program came most often through regular classes, extra-

curricular activities, and the school paper. The first activity to be carried out by a larger number of schools was in the area of educational and occupational information; the second, the improvement of cumulative record information.

CHAPTER V

THE INDIVIDUAL INVENTORY SERVICE

Sources of Information About Students. All the schools included in the survey used some or all of the following means to procure information about students: the personal data sheet, interviews, grades, tests, teacher conferences, previous school records, physical examination records, teachers' oral reports, adjustment ratings, autobiographies, anecdotal records, case studies, home visitations, and sociometric devices. One of the most widely used of all devices was the personal data sheet. Sixty-seven, 95.71 per cent, of the reporting schools used this source; with only one school omitting its use (see Table X). Sixty-three schools, 90.00 per cent, maintained personal data sheets on all or a majority of their students. Sixty-three schools, 89.98 per cent, considered the interview a major tool for gaining student information. Fifty-nine, 84.28 per cent, considered this to be a source of much information. Only three schools, 4.28 per cent, were reported as not using the interview for gaining information. All schools but one, 1.43 per cent, considered subject matter grade reports as informative sources. Sixty schools, 85.71 per cent, used them considerably or extensively. All schools

TABLE X

SOURCES FOR OBTAINING INFORMATION ABOUT STUDENTS

Source of Information	Degree to Which Used (per cent)				
	None	Little	Considerably	Extensively	No Answer
Personal Data Sheet	1.43	5.71	27.14	62.86	2.86
Interviews	4.28	5.71	40.00	44.28	5.74
Subject Grade Reports	1.43	7.14	28.57	57.14	5.72
Intelligence Tests	5.71	10.00	11.45	71.43	1.31
Achievement Tests	2.85	8.57	27.14	57.14	4.30
Teacher Conferences	1.43	15.71	54.29	28.57	0.00
Former School Records	0.00	20.00	38.57	40.00	1.43
Interest Tests	8.29	14.29	30.00	42.86	4.56
Physical Examination Records	5.71	21.43	32.86	35.71	4.29
Teachers' Oral Reports	7.14	25.72	45.71	15.71	5.72
Homeroom Teacher Conferences	15.71	18.57	38.57	20.00	7.15
Adjustment Ratings	20.00	22.85	31.43	20.00	5.72
Aptitude Tests	12.85	24.28	21.43	28.57	2.87
Parent Interviews at School	5.71	42.86	41.42	7.14	2.87
Autobiographies	25.74	30.00	24.26	18.57	1.43
Anecdotal Records	25.74	31.43	28.57	12.86	4.40
Personality Tests	21.43	28.57	17.14	24.28	8.58
Case Studies	14.28	48.57	21.41	10.00	5.74
Teachers' Home Visits	18.57	52.86	20.00	2.86	5.75
Sociometric Studies	54.29	31.43	10.00	1.43	2.85

but one carried out teacher conferences for the purpose of gaining student information. Fifty-six, 80.33 per cent, carried out this procedure for many or all their students. Teacher conferences was the one source in this section of the survey reported on by all schools. Of the schools reporting, all stated they used former school records, with fifty-five, 78.57 per cent, making considerable or extensive use of them. Sixty-three, 90.00 per cent, of the schools used student physical examination records for gaining information, with forty-eight, 68.57 per cent, giving this source considerable or extensive weight. Four, 5.71 per cent, did not use this source. Teacher oral reports were used in sixty schools, 86.14 per cent, with forty-three, 61.42 per cent, considering this source very helpful. This source was not reported as being used by five schools, 7.14 per cent. Home-room-teacher conferences were carried out for the purpose of gaining student information in fifty-four schools, 77.14 per cent. Of these, forty-one, 58.57 per cent, gave considerable or extensive importance to this source. Eleven, 15.71 per cent, reported they did not use home-room-teacher conferences for this purpose. Fifty-two, 74.28 per cent, of the schools thought student adjustment ratings gave sufficient information to be used. Thirty-seven, 51.43 per

cent, used this tool with many or all of their students. Fourteen schools, 20.00 per cent, did not use this source. Parent interviews held at school were carried out by sixty-four, 91.42 per cent, of the cases; thirty-four, 48.56 per cent, considered this activity a very informative source. School-held parent interviews were not carried out for gaining student information by four schools, 5.71 per cent. Autobiographies were used in fifty-one, 72.83 per cent. Thirty, 42.83 per cent, thought their use revealed enough information to be used with many or all the students; but eighteen, 25.74 per cent, failed to include this source in their battery of information. Anecdotal records were used to some extent by fifty-one schools, 72.86 per cent; but they were written on many or all students in only twenty-nine cases, 41.43 per cent. Like autobiographies, they were not listed as being used in eighteen schools. Case studies were sources in fifty-six schools, 79.98 per cent. This source was used widely in twenty-two, 31.41 per cent, of the cases. Ten cases, 14.28 per cent, did not list this source as being used at all. Teacher home visitations proved to be a worthwhile source in fifty-three cases, 75.72 per cent. However, only sixteen, 22.86 per cent, carried out this activity for many of their students; and thirteen schools, 18.57 per

cent, did not use this activity as a source of information about students. Sociometric studies were listed as sources by thirty schools, 42.86 per cent; but they were used in only eight schools, 11.43 per cent, for a considerable or extensive number of students. Thirty-eight reports, 54.29 per cent, did not list this tool as a source of information.

Programs of Testing. The extent to which standardized testing programs were carried out varied greatly among the reporting schools. Twelve schools, 17.14 per cent, indicated that, although they did some formalized testing, they did not consider the activity extensive enough to be considered a testing program. These schools indicated that since their student body was of such size as to permit the teachers to know the individual students in many in and out-of-school situations, extensive testing was unnecessary. Mental ability was the area chosen by most schools, if only one phase could be included in their testing activities. Sixty-five schools, 92.88 per cent, used this information to some degree for gaining information about their students. Fifty-eight, 82.88 per cent, of these schools gave intelligence tests to many or all of their students. Only four schools, 5.71 per cent, did not use tests of mental ability (see Table X).

An area felt to be of equal importance was that of achievement. Sixty-five schools also did some achievement testing, and the degree to which it was used considerably or extensively was slightly greater than that of intelligence, fifty-nine cases, 84.28 per cent. Only two schools, 2.85 per cent, were reported as using no standardized achievement tests. In the area of interest, fifty-seven schools, 87.15 per cent, did some testing. Of that group, fifty-one, 72.86 per cent, thought this type of information was procured and used on many or all of their students. Six schools, 18.29 per cent, did no testing in the area of interest. Fifty-two schools, 74.28 per cent, did some aptitude testing; but only thirty-five schools used this area on very many of their students. Nine schools, 12.85 per cent, did no aptitude testing. In the area of personality, forty-nine, 69.93 per cent, did some testing. However, this was considerable or extensive in only twenty-nine, 41.42 per cent, of the cases; and it was not done in fifteen schools, 21.43 per cent.

The choices of specific tests used by the various schools was interesting. In the area of intelligence, the California Test of Mental Maturity was the first choice of twenty schools, 28.57 per cent. However, the Otis Quick Scoring Mental Ability Tests were chosen

almost as often: eighteen schools, 25.71 per cent. The Henmon-Nelson Tests were selected by ten schools, 14.29 per cent. Others included the Kuhlman-Anderson Intelligence Test, five schools, 7.12 per cent; and the Terman-McNemar Test of Mental Ability, two schools, 2.85 per cent. The Pintner General Abilities Test, the Chicago Test of Primary Mental Abilities, and the Ohio State University Psychological Tests were used by some schools in addition to those already listed. The frequency of these choices was not sufficient for tabulation. Only five schools, 7.12 per cent, stated they were able to follow group intelligence testing with any type of individual test, whenever such seemed desirable.

Twelve schools, 17.14 per cent, used the Progressive Achievement Battery. The second most often selected achievement series was the Stanford Achievement Tests: ten schools, 14.25 per cent. The Iowa Test of Educational Development was used by seven schools, 10.00 per cent. The American Council on Education Tests were given in five, 7.12 per cent. Five used the Metropolitan Achievement Battery; four, 5.71 per cent, the Cooperative Achievement Battery; and two, 2.85 per cent, the California Achievement Battery.

Among the interest inventories, the Kuder Preference Record was used in a majority of cases, thirty-nine,

55.91 per cent. Other interest inventories reported as being used in various schools included: Science Research Associates' Youth Inventory: four schools, 5.71 per cent; Strong Vocational Interest Blank for Men and Strong Vocational Interest Blank for Women: three schools, 5.71 per cent; Lee-Thorpe Occupational Interest Inventory: two, 2.86 per cent; Cleeton Vocational Interest Inventory: one, 1.43 per cent; and the Gentry Vocational Inventory: one school.

In schools giving personality tests, the California Test of Personality was most often used: eleven schools, 15.71 per cent. The Bell Interest Inventory was used in six schools, 8.57 per cent. The Mooney Problems Check-List was given in four, 5.71 per cent. The Adams-Lepley Personal Audit was listed as being used in three schools, 4.28 per cent; and the Bernreuter Personality Inventory was used in two schools, 2.86 per cent.

No pattern of special aptitude tests appeared in the tabulated data. Many schools stated they used the services of the state employment agency area offices for whatever special aptitude testing they did. Other schools used the testing services of the state university or teachers' colleges, wherever possible.

The Cumulative Record. The Individual Inventory Service functions for the purpose of obtaining, recording,

and appraising pertinent information about each student in any given school.[1] Comprehensive, systematically organized information about every student is necessary for the effective operation of the guidance program.[2] The cumulative record seems to be the most satisfactory means of maintaining source information about the various aspects of the background, progress, and present status of students. Proper use of the cumulative record can be of much assistance to teachers and administrators in helping them to better understand their students and for the students to better understand themselves to the end of bringing about desirable student adjustment and growth.[3]

Maintaining cumulative record information requires much time and effort; for it is a continuous process, involving the choice of pertinent information to be accurately recorded. Thirty-six, 51.42 per cent, of the schools included in the study accomplished this time-consuming task through the total participation of all staff members. However, seventeen schools, 23.43

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[1] Ibid., United States Office of Education, Criteria for Evaluating Guidance Programs, p. 13.

[2] Loc. cit.

[3] Ruth Strang, op. cit., p. 180.

per cent, reported that they did not rely on total staff participation to maintain the cumulative records of students. Special records committees were appointed in thirteen schools, 12.99 per cent, to be responsible for the proper keeping of the cumulative records. However, only five schools, 7.14 per cent, used this practice considerably or extensively. Other methods used for maintaining cumulative record information in specific schools included: the home-room teacher, the school secretary, the guidance office, and student clerical assistance.

Thirty-three items were included in the cumulative records of the various schools. Although most schools maintained a majority of these kinds of information on at least a small number of their students, only twenty-four, 35.72 per cent, of the cases included all thirty-three entries for at least some of their students. Only six schools, 8.58 per cent, used all the information extensively, that is on all students (see Table XI). These types of information ranged from the identification data, i.e., name, sex, birthdate, birthplace, and parents' names, which were found on all records of the reporting schools, sixty-eight, 97.01 per cent, to a statement of the attitude of the home toward the school and school attendance, which appeared on the

TABLE XI

INFORMATION INCLUDED IN INDIVIDUAL CUMULATIVE RECORD FILES

Kinds of Information	Degree to Which Found (per cent)				
	None	Little	Considerably	Extensively	No Answer
Name, sex, birthplace	0.00	0.00	0.00	97.01	2.99
Parents' names	0.00	0.00	0.00	97.01	2.99
Parents' address	2.86	0.00	2.86	92.86	1.42
Student's address	4.28	0.00	2.85	90.00	2.87
Parents' occupation	0.00	4.28	0.00	87.14	4.28
Attendance record	2.86	2.86	8.57	85.71	0.00
Academic record	2.86	0.00	4.29	84.29	8.56
Parents' marital status	5.71	4.28	5.71	82.85	1.45
Intell. test results	2.86	7.14	12.86	72.85	4.29
Achiev. test results	10.00	7.14	11.43	70.00	1.43
Participation in extra-curricular activities	4.28	7.14	18.57	68.58	1.43
Sibling information	15.71	4.28	14.29	64.29	1.43
Conduct record	10.00	11.43	18.57	60.00	0.00
Honors, spec. achiev.	10.00	7.14	21.43	60.00	1.43
Future educat. plans	8.57	11.43	20.00	58.57	1.43
Special abilities	10.00	10.00	21.43	58.57	0.00
Interest test results	12.86	14.29	14.29	57.13	1.43
Parents' last occupat.	25.74	10.00	5.71	55.71	2.84

TABLE XI (Continued)

Kinds of Information	Degree to Which Found (per cent)				
	None	Little	Considerably	Extensively	No Answer
Future vocat. plans	11.43	12.86	18.57	54.30	2.84
Hobbies	22.86	15.71	8.57	52.86	0.00
Student's religious preference	32.85	12.86	1.43	50.02	2.84
Parents' education	21.43	15.71	14.29	48.57	0.00
Parents' religious preference	35.71	15.71	1.43	45.72	1.43
Participation in out of school activities	27.14	14.29	20.00	38.57	0.00
Personality inventory results	35.71	12.86	8.29	34.29	8.88
Vocational interests at various age levels	28.57	22.86	17.14	30.00	1.43
Records of counseling interviews	24.26	20.00	25.74	27.14	2.86
Record of next experience after high school	28.57	21.43	18.57	27.14	4.29
Informational services found in home	51.42	10.00	14.29	22.86	1.43
Health status of members of immediate family	44.29	28.57	7.14	20.00	0.00
Degree of apparent social adjustment	24.26	25.74	30.00	18.57	1.43
Accomplishments of immediate family	54.28	22.86	7.14	14.29	1.43
Attitude of home toward school	62.85	17.15	10.00	8.57	1.43

records of all students in only six, 8.58 per cent, of all the schools (see first and last entries, Table XI).

The extent to which data, information in nature, are to be found on student cumulative record forms would seem to be an indication of how complete a knowledge the school had about its students. It is possible, however, that such information might be recorded but not used. But, since no means was available for measuring the degree to which cumulative record information was actually used; the extent to which data were recorded was the criterion used for measuring the extent to which the schools of the study maintained their Individual Inventory Service.

The following information appeared on all records of students in practically all schools, in addition to the identifying data previously mentioned: parents' address, occupation, and marital status in sixty-five, 92.86 per cent; sixty-one, 87.14 per cent; and fifty-eight, 82.85 per cent of the cases, respectively. Likewise, students' addresses, attendance, and academic records were found on all students in most of the schools: sixty-three, 90.00 per cent; sixty, 85.71 per cent; and fifty-nine, 84.29 per cent, respectively.

Concerning the recording of test information, intelligence test results were found on a majority or

all of the records of students in fifty-one schools, 72.85 per cent. Two schools, 2.86 per cent, recorded no intelligence test information on the cumulative form; and five, 7.14 per cent, had this information on only a few students. Fifty-seven cases, 81.43 per cent, recorded achievement test results on a majority or all of their students. Seven schools, 10.00 per cent, did not maintain this information on any student; and five schools, kept the information on only a few students. Results of interest tests were to be found to a considerable or extensive degree in fifty schools, 71.42 per cent. Nine surveys, 12.86 per cent, revealed no recorded information for any student in this area. Twelve schools, 14.29 per cent, maintained this information on only a few students. Personality inventory results were to be found on many or all records in only thirty, 42.58 per cent, of the schools of the study. This type of information was not found on records in twenty-five, 35.71 per cent, of the cases; and in nine schools, 12.86 per cent, on only a few students.

Other information found on many or all students in a large percentage of the schools of the study included: sibling information, fifty-five cases, 78.58 per cent; conduct record, the same number; honors and special achievement record, fifty-seven, 81.43 per cent;

special abilities, fifty-six, 80.00 per cent; hobbies, forty-four, 63.43; participation in extra-curricular or co-curricular activities, sixty-one, 87.15 per cent; and participation in out-of-school activities, forty-one, 58.57 per cent.

The number of schools recording information concerning educational and vocational choices on a majority or all their students was interesting: Fifty-one, 72.57 per cent, of the schools kept information concerning students' vocational plans; and forty-seven, 68.57 per cent, maintained data on future educational plans. Thirty-two schools, 45.71 per cent, had information concerning the next experiences of students beyond high school. Procuring these types of information required interviewing. Records of interviews were kept on many or all students in thirty-seven, 52.88 per cent, of the reporting schools. Eight schools, 11.43 per cent, did not maintain records of students' future vocational plans; six schools, 8.57 per cent, had no records of future educational plans; and twenty schools, 28.57 per cent, did not maintain information on students after they left school either as graduates or as drop-outs. Seventeen cases, 24.26 per cent, did not keep records of any interviews.

Data found in a lesser number of schools on many or all students' records were as follows: degree of apparent social adjustment: thirty-four schools, 48.57 per cent; vocational interests at various age levels: thirty-one schools, 47.14 per cent; information services to be found in the home: twenty-two schools, 37.15 per cent; health status of the immediate members of the family: nineteen schools, 27.14 per cent; and accomplishments which were considered outstanding of members of the immediate family: fifteen schools, 21.43 per cent. The number of schools not including the following data in the cumulative records of any students seemed large: accomplishments of immediate members of the family - thirty-eight schools, 54.28 per cent; informational services in home - thirty-six, 51.42 per cent; health status of immediate members of the family - thirty-one, 44.29 per cent; vocational interests at various age levels - twenty, 28.57 per cent; and degree of apparent social adjustment - seventeen, 24.26 per cent.

Other points of information included on the cumulative records were religious preferences of parents and students, parents' last occupation, and parents' education. Forty-four schools, 62.86 per cent, maintained parents' education data on many or all students; while fifteen, 21.43 per cent, did not. Forty-three

schools, 61.42 per cent, kept records of parents' last occupation for most students, while nineteen, 25.74 per cent, did not. Information concerning students' religious preferences were maintained for many or all students in thirty-six schools, 51.45 per cent; while it was not kept in twenty-three, 32.85 per cent. Last, the religious preference of parents was recorded on a majority of the records in thirty-three schools, 45.72 per cent; while it was not kept by fourteen schools, 35.71 per cent.

Summary. The most widely used tool for gaining information about students was the personal data sheet, used by all but one of the reporting schools of the study. Another common source of information was the interview. This means was reported as being used by all but three schools. Subject grades and teacher conferences were used extensively. Other sources of information included former school records, physical examination records, teacher oral reports, home-room teacher conferences, adjustment rating sheets, parent interviews at school, autobiographies, anecdotal records, case studies, teacher home visitations, and sociometric studies.

Testing was not carried out on a formalized basis by twelve, 18.57 per cent, of the schools. Schools using only one area of testing from which to gain student

information chose intelligence. If two areas were possible, intelligence was combined with achievement. If time and funds were available, interest was the third area made available to students. Fourth came personality. No pattern of aptitude testing appeared in the total survey. The most commonly chosen specific tests by areas were: Intelligence - California Test of Mental Maturity; Achievement - Progressive Achievement Battery; Interest - Kuder Preference Record; and Personality - California Test of Personality.

Concerning the types of cumulative record information included in student folders; only six schools, 8.57 per cent, maintained thirty-three items of information on all students. However, all reporting schools stated cumulative record forms were maintained on all students.

The problem of keeping adequate cumulative records was solved by total staff participation in thirty-six schools, 51.42 per cent. Other schools used special record committees to carry out the task. Still others used the assistance of the home-room teachers, the school secretary, the guidance personnel, and students.

CHAPTER VI

INFORMATIONAL AND COUNSELING SERVICES

> Before students can solve any of the puzzling and perplexing problems, either with or without help, they need two types of information: (1) Knowledge of the world of work and the many vocations, and (2) knowledge of themselves.[1]

Service Relationships. The Individual Inventory Service, discussed in the previous chapter, aids the counselor and the teacher in helping each student to get a better understanding of himself, his capabilities and interests. The Informational Services provide students with knowledges about the many fields of work and with information about educational opportunities. Many students make unwise educational and occupational choices because of the lack of correct information either about their abilities and/or lack of accurate information about training and work choices. Collecting, filing, disseminating, and interpreting educational and occupational information have become an essential part of the school's guidance program.[2] The Counseling Service makes wide use of both the Individual Inventory and the

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[1] Bent and Kronenberg, op. cit., p. 527f.

[2] Froelich, Guidance Services in Smaller Schools, op. cit., p. 126.

Informational Services to bring about maximum individual adjustment and growth through making various types of information available to students. Such information should assist them in making wise and proper choices.[3]

Kinds of Information. Types of educational and occupational information provided students in the schools included in this study were as follows (listed in order of degree provided): poster, graph, and chart information on occupations; general educational information; general occupational information; terminal and special educational information; special occupational information; current part-time job information; and current full-time job information (see Table XII).

Visual aids, i.e., posters, graphs, and charts, were provided for some students in sixty schools, 88.67 per cent. These types of information were made available to many or all students in forty-four cases, 62.85 per cent, of all schools. Seven schools reported that they did not provide occupational information through these media. General educational and occupational information were made available to at least some students in sixty-one schools: educational - 87.34 per cent and occupational - 87.14 per cent. However, general

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[3] Ibid., p. 223.

TABLE XII

KINDS OF EDUCATIONAL AND OCCUPATIONAL INFORMATION AVAILABLE TO STUDENTS

Kinds of Information	Degree to Which Available (per cent)				
	None	Little	Considerably	Extensively	No Answer
General educational information file	8.29	4.28	40.00	42.86	4.57
Specific occupational information file	21.43	18.57	21.43	35.71	2.86
General occupational informational file	12.86	11.43	22.85	52.86	0.00
Terminal, special ed. information file	18.57	14.28	40.00	25.72	1.43
Posters, graphs, chart info. on occupations	10.00	25.72	37.13	25.72	1.43
Current part-time job opportunities	25.72	18.57	35.71	20.00	0.00
Current full-time job opportunities	25.72	22.86	30.00	21.42	0.00

educational information was provided to many or all students in fifty-eight schools, 82.86 per cent; while general occupational information was made available to many or all students in fifty-three schools, 75.71 per cent. Six schools, 8.29 per cent, were reported as not providing general educational information; and nine, 12.86 per cent stated that no occupational information was provided for in their programs.

Terminal and special education information was made available in fifty-six schools, 80.00 per cent, to some degree. It was made available to many or all students in forty-six schools, 65.72 per cent. Thirteen schools, 18.57 per cent, reported they did not make this type of information available. A special occupations file of information was maintained in fifty-three schools, 75.71 per cent. This information was used considerably or extensively in forty schools, 57.14 per cent and was not available in fifteen cases, 21.43 per cent. Current part-time and full-time job information was maintained in fifty-two schools, 74.28 per cent. Part-time job information was available to many or all students in thirty-nine schools, 55.71 per cent; and full-time job information in thirty-six schools, 51.42 per cent. Eighteen schools, 25.72 per cent, provided neither part nor full-time job information to their students.

Personnel Responsible. The following staff personnel were reported as being of assistance in the process of procuring and disseminating educational and occupational information (listed in order of frequency in which they were reported as providing assistance): the administrator, the classroom teacher, the teacher-counselor, the librarian, and the home-room teacher (see Table XIII). Again, the important role of the administrator in the carrying out of the guidance program was revealed. It was he who provided some assistance in the greatest number of schools, sixty-two, 88.57 per cent. Of this number, he was a major source of information in fifty-four, 77.14 per cent; but seven schools listed him as having no part in this phase of the guidance program. The classroom teacher provided assistance to some degree in sixty-one schools, 87.15 per cent; much assistance in thirty-one schools, 44.29 per cent. He was listed by seven schools as making no contribution. The teacher-counselor provided some degree of assistance in sixty schools, 85.57 per cent; much assistance in fifty-five, 78.43 per cent. He was not listed as a source in ten, 14.27 per cent. The librarian was of some assistance in fifty-six schools; of much assistance in forty-one, 58.57 per cent. He was not listed as making any contribution in thirteen, 18.57 per cent, of

TABLE XIII

SOURCES OF ASSISTANCE IN PROCURING AND USING EDUCATIONAL AND OCCUPATIONAL INFORMATION

Sources of Assistance	Degree of Assistance (per cent)				
	None	Little	Considerably	Extensively	No Answer
Teacher-counselor	14.27	7.14	27.14	51.29	0.16
Administrator	10.00	11.43	38.57	38.57	1.43
Librarian	18.57	21.43	35.71	22.86	0.00
Exploratory occupational units in classes	21.43	31.43	25.71	20.00	1.43
Classroom teacher	10.00	42.86	32.86	11.43	2.85
Occupations courses	51.29	8.57	25.74	12.87	1.43
Homeroom teacher	30.00	32.86	28.57	8.57	0.00
College-day programs	47.15	18.57	18.57	15.71	0.00
Career-day programs	52.86	17.14	10.00	20.00	0.00
Community agencies	35.71	34.26	22.85	5.75	1.43

the reporting schools. The home-room teacher made some contribution in forty-four schools, 62.86 per cent; was of much assistance in twenty-six, 37.14 per cent; and he was not considered as a source of information in twenty-one schools.

Media Used for Dissemination. Activities through which educational and occupational information were provided to students of the schools of the study included (in order of the degree to which they were used): community agencies, exploratory occupational units in regular classes, college-day programs, career-day programs, and courses in occupations. Forty-four schools, 62.86 per cent, relied on community agencies for providing some assistance in the dissemination of educational and occupational information. Twenty schools, 28.60 per cent, used this source to an appreciable or marked degree; but twenty-five schools, 35.71 per cent, did not list this as a source used by them. Exploratory occupational units carried out through regular classes proved to be the second most used medium for disseminating information. This procedure was carried out to some degree in forty schools, 57.14 per cent. It was used extensively in twenty-six, 37.14 per cent. However, twenty-one schools did not report the use of occupational units in regular classes. College days were held in thirty-seven of

the schools, 52.85 per cent. They constituted a source of much information in twenty-four, 34.28 per cent; but were not used in twenty-nine, 47.15 per cent. Career days were reported as being held in thirty-three schools, 47.14 per cent. Their contribution was extensive in twenty-one cases; but thirty-seven schools, 52.86 per cent, stated such activities played no part in the dissemination of educational and occupational information in their schools.

Counselor Practices. The heart of the guidance program may be considered counseling, for it is through this service that other services are coordinated into an effective effort to bring about total student adjustment.[4] All schools included in this study designated at least one member of their staff as a teacher-counselor; and it became this person's responsibility to coordinate the guidance program. Interesting information was revealed concerning the practices and procedures carried out by the teacher-counselor. (Only practices which were maintained to a considerable or extensive degree will be discussed in order that a positive picture may be gained of this person as he carries out his duties in small school situations.)

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[4] Francis P. Robinson, Principles and Procedures in Student Counseling (New York: Harper and Brothers, Publishers, 1950), p. 2.

As would be expected, the teacher-counselor maintained high ethical standards concerning confidential information in sixty-eight schools, 97.15 per cent (see Table XIV). This person attempted to get the student to become self-directive in his thinking and in working out his problems in sixty-six cases, 94.30 per cent. Sixty-five teacher-counselors, 92.86 per cent, tried to get the student to express himself freely in counseling situations. An attempt was made to give students the feeling that they, the counselors, had a genuine desire to be of assistance to each student in sixty-four situations, 91.43 per cent. Teacher-counselors sought staff cooperation in assisting students with their problems in sixty-three schools, 90.00 per cent. Sixty schools, 87.15 per cent, reported the following three practices as being carried out by their teacher-counselors in a similar degree: (1) the welcoming of unscheduled interviews; (2) the providing of counseling services; and (3) the practice of making use of referral agencies wherever they might be of assistance to the student. Fifty-nine of the teacher counselors, 84.29 per cent, attempted to keep counseling free from disciplinary implications. Cooperation of parents was sought in fifty-seven cases, 81.43 per cent. Community resources were used considerably or extensively in fifty-four

TABLE XIV

COUNSELING PRACTICES CARRIED OUT BY STAFF MEMBERS RESPONSIBLE FOR GUIDANCE

Practices	Degree to Which Carried Out (per cent)				
	None	Little	Considerably	Extensively	No Answer
Maintains high ethical standards	2.85	0.00	12.86	84.29	0.00
Welcomes unscheduled student interviews	1.43	0.00	17.14	80.00	1.43
Attempts to get students to become "self-directive"	2.85	2.85	18.58	75.72	0.00
Welcomes unscheduled staff interviews	4.27	1.43	18.58	75.72	0.00
Enlists staff cooperation in assisting students with their problems	5.71	2.86	37.14	52.86	1.43
Attempts to get students to express themselves	5.71	0.00	11.43	81.43	1.43
Gives students feeling of wanting to help them	5.71	1.43	28.57	62.86	1.43
Provides counseling service for students	10.00	2.85	30.00	57.15	0.00
Uses welfare agencies as need arises	10.00	2.85	30.00	57.15	0.00
Keeps counseling free of disciplinary implications	4.27	8.58	25.72	58.57	2.86
Enlists cooperation of parents	5.71	11.43	40.00	41.43	1.43
Makes use of community resources	7.15	15.71	45.71	31.42	0.00
Uses referral agencies for health reasons	14.29	11.43	20.00	50.00	3.28

cases, 77.13 per cent; and health referrals were made regularly as the case necessitated by forty-nine teacher-counselors, 70.00 per cent.

Concerning the number of counseling interviews held with students each year and the number of students out of the total school population who received counseling, the study revealed that an average of 68.79 per cent of the students in all schools had two or more scheduled or unscheduled counseling interviews each year. This percentage ranged from 100.00 per cent to 15.00 per cent among the seventy schools.

Staff Cooperation. Effective administration of the guidance program requires much and continuous participation by many members of any given faculty. The teacher-counselor can be of much service to students and staff only through the cooperative effort of all personnel connected with the school.[5] The classroom teacher is in a strategic position for gathering pertinent information about students. Likewise, it is he who can make constant use of all available guidance information in day by day situations to bring about student adjustment and growth.[6]

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[5] Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), p. 255f.

[6] Ibid., p. 256.

Most of the members of the faculties included in this study considered the goal of counseling to be the improved adjustment of the individual. This belief was prevalent among a majority or all staff members in sixty-four schools, 91.42 per cent (see Table XV). Only three schools indicated they believed this to be an unimportant principle. A majority of the teachers in fifty-three schools, 75.71 per cent, considered the referring of students to the counselor as the need arose to be very important. Seven schools felt this to be of little importance. Counseling was regarded as a professional activity requiring special training by all or a majority of the staff in fifty schools, 71.43 per cent. Nine schools, 12.86 per cent, were reported as considering this fact of no importance. A majority or all of the staff members in thirty-nine schools, 55.71 per cent, were willing to assume extra duties in order that time could be provided for counseling activities to be carried out. Ten schools, 14.29 per cent, indicated a lack of willingness of their staff to cooperate to this extent in carrying out counseling. A majority or all the staff in thirty-four schools, 48.57 per cent, referred only the more serious student problems to the counselor; while twenty-three, 32.86 per cent, were reported as not carrying out this practice. The belief that all

TABLE XV

STAFF OPINIONS AND PRACTICES IN RELATION TO COUNSELING

Opinions or Practices	Degree to Which Prevalent (per cent)				
	None	Little	Considerably	Extensively	No Answer
Goal of counseling is improved adjustment of the individual student	4.29	4.29	22.86	68.56	0.00
Students are referred by teachers to counselor as need arises	10.00	14.29	37.14	38.57	0.00
Counseling is regarded as a professional activity, requiring special training	12.86	15.71	48.57	22.86	0.00
Staff members are willing to assume extra duties to provide time for counseling	14.29	27.14	28.57	27.14	2.86
Only the more serious student problems are referred by staff to counselor	32.86	18.57	38.57	10.00	0.00
All counseling should be done by counselor	31.42	32.87	25.71	8.57	1.43

counseling should be done by the counselor was prevalent in a majority of the staff in thirty-four schools, 34.28 per cent; while this was not believed to be desirable by a majority of faculty members in twenty-two schools, 31.42 per cent.

Counseling Facilities. The following information was revealed by the study concerning the extent to which physical facilities were available in each school for the carrying out of guidance activities: Fifty-four of the seventy schools, 77.14 per cent, maintained general record files for keeping various types of information. Fifty schools, 71.43 per cent, kept confidential record files of information revealed through the interview which would be of such a nature as to make the maintaining of this data in the general files undesirable. Forty-six schools, 65.71 per cent, were able to provide private rooms for interviewing. Thirty-six schools, 51.43 per cent, maintained an office for the teacher-counselor or for the person in charge of the guidance program. Five schools, 7.14 per cent, were able to have a student reception room as a part of their physical facilities; and one school maintained a special guidance library for use by students (see Table XVI).

Time Devoted to Counseling. The average amount of time devoted to counseling each day by all schools

TABLE XVI

FACILITIES FOR CARRYING OUT COUNSELING ACTIVITIES

Facilities	Per Cent of Schools Having Facilities
General record files	77.14
Confidential record files	71.43
Private interview room	65.71
Counselor's office	51.43
Student reception room	7.14
Special guidance library	1.43

included in the study was one hundred twelve minutes, or 1.86 hours (see Table XVII). The time reported by the greatest number of schools was two periods, with nineteen, 27.14 per cent, schools reporting a greater amount; and thirty-eight schools, 54.28 per cent, reporting a shorter time. One school was able to devote seven periods per day to counseling; while three schools, 4.29 per cent, reported that they did not devote any periods to counseling as such.

Summary. Various sources of information were used for the procuring of educational and occupational information. The most common source of occupational information was through visual aids, including graphs, charts, and posters. A majority of the students of schools included in the study were provided educational and occupational information. Over three-fourths of the schools made available special occupations materials. Likewise, current part-time and full-time job information was available for most of the students in at least half of the schools of the survey.

The single most important person in the dissemination of educational and occupational information was the school administrator. Major contributions were also made by other members of the staff, including the classroom

TABLE XVII

APPROXIMATE NUMBER OF HOURS DEVOTED DAILY TO COUNSELING IN EACH SCHOOL

Approximate number of hours per day	Number of schools
7	1
6	3
5	1
4	3
3	11
2	13
1.5	4
1	15
0.75	3
0.5	14
0	2
Total 131.25	70

teacher, the teacher-counselor, the school librarian, and the home-room teacher.

Community agencies proved to be the most important source through which occupational information was brought to the school. Teaching exploratory units in occupations as part of regular class work was a common practice in many schools. College and career days proved effective disseminating media. The teaching of occupational courses was least used.

The person responsible for the coordinating of the various guidance activities in each school was usually designated the teacher-counselor. In most schools, this person was one who maintained high ethical standards concerning confidential information; who welcomed both staff and student interviews without their being scheduled; who enlisted staff and parent cooperation in carrying out the program; whose efforts were geared toward student self-expression and self-insight; who made every effort to provide adequate counseling service; who used referral agencies whenever such seemed desirable; who attempted to keep counseling free from disciplinary implications; and who effectively used community resources.

Staff cooperation in the administration of the guidance program of the small school seems essential, for

often staff personnel, excepting the regular faculty, are not available. Most staff members of the schools included in this study believed that improvement and adjustment of the individual to be the goal of counseling. A majority of the teachers cooperated in the carrying out of the counseling process by referring students to the counselor when such seemed desirable. Staff members were reported to be willing in one-half of the schools to assume whatever additional responsibilities as were necessary in order that counseling time might be provided for students.

Physical facilities for carrying out counseling consisted of general and confidential record files, counselor's offices, interview rooms, student reception rooms, and in one school, a guidance library.

An average of approximately two hours per day were devoted by each school to counseling. Most schools attempted to provide each student with a minimum of two counseling interviews each year. The range of available time for counseling was from seven hours per day to none.

CHAPTER VII

LESSER DEVELOPED SERVICES

Service Relationships. The Placement Service may be divided into two areas: (1) in-school placement, concerned with subject, grade, and activity placement of students; and (2) job placement of students on a part- or full-time basis. Placement and follow-up activities are essential complements to effective guidance, and the degree to which these services are carried out is measured through evaluation, the third service of this trio.[1] Only through such evaluation can the school plan and carry out desirable and meaningful activities.

This study was concerned in the main with the second aspect of placement, i.e., assisting in the procurement of full-time jobs for graduates and drop-outs and part-time work for those students in school. Many reports stated their school did not have what would ordinarily be considered a placement service; that, although they attempted to be of assistance to students, graduates, and drop-outs in procuring jobs, such work was not carried out on an organized basis. This was

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[1] Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), pp. 189-191.

emphasized by the fact that twenty-four surveys, 34.29 per cent of all schools included in the study, reported they either provided no placement for graduates or they provided such aid to only a few students. Of those surveys reporting organized placement, several stated it was the least well developed part of their guidance program; but one which was much needed.

Placement Service. Forty-six schools, 65.71 per cent, reported they assisted many or all their graduates in procuring jobs. All schools of the study completed this particular information, and it was the area of placement carried out most extensively. Eight schools, 11.43 per cent, reported no graduates being assisted in job placement (see Table XVII). Assistance in procuring part-time jobs during the school year was given to many or all students in thirty-six schools, 51.43 per cent. Fifteen schools, 21.43 per cent, stated no students received this type of assistance.

The practices of extending exit interviews to all school leavers and of assisting in the procuring of vacation jobs were extended to an equal degree to many or all students in thirty-seven schools, 52.86 per cent. However, no exit interviews were provided to school-leavers in nineteen schools, 27.14 per cent, and no

TABLE XVIII

PLACEMENT SERVICES

Part A: Services	Degree to Which Carried Out (per cent)				
	None	Little	Considerably	Extensively	No Answer
Assist graduates in job procurement	11.43	22.86	35.71	30.00	0.00
School-leavers given exit interviews	27.14	18.75	20.00	32.86	1.43
Assist students in procuring vacation jobs	12.86	32.85	28.60	24.26	1.43
Assist students in procuring part-time jobs during year	21.43	27.14	35.72	15.71	1.43
Extend placement service to former students	40.00	27.14	14.29	18.57	0.00
Assist drop-outs in procuring jobs	30.00	38.57	21.43	10.00	0.00
Provide for part-time work experience with course credit	65.71	20.00	1.43	8.57	4.29

Part B: Services	Per Cent of Schools Providing Service		
	Yes	No	No Answer
Placement service operated with staff assistance	61.42	31.42	7.16
Contact maintained with local employment agencies	47.14	48.57	4.29
Local service organizations assist with placement	38.57	57.14	4.29

assistance was given in procuring vacation work in nine, 12.86 per cent.

Placement services were extended to many or all former students in twenty-three schools, 32.86 per cent; but such services did not exist in twenty-eight schools, 40.00 per cent. Many or all drop-outs were aided in job procurement in twenty-two, 31.43 per cent, of the cases. This activity was not reported as carried out in twenty-one schools, 30.00 per cent.

A few schools provided part-time work experience carrying academic course credit to many or all their students; only seven, 10.00 per cent. Such experience was available to a few students in fourteen schools, 20.00 per cent; but forty-six schools, 65.71 per cent, made no provision in their curricula for this type of experience.

Placement services operated as the result of co-operative effort of the staff in forty-three schools, 61.42 per cent (see Part B, Table XVIII). Contacts were maintained with local employment agencies in thirty-three schools, 47.14 per cent. Local service organizations gave assistance to the schools with their problems of placement in twenty-seven schools, 38.57 per cent, of the study.

Follow-up and Evaluation Services. (A) Follow-up: The Follow-up and Evaluation Services, as previously stated, are important means by which the degree of effectiveness of the total program of the school or any given activity may be measured. Fifty-two surveys, 74.28 per cent, revealed effort was made to coordinate the work between elementary and high schools for bring about more continuity of training. This figure was the largest number carrying out any follow-up service; therefore, it may be assumed that 25.72 per cent of the group or eighteen schools did not carry out follow-up activities as a guidance service (see Table XIX).

Surveys were made of students' needs in forty-eight schools, 68.57 per cent. Of this number, nineteen, 27.14 per cent, indicated surveys were made yearly; while three schools, 4.29 per cent, stated this activity was carried out every two years. Results of follow-up studies were used as bases for revising or modifying the curriculum in forty-three schools, 61.43 per cent. Forty-six schools, 65.71 per cent, indicated that curriculum changes resulted in bringing about a more effective total school program. This same number of schools, forty-six, indicated that whatever follow-up information as each school had, it was made available to all staff members.

TABLE XIX

FOLLOW-UP SERVICES

Activity	Per Cent of Schools		
	Yes	No	No Answer
Coordination maintained between elementary and high school	74.28	17.14	8.15
Surveys made of students' needs	68.57	18.57	12.86
Recommended curriculum changes result in more effective total school program	65.71	20.00	14.29
Follow-up study information is made available to staff	65.71	30.00	4.29
Results of follow-up studies are used as bases for curriculum changes	61.43	37.14	1.43
Follow-up studies are made of graduates	57.14	25.71	17.15
Community occupational surveys	38.57	44.29	17.14
Follow-up studies are made of drop-outs	38.57	44.29	17.14
Follow-up study information is made available to community	31.46	60.00	8.54

Forty schools, 57.14 per cent, indicated that follow-up studies were made of graduates. The pattern of frequency was every year in twelve schools, 17.14 per cent, and every two years in five, 7.14 per cent. Yet, follow-up studies were made of drop-outs in only twenty-seven schools, 30.00 per cent. Ten schools, 14.28 per cent, stated this activity was carried out yearly and one every two years.

Community occupational surveys were made by twenty-seven schools, 38.57 per cent. This was carried out yearly in twelve schools, 17.14 per cent. Twenty-two, 31.42 per cent, of the twenty-seven schools making community occupational surveys stated the results were made available to the community in a meaningful form.

(B) Evaluation: Evaluation is the means by which the school is able to measure the extent to which its purposes have been fulfilled and its goals have been met. With reference to guidance, evaluation serves to measure the actual success of the student personnel program.[2] That the guidance services have become an essential part of the curriculum of the school was believed to be true by some or a majority of the staff in fifty-nine schools of the study, 84.29 per cent. This

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[2] Strang, op. cit., p. 198.

belief did not exist, or at least was not reported as existing, among the faculty members of five schools, 7.14 per cent (see Table XX). Some or a majority of the staff in fifty-three schools, 75.72 per cent, thought the effective operation of the guidance program had been of assistance to students in their adjustment to group situations. Such a feeling was reported not to exist in six schools, 8.57 per cent.

Forty-eight schools, 68.57 per cent, had some or a majority of their faculty members who were of the opinion that the effective use of cumulative record information was being made in gaining a better understanding of the individual student and in individualizing instruction. Seven schools were reported as not having this consensus of opinion.

Among the faculties of thirty-nine schools, 55.72 per cent, some or a majority of the staff thought educational and occupational information was adequate for the needs of students in their schools. Such condition was reported as not existing in six, 8.57 per cent, of the cases. According to thirty-seven reports, 52.86 per cent, some or a majority of the staff felt the establishment of the guidance program had resulted in more effective use of community resources. Such was not true in ten schools, 14.28 per cent. That facilities have been

TABLE XX

STAFF IDEAS CONCERNING THE EFFECTIVENESS OF GUIDANCE SERVICES

Service, Practice, or Condition	Degree to Which Prevalent (per cent)				
	None	Little	Considerably	Extensively	No Answer
Guidance practices have become essential part of school's program	7.14	7.14	35.71	48.58	1.43
Guidance services have aided students in adjusting to group situations	8.57	14.29	44.29	31.43	2.42
Cumulative record information is being effectively used to individualize instruction	10.00	21.43	45.71	22.86	0.00
Educational and occupational information are adequate for students' needs	8.57	24.28	47.14	18.58	1.43
Guidance activities have resulted in more effective uses of community resources	14.28	32.86	38.59	14.27	0.00
Facilities have been provided for students with handicaps and special abilities	30.00	35.71	14.29	20.00	0.00
School's placement services are considered to be effective	45.71	24.29	22.86	7.14	0.00

provided for handicapped students or those with special abilities was believed by some or a majority of the faculty members of twenty-three schools, 34.29 per cent. Such facilities were reported as not existing in twenty-one cases, 30.00 per cent. In twenty-one schools, some or a majority of the staff seemed to feel that placement services were effective. However, in thirty-two schools, 45.71 per cent, this condition was reported as not operating on an organized basis to any degree.

In terms of evaluating the guidance program as it related to the over-all operation of the school, the following points were revealed by the tabulated results of the survey (see Table XXI): As a result of more individual work being done with students, the attendance rate had increased in forty-eight schools, 68.79 per cent. Because the schools had carried out a more individualized approach to students' problems, forty-five cases, 64.29 per cent, reported that subject failures had decreased. The fact that more individual assistance had been given to slow and/or disinterested learners was believed to be the reason for a decrease in percentage of drop-outs in forty-one schools, 58.57 per cent. Forty-five schools, 64.28 per cent, believed the percentage of drop-outs had decreased, but four, 5.71 per cent, did not attribute this to the giving of individualized assistance. Fifty-

TABLE XXI

SPECIFIC IMPROVEMENTS WHICH ARE BELIEVED TO HAVE RESULTED FROM SERVICES PROVIDED BY THE GUIDANCE PROGRAM

Improvements	Per Cent of Schools Where Improvements Occurred		
	Yes	No	No Answer
Attendance rate has increased	68.79	27.14	4.07
This condition is result of more individual work being done with students	68.79	27.14	4.07
Subject failures have decreased	64.29	30.00	5.71
This conditions is result of individual approach to students' problems	64.29	24.29	11.42
Extra-curricular activity outgrowth of students' expressed needs	75.71	17.14	7.15
This condition is result of more effective guidance activities	64.29	18.75	17.14
Drop-out rate has decreased	64.29	30.00	5.71
This condition is result of more assistance being given slow or disinterested students	58.57	27.14	14.29

three schools, 75.71 per cent, thought the organization of the extra-curricular activities had been carried out on the basis of meeting students' needs. Of this number, forty-five, 64.29 per cent, were of the opinion that this organizational pattern had been the result of the effectiveness of guidance.

As further evaluative criteria concerning the extent to which guidance activities were being carried out among the various schools included in the study, each school was asked to indicate the one phase of its guidance program which was considered to be operating most effectively at the present time. A total of fifteen activities was reported. The results appear in Table XXII. These activities included, in the order of frequency listed: counseling, dissemination of educational and occupational information, use of cumulative, records, home-room guidance activities, interviewing, testing, student orientation programs, general student adjustment activities, courses in occupations, follow-up studies, recreational activities, group guidance activities, courses in health, and individualizing instruction.

Staff Services.

One indication of the value of guidance services is the expression of favorable attitudes on the part of staff members, especially if they were

TABLE XXII

PHASES OF GUIDANCE BELIEVED TO BE OPERATING MOST EFFECTIVELY AT THE PRESENT TIME

Activities	Number of Schools	Per Cent of Schools
Counseling	21	30.00
Disseminating educational and occupational information	13	18.57
No area or phase reported	9	12.86
Proper use of cumulative records	6	8.58
Homeroom guidance	3	4.29
Interviewing	3	4.29
Testing	3	4.29
Student orientation	2	2.85
General student adjustment	2	2.85
Courses in occupations	2	2.85
Follow-up studies	2	2.85
Recreational activities	1	1.43
Group guidance activities	1	1.43
Courses in health guidance	1	1.43
Individualizing instruction	1	1.43
Totals: 15 activities	70	100.00

> previously critical or skeptical. An excellent indication of positive appraisal occurs when staff members cite specific instances of pupil adjustment resulting from counseling, placement, or other guidance services.[3]

Applying this criterion as a means of measuring the effectiveness of the guidance programs in the schools of this study would show the services to be very desirable and effective. The faculties of sixty, 85.72 per cent, of the seventy schools believed the guidance service had been of some or much assistance in the interpretation of test data, and that this information had helped teachers to better understand their students as individuals. However, four schools, 5.71 per cent, reported such activity as being of no help to them (see Table XXIII).

The members of the staff of fifty-six schools, 79.99 per cent, thought the counselor had been of some or much help in overcoming teacher-student conflicts; while five schools, 7.14 per cent, did not consider the counselor helpful in this area. The counselor was believed to be of some or much assistance in coordinating staff activities in fifty-two schools, 74.28 per cent; but of no assistance in eight schools, 11.43 per cent.

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[3] Smith, op. cit., p. 344.

TABLE XXIII

IDEAS AND PRACTICES CONCERNING THE EFFECTIVENESS OF GUIDANCE AS A SERVICE TO STAFF

Idea or Practice	Degree to Which Believed or Carried out (per cent)				
	None	Little	Considerably	Extensively	No Answer
Interpretation of test data has assisted classroom teachers to better understand students	5.71	8.57	48.57	37.15	0.00
Counselor assists in overcoming teacher-student conflicts	7.14	8.57	47.14	32.85	4.30
Counselor assists in coordinating staff activities	11.43	14.29	37.14	37.14	0.00
Guidance program is medium for learning ways in which school may better serve community	7.14	20.00	38.57	31.43	1.86
Counselor assists in resolving student-parent conflicts	10.00	32.86	34.29	22.85	0.00
Guidance program serves to orient community to purposes of school	8.57	22.86	48.57	20.00	0.00

The belief that ways had been found through the guidance program in which the school could better serve the community was prevalent in forty-nine schools, 70.00 per cent; but this feeling was not reported as being held in five schools, 7.14 per cent. Forty-eight cases, 68.57 per cent, thought the guidance services were of assistance in orienting the community to the purposes of the school; but six schools, 8.57 per cent, reported no assistance had been given by the guidance program in this area. The counselor was thought to be of some or much assistance in resolving student-parent problems and conflicts by forty schools, 57.14 per cent. No help was reported to be given by the counselor in this area in seven schools.

Summary. Placement, as used herein referred to job placement of graduates, drop-outs, and part-time placement for present or former students of the school. Placement, follow-up, and evaluation are interrelated services dependent upon each other for successful functioning. According to the results of the survey, schools provided placement assistance to students as follows: most to graduates; less to students in school (part-time work); even less to former students; and least to drop-outs. The carrying out of the placement service received staff cooperation in over sixty per cent of

the schools. Some schools maintained contact with local employment agencies and some received assistance through the local service organizations.

Almost seventy per cent of the schools of the study made surveys of students' needs, about forty per cent yearly. Approximately this same percentage believed the results of follow-up studies were helpful in bringing about a more effective total school program; and over sixty per cent thought some curriculum changes had been made as a result of follow-up activities. Sixty-five per cent of the schools made follow-up studies of graduates, while drop-outs were followed up through surveys in only about half as many schools. Most of the schools conducting follow-up studies made such information available to their total staff. Community occupational surveys were made in approximately forty per cent of the schools.

A majority of the schools believed guidance services had become an essential part of their program; that guidance had increased the rate of attendance; and that the drop-out rate and subject failure rates had decreased. Other improvements resulting from the carrying out of guidance in an effective manner included: a more adequate use of community resources, better provisions being made for the physically handicapped and

those with special abilities, and the establishment of extra-curricular activities in more accord with students' needs.

Almost thirty per cent of the schools believed their most adequately functioning phase of guidance to be Counseling. The phase which was listed by the second largest number of schools as operating most satisfactorily was Information Services; third, the Individual Inventory Service.

Recognized staff services resulting from the operation of the guidance program included: assistance to teachers in the understanding of individual students through interpretation of test data; assistance in overcoming student-teacher conflicts; assistance in overcoming student-parent conflicts; assistance in coordinating staff activities; assistance in interpreting the work of the school to the community; and assistance in creating better community-school relationships.

CHAPTER VIII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study was concerned with the organization and administration of specific guidance services as found in selected small schools located in various geographical sections of the United States. It attempted to identify ways by which programs of guidance services were functioning at the time of the study.

The cooperation of state directors of occupational information and guidance, state superintendents of public instruction, principals, counselors, teacher-counselors, and teachers was sought in gathering the necessary data for making the study (see Table XXIV for titles of respondents). The tabulated results of the questionnaire survey became not only a compilation of organizational and administrative procedures which had been followed by the selected schools in establishing their programs of guidance but also a summary of present guidance practices to be found in these same schools. Schools contributing information to the study were all "small" in size, with student bodies of two hundred or less. They were located in small or rural communities in thirty-three states, with not more than four schools in any one state.

TABLE XXIV

TITLES OF PERSONNEL COMPLETING QUESTIONNAIRES

Title	Number
Principal	20
Superintendent	16
Counselor	12
Teacher-Counselor	10
Director of Guidance	8
Supervising Principal	1
Assistant-Principal	1
Vocational Teacher	1
Diversified Occupations Teacher	1
Total	70

Findings. The following specific points of information concerning guidance services in the seventy schools of the survey were revealed to be true by the results of the study.

1. One or more guidance services was in operation in all schools.

2. All schools had at least one staff member who assumed the duties of implementing the guidance program. Their title was one of the following: counselor, teacher-counselor, chairman of the guidance committee, or director of guidance.

3. There were phases of the guidance program in all schools which the staff felt needed improvement in order that the school could do a more complete job of meeting the needs of students.

4. In the area of establishing the guidance program, the most influential person seemed to be the administrator of the school. He was considered to be not only the "prime mover" in initiating the program in a majority of schools but also the individual who played an important role in implementing the program once it was begun. It was he, also, who was of much assistance in the dissemination of educational and occupational information, in orienting the students to the purposes of guidance, in helping to inform the community of the

purposes of the program, and in procuring the cooperation of various community agencies in carrying out the program.

5. In addition to the influence of the administrator throughout the organizational and administrative phases of the guidance program, various other sources seemed to contribute substantially to the success of the efforts made in each school. Of much importance was the functioning of faculty guidance committees; some appointed by the administrator; others selected by each faculty. Still others were appointed by the administrator and approved by the staff. Professional advancement of the faculty members through the taking of courses in guidance was a significant contribution not only to those who took the specialized work but also to their co-workers, who received worthwhile information from them. Other sources of influence in the organizational phase included: home-room teachers, the visiting teacher, the students, the parents, the athletic director, and local service organizations of the community.

6. Sources of orientation of the staff members of the various schools included: professional books, pamphlets and aids of the United States Office of Education, faculty panels led by the administrator, the county school superintendent, college specialists, state

officials, visits to schools with functioning guidance programs, and counselors' visits to schools initiating programs. No one source seemed best for any given school. Orientation became a matter of using every available resource in the hope of gaining as wide a variety of information as possible.

7. As is encountered in the beginning of most new activities and programs of an educational nature, some adverse reactions to the establishment of guidance services were encountered by some of the schools of the study. These were overcome through faculty conferences, programs of in-service training, professional summer and extension work, ever-present administrative support, and parental support. One essential factor in the surmounting of opposition on the part of some schools was the provision of time and personnel to organize and carry out the activities which were being proposed.

8. In order that the members of student bodies of the various schools of the study might become better acquainted with what was being attempted through guidance, numerous channels of orientation were used. Among these were: regular classes, extra-curricular activities, the school paper and other publications, the administrator, the student council, the home-room teacher, and classes in occupations. Some schools found that letting the

program become known without publicity proved very effective. Once students were given special assistance, once they knew someone was available to give them a "listening ear"; the purposes of the guidance program quickly became known among the students.

9. The problem of just where a school should begin in terms of providing guidance services to its students is an imposing one. Usually there are a number of areas in which effectively to begin this work. Yet, in most schools, regardless of size, programs become established by degrees through specific areas. Among the beginning areas by the schools of this study, a larger number chose as their initial undertaking the establishment of Informational Services. Undertaking the Individual Inventory Service was selected as the point of departure by the second largest number of schools. Third came the initiating of a testing program, which is one phase of the Individual Inventory Service. Organizing programs of orientation for freshmen was the "springboard" for other schools. Providing time for individual conferences and improving the homeroom program were other initial steps.

10. Most schools of the study had Individual Inventory Services functioning to some degree. All had some kinds of information about students, their academic

records, and their home and family background. The personal data sheets of some students in a majority of the schools were most informative, and all contained some worthwhile, pertinent information. All schools did some testing, and these results became part of the battery of information included in the students' cumulative records. Among other types of information commonly found in the permanent record file were: teachers' conferences, anecdotal records, autobiographies, adjustment ratings, interview information, and reports of case studies. The keeping of records required the participation of all or a majority of the staff in many schools. Some appointed special records committees. Others accomplished the task through the home-room teacher, the school secretary, the guidance office, and student aid.

11. Types of educational and occupational information which were made available to some students in most schools included: general educational and occupational data, technical educational and occupational data, and part- and full-time job information. Again, staff cooperation and participation were necessary in order that the most useful information of the widest variety might be made accessible to students. The administrators, classroom teachers, teacher-counselors, librarians,

and home-room teachers became sources for gathering these types of information and media for disseminating them. The cooperation of community agencies, where such existed, was sought in the carrying out of this guidance service. Regular classes, college and career days, and classes in occupations were used by many of the schools of the study in orienting students to the fields of higher education, terminal education, and the work world.

12. Every school of the study carried out counseling activities with one or more teachers devoting part- or full-time to the work. It was through this person that the staff cooperatively pooled its efforts to bring about the offering of guidance services. This person seemed to be one usually highly regarded by many of the staff; whom the faculty and students believed could be of help to them; who was sincere in desiring to be of assistance to students and staff; who enlisted parent and teacher cooperation in seeking solutions to problems; who provided counseling services to the best of his ability under existing conditions; and who sought community cooperation and made worthwhile use of community resources.

13. Facilities for carrying out counseling and other guidance services were not so adequate as would be desired in many schools. However, most schools seemed

to be operating their programs in a functional manner. Time and personnel had been provided to some degree in all schools for some phases of guidance. Additional funds were provided in about seventy per cent of the schools; but all schools stated that funds were desired in addition to those provided by the budget for regular school operation.

14. Least developed of the services seemed to be Placement. About sixty-five per cent of the schools reported some placement being done with graduates. Less assistance was given students in procuring part-time work; and still less was provided for the drop-out. Again, wherever placement was in operation as a guidance service, it was necessary to procure faculty cooperation in carrying out the activity. Only ten per cent of the schools were able to provide on-the-job experience which carried school credit. About half of the schools maintained contact with local employment agencies as part of their placement activities; and local service organizations were of some assistance in approximately one-third of the schools.

15. Almost seventy per cent of the schools of the study engaged in some type of follow-up work with graduates. A few studies of drop-outs had been made, and some schools conducted follow-up activities of students

in school. Wherever such activities were carried out, the results seemed to be used for bases for modifying the curriculum, for identifying weak spots in the schools' program, for learning more about the community, and for providing closer school-community relationships.

16. In terms of evaluating the work of the guidance program, a major portion of the schools indicated that their programs of guidance had come to be considered an essential part of their total program. These services had proved helpful to both students and teachers.

17. The most effective area of guidance at the present time was believed by a majority of the schools to be Counseling. The second most adequately functioning area was the Informational Service; third, the Individual Inventory Service.

18. Guidance services which were considered as functioning in terms of staff assistance were those which aided the teacher in better understanding students in classroom situations, in the proper interpretation of test data, and in areas of student-parent-teacher cooperation.

Conclusions. The following conclusions may be drawn from the results of the findings of this study.

They concern the seventy small high schools and their programs of guidance services:

1. At the time of this study, guidance services existed on an organized basis in only a few small high schools throughout the United States. This fact may be substantiated by the results of this investigation. Of the forty-eight state officials contacted for recommendations of schools in which a guidance survey might be made according to the criteria set up for selection, all made replies to the inquiry. However, only thirty-three letters contained information which could be used. The list of recommended schools in which guidance services were operative in terms of the requirements of this study totaled only one hundred fifty.

2. Guidance services can and do operate effectively within the framework of the small school on an organized basis. This fact is borne out by the fact that almost eighty-five per cent of the faculty members of the schools included in this study considered their programs of guidance as having become an essential part of the curriculum offerings of their school.

3. Some success for the proper functioning of the guidance program of the small school depends upon the active, cooperative support of the administrator. This is substantiated by the results of the study which

show that the administrator gave leadership and support of the program in its initial stages in almost ninety per cent of the schools. It was he, also, who played a major role in orienting the students, staff, and community to the guidance idea. He also played an important part in disseminating educational and occupational information to students.

4. Successful functioning of the guidance program in the small school depends upon the active, cooperative support of at least a majority of the staff. This was shown by the fact that eighty-four per cent of all faculties were willing to assume extra duties in order that time could be released for someone to assume responsibilities for guidance. Such cooperation is further substantiated by the fact that about seventy per cent of the various staff members felt that only the more serious student problems should be referred to the counselor; that problems of a routine nature should be handled by various other staff members, including the home-room and the classroom teachers.

5. In order to carry out an organized program of guidance activities, some staff member should be placed in charge of the program. This may be substantiated by the fact that the person who signed the questionnaire surveys stated he was responsible for coordinating the guidance activities of his particular school.

6. Extra funds are desirable but not necessarily essential for carrying out organized guidance. This was revealed by the fact that seventy-one per cent of the schools of this study had funds for carrying out their program; while twenty-nine per cent did not. Yet all schools considered they were doing some worthwhile work in the field of guidance, and all had been recommended by some state official as having functioning guidance activities.

7. More advantageous use of community resources can be made through the guidance program in terms of educational growth and development of the individual student. This was proved by the fact that over half of the schools included in the study were reported as believing work opportunities in various community service organizations and agencies had been made available to students through the closer cooperation of school and community. Such conditions had resulted to some degree through the activities carried out by the guidance program.

8. The allotment of time is desirable and usually essential for the carrying out of guidance activities in the small school. This becomes apparent by the fact that all but three schools included in the survey devoted extra time to guidance. The range of the amount

of time allotted in sixty-seven was from seven to one-half periods daily.

9. Counseling facilities, including interview rooms, filing cabinets, etc., are desirable but not essential in the small school. This is substantiated by the fact that approximately one-fourth of the schools of the study had none of these facilities; yet they carried out programs which seemed to meet their needs, at least to some degree.

10. Among the schools represented in the study, counseling was reported as the most adequately functioning guidance service. Over twenty-five per cent of the schools reported this fact to be true.

11. Informational services were reported as being the second most developed service. Approximately twenty per cent of the schools reported this fact to be true.

12. The least well developed service among the seventy schools was Placement. Approximately thirty-five per cent were reported as carrying on no formalized activities in this area.

13. The conducting of follow-up activities is considered very worthwhile in the small school, since over seventy-five per cent of the surveys stated that some degree of work was carried out in this area, and

that the results were used as bases for improving their educational program.

14. The guidance program operating within the framework of the small school can and does render worthwhile staff services. This is emphasized by the fact that faculties of eighty-six per cent of the schools thought the counselor or teacher-counselor had been of importance to them in assisting with proper interpretation of test data. In eighty per cent of the schools, the counselors were believed by the staff to have been of assistance in overcoming student-teacher conflicts; and seventy per cent felt the counselor had been helpful in coordinating staff activities.

15. Last, the degree and extent to which specific guidance information is needed and the degree to which formalized guidance activities are carried out would seem to be less in the small school than in larger units. This is substantiated by information which the personnel who completed the survey questionnaires often indicated in one or more sections of their reports. They stated their programs were not extensive enough to reveal the data requested; that, since much was known about each student through intimate contacts both in and out of school, such information was unnecessary.

Recommendations. Some of the following recommendations are based on information revealed by the results of this study. Others are suggestions which may be implied from existing conditions revealed by the survey data and by facts gleaned from educational literature.

1. The small school should exert whatever effort is necessary in order that personal, educational, and vocational guidance be given to each student continuously throughout his school life.

2. It is desirable that the guidance activities be organized into a program of services, wherever the size of the school permits.

3. Guidance in the small school should be the result of cooperation of the total staff or a major portion thereof.

4. Some member of the staff should be designated to coordinate the guidance activities, regardless of the size of the school.

5. It is desirable that cumulative records be maintained on all students in all schools, irrespective of size.

6. Teachers of the small school should be properly instructed in the use of cumulative record information.

7. Educational and occupational information should be provided to all students of the small school; not only

concerning local job information and opportunities, but vocational information about jobs in centers of population in which the students may go after leaving school.

8. Counseling should be provided for all students in all schools. This should be of the "professional type."

9. All schools should have a member of the staff who has had counselor training. If such a person is not available, the administrator or person responsible for procurement of personnel should follow one of two courses: provide for a present member of the faculty to procure training or fill any replacements with someone who has had professional training in guidance.

10. A minimum of two periods per year per student should be provided for counseling in all schools, with more time being allotted wherever possible.

11. Use referral agencies wherever necessary to augment the effectiveness of the guidance program.

12. If the small school is to fulfil its total responsibility to each student, it should assist him in the area of placement, if the student desires such assistance.

13. The proper knowledge and use of community resources by the school is essential for maximum guidance. These resources include both human and material.

14. Follow-up studies and occupational surveys should be made by the small school wherever time, funds, and personnel permit. Only through finding how successfully the school has trained its youth and through knowing the opportunities for vocational choices can it adequately evaluate the present program and successfully provide for the meeting of students' future needs.

15. It is desirable to have additional funds for the carrying out of the guidance program. However, if such are unavailable, or are available to only a limited degree, every effort should be made to facilitate the program by engaging in activities and using those materials for sources of information which involve no cost or a minimum expenditure of funds.

16. Administrative backing and interest is desirable in each school for the effective operation of the guidance program.

17. Community interest in and support of the guidance program is to be desired for maximum effectiveness.

18. The guidance program should be considered an integral part of the total program of the school.

19. In those schools where programs of guidance do not exist and where there is a desire on the part of the faculty to have such services available, aid may be

obtained from the state directors of occupational information and guidance. Other sources of information include: state departments of education, teacher training institutions, and the United States Office of Education.

20. For the proper training of teachers who will be employed in small schools, teacher training institutions should be encouraged to provide at least a basic course in guidance.

21. State departments of education should include at least one course in guidance in the total hours of technical training in professional education.

22. Teacher training institutions should be encouraged to provide facilities for expanded training of counselors.

23. Administrators of small schools should be required to take a basic course in guidance and a course in organization and administration of guidance services.

24. Teacher training institutions should be urged to provide more field services for assisting small schools with problems faced by them in attempting to carry out programs of guidance activities.

25. Last, closer cooperation should exist between the schools and the business concerns of any given community, allowing the school and the community to work out programs of on-the-job training for more students.

Implications for Further Research. The following approaches to the guidance problems faced by the small school and community would seem to offer areas in which further research could be carried out profitably:

1. This study was concerned with the more formalized aspects of programs of guidance services within the small school setting. Those influences which are more informal in nature, more incidentally carried out through unorganized channels would seem to be worthy of investigation.

2. Another area which would seem to be lend itself to research would be analyses of the parts played by the home, the church, and other social organizations of the community in relation to guiding youth in their personal, educational, and vocational growth.

3. A third area of research which has been implied by the present study would be a comparison of the more formalized influences of the school and those of the community which are more informal in nature, as they affect the youth in various stages of their growth and development.

APPENDIX A

Section 1: Name, Size, and Location of Schools Included in the Study.

Section 1

NAME, LOCATION, AND SIZE OF SCHOOLS INCLUDED IN THE STUDY

ARKANSAS:

Fordyce High School, Fordyce, 200 students
Foreman High School, Foreman, 114 students

CALIFORNIA:

Avalon High School, Avalon, 56 students
Capistrano Union High School, San Juan Capistrano, 175 students
Durham Union High School, Durham, 132 students
Surprise Valley Union High School, Cedarville, 76 students

CONNECTICUT:

Bacon Academy, Colechester, 141 students
Hand High School, Madison, 167 students

DELAWARE:

Delmar Public Schools, Delmar, 76 students
Bridgeville Consolidated High School, Bridgeville, 200 students

FLORIDA:

Lake Placid High School, Lake Placid, 150 students
Lafayette High School, Mayo, 200 students

GEORGIA:

Blackshear High School, Blackshear, 200 students

ILLINOIS:

Community High School, Mt. Olive, 160 students
Warrensburg Community High School, Warrensburg, 116 students

INDIANA:

Culver High School, Culver, 200 students
Klondike High School, Lafayette, 103 students

KANSAS:

Baldwin High School, Baldwin, 140 students
Berryton Rural High School, Berryton, 89 students

MAINE:

Cherryfield Academy, Cherryfield, 71 students
Corinna Union Academy, Corinna, 114 students
Newport High School, Newport, 180 students

MARYLAND:

Ellicott City High School, Ellicott City, 200 students
Snow Hill High School, Snow Hill, 200 students
Sparks High School, Sparks, 200 students
Williamsport High School, Williamsport, 200 students

MICHIGAN:

Norway Township High School, Vulcan, 130 students

MINNESOTA:

Houston Public High School, Houston, 160 students
Rushford High School, Rushford, 200 students

MISSISSIPPI:

Pachuta Special Consolidated High School, Pachuta, 180 students

MONTANA:

Three Forks Consolidated School, Three Forks, 88 students
Whitehall Public Schools, Whitehall, 133 students

NEBRASKA:

Battle Creek Public School, Battle Creek, 116 students
Minden High School, Minden, 190 students
College High School, Peru, 100 students
Tecumseh High School, Tecumseh, 183 students

NEVADA:

Storey County High School, Virginia City, 22 students

NEW MEXICO:

Capitan Union High School, Capitan, 125 students
Estancia High School, Estancia, 157 students
Los Alamos High School, 200 students

NEW YORK:

Holland Central High School, Holland, 200 students
Marion Central School, Marion, 200 students

NORTH CAROLINA:

Kernesville High School, Kernesville, 200 students
Lowe's Grove High School, Durham, 150 students

OHIO:

Solon High School, Solon, 195 students
The Plains High School, The Plains, 200 students

OKLAHOMA:

Anadarko High School, Anadarko, 200 students

OREGON:

Bandon High School, Bandon, 200 students
Dayton Union High School, Dayton, 160 students
Madras Union High School, Madras, 197 students

PENNSYLVANIA:

Barrett Township High School, Cresco, 169 students
Slippery Rock Township High School, New Castle, 82 students

SOUTH CAROLINA:

Green Sea High School, Green Sea, 200 students

SOUTH DAKOTA:

Clark High School, Clark, 177 students
Plankinton High School, Plankinton, 91 students

TEXAS:

Grapeland High School, Grapeland, 198 students

UTAH:

Grand County High School, Moab, 190 students
Panguitch High School, Panguitch, 200 students
North Sevier High School, Salina, 200 students

VERMONT:

Brandon High School, Brandon, 195 students
Bristol High School, Bristol, 179 students

VIRGINIA:

Cumberland High School, Cumberland, 138 students
Midway High School, Church Road, 84 students
New Kent High School, 93 students

WASHINGTON:

Entiat High School, Entiat, 140 students

WISCONSIN:

Wautoma High School, Wautoma, 197 students
Arbor Vitae-Woodrupp High School, Woodruff, 150 students

WYOMING:

Kemmerer High School, Kemmerer, 200 students
Lyman High School, Lyman, 80 students
Manville High School, Manville, 65 students

Note:

The following schools returned completed surveys but they could not be included in the study because of over size in population:

Arvada High School, Arvada, Colorado, 425 students
Ponchatoula High School, Ponchatoula, Louisiana, 412 students

China Grove High School, China Grove, North Carolina, 425 students
Graham High School, Graham, North Carolina, 285 students
Landis High School, Landis, North Carolina, 401 students
Sand Springs High School, Sand Springs, Oklahoma, 497 students
Cumberland High School, Falls Valley, Rhode Island, 428 students

APPENDIX B

Section 1: Copy of Letter Sent to State Directors of Occupational Information and Guidance and State Superintendents of Public Instruction

Section 2: Samples of Replies from Guidance Directors and Superintendents of Public Instruction

Section 3: Copy of Letter Requesting Cooperation of Individual High Schools

Section 4: Facsimile of Postal Inclosure

Section 5: Facsimile of Postal Follow-up Request

Section 6: Copy of Cover Letter Accompanying Survey Questionnaire

Section 7: Copy of the Survey Questionnaire

Section 8: Copy of Cover Letter Accompanying Report of Survey

Section 9: Copy of Report of Results of Survey Sent to Cooperating Schools

Section 1

Institute of Counseling,
Testing, and Guidance
Michigan State College
East Lansing, Michigan
January 27, 1950

Mr. Donald D. Twiford, State Supervisor
Division of Guidance Services
State Department of Vocational Education
Lincoln, Nebraska

Dear Mr. Twiford:

At the present time, I am making a study of worthwhile guidance practices in operation in small high schools of two hundred students or less throughout the United States. Areas to be surveyed include the following: The Individual Inventory, Informational Services, Counseling, Placement, Follow-up and Evaluation, and Services to Staff.

Would you please recommend three or more small high schools of two hundred students or less located in Nebraska which are recognized as having successful guidance practices in some or all of these areas? I would like to know the name, address, and size of the school; the name of the principal or person whom I should contact; and any particular practices in which the individual schools seem to be outstanding.

Thank you very much for this information.

Yours truly,

Daniel J. Sorrells

DJS:rf

Institute of Counseling,
Testing, and Guidance
Michigan State College
East Lansing, Michigan
January 27, 1950

Mr. Thomas D. Bailey
State Superintendent of Public Instruction
State Capitol
Tallahassee, Florida

Dear Sir:

At the present time I am making a study of worthwhile guidance practices in operation in small high schools of two hundred students or less throughout the United States. Areas to be surveyed include the following: The Individual Inventory, Informational Services, Counseling, Placement, Follow-up and Evaluation, and Services to Staff.

Would you please recommend three or more small high schools of two hundred students or less located in Florida which are recognized as having successful guidance practices in some or all of these areas? I would like to know the name, address, and size of the school; the name of the principal or person whom I should contact; and any particular practices in which the individual schools seem to be outstanding.

Thank you very much for this information.

Yours truly,

Daniel J. Sorrells

DJS:rf

Section 2

S T A T E O F N E B R A S K A

BOARD OF VOCATIONAL EDUCATION

State Capitol Lincoln, Nebraska

February 15, 1950

Mr. Daniel J. Sorrells
Institute of Counseling,
Testing and Guidance
Michigan State College
East Lansing, Michigan

Dear Mr. Sorrells:

I am much interested in the survey which you are conducting pertaining to guidance practices in small schools. You have asked for several schools which are recognized in the area which you indicated. I should like to suggest the following for your consideration:

Battle Creek High School, Battle Creek, Nebraska, app. 200, A. L. McPherran, Supt., informational service
David City High School, David City, Nebraska, app. 200, H. C. Ebmeier, Supt., individual inventory, counseling
Tecumseh High School, Tecumseh, Nebraska, 177, A. V. Grass, Supt., placement
Minden High School, Minden, Nebraska, 196, C. L. Jones, Supt., informational service, testing program
Peru Prep, Peru, Nebraska, 75, Otis Morgan, Guidance Director, services to staff
Bridgeport High School, Bridgeport, Nebraska, app. 200, Virginia Moore, Guidance Director, counseling

Your study promises to produce much worthwhile information. We should be very happy to have a summary of the outcome.

Very truly yours,

DIVISION OF GUIDANCE SERVICES

/s/ Don D. Twiford

Don D. Twiford
State Supervisor

ba

STATE OF FLORIDA

D E P A R T M E N T O F E D U C A T I O N

TALLAHASSEE

February 7, 1950

Mr. Daniel J. Sorrells
Institute of Counseling, Testing,
and Guidance
Michigan State College
East Lansing, Michigan

Dear Mr. Sorrells:

Superintendent Thomas D. Bailey referred your inquiry to me for reply.

Listed below are four small high schools of 200 students or less in Florida which have successful guidance practices in some of the areas in which you are interested.

1. Lafayette County High School, Mayo, Florida. Twelve teachers, Eldridge R. Collins, principal. - Individual Inventory, Counseling
2. Lake Placid High School, Lake Placid, Florida. Eleven teacher, Merle Payne, principal. - Individual Inventory, Counseling, Information
3. Saint Cloud High School, Saint Cloud, Florida. Fourteen teachers, Homer L. Jones, principal. - Information, Counseling
4. Crescent City High School, Crescent City, Florida. Twelve teachers, Victor Sanborn, principal. - Placement, Follow-up, Staff Services

I am sure that any of these schools would be glad to cooperate with you in the survey which you are making.

Sincerely yours,

/s/ Sam H. Moorer

Sam H. Moorer
Assistant Director of Instruction

SHM:mm

Section 3

March 2, 1950

Mr. Otis Morgan
Peru Preparatory School
Peru, Nebraska

Dear Mr. Morgan:

At the present time, I am engaged in making a nation-wide survey of small high schools which have incorporated effective guidance practices into their programs. Peru Preparatory School has been recommended by Mr. Don T. Twiford, State Supervisor of Guidance Services, as possessing some of the more outstanding practices to be found in any small high school in Nebraska.

Information concerning the organizational and administrative policies, plans, and procedures now in effect in your particular situation will prove valuable. May I ask your cooperation in the study to the extent of completing a questionnaire-check-list, which will be distributed in the near future? Only your effort and time will be required, as mailing charges will be prepaid. The construction of the questionnaire is such that it can be used as an evaluative measure of your present guidance program, if you so desire; however, my sole purpose in procuring the information is to find the extent to which specific practices are now operative in certain small schools throughout the United States.

Please complete and return the inclosed card, if information from your school may be included in the project. Results of the study will be made available to cooperating schools.

Thank you for your anticipated assistance.

Yours truly,

Daniel J. Sorrells

DJS:smm
Inc.

Section 4

FACSIMILE OF CARD INCLOSED IN LETTER TO EACH SCHOOL FOR DENOTING COOPERATION IN THE STUDY

_____
Date

Dear Mr. Sorrells:

Our school will be willing to cooperate in the proposed study by completing and returning your Guidance Practices Questionnaire.

_____
Name of School.

_____
Name of person to whom questionnaire should be mailed.

_____
Address.

Section 5

FACSIMILE OF FOLLOW-UP CARD SENT TO SCHOOLS WHICH DID NOT REPLY TO INITIAL REQUEST

April 24, 1950

Dear _____:

We are very desirous of including your school in the present nation-wide study of small high school guidance practices.

If you have not received the original questionnaire, another will gladly be mailed to you. If the information has not been processed, may I again solicit your cooperation? Please disregard this information if the material has been returned.

Thank you for your assistance.

Yours truly,

Daniel J. Sorrells

Section 6

Subject: Directions for Completing A Questionnaire Concerning Guidance Practices in Selected Small High Schools Throughout the United States.

To: The Co-ordinator or Director of Guidance Activities in Each School.

Recently, you indicated a willingness to cooperate in making a survey of guidance practices to be found in small high schools by completing a questionnaire which would indicate the degree to which specific activities are now operative in your particular situation.

Please apply the enclosed criteria to your high school group. A single keying device has been used as a means of simplifying the process of completion. Ratings include:

0 - None
1 - Little
2 - Considerably
3 - Extensively

Explanations concerning specific application of the key are given at the beginning of each section. Please indicate actual, existing practices. Space has been provided for additional information; and the back of any sheet may be used, if such is desired. "The program" as used herein always refers to the program of guidance services or guidance practices now existing in your school.

A self-addressed stamped envelope is enclosed for your convenience in returning the completed material as early as possible.

Allow me to take this means of thanking you for your assistance, time, and effort. Your cooperation is appreciated.

Daniel J. Sorrells
Institute of Counseling, Testing and Guidance
Michigan State College
East Lansing, Michigan

GUIDANCE PRACTICES IN SELECTED SMALL HIGH SCHOOLS

A Questionnaire-Check-List Survey

Compiled by Daniel J. Sorrells

I: Identifying Data about the Individual School

ase complete the following information about your school and the community in ch it is located:

Name of school: _____

Address of school: _____

Number of full-time teachers on staff: _____

Number of part-time teachers on staff: _____

Number of teachers devoting one or more periods per day to guidance activities: _____

Total number of periods devoted by the staff daily to guidance activities: _____

Grades included in high school: _____ through _____

Number of students in high school this year: _____

Number of students who graduated in 1949: _____

The percentage of 1949 graduates who have gone to college: _____

Over a five year period, this percentage is considered ( ) high ( ) average ( ) low. (Please check one).

Approximately what percentage of students in the present senior class live on farms? _____

Approximately what percentage of the fathers of members of the present senior class are factory workers? _____

Approximately what percentage of the fathers of the members of the present senior class are in the professions, i.e., doctor, etc. _____

What is the approximate population of the community in which your school is located? _____

Other pertinent data concerning your school and community would include:

_____

_____

_____

_____

_____

lease indicate the degree to which the following activities were used in the nitial organizational phase of your present program by circling one of the four umbers which appears before each statement.

ey: 0 - None - Played no part in the organizational phase.
1 - Little - Influenced the program only to a slight degree.
2 - Considerably - Had a definite bearing on the program.
3 - Extensively - Played a major part in the organizational phase.

3 1. The administrative head of the school initiated the idea of guidance services.

3 2. The administrative head appointed a guidance committee.

3 3. The administrative head appointed a faculty approved guidance committee.

3 4. Impetus came through the faculty selecting its own guidance committee.

3 5. The faculty made a survey of students' needs.

3 6. Students made a survey of their own school needs.

3 7. Parents requested that the school improve its total curriculum.

3 8. The faculty made follow-up studies of graduates.

3 9. The PTA expressed an interest in the idea of a guidance program.

3 10. Faculty desired to make homeroom programs more effective.

3 11. Visits were made to students' homes by homeroom teachers.

3 12. Staff members took courses in guidance.

3 13. The work of the visiting teacher.

3 14. Other: _____

hat part did the following play in the orientation of the school staff to an nderstanding of the principles and practices of guidance?

ey: 0 - None - Had no influence.
1 - Little - Had slight influence.
2 - Considerably - Had a definite influence.
3 - Extensively - Played a major part.

3 1. Faculty panel discussions led by administrative head of school.

3 2. Faculty panels led by voluntary staff members.

3 3. Panels led by faculty member appointed by staff.

3 4. Reports made by faculty guidance committee.

3 5. Visits made by faculty members to schools with established guidance programs.

3 6. Teachers' reports on workshops or classes attended in guidance.

3 7. Visits to school by counselors from schools with workable programs.

3 8. Visits to school by specialists from state department of education.

3 9. Visits to schools by specialists from colleges or universities.

3 10. Visits to school by local county superintendent of schools.

3 11. U. S. Department of Education pamphlets and aids.

3 12. Books in the field of guidance.

3 13. Other: .....

What part did the following play in orientation of the student body to the idea of a program of guidance services?

Key: 0 - None - Had no part.
1 - Little - Had slight part.
2 - Considerably - Played a definite part.
3 - Extensively - Played a major part.

2 3 1. Homeroom teachers explained the program during homeroom period.

2 3 2. Administrative head explained the program to students at assembly.

2 3 3. Social Science and other regular classes.

2 3 4. The school paper.

2 3 5. The student council.

2 3 6. Scheduled classes in occupations.

2 3 7. Clubs and/or other extra-curricula activities.

2 3 8. Development without publicity.

2 3 9. Other: .....

Please complete the following:

1. How many years has your guidance program been in operation? .....

2. What specific activity was carried out as the first phase of the program? .....

Yes ( ) No 3. Was additional time provided for carrying out the program? If yes, how? .....

.....

Yes ( ) No 4. Were additional funds provided for procuring materials for carrying out the program? If yes, how? .....

.....

5. An approximation of the present total cost per year for carrying out the program, including staff salaries, facilities, and materials would be: _____.

6. Would you consider the amount adequate? ( ) Yes ( ) No (Please check.)

7. If the amount is inadequate, what would you consider as necessary? _____.

8. What were the adverse reactions of staff members to the initiation of your program? _____

_____

9. What means were used to overcome these adverse reactions? _____

_____

0. Urgent needs at the present time for carrying out a more effective program include the following: (Please number according to importance).
( ) Additional time ( ) more personnel ( ) better trained personnel
( ) additional funds ( ) more adequate record system ( ) more educational and occupational information ( ) other: _____

1. What are your present plans to meet any or all of the above needs? _____

_____

_____

2. In your opinion, three essential requirements which must be met by any small school before activating a program of guidance services are:

(a) _____

(b) _____

(c) _____

ION III: Knowing and Understanding the Individual

To what extent is each of the following aids or practices used in your school to obtain information about students?

Key: 0 - None - Not used.
1 - Little - Used for only a few students.
2 - Considerably - Used for many students.
3 - Extensively - Used for all students.

2 3 1. Personal data sheets.

2 3 2. Anecdotal records.

2 3 3. Autobiographies.

2 3 4. Teachers' oral reports.

At what intervals are reports made?

3 5. Subject-matter grade reports. _____

3 6. General adjustment ratings. _____

3 7. Physical Examination records. _____

3 8. Records from schools previously attended.

3 9. Conferences with classroom teachers.

3 10. Conferences with homeroom teachers.

3 11. Teachers' visits to homes of students.

3 12. Interviews with parents at school.

3 13. Sociometric studies and/or charts.

3 14. Case studies.

3 15. Interviews with new students.

Name the most commonly used test:

3 16. Intelligence tests _____

3 17. Achievement tests _____

3 18. Interest tests _____

3 19. Personality tests _____

3 20. Aptitude tests _____

3 21. Other type test: _____ _____

3 22. Other aids for getting information: _____

3 23. Keeping records current by total participation of staff.

3 24. Keeping records current by special records committee.

3 25. Other method of record keeping: _____

To what extent is the following information found in the cumulative records of students of your school?

Key: 0 - None - Not found in their records.
1 - Little - Found in only a few records.
2 - Considerably - Found in a majority of the records.
3 - Extensively - Found in all records.

2 3 1. Name, sex, and place of birth.

2 3 2. Full name of each parent or guardian.

2 3 3. Parents' address and telephone number.

2 3 4. Student's address and telephone number.

3 5. Last occupation of parents.

3 6. Present occupation of parents.

3 7. Marital status of parents.

3 8. Number and ages of brothers and sisters.

3 9. Educational status of parents.

3 10. Listing of any marked accomplishments of members of family.

3 11. Health status of immediate members of family.

3 12. Religious preference of parents.

3 13. Religious preference of student.

3 14. Statement of apparent attitude of home toward school and school attendance.

3 15. Informational services in home, i.e., radio, newspaper, etc.

3 16. Attendance and tardiness record.

3 17. Academic records, including year, grades, and credits.

3 18. Citizenship and conduct record.

3 19. Results of mental ability tests.

3 20. Results of achievement tests.

3 21. Results of interest inventories.

3 22. Results of personality inventories.

3 23. Special abilities, i.e., musical, athletic.

3 24. Hobbies.

3 25. Honors and special achievements.

3 26. Participation in extra-curricular activities.

3 27. Participation in out-of-school activities.

3 28. Records of counseling interviews.

3 29. Vocational interests at different age levels.

3 30. Future vocational plans.

3 31. Future educational plans.

3 32. Degree of apparent social adjustment in and out of school.

? 3 33. Entry into subsequent work or educational situation.

? 3 34. Other: _____

ON IV: Informational Services:

'o what extent is the following information or service maintained and made vailable to students of your school?

ey: 0 - None - No information for any student.
1 - Little - Limited information for only a few students.
2 - Considerably - Some information for many students.
3 - Extensively - Much information for all students.

! 3 1. Current part-time local job opportunities.

! 3 2. Current full-time local job opportunities.

! 3 3. General occupational information file.

! 3 4. Specific occupational file.

! 3 5. General educational information file.

' 3 6. Terminal and specialized educational information file.

3 7. Posters, graphs, and charts on occupations.

3 8. Other: _____

'o what extent does each of the following assist in procuring and using ccupational information?

ey: 0 - None - Plays no part.
1 - Little - Provides assistance to a limited degree.
2 - Considerably - Provides assistance to an appreciable degree.
3 - Extensively - Provides assistance to a marked degree.

3 1. The administrative head of the school.

3 2. The counselor or teacher-counselor.

3 3. The classroom teacher.

3 4. The homeroom teacher.

3 5. The librarian.

3 6. Regular courses in occupations.

3 7. Exploratory units in occupations within regular classes.

3 8. Observance of college days.

3 9. Observance of career days.

3 10. Community agencies, i.e., chamber of commerce, welfare, etc.

3 11. Other: _____

To what extent are the following practices used by the person responsible for counseling in your school?

Key: 0 - None - Not used.
1 - Little - Rarely used.
2 - Considerably - Used some of the time.
3 - Extensively - Prevalent practice.

2 3 1. Keeps counseling situations free of disciplinary implications.

2 3 2. Maintains high ethical standards concerning confidential information.

2 3 3. Enlists the cooperation of all staff members in assisting students with their problems.

2 3 4. Enlists the cooperation of parents in helping students.

2 3 5. Makes use of community resources in assisting students.

2 3 6. Gives students a feeling of genuine desire to be of help to them.

2 3 7. Welcomes unscheduled interviews with students.

2 3 8. Welcomes unscheduled interviews with staff members.

2 3 9. Attempts to get students to express themselves freely in counseling situations.

2 3 10. Attempts to get students to feel responsible for their own decisions and choices, thereby encouraging them to become "self-directive."

2 3 11. Uses referral agencies for students with health or physical disabilities.

2 3 12. Uses welfare agencies whenever need arises.

2 3 13. Provides counseling service for students.

14. What percentage of students have two or more counseling interviews per year? _____

15. How many courses in guidance have been taken by the person responsible for counseling? _____

To what extent are the following ideas and practices prevelant among the staff of your school concerning counseling services?

Key: 0 - None - Not considered important.
1 - Little - Considered important by only a few staff members.
2 - Considerably - Considered important by a majority of the staff.
3 - Extensively - Considered important by all the staff.

2 3 1. Counseling is regarded as a professional activity, requiring special training.

2 3 2. The goal of counseling is the improved adjustment of the individual.

2 3 3. All counseling should be done by a designated counselor.

2 3 4. Only the more serious student problems should be referred to counselor.

2 3 5. Refers students to counselor whenever need arises.

2 3 6. Members of staff are willing to assume extra duties to provide time for needed counseling.

2 3 7. Other: _____

8. What are the approximate number of hours devoted daily to counseling? _____

9. Physical facilities for carrying out counseling include: (Please check those available) ( ) Private interviewing room ( ) General files in counselor's office for records ( ) Confidential record file ( ) Counselor's office ( ) Student reception room ( ) Other:

_____

ION VI: Placement and Follow-up Services

To what extent is each of the following services provided in your school?

Key: 0 - None - Not provided.
1 - Little - Provided for only a few students.
2 - Considerably - Provided for many students.
3 - Extensively - Provided for all students.

2 3 1. School-leavers are given exit interview.

2 3 2. Drop-outs are assisted in getting jobs.

2 3 3. Graduates are assisted in getting jobs.

2 3 4. Students are assisted in getting vacation jobs.

2 3 5. Students are assisted in getting part-time jobs during year.

2 3 6. Students who have been out of school for one or more years may avail themselves of the school's placement services.

2 3 7. Part-time work experience, carrying regular course credit, is offered by the school.

2 3 8. Other: _____

Please check the appropriate answer to the following statements:

Yes ( ) No 1. Placement services are augmented by staff cooperation.

Yes ( ) No 2. Liaison with local or nearby employment agencies is maintained.

Yes ( ) No 3. Results of follow-up studies are used as bases for recommending curriculum changes.

'es ( ) No 4. Recommended curriculum changes actually result in making the total school program more effective.

'es ( ) No 5. Information received from follow-up studies and surveys is made available to staff.

'es ( ) No 6. Information from follow-up studies and surveys is made available to community in meaningful form.

'es ( ) No 7. Elementary schools sending students to high school coordinate their programs for effective continuity of training.

'es ( ) No 8. Local civic and service organizations assist the school in coordinating its placement services.

'es ( ) No 9. The school provides placement services for graduates.

'es ( ) No 10. The school provides placement services for drop-outs.

'es ( ) No 11. Follow-up studies of graduates are made at _____ intervals.

'es ( ) No 12. Follow-up studies of graduates are made at _____ intervals.

'es ( ) No 13. Surveys of students' needs are made at _____ interval

'es ( ) No 14. Community occupational surveys are made by the school at _____ intervals.

ION VII: Evaluation

To what extent is each of the following ideas or practices prevalent?

Key: 0 - None - Not found.
1 - Little - Believed and/or used by only a few staff members.
2 - Considerably - Believed and/or use by some of the staff.
3 - Extensively - Believed and/or used by a majority of the staff.

2 3 1. Guidance practices have become an essential part of the school's program.

2 3 2. Informational services of an educational and occupational nature are considered adequate to meet students' needs.

2 3 3. Cumulative record information is being effectively used to individualize instruction.

2 3 4. The school's placement services are considered to be effective.

2 3 5. Guidance activities have resulted in more effective use of community resources.

2 3 6. Increased effectiveness of the guidance services has aided students in adjusting to group situations both in and out of school.

2 3 7. School facilities and the curriculum have been expanded to provide for students with handicaps and/or special abilities.

2 3 8. Other: _____

2 3 9. What is believed to be the most effective phase of the guidance program at the present time? _____

Please check the appropriate answer to the following statements:

Yes ( ) No 1. The attendance rate has increased.

Yes ( ) No 2. This has resulted from more individual attention being shown students.

Yes ( ) No 3. Subject failure rate has decreased.

Yes ( ) No 4. This has resulted from the school's taking a more individualized approach to students' problems.

Yes ( ) No 5. Drop-out rate has decreased.

Yes ( ) No 6. This has resulted from more assistance being given to the slow or disinterested students.

Yes ( ) No 7. Extra-curricular activities have been developed more in accordance with students' felt and expressed needs.

Yes ( ) No 8. This is a result of effective guidance practices.

ICN VIII: Services to Staff

To what extent is each of the following ideas, aids, or practices believed to be of assistance to the staff in carrying out the program in your school?

Key: 0 - None - Not considered helpful.
1 - Little - Assists to only a slight degree.
2 - Considerably - Provides some assistance.
3 - Extensively - Provides much assistance.

2 3 1. Interpretation of test data has helped the classroom teacher to better understand the individual student's capabilities, handicaps, and problems.

2 3 2. The person responsible for counseling is of assistance in over-coming student-teacher conflicts.

2 3 3. The person responsible for counseling is of assistance in resolving student-parent conflicts.

2 3 4. The person responsible for directing the guidance program is of assistance in coordinating staff activities.

2 3 5. The guidance program helps to orient the community to the activities, purposes, and goal of the school.

3 6. The guidance program serves as a medium for learning ways in which the school may better serve the community.

3 7. Other: _____

3 8. Other: _____

ON IX: Additional Information

.. What other information do you have which has not been covered previously that may be helpful in gaining a complete understanding of your program of guidance services?

_____

_____

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_____

Yes ( ) No 2. Does your school have any printed information concerning its guidance program?

Yes ( ) No 3. Will you inclose a copy of this information with the questionnaire?

Yes ( ) No 4. Would your school like a copy of the results of this study?

5. Please complete the following:

_____
Signature of person completing the questionnaire.

_____
Position held on staff of school.

_____ _____
Number of years in position. Date of completion.

Section 8

June 1, 1951

Subject: Summary Report of Guidance Practices in Selected Small High Schools

To: Principals, Counselors, and Teachers of Cooperating Schools

Attached you will find a summary of the findings revealed by the results of a Study of Guidance Practices in Small High Schools made in March-April 1950 through the Institute of Counseling, Testing, and Guidance of Michigan State College, East Lansing, Michigan.

Allow me to thank you for your cooperation, time, and effort in completing the questionnaire-check-list Survey concerning guidance practices in your school, without which this study would have been impossible. It is hoped this summary may be of some assistence to you in improving your own program of guidance services as well as to neighboring schools who may wish to initiate similar activities into their curriculum.

Again thank you for your assistance. May you and your school have continued success in developing a more adequate educational program for the youth of your community.

Sincerely yours,

Daniel J. Sorrells,
Assistant Professor
Department of Education
College of William and Mary
Williamsburg, Virginia

REPORT OF GUID.NCE PR.CTICES IN SELECTED SM.LL HIGH SCHOOLS

by

Daniel J. Sorrells

Seventy schools in the following states were included in the study, with not e than four schools in any one state: Arkansas, California, Connecticut, aware, Florida, Georgia, Illinois, Indiana, Kansas, Maine, Maryland, Michigan, nesota, Mississippi, Montana, Nebraska, New Mexico, New York, Nevada, North olina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, as, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming. This dis- bution gave a geographical representation of seven eastern, nine mid-western, e southern, and eight western states. Eight (8) reporting schools could not included because of their population size.

Findings will be presented in terms of specific guidance services and ac- vities. However, information concerning the general setting and conditions newhat common to all schools would seem to give the reader a better under- anding of those situations in which programs of guidance services have been itiated and are now operative:

1. The average number of teachers in each school was 11.
2. Each school averaged the equivalent of 1 part-time teacher, with 58% of the schools receiving part-time assistance.
3. One or more periods was devoted to guidance in 84% of the schools by one or more teachers. The average was 1.5 teachers devoting 2 periods per day.
4. The average number of guidance courses taken by those teachers responsible for carrying out specialized guidance activities was 3.25, with a range from 15 to 0.
5. Of the grades included in high school, 43% were 9 through 12; 32%, 7 through 12; 11%, 8 through 12; 6%, 6 through 12; 6%, 10 through 12; 1%, 8 through 11; and 1%, 9 through 10.
6. The average size of each student body was 154.
7. The average number of high school graduates in 1949 was 26. Over a five year period, 53% considered this number average; 30% considered it high; 2%, low.
8. 30% of students finishing high school entered college.
9. An average of 42% of the students lived on farms.
10. 13% of students' parents were factory workers.

11. 4% of students' parents were considered to be in the professions.
12. The average population of each community was 2,058, with a range of 12,000 to 33.
13. Guidance programs have been operating in each school on an average of 4 years, with a range of 15 to 1.
14. 71% of the schools provided additional funds for carrying out their program, averaging $1,150 per year.
15. Suggested additional funds needed to more adequately carry guidance activities on an organized basis ranged from $3,000 to $50.
16. The most urgent needs at the present time were (in order of frequency stated): additional time, additional personnel, additional funds, better trained personnel, and a more adequate system of records.
17. 17% of the schools made some provision for printed information concerning their guidance program to be made available to students. This information ranged from illustrated booklets to mimeographed sheets.
18. All schools seemed to consider their guidance program a worthwhile means of assisting both students and faculty.

izational Procedures:

Credit for the initial steps which were taken in the organizational phase
e program was due to those teachers who had taken courses in guidance and
ere willing to furnish a nucleus of leadership in 79% of all schools surveyed.
istrative leadership gave impetus to the program in 77% of all schools.
leadership was exercised in 41% of the cases by appointing a guidance com-
e from the faculty to be responsible for planning the program. This com-
e was faculty approved in 21% of the cases. In 14%, the faculty selected
wn guidance committee. Follow-up studies in 70% of the cases strengthened
mphasized the need for guidance. Faculty surveys of student needs furnished
mation for beginning the program in 40%. Impetus which brought about action
in 33% of the cases from a desire on the part of the home-room teacher to
de a more functional home-room program. Lesser influences in organizational
rities, in terms of the percentage of schools using them, included: PTA's
ssion of interest in desiring guidance to be included in the school - 16%;
visitations by teachers - 13%; information supplied by the visiting teacher -
requests from parents for the school to improve its total program - 9%. A
r of other sources which were of assistance in the organizational phase

did not appear in any pattern of consistent frequency included: the zealous ost of individual teachers, the school nurse, the county guidance director, tate department of education, the assistant principal, the state supervisor cupational information and guidance, the athletic coach, student-selected room planning committees, the local Rotary Club, and the Alliance for nce of Rural Youth.

The following activities played a major role in orienting the school staff rning the principles and practices of guidance: Professional books in the of guidance seemed to be the source of greatest influence - 76%. Spe- sts from the state department of education who made visits to the school d very effective in 61% of the cases. Panel discussions led by the school istrator were listed in 51%. Teachers' reports of workshops and courses in guidance were influential in 47%. Faculty guidance committees served ient the whole faculty to the services in 40% of the cases. Faculty panels y interested voluntary staff members were carried out in 33% of the cases; faculty appointed leaders held panels in 23%. United States Office of tion publications and aids were used in 31%. This source was followed ly by 30% of the schools using specialists from colleges and universities. sentative staff members making visits to schools where working guidance ams existed proved useful in 27%. Local county superintendents were tive sources in 23%. Counselors from other schools were invited to discuss r programs with the faculty proposing to initiate a program of guidance in of the cases.

Adverse reactions to the establishment of guidance services as voiced by ous faculty members of the surveyed schools included (in order of frequency): l work, lack of interest, resentment toward designated counselor being given e" time, lack of time, confusion as to purpose of program, and the lack of

uate materials. Means used to overcome these reactions, again listed in r of frequency, were: faculty conferences, in-service-training programs, hers taking courses in guidance, strong administrative support, parental and unity support, and general staff orientation.

A third area of orientation to the program in the early stages of its de- pment was that of the student body. Means used to carry out this phase ow: regular classes - 66% of the schools; clubs and other activities often gnated as "extra-curricular" - 48%; the administrator - 46%; development out any specific publicity - 44%; classes in occupations - 40%; home-room hers - 39%; the student council - 36%; and the school paper in 33%.

The variety of approaches through which initial activities of the guidance ;ram began to function was interesting. The most widely used area was in riding occupational information, first to seniors, then progressively down- l as students indicated a desire for such a service. 23% of the schools sur-)d concentrated their first efforts in this area. Improving cumulative ords through better organization and enlargement of materials to be included ned to be the job tackled first in 15% of the schools. Initial time testing gram was the point of departure for 13%. Making a survey of student needs e first in 11%. A like per cent began by having individual conferences between shers and students concerning students' needs and interests. One period per k was devoted to this activity. The point of departure for 7% was felt to through an effort to establish an adequate orientation program for freshmen. thor 7% desired to use the home-room for a medium for carrying out group dance activities. Still another 7% listed freeing one teacher for one-half each day to work with students on an individual basis as their first step. y 6% seemed to consider in-service-training as the original effort which led an established guidance program. Other early points of departure included: lling the program" to students and faculty, attempts to establish closer

ulation with the elementary school, organizing a youth round-table, over-
planning for the establishment of a state organization of guidance services,
faculty planning for a total four year program which would emphasize specific
rities at certain grade levels.

Individual Inventory:

Aids which were used extensively by the schools for providing information
t students were (in order of frequency of listing): personnel data sheets,
rviews with students, achievement tests, intelligence tests, conferences
classroom teachers, records from schools previously attended, subject-
er grade reports, interest tests, interviews with parents at school, confer-
s with home-room teachers, autobiographies, personality tests, general ad-
ment ratings, anecdotal records, case studies, teacher visits to home of
lents, and sociometric studies.

In order to find the types of information desirable to be included in
lents' cumulative records, each school was requested to check the extent to
h specific information was found in student folders. The following data was
luded (in order of frequency listed): name, sex, date and place of birth;
e and address of each parent; telephone number; student's address and telephone
ber; attendance and tardiness records; academic record; marital status of
ents; results of intelligence tests; number of ages of brothers and sisters;
izenship and conduct record; future educational plans; honors and special
ievements; special abilities; results of interest inventories; last occupation
father and mother; future vocational plans; hobbies; religious preference of
ident; educational status of parents; religious preference of parents; parti-
ation in out-of-school activities; results of personality inventories; voca-
nal interests at different age levels; records of counseling interviews;
ry into subsequent work or educational experience; informational services

found in home, i.e. newspapers, magazines, etc.; health status of immediate
rs of family; participation in extra-curricular activities; degree of apparent
l adjustment in and out of school; statement of apparent attitude of home
d school and school attendance; listing of marked accomplishments of members
mily; reports of psychological services rendered; newspaper clippings and
ams containing information about student's participation in specific affairs;
ollow-up information from employers concerning the degree of adjustment
ed by former students on jobs.

ng:

The extent to which a program of testing was carried out varied greatly
the schools surveyed. In 17% of the schools, no testing was done on an
ized basis. The area of mental ability was chosen, if testing could be done
in one field. If two areas were chosen, the second was interest - 80%.
ng almost the same percentage of frequency was achievement - 76%. Some form
rsonality was given in 39% of the schools. But in the area of special
udes, only 32% did testing. A number of schools indicated that because
student body was of such size as to permit the faculty to know each student
individual, extensive testing was not necessary.

The California Test of Mental Maturity was used by more schools than any
type of intelligence test. Almost as many schools, however, used the Otis
Scoring Mental Ability Tests. Next came the Henmon-Nelson Tests, followed
hlmann-Anderson and Terman-McNemar. Pintner General Abilities Tests, Chicago
of Primary Mental Abilities, and Ohio State University Psychological Tests
listed as used by some individual schools. Only 7% of the schools indicated
they were able to follow group intelligence testing with any form of indi-
l testing.

In the achievement area, the test most often used was the Progressive ievement Battery, followed closely by Stanford Achievement Tests. The n Test of Educational Development, the Metropolitan Achievement Tests, ACE Tests, and the Cooperative Series were used to some extent.

Among the interest inventories, the Kuder Preference Record was used a majority of cases, 88% of all schools including this area in their sting program. The SRA Youth Inventory was used in four schools; Germane l Germane, in three; Strong, in three; Lee-Thorpe, in two; and Clooton in one.

The California Test of Personality was most extensively used wherever this a was included in the testing program. Others, in order of frequency listed as ing used, were: the Bell Adjustment Inventory, Mooney Problems Check-list, ms-Lepley Personal Audit, and the Bernreuter Personality Inventory. Many ools used the services of the state employment agency for special aptitude sting. Some schools also used the testing service of the state university or chers' colleges, wherever special aptitude testing was done. No pattern of sts used was apparent in this area.

formational Services:

A general education information file was maintained in 83% of the schools rveyed. A general occupational information file was available to students in % of the schools. Special and terminal education information was maintained 66% of the schools. Information in the form of posters and charts was ailable in 63%. Current listings of job opportunities on a part-time basis re maintained in 56%; while 51% had available information about full-time job portunities.

The person considered responsible for giving extensive assistance in the area occupational information was the teacher-counselor in a majority of schools; d the administrator was believed almost equally responsible, 78% and 77%, spectively. In 46% of the situations, a major portion of this type of infor- tion was disseminated through exploratory units in regular classes. Much

rmation of a vocational and educational nature came through the classroom her, 44%; and the homeroom became the medium for flow of information in . College and career days were observed in 34% and 30%, respectively; with ral surveys stating that such activities were felt to be of little value in ir particular situations. Community agencies were listed as sources of in- mation in 29% of the schools. However, such agencies were not available in o situations.

nseling:

The individual responsible for counseling in each school felt, as would be ected, that he consistently tried to maintain high ethical standards concerning fidential information. The counselors made definite attempts to get students feel responsible for their own choices and decisions in 94% of the cases. scheduled staff interviews were welcomed in 93%. This same high percentage le every effort to get students to express themselves freely in counseling tuations. An attempt was made by the person responsible for counseling in % of the cases to show students his genuine interest in desiring to be of as- stance to them. Counseling service was provided students in 87% of the cases; d of this percentage, 83% attempted to keep counseling situations free from sciplinary implications. Enlisting the cooperation of parents was felt to be ighly desirable in 81%. Community resources were used in 77%. Referral gencies were used in 74% where students had health and physical disabilities. elfare agencies were used whenever the need arose in 70%. An average of 69% f students in all schools had two or more counseling interviews per year, the nge being from 100% to 15%.

That "the goal of counseling is the improved adjustment of the individual" as the consensus of opinion of 91% of all staff members. Teachers referred tudents to the counselor whenever the need for such arose in 77% of the situa- ions. Counseling was regarded as a professional activity, requiring special

ıing, by 71% of the staff. 56% of faculty personnel were willing to assume ɔver extra duties necessary to provide needed time for counseling. That only more serious student problems should be referred to the counselor was believed ɔ desirable in 49%; while 34% of the staff personnel seemed to feel that all seling should be carried out by the designated counselor.

Concerning facilities for carrying out guidance activities, 77% of all cls maintained record files for general information. Confidential files were in 71%. An interview room was provided in 66%; and 51% provided for a coun- r's office. Only 7% of the schools had student reception rooms, and only school maintained a special guidance library.

ement and Follow-up Services:

This phase of the program was not attempted in 34% of the schools included he study. Of those where services were provided, 66% assisted graduates in ing jobs; 53% provided for school-leavers to have exit interviews; 53% sted students in procuring vacation jobs; 51%, in getting part-time work; extended their placement services to former students; 31% assisted drop- in getting work; and 10% provided for part-time work experience which would y regular course credit.

As a means of affording better articulation at various levels of training, surveys revealed 74% of all elementary schools sending students to high ɔols attempted to coordinate their programs with the secondary school. Follow- tudies, wherever made, were at irregular intervals. A few schools seemed to ɩow the one-three-five interval program. On the other hand, surveys of student ls were made yearly in 69% of the cases. Community occupational surveys were in 39% of the schools; but there was no definite pattern of regularity for surveys. An organized placement service for graduates was provided in 36%, this service was extended to drop-outs only in 29%. Schools conducting

llow-up studies made the results available to staff members in 66%. However, attempt was made to interpret results to each community in only 31%. Results follow-up studies were used as bases for recommendations for changes in the riculum in 61%. 66% of these schools using this information for such felt t desirable results came in terms of making the school program more effective. ff cooperation augmented the placement program in 61% of the cases. Liason maintained with local employment agencies in 47%. Several schools indicated t the area of placement and follow-up was the least developed part of their gram, but one which was greatly needed.

vices to Staff:

This area is coming more and more to be accepted as part of a well-function-guidance program. The following data bears out this point of view in terms the small school: Interpretation of test data assisted the classroom teacher better understand the individual student. 86% believed this to be true. person responsible for counseling is of assistance in overcoming student-cher conflicts. This idea seemed prevalent in 80%. The counselor was of inite assistance in coordinating staff activities - 74%. The guidance program ved as a medium for learning ways in which the school may better serve the nunity - 70%. The guidance program played a worthwhile role in orienting the nunity to the purposes and activities of the school - 69%. Credit was given counselor for assisting in resolving student-parent conflicts in 57%.

luation:

That the guidance program had become an essential part of the program of the ol seemed to be prevalent in 84% of the situations. The following illustrates of the areas in which a majority of the schools felt that guidance had made luable contribution: Students had been aided in better adjusting to group

untions, both in and out of school - 76%. Extra-curricular activities had eloped more in accordance with students' felt needs - 76%. More individual ention had been given students - 69%. Regular school attendance had increased - . Cumulative record information was being more effectively used to individualize truction - 69%. Informational services were adequate for meeting students' ds - 66%. Rate of drop-outs had decreased - 64%. Subject failure rate had reased - 64%. More individual attention was being given to slow and disinter- ed students - 58%. More effective uses of community resources was being made the school - 53%. Placement services were adequate and effective - 30%.

clusion:

This report would seem to speak for itself, with little amplification or ment at this point. As a very brief re-cap, the study, representing schools of er two hundred students in thirty-three states, shows that organized guidance be carried out effectively within the limits of the small school. Personnel, s, and funds are highly desirable if activities are to be carried out on an anized, school-wide basis. Administrative leadership, a coordinator of guidance ivities, and cooperative staff effort are essentials for effective operation. organizing the program, no one area would seem most desirable as a point of arture, although providing for informational services was chosen by a greater ber of schools. Placement would seem to be the least adequately developed vice. As a final point, the study did reveal a majority of the personnel the schools surveyed believing their guidance program was doing that which purports to do, i.e., providing for better individual growth and adjustment ough increasing the effectiveness with which the school carries out its ational program.

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