

**GUIDANCE SERVICES IN THE SECONDARY
SCHOOLS OF MICHIGAN**

By

DONALD ARTHUR DAVIS

AN ABSTRACT

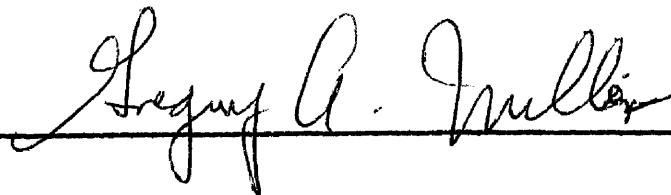
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Approved

A handwritten signature in cursive script, reading "Gregory A. Miller", is written over a horizontal line.

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ABSTRACT

PROBLEM

A study was designed to determine the extent of existing guidance services in the secondary schools of Michigan. Such a study had not been executed since 1948. Considering the length of time that has elapsed and the fact that enabling legislature for the National Defense Education Act had been passed, it seemed advisable to investigate guidance services in Michigan further.

The investigation would establish a base line from which to measure future changes and improvements and would provide a basis for recommending possible worthwhile changes.

METHODOLOGY

Letters were sent to all of the state departments of education and to selected counselor training institutions requesting sample guidance questionnaires and bibliographical data that might be helpful. The responses (about 70 percent) were perused for useable items and others were improvised. This list of items was inspected and modified by some thirty guidance people ranging from university professors to local teacher-counselors.

A pilot study was planned and carried out involving a random stratified sample of twenty schools. The final five page questionnaire was sent out to 549 public secondary schools in Michigan of which 538 responded (98 percent). Because of

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of the unusually high returns considerable reliance may be placed on the answers. A validity coefficient of .55 and a reliability coefficient of .80 were later determined for the instrument.

RECOMMENDATIONS

1. All school districts which do not have a minimum of 450 students in the secondary schools should be reorganized. In schools smaller than this available money is used apparently for needs other than guidance services.
2. Equalization of per pupil valuation for poorer school districts should occur so that all schools will have more fairly balanced resources available.
3. Local norms should be developed on many tests used in the testing program, since they are best for local prediction.
4. The staff of the State Department of Public Instruction should be enlarged to include enough guidance consultants to meet the needs of the local schools.
5. Since most of the schools deem money and supplies as the most common major barrier to improving guidance services and lack of qualified personnel a close second, more students should be encouraged to enter the profession of personnel work.

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6. Most cumulative records are filed in an administrator's office, some of them under lock and key. It is recommended that:
 - a. Each school study carefully better locations for these files and more satisfactory means of getting the information into the hands of those most needing it.
 - b. State and university consultants place continuing emphasis on making the cumulative record easily available to the local staff.
7. Each school should provide one period of released counseling time free of conflicting duties for every 50-75 students. This would provide 3-4 full periods of consultation per student per year. The data in this study, although not conclusive, indicate that the present ratio is about 200:1 in Michigan secondary schools.
8. Parents should be involved more in the educational process, particularly at the secondary level. At the present time they are consulted only on special or emergency occasions by counselors and administrators.
9. It is recommended that all secondary schools provide opportunity for work experience to their students as a regular part of the curriculum.

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10. It is recommended that consultants and local staffs and administrators emphasize research as a means of evaluating approaches to specified education goals in local situations.
11. It is strongly recommended that administrators in local schools insure that there be at least one person in each school who is thoroughly aware of the meaning, strengths and weaknesses of test results and is familiar with valid methods of interpretation.
12. Further research is needed. The assumption underlying this and similar studies that increasing complexity produces greater adjustments on the part of the student needs to be experimentally established. It may be that increased services have little effect on the student or that a point of diminishing returns is reached relatively soon.

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SCHOOLS OF MICHIGAN**

**By
Donald Arthur Davis**

A THESIS

**Submitted to the School for Advanced Graduate
Studies of Michigan State University of
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in partial fulfillment of the
requirements for the degree
of**

DOCTOR OF PHILOSOPHY

Department of Administrative and Educational Services

1960

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CHAPTER I

THE PROBLEM

INTRODUCTION

Facilitative services are offered in most schools in order to fulfill more adequately the educational goal of optimal development of each school child. These services, which include special education classes, remedial reading classes, visiting teacher program, school psychological facilities, psychometrician facilities, guidance services, health services and others, seem to be present to some extent either formally or informally in all schools. They also range in expansiveness from very little to very much in all schools.

Assuming that guidance services do achieve better adjustment for each school child and that the more complex and intricate these services are the better the adjustment, the importance of this problem becomes obvious. It is not only vital that facts be accumulated as has been done in so many places and so many times by means of survey but also that generalizations or laws concerning the facts be derived that will permit greater understanding and prediction.

In connection with the above assumption Travers states that one cannot assume the validity of guidance procedures.¹

¹R. M. Travers, "Critical Review of Techniques for Evaluating Guidance." Educational and Psychological Measurement, 9 (1949): 211-225.

He feels that the extent to which specific guidance procedures are achieving specific guidance goals is unknown and therefore certain techniques such as the survey method must be rejected.

Conversely, Lindquist asserts that, "The ultimate objective of psychological and educational research in general is to develop a more complete theory--of learning, of mental organization, of school organization, etc."² Again, this study may be considered one of a phase of school organization and as such need not be intimately concerned with the outcomes of learning.

STATEMENT OF THE PROBLEM

In order to delineate the problem and at the same time to simplify it, the following purposes are proposed:

I. To secure evidence concerning the existing state of affairs of guidance services in the sample. This information was to be used as the basis for determining extent of guidance services in each school. In addition to measuring the above the information could be used for comparative purposes. Guidance services are improved most intelligently and efficiently if continuous appraisals are made of the existing conditions and possible worthwhile changes and modifications considered as an outcome of the evaluation.

²E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education. Houghton Mifflin Co., Boston, 1953, p. 5.

School districts, according to Hatch and Stefflre, ". . . cannot escape making value judgments about their various services since even the continuation of the present situation itself implies an evaluation--an evaluation that includes, 'What we are doing is all right. Let us continue our present course.'"³ A meaningful question to be decided by state and local school staffs is whether the evaluation is to be conscious and systematic, or instinctive and disorganized.

II. To identify standards or norms with which to compare future conditions. Enactment of the National Defense Education Act, Part A of Title V will authorize appropriations to the Superintendent of Public Instruction a total of more than one million dollars during the years 1959-1962 to develop, maintain, improve and evaluate local secondary school programs of testing and counseling. The impact of this national defense money will be widespread and will result in many changes in the school systems. It would be wise to have a realistic picture of these changes and thus a means of determining the effects of such changes on the students in the schools.

Gathering of such information would establish a base line and would serve as a yardstick for future surveys.

³R. N. Hatch and B. Stefflre, Administration of Guidance Services. Prentice-Hall, Inc., Englewood Cliffs, N. J., 1958, pp. 251-254.

Annual or biennial follow-ups would aid the schools in performing necessary evaluations of their guidance services and would help implement the State's responsibility of determining how the federal and local monies are being spent.

III. To provide data upon which can be built a sound program of public information and public relations. Gathering data concerning the present status of guidance services throughout the state will help to answer the question, "How much are we doing what we want to do?"⁴ Early identification of the quality of these services will aid local school staffs and the State Department of Public Instruction to supply more intelligent resources and to institute satisfactory modifications. Also the data may be used to advantage in order to apprise the community and local school boards of weak areas and of areas of which they can be justifiably proud.

DELIMITATIONS OF THE STUDY

The area selected to be studied was the guidance services of the secondary schools in Michigan.

Only the public secondary schools (569) of Michigan were included in this study. To have included junior high schools, elementary schools, post-high school institutions, and private and parochial schools would have made the task impossible in terms of time, data, and finances available for the study.

⁴Ibid.

DEFINITION OF TERMS

- I. Public Secondary School. All schools in Michigan financed by public funds, having a local board of education, and ending with the twelfth grade were included in the sample. "Financed by public funds" excluded private, non-profit, and parochial schools. "Having a local board of education" excluded certain specialized ones such as the school for the blind and schools used by higher institutions of learning in the training of teachers. "Ending with the twelfth grade" excluded junior highs, elementary schools, kindergartens, and post-high school institutions. However, the beginning grade was the seventh, the eighth, the ninth, or the tenth depending upon the administrative organization of the school.

The population of which the schools actually studied were a sample is one described in terms of the definition above. It is to this population that the conclusions of the study will be generalized.

- II. Guidance Services. The guidance process consists of a group of services which assist individuals, student and adult alike, to secure cumulative

knowledge of the abilities, attitudes, interests, personality factors, achievements, and problems of the student. These, in turn, are used to make the student's self concept, his concept of others, and others' concept of him increasingly more realistic so that more satisfactory adjustments in all areas of life result.

These services will vary considerably with the authority. The ones used as a frame of reference in this study are the ones most commonly found in texts on guidance. Glenn E. Smith refers to them as the individual inventory service, the information service, the counseling service, the placement service, and the follow-up service.⁵

They have been defined further as:

- A. Individual Inventory. A system of cumulative records should be maintained and used, including such information as home and family background and environment; scholastic record; health record; expressed and measured interest; hobbies; co-curricular activities; work experience; educational and vocational plans; scholastic and other abilities, including special talents or deficiencies; and evidence of personal traits and personal adjustment problems.

⁵Glenn E. Smith, Principles and Practices of the Guidance Program. Macmillan Co., New York, 1951, p. xi.

- B. Informational Services. Informational materials which are carefully organized and utilized by staff members and pupils through the guidance program shall include:
1. Occupational information
 2. Educational information
 3. Personal adjustment information and materials.
- C. Counseling Services. Provision is made for counseling services for all pupils. An acceptable concept of counseling makes provision for a qualified counselor and pupil to consider together in a private, permissive situation (1) data about the pupil and (2) related information pertinent to the problem at hand in order to open the way for intelligent self-decision and self-direction on the part of the pupil.
- D. Group Guidance Services. Provision is made for the use of group techniques whenever guidance objectives can be reached most effectively or efficiently through organized group activities.
- E. Placement and Adjustment Services. Provision is made for helping students plan and take steps ahead. This service includes placement in any appropriate situation--in a classroom, in a school activity, with an agency for special service, in a post-high school training program, or vocational placement.
- F. Research and In-Service Education Services. Provision is made for simple research studies and in-service education activities related to the

guidance program such as (1) surveys of pupil needs, (2) staff discussions, (3) case conferences, and (4) committee activities pointed at meeting the guidance needs of pupils or evaluating existing guidance activities.⁶

THEORETICAL AND OPERATIONAL ASSUMPTIONS

Good, bad, or indifferent, guidance services exist to some extent in all schools at all levels.

The guidance inventory used in this study is complete and comprehensive. It adequately represents all of the commonly accepted services.

The items in the inventory may be considered a random sample of a universe of such items.

Each of the items was interpreted in relatively the same way by each of the respondents.

OVERVIEW OF THESIS ORGANIZATION

The balance of the thesis will be devoted to analyzing the data, reporting the results, and drawing conclusions and recommendations.

In order to do this, a review of the literature will be carried out. What has already been conjectured and

⁶George E. Hill, Evaluating the School's Testing Program. Center for Educational Service, College of Education, Ohio University, Athens, Ohio. Pupil Services Series, No. 2, 1959.

determined experimentally about the problem will be investigated. This procedure should help to refine the problem further and perhaps provide additional meaningful hypotheses.

The methodology will be explained in detail. The design of the study will be determined and the instrumentation necessary for collecting the data delineated. The population will be defined as precisely as possible and the method of sampling explained.

The data will be analyzed within a tabular framework and a summary and implications will be drawn from the analysis.

An appendix and a bibliography will accompany the study in order to enable the reader to understand the conclusions better and to replicate the study if so desired.

The next chapter will be devoted to an investigation of the literature pertinent to this study. Such an investigation should permit avoidance of others' mistakes, poor designs, and faulty generalizations. It should reveal what has been done already concerning the problem of complexity in guidance and related fields. Finally, it should eventuate in a clearer understanding of the problem and its ramifications.

CHAPTER II

CRITICAL REVIEW OF THE LITERATURE

INTRODUCTION

One of the purposes in this study was to establish a basis of operations for future developments in guidance. A critical review of the literature is indicated in order to determine what independent variables in schools may be effecting changes in facilitative services such as guidance. Also, such a review will permit a better understanding of the problem and avoid possible mistakes of others.

We need to know what effect increasing the size of a school has on its educational program. We also need to know what effect increasing available financial resource has on the educational program. Such knowledge will help to substantiate or to refute the position of educational theorists who feel that both are necessary for improvement.

In terms of guidance services alone, it may very well be that increasing per pupil valuation has little or no effect on such services. It may also be that guidance services will be improved just at certain levels of enrollment by increasing revenues. On the other hand, it may be that increasing enrollment has no effect on complexity of guidance services.

This hypothesis is much more difficult to accept, considering the empirical evidence at hand. Large schools have more services on the average than do smaller ones.

In addition, it may be that increasing enrollment has different effects at different levels of per pupil valuation. This hypothesis seems more feasible than the former one.

The intent, then, of this chapter will be to investigate studies that have been reported in the literature which are in any way related to this problem.

TOTAL ENROLLMENT.

The studies indicated below are reported in order to clarify what has been done concerning the effects or relationships of total enrollment and complexity of educational services in local schools.

McLure made an educational cost analysis of thirty Illinois school systems in which the following five variables were examined: 1) percentage of total current expenses for each budget category, 2) amount in dollars spent per pupil unit in each budget category, 3) size of student population in each school district, 4) breadth of each educational program and 5) current expenditure level expressed as total amount per pupil unit.¹

¹William P. McLure, Educational Cost Analysis. Urbana: University of Illinois, Bureau of Educational Research, March, 1957, 28 pp.

Among other things, he found that small enrollment has a limiting effect on the educational program which could not be overcome entirely by increasing financial conditions. This study tends to bear out the hypothesis that the total enrollment of the school would have more effect on the complexity of guidance services than would increasing financial resources if each were investigated separately. It would also imply that increasing per pupil valuation has no appreciable effect on complexity of guidance services at least in the smaller schools.

As is the case in most of the studies available, this study was a descriptive one and only judgmental inferences may be made to other schools in other states from these conclusions.

In a most comprehensive study of school district reorganization, Chrisholm found data which indicated that school district reorganization was moving toward its goals of improving efficiency of operation and equalizing educational opportunities for larger numbers of pupils.² He felt that increasing the size of schools has a positive effect on the educational program offered to students.

The above observation is subject, of course, to the usual criticisms of empirical inspection and subjective

²Leslie L. Chrisholm, School District Reorganization. Chicago: Midwest Administration Center, University of Chicago, 1957, 97 pp.

evaluation. There is a definite need for studies testing the underlying assumption that size of schools changes the behavior of students in the school in a correlative way.

Another descriptive study done in Texas is relevant to our purposes.

The Texas Research League reported, as a result of state-wide studies of Texas Public Schools, that inadequate district structure impairs the foundation program. Attendance is better in a larger school, the range of subjects broadens substantially as the size of the high school increases, and the per pupil cost goes from \$255 in schools of under 500 pupils down to \$213 in schools of over 1,000 pupils in average daily attendance.³ This study indicates that there is a direct relationship between the size of the school and subjects offered and an inverse correlation between cost and size of school.

A survey in Michigan of 100 school districts formed through reorganization since 1940 showed such improvements as local pupil-teacher ratios, increased holding power, more use of outside consultants in program planning and evaluation, more and better transportation service, greater use of school buildings for community meetings and study groups, introduction

³Texas Research League, Texas Public Schools under the Minimum Foundation Program. Report No. 1, A Summary of a Survey for the State Board of Education, Austin: The League, 1954, 91 pp.

of speech correction services, the accreditation of high schools that formerly had not formally met the accreditation standards, and the addition of courses to the high school curriculum.⁴

Evidently the students in these 100 school districts benefited by opportunities to attend larger high schools. Considerable evidence of a descriptive nature is available, which bears out the hypothesis that larger schools provide better services. There is relatively little information available, however, that shows the effects of varying financial resources.

Fitzwater reports that a study of 552 reorganized districts in eight states revealed such program improvements as the employment of nurses, psychologists, guidance-counselors, physicians, speech correctionists, and dental hygienists. Marked improvement was also cited in this study for music, art and vocational-educational programs. It was found that the new teaching staffs had a higher level of college preparation than teachers employed in the old districts before reorganizing.⁵

This is one of the few studies that mentioned specifically guidance personnel as a part of program improvements which were a result of reorganizing.

⁴J. F. Thaden, Equalizing Educational Opportunities Through Community School Districts. Michigan State University, 1957, 43 pp.

⁵Charles O. Fitzwater, Educational Change in Reorganized School Districts. U. S. Office of Education Bulletin 1953, No. 4 G.P.O., 1953, 53 pp.

Several studies made under the Cooperative Program in Educational Administration, which examined the impact of district reorganization on the school structure in particular states, show that many districts are too small to be efficient and that small size precludes effective administrative leadership. Students attending small schools are often handicapped by inadequate curricula, lack of resources and poorly trained teachers.⁶

Many recommendations have been made to increase the size of schools so that more students may be enrolled. It is apparently universally held that larger schools not only provide more services but also better ones.

Strolle pleads the following case. "The question of adequacy of enrollment immediately arises. Size of enrollment does not necessarily have a direct relationship to the quality of program, nevertheless, enrollment is one factor that is recognized as a criterion for adequate school district organization. Having seventy-five pupils in each grade will make it possible to provide a flexible program and begin more nearly to meet the needs of the students."⁷

⁶Encyclopedia of Educational Research, 3rd Edition, American Educational Research Association, Macmillan Co., New York, 1960, p. 1242.

⁷R. S. Strolle, "A Study of School District Reorganization in Michigan." (Unpublished doctoral dissertation, Michigan State College, 1955) p. 8.

The National Commission on School District Reorganization recommended seventy-five students per grade as a minimum for high school purposes.⁸

Cushman in an article in the Phi Delta Kappan strongly recommends much more specific standards of enrollment which calls for a minimum enrollment of 1200 students K through 12 with a minimum of forty classroom teachers employed.⁹

"The quality and scope of the educational program improves with school district reorganization."¹⁰

Because of certain descriptive studies and many other empirical data the consensus in the literature seems to be that increasing total enrollment in schools up to a minimum of seventy-five students or so per grade has beneficial effects on the quality and quantity of educational services offered to students.

PER PUPIL VALUATION

A more specific explanation of how per pupil valuation is determined may be appropriate here.

⁸ National Education Association, Key to Better Education. Special Bulletin, 1947, Washington, D. C., p. 8.

⁹ M. L. Cushman, "The Ideal School District." Phi Delta Kappan, 32:313-16; 1950.

¹⁰ Encyclopedia, op. cit., p. 1197.

The independent variable of per pupil valuation selected as a possible concomitant of complexity of guidance services is based upon the local tax structure. More specifically, the valuation is arrived at in the following manner:

The job of assessing property is assigned by law to the respective township supervisors and in cities to an employee usually called the 'assessor.' The valuation assigned by these people to each parcel of property is the 'assessed valuation.' A 'Board of Review' equalizes valuations between parcels of property.

The reports of the assessors are filed with the county board of supervisors for review and 'equalization.' The reviewing is done by a committee of supervisors which recommends action by the entire board for equalization between cities and townships of the county. The object of equalization is to provide 'A uniform rule of taxation' (Const. 1908, Art. 10, No. 3). Equalization has for its objective the bringing of assessments of the different parts of a taxing district to the same relative standard in order that there will be equality in the burden of taxation (Huron-Clinton Metropolitan Authority V. Boards of Supervisors in Five Counties, 304 Mich., 328, 339, 340).

Equalization between counties and on appeal within a county is accomplished by action of the State Board of Equalization. This process is called 'state equalization' as distinguished from 'county equalization.' The state equalization is used as the base to which the deductible millage is applied in figuring state aid to schools by the equalization formula in the schools aid law. Any supervisor on the county board who votes against the report of the county equalization committee may appeal to the state tax commission for a revaluation of property within the county. Local officials have no voice in determining such revaluations. However, a county board of supervisors may by a majority vote petition the state for assistance in equalizing valuations

and retain for itself the right of ultimate decision. (Midland County in 1950).¹¹

M. L. Cushman, in discussing the size of the tax base as a criterion for school district reorganization, said, in part:

The ideal community school district is one which has . . . an adequate tax base that gives the community a certain degree of financial leeway in order that its people may pioneer in the development of a new educational practice, a better than average effort in developing a program of education to meet the needs of all its people, a more than average expenditure per pupil to furnish its citizens with that education which will set them somewhat above the accomplishments of the average districts of the state and effective utilization of state funds¹² from the state's financial equalization program.

The number of studies comparing financial resources and complexity of services is few. Most of those reported use either per pupil valuation, total valuation, or per pupil cost as valid financial considerations.

Green made a comparison of expenditures for education in various sizes of school districts and found that smaller districts spend more per pupil when the school district contained fewer than 7,000 pupils. The largest school district spent \$213 per pupil, and the smallest spent \$225 per pupil.

¹¹"Property Valuations and Tax Allocations for School Purposes in Michigan." Vol. 1, No. 1, December, 1953, Central Michigan School Administrators Research Assn., Mt. Pleasant, Michigan, p. 4.

¹²M. L. Cushman, "The Ideal School District," School District Reorganization, Phi Delta Kappan, March-April, 1951, p. 19-20.

After comparing these school districts in Missouri before and after reorganization, Green also found that the median assessed valuation increased one million dollars in the reorganized districts. Services added as a result of reorganization were curriculum development, special services, supervision of instruction, instructional materials and personnel services.¹³

Other studies on per pupil cost indicate similar data. The larger the school district the less expensive is the educational process per school child. Obviously, this reduction in cost would release more money for facilitative services which do not exist in the smaller schools. It would be interesting to know at what size of student enrollment such services begin to be added.

Leaders queried by Fitzwater in studying reorganization in sixteen states were in common agreement that an adequately reorganized school district was able to provide at less cost the same services provided by the old districts it replaced, and that where expenditures had increased, significant educational improvements had been made.¹⁴

¹³Harold E. Green, A Comparison of School Districts in Missouri Before and After Reorganization. (Doctor's Thesis, Columbia: University of Missouri, 1953, 368 pp. Abstract. Dissertation Abstracts 13:1063-64; No. 6, 1953.

¹⁴Fitzwater, op. cit., p. 321.

A good many exhortative articles are available urging increase in size and money of which the following by Moore is typical. "Except for a few scattered studies, the vast problem of adequate local district finances is yet to be studied and solutions reached. The tax burden borne by school districts in an age of inflation make imperative a thorough examination of local, intermediate, State and Federal tax resources so that there can be adopted adequate and equitable schemes to tap our abundant economy for the support of schools".¹⁵

Fitzwater seems to have summed up the typical approach to the problem of financing an educational program. There seems to be an almost instinctive drive to increase per pupil valuation and school enrollment and then to evaluate it by subjective observation which in turn is always positive.

A thorough study of relative school costs before and after reorganization was not attempted--that in itself would have constituted a major undertaking. The general conclusion of the State leaders questioned on this, however, was that an adequate reorganized unit was able to provide at less cost the services provided by the old districts it replaced; and that where total school expenditures had been increased, significant educational improvements had resulted therefrom. Pertinent to

¹⁵H. A. Moore, Jr., Studies in School Administration, American Association of School Administrators, Washington 6, D. C., 1957, p. 141.

this was the observation of the director of one of the most successful State programs; that in his experience reorganization of the districts in a community had almost always been very closely associated with bringing about major school improvements; and that the improvements made, while usually resulting in increased expenditures, could not otherwise have been accomplished with efficiency and economy except through the formation of the larger administrative unit.¹⁶

COMBINATION OF BOTH

The State of Iowa made an interesting review of per pupil cost in 1947-48. Below is the information presented in tabular form.

<u>Enrollment</u>	<u>Number of Schools</u>	<u>Per Pupil Cost</u>
0 - 24	41	\$417
25 - 49	209	326
50 - 74	197	290
75 - 99	114	260
100 - 199	149	238
200 - 299	41	222
300 - 399	24	224
400 - 499	11	202
500 and over	19	211

¹⁶C. O. Fitzwater, School District Reorganization. Special Series No. 5, U. S. Department of Health, Education, and Welfare, Office of Education, United States Government Printing Office, Washington: 1957, pp. 87-88.

¹⁷State Department of Public Instruction, "Your School District." Des Moines, Iowa, p. 8.

Evidence shows the decreasing per pupil cost as the size of the school gets larger. It is interesting to note that the least expensive per pupil cost occurs in schools of 400 to 499 student population. The critical figure at which finances make an important difference in increasing the complexity of guidance services may be the same as the above.

Tracy, in a study of the reorganization of schools in one county in Colorado in which the number of school districts were reduced from forty-two to one, indicated that adequate total enrollment and per pupil valuation resulted. As a result of these reorganizations, educational opportunities now exceed those available to any student prior to reorganization, the teaching staff was upgraded, administrative staff developed, and specially trained personnel were added in art, music and physical education.¹⁸

This study was a descriptive one and the conclusions probably should not be generalized to a greater population. In addition, the effects of per pupil valuation and total enrollment were not separated so that one does not know what the effects of each alone were. However, the study does indicate that increasing total enrollment and per pupil valuation has certain definite effects in terms of educational

¹⁸Neal Herred Tracy, Educational Changes Accompanying Reorganization in Jefferson County, Colorado. (Ed.D. Dissertation, University of Colorado, 1958. Dissertation Abstracts, 1959, Vol. 19, p. 2522.

facilitative services. It is unfortunate that he did not include guidance services in his study.

McQuinn found that fewer small schools (150 or less) have guidance programs than larger schools do and that, in general, adequate financing is possible if there is a full realization of the benefits of an effective guidance program in the smaller school. He reported that some districts are too weak financially to support adequately any of the functions of education. In these cases only re-districting and/or a broader base of financial support would make an adequate school program possible.¹⁹

Here again the hypothesis is implied that making a school district larger in terms of numbers of students or providing a broader base of financial support would result in adequate school programming. Since this was also a descriptive study, care should be taken about applying the conclusions in other locations.

McQuinn's conclusions conflict somewhat with McLure's study reported above, since the latter found that adding money to a small school may not necessarily result in adequate educational programs because of the hampering effect of size alone.

¹⁹ John Clifford McQuinn, Major Handicaps that Interfere with the Organization and Administration of Guidance Programs, (Doctoral Dissertation, University of Nebraska Teachers College, 1958. Dissertation Abstracts, Vol. 19, pt. 7-9, p. 1629.

Monroe reinforces this feeling by stating that many school districts are too small to provide a satisfactory educational program or to use educational resources efficiently.²⁰

In a study related to the problem of the effect of services on student behavior, Anspaugh, after separating the top and bottom fifteen percent of 1100 graduating seniors, in a Chicago high school, found that success in high school is closely associated with high interest, extensive guidance services by the school, regular attendance, limited dating, limited outside work for pay and regular homework.²¹

If extensive guidance services contribute to success in high school as shown by this study, and if extensive guidance services are found only in larger high schools, obviously the recommendation should be to increase the size of high schools to the level which would permit extensive guidance services. What this level is was not reported in this study, nor is it reported in any other studies in a definitive way.

²⁰Encyclopedia, op. cit., p. 1195.

²¹Anspaugh, A. E., "Qualities Related to High Scholarship in Secondary School." Scholarship Report 61:337-40:1953.

CONCLUSIONS

Hall and others point out rather forcefully the dangers connected with interpreting available studies of relationships between schools and communities. "The literature and quantitative data pertinent to school district reorganization need to be interpreted with care lest inappropriate practices be adopted resulting in permanent harm to schools, communities, and basic principles of education in a free society. . . . There are few data which conclusively show a positive relationship between such factors and the development of the kinds of citizens the public schools are designed to cultivate."²²

In addition, it might be well to point out there is not complete agreement as to the "kind of citizen" the public schools are designed to cultivate. This is a difficult problem and has many ramifications and will take the talents of many people to unravel.

The reader will note that there have been very few studies based on theory, preconceived designs, statistical methods and experimentation. Apparently little research has been done in this area other than strictly normative or descriptive studies.

²²Roy M. Hall, Feathers, Frank P., and Roberts, Chas. T., "Organization of Schools and Administrative Units." Review of Educational Research, Vol. XXV, No. 4, Oct., 1955, p. 339.

Flesher and others expressed this rather common observation in the following manner, "As has been true in the past, there is an almost complete absence of studies based on a pre-conceived design of experimentation which sets forth hypotheses to be tested through controlled use of money, material or program."²³

Griffiths and Iannaccone feel that the lack of research is not due to lack of concern with the problem of complexity. "It is interesting to note that there was a persistent concern with the problems posed by the complexity of large organizations, but parenthetically there was an almost complete dearth of research on them in educational administration."²⁴

This problem is extremely difficult to research experimentally. It is almost impossible to manipulate variables such as total enrollment, per pupil valuation, administrative philosophy, school-community relations and the like in a school district. Such restrictions, however, should

²³William R. Flesher, Kenneth Crim, and Walter G. Hack, "Financing, Housing, and Operating School Programs." Rev. of Educ. Res., Vol. XXVIII, No. 4, October, 1958, p. 330

²⁴Daniel E. Griffiths and Laurence Iannaccone, "Administrative Theory, Relationships, and Preparation." Rev. of Educ. Res., Vol. XXVIII, No. 4, October, 1958, p. 346.

not rule out causal comparative studies and other appropriate designs. More sophistication in research design on the part of advisors in some educational colleges would be an improvement.

Research has tended to substantiate the correlation between various measures of school quality and expenditure levels. Yet it is very probable that communities which tend to have higher expenditures (except when they are the result of inefficiency) tend to be the communities with the conditions essential for obtaining higher quality with the money. . . . If the problems are approached from the finance side, then it becomes necessary to learn to what extent money or money in combination with controllable factors will lead to school improvement.²⁵

As was mentioned before, there have been no experimental studies reported in the literature having to do with the total enrollment and financial resources of schools as they affect the complexity of educational services offered or the quality of such services. Some descriptive studies are reported, and the more relevant ones have been considered in this chapter.

It might be well to stress again that recommendations from descriptive studies may be inferred to a population like the sample only in a judgmental way. This caution is overlooked or ignored by most reviewers.

The next chapter will be concerned with the methodology of the study. A discussion of design and instrumentation will be included.

²⁵Encyclopedia, op. cit., p. 556.

CHAPTER III

METHODOLOGY

Very briefly again, the purposes of the study were to determine the status of guidance services in the high schools of Michigan in order to measure future modifications and/or growth.

OVERALL DESIGN OF THE STUDY

In order to execute these purposes the following steps were taken. First, real populations to which inferences might be made were defined. Second, the method of sampling was explained. Third, an instrument was developed which permitted collection of all pertinent data concerning guidance services in the schools. Fourth, certain predications of the reliability and validity of the items selected were made. Fifth, follow-up procedures were planned in order to approach as closely as possible a 100 percent response. Thus, valid inferences to the total population would be justifiable. If responses drop below the 80 percent level, such inferences can be made with only the greatest of caution.

The balance of the chapter is devoted to an explanation of the above steps in greater detail.

POPULATION

Sampling statistics are used to explain how well the statistics obtained from measurements of samples probably represent the populations from which the samples were taken. "Populations," according to Guilford, "are a well defined group of individuals or observations."¹

The real population in this study consists of all the publicly supported schools in Michigan having a local board of education and ending with the twelfth grade. Since it was impossible to draw schools from this population strictly at random, manipulate the variables as desired, and report the conclusions, the researcher had to be content with the schools readily available to him. Lindquist reports this as being a rather common occurrence.²

The population, then, consists of all schools within Michigan meeting the criteria mentioned above.

SAMPLE

The sample used in this study included all schools in Michigan having a local board of education, supported by

¹J. P. Guilford, Fundamental Statistics in Psychology and Education, McGraw-Hill Book Co., New York, 1956, p. 5.

²E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education, Houghton Mifflin Co., Boston, 1953, p. 73.

public funds, ending with the twelfth grade, and responding to the direct-mail questionnaire. Having a local board of education excluded training and demonstration schools associated with colleges and universities and such special schools as the Michigan State School for the Blind, schools for the deaf, the physically handicapped, and the mentally retarded. Supported by public funds (state aid and millage from state equalized valuation) barred private and parochial, profit and non-profit schools. Ending with the twelfth grade ruled out junior highs and elementary schools. It did not establish the lowest grade of the high school, however. Beginning grades range from the seventh to the tenth. These schools were taken from Michigan Education Directory and Buyer's Guide 1958-59.³

A smaller sample might have been more economical but because of the imminence of enabling the National Defense Education Act by the Michigan State Legislature and the consequent necessity for a description of the guidance services of each school in the state, it was decided at the State level that it would be more efficient to survey all schools.

INSTRUMENTATION

Considering the number of schools to be contacted, the distance involved, costs and other factors, the direct

³Michigan Education Directory and Buyer's Guide 1958-59, Michigan Education Directory, Lansing, Michigan, 1958.

mail questionnaire was deemed the most feasible method of gathering the data.

In recent years research on the validity and reliability of direct mail questionnaires has brought to light some rather serious considerations which must be dealt with if a useful and valid survey is being contemplated. Biases are introduced into the results by many variables, some of which were entirely unexpected until fairly recently.

The researcher must have in mind an exact definition of the population to which he intends to make generalizations. His sampling must be such that each member of the population is given a chance to be selected. He must frame the questions so that they are not biased or leading, so that they are crystal clear to the reader, and so that they do not make unwarranted assumptions about the interest and/or ability of the respondent. In other words, the questions should require answers which the great majority of the respondents might be expected to know. Furthermore, the items should not call for too much extra work on the part of the informant. Responses which demand involved mathematical calculations and detailed research should be avoided.

In this particular inventory the answers to questions which call for opinions or evaluations by local administrators or counselors would be quite difficult to assess and were,

therefore, eliminated as much as possible. Other language difficulties such as level of vocabulary, confessed or unconfessed lack of knowledge, resentment against invasion of privacy, response sets, and errors arising from the nature of the language itself had to be taken into account during the process.

With the above criticisms in mind and with a desire to obtain factual responses to relatively simple questions which could be counted and reported meaningfully, the questionnaire used in this study was developed in the following way:

- I. A letter was sent to the guidance directors of all the states and territories requesting samples of inventories they had used in the past and bibliographical data which might be pertinent. Seventy percent responded to this request and the material was utilized in selecting items which met the above criteria.
- II. A letter was sent to each of the counselor training institutions in Michigan requesting the same kind of thing. There were no responses to this letter.
- III. Dissertations were studied for useable items, in

particular those of Sorrells⁴ and Horn.⁵

- IV. Most of the better texts in guidance and counseling were consulted for suggested items.
- V. The items which had been selected as being satisfactory from the above sources plus others which had been developed by the researcher were then arranged under seven rubrics and the list was run off on dittos.
- VI. Several revisions of the items selected were made based upon the advice of approximately thirty people among whom were numbered: three professors at the University of Michigan, seven at Michigan State University, the State Guidance Director, the State Chief of Business Education, the Research Specialist in the Office of Vocational Education, an Assistant Superintendent of Education in Pontiac, local counselors at Holt, Lapeer, and St. Johns High Schools, and the Director of Pupil Personnel for the St. Clair River Area.
- VII. This revision was presented to the Advisory Council to the State Superintendent of Public Instruction

⁴Daniel J. Sorrells, Guidance Practices in Selected Small High Schools: An Analysis of the Organization and Administration of Specific Services. (Unpublished doctoral thesis, Michigan State College, College of Education, 1951-52.)

⁵Carl M. Horn, A Survey of Services and Practices in Michigan Public Schools. (Unpublished doctoral thesis, Michigan State College, College of Education, 1950-51.)

for its approval, since the survey was being sponsored by the Michigan State Department of Public Instruction. Approval was granted for the survey.

VIII. A pilot study was developed and executed.

PILOT STUDY

The pilot study had certain obvious advantages since the questionnaire had never been used before. In order to insure that the survey might yield returns which were meaningful and which were secured in the most efficient manner possible, it was believed that a pretest of a small number of schools would eliminate many unforeseen stumbling blocks. A pilot study is of inestimable value if properly designed and executed. It will reveal shortcomings of instructions, procedures, and even how positioning of the items in the schedule will affect response.

The purposes of such a study were multiple. An advance knowledge of the kinds of experiences and problems which were to be encountered was both desirable and necessary in order to perfect the final design of the instrument and the survey. Since the use of IBM equipment was being considered (in order to reduce the expenditure of money and man hours), several problems needed to be solved. Efficient ways of coding information, the number of cards per school to be used, whether

to single or multiple punch, ways of tabulating the data for ease of analysis, and the like were among the problems to be considered. Varying methods of follow-ups needed to be used in order to obtain as large a return as possible and still remain within reasonable economic bounds. The items had been scrutinized countless times by many people, but this did not guarantee clear-cut, unambiguous, realistic ones. Leading items, emotionally charged ones, questions which were evaluative in nature and not solely descriptive as was the intent of the study needed to be improved or omitted.

In order that all of the types of problems that were likely to appear in the comprehensive study to follow be exposed in the pilot study, a sample much like the final sample of schools was needed. A representative proportion of schools was randomly selected from each of five strata which was in turn determined by school enrollment. One school was selected from those having an enrollment of seventy-five or less, five schools from those having seventy-five to two hundred, six from schools of two hundred to four hundred, five from those of four hundred to nine hundred, and three from schools of more than nine hundred students for a total of twenty schools. Those twenty schools represented 3.4 percent of the total 567 public secondary schools, a proportion adequately large to meet the needs of the pilot study, yet

not too large to detract from the results of the final survey. Since experience from this limited survey indicated that revision of the questionnaire was necessary, the results of this small study were not included in the analysis of the later survey, nor were the twenty schools included in the final sample.

The time elapsed from the date that the questionnaires used in the pilot study (appendix A) were sent out and the date the last one was returned was twenty-seven days. A 100 percent response was achieved by the following means. Within two weeks of the original request for the answers, 60 percent of the schools had answered. A post card was then sent to the eight remaining schools which brought in four more responses or a total of 80 percent within one week more. Registered letters were then sent to the remaining four schools and all answered within one more week. This response was far more successful than most surveys, although Rothney reports a like one in his recent book Guidance Practices and Results.⁶ The calibre of professional relationship which the Department of Public Instruction maintains with local schools undoubtedly was a contributing factor as was the professional interest

⁶ John W. M. Rothney, Guidance Practices and Results. Harper & Bros., New York, 1958.

exhibited by the respondents. In any event, a prediction was made from this study of ninety to one-hundred percent response on the final study.

A review of the responses obtained from the pilot study was helpful in changing ambiguous items, eliminating some which did not pertain to all schools, and in improving the wording of still others on the final questionnaire.

FINAL QUESTIONNAIRE

The final revision (appendix B) was delivered to Publications for printing and copies were sent out to all schools to be filled out and returned.

One of the more common criticisms leveled at the inadequacies of the direct mail questionnaire is the typically poor response that is exhibited in most situations. Travers reports that under favorable conditions one may expect a twenty percent response. With follow-ups this response may be anticipated to reach thirty percent and rarely exceeds forty percent.⁷ Good and Scates agree that a high percentage of responses is difficult to achieve and substantiate this with an analysis of the numbers of responses to questionnaires which were part of studies done at Columbia University,

⁷Robert M. W. Travers, An Introduction to Educational Research. Macmillan Co., New York, 1958, p. 248.

Indiana State College, and others reported in the Journal of Educational Research.⁸ A seventy to ninety percent response is considered quite good.

A few years ago it was felt that those who responded to questionnaires were no different than those who did not and were, therefore, representative of the population which was being studied. It is now known that these people do differ significantly. For example, those with college educations will respond more often than those without. This fact may have influenced the response in this study.

In any case, it appeared that the analysis would be biased if the non-respondents were not accounted for in some way. A significant part of the methodological procedure in this study was the follow-up which was necessary in order to satisfy this quite legitimate criticism.

Among the methods which have been found helpful in obtaining unusually high responses are: preparing the respondent ahead of time, sending him follow-up form letters, personal letters, post cards, phone calls, and appealing to relatives for cooperation. Parten suggests that the color of the paper of the questionnaire, the tint of the stamps on the

⁸Carter V. Good and Scates, Methods of Research. Appleton-Century-Crofts, Inc., New York, 1954, p. 627.

envelopes, the day of the week, and other such seemingly inconsequential variables are, in reality, highly significant.⁹

As was reported above, the method used in the pilot study was very successful. A sixty percent initial response was obtained, a post card brought in twenty percent more, and a registered letter accounted for the balance. A similar pattern was planned for the main study with one exception. The expense of the registered letters (68 cents each) excluded them as a practical possibility when dealing with a possible twenty percent of the 569 schools in the total sample. Consequently, an ordinary letter with an additional copy of the questionnaire was substituted for the registered letter in hopes that similar results would be obtained.¹⁰ A goal of ninety-five percent total response did not seem unreasonable in view of the success of the pilot study. If this were reached, the non-respondents would not bias the analysis of the study to any significant degree.

As it turned out, the final response was over ninety-eight percent (538 schools of 549), and thus a study of the non-respondents was obviated.

⁹ Mildred Parten, Surveys, Polls, and Samples. Harper & Bros., New York, 1950, Chapter VI.

¹⁰ See appendix C for copies of the letters which were used.

There is no way of knowing, of course, how much the answers of the non-respondents would have affected the analysis of the data had they responded. However it is practically certain that because of the small number of them that this effect would have been insignificant, if not indistinguishable.

VALIDITY

Before an analysis of the data is made, the researcher should have an idea of the extent to which the instrument is measuring what it purports to. Authorities seem to be pretty much in agreement that there is more than one method of validation and that the problem of validation is difficult and complex.

Face validity of the questionnaire. Face validity is more a question of the apparent reasonableness of the instrument to its respondent than it is of its objectivity, and despite that is perhaps just as desirable in some ways. Mention was made earlier in the chapter of the measures which were taken to insure acceptance and meaningfulness of the inventory by its recipients. Authorities were consulted, texts were reviewed, state directors of guidance contacted, and other theses perused for desirable format and other physical aspects. Captions, rubrics, titleds, size and color of the paper, design and spacing of the items, and multilithing process were all selected in order to insure a professional

and attractive inventory. To the extent that this purpose was accomplished, face validity was established.

Content validity. Another aspect of validity has to do with the content of the instrument. How adequately do the items sample each service and how well is each service represented proportionately in the study? A satisfactory answer to this question involved an apriori description of the services in order that a proportion of items in each category be obtained. A pilot study was executed in order to weed out irrelevant factors. Items were carefully analyzed for ambiguities and misleading syntax. It is apparent that face validity and content validity are established by judgmental approaches. It seems a reasonable estimate that the instrument developed in this study satisfied the criteria of proper content.

Empirical validity. Anastasi states, "For most testing purposes, there is no satisfactory substitute for empirical validity. Essentially, such validity refers to the relation between test scores and a criterion, the latter being an independent and direct measure of that which the test is designed to predict."¹²

Since it was impossible to visit a random selection of schools and make independent measurements of their

¹²Anne Anastasi, Psychological Testing. Macmillan Co., New York, 1954, Chapter VI.

guidance services, the following and less satisfactory method was used.

Nine graduate students enrolled at Western Michigan University were asked to make an independent inventory of guidance services in the high schools in which they work. After being given specific and detailed instructions, they filled in the items as appropriate for their schools.

A comparison of these scores with those sent in six months before by the original respondents was interesting. A Pearson Product Moment Correlation Coefficient of validity was determined between the two sets of nine scores. There were three "A" schools, three "B" schools, one "C" school and two "D" schools. The correlation coefficient was .55.

Obviously, there is no way of knowing how representative these schools are of the total sample or of the population, and therefore the correlation coefficient of .55 is not presented here as an inference to that sample or population. However, it is the best estimate of the validity of the questionnaire that is available and for that reason is reported here.

RELIABILITY

It has been suggested that a defensible method of establishing the reliability of a survey instrument is that

of comparing the score of the even numbered items with the score of the odd numbered items.¹³ The method used in this study to obtain an odd-even comparison of inventory results is explained here.

After all 538 questionnaires had been returned, thirty of them were selected by use of a table of random numbers.¹⁴ Four "A" schools, seven "B" schools, ten "C" schools and nine "D" schools made up this sub sample. The odd numbers and the even numbers of the thirty items composing the complexity score were summed for each of the thirty schools and placed on a scatter diagram. An r_{hh} of .664 was obtained. Since this represented the reliability of only half the items, that is the odds compared with the evens, the Spearman Brown Formula was then used to estimate the reliability of all the items. An r_{tt} of .80 resulted.

Again, the validity coefficient is applicable to only the nine schools used as a sample since they may or may not represent the total sample. However, it is felt that the coefficient of reliability is based on a sub sample truly representative of the total sample of 538 schools and thus is applicable to the population as defined in this chapter.

¹³Parten, op. cit., Chapter XI.

¹⁴Helen M. Walker and Joseph Lev, Statistical Inference. Henry Holt and Co., New York, 1953, appendix.

The next chapter will be concerned with an analysis of data of guidance services in the high schools of Michigan.

CHAPTER IV

ANALYSIS OF THE DATA

Analysis of the data will take the following form: results will be reported in percentages and in tabular form. Seventy or more items as indicated by five hundred and thirty eight schools will be presented.

The unusually high response (98 per cent) plus the fact that almost all answered each item should lend satisfactory credence to these reports.

Following are the tables which will present numerically the responses of the schools together with descriptions of each table. The data have been reported in percentages for ease of reading and interpretation.

Most of the tables have a category, "schools responding to this item," which indicates the percentage of total responses. The tables treat those who responded as being 100 percent. This is sometimes seen as, "of those who responded (100 percent), 93 percent indicated . . . etc." Some columns do not add to exactly 100 percent because all percentages were rounded to the nearest whole number before adding.

A few of the items were omitted in this analysis because of ambiguity of response or because of relatively few responses to the item.

The section on specialized student services, which had been added at the request of the State Superintendent of Public Instruction, is not reported here since it is normally not considered a part of guidance services.

The section on the planned use of Title V monies is not reported since these data are not descriptive of present services but simply opinion held by administrators on the possible use of the money.

DESCRIPTIVE ANALYSIS

Due to a pressing need for a determination of the status of guidance services in our schools and to the possible enabling of the National Defense Education Act of 1958, a guidance questionnaire was sent out to 549 schools in the state of Michigan. Over 98 percent of these schools responded to the questionnaire.

This sample consisted of schools that ended with the twelfth grade, were supported by public funds and had local boards of education. Thus, there were no elementary schools, no private schools and no parochial schools.

Since the sample is a stratified one in terms of enrollment, each school has been categorized into A, B, C, D or E according to the number of students enrolled. The A schools have an enrollment of 900 or more students; the B schools have 400 to 899 students; the C schools have 200 to

399; the D schools have 76 to 199; the E schools are those in the upper peninsula that have less than 76 students.

TABLE I
SCHOOLS RESPONDING TO THE QUESTIONNAIRE

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Total Number of Schools in the Sample	95	130	169	138	17	549
Number that Responded	94	130	166	132	16	538
Schools Responding to the Questionnaire	99	100	98	95	94	98

Table I indicates the total number of schools contacted in each category and the number that responded. It can be seen that the percentage of responses varies from 100 percent in the B schools to 94 percent in the E schools and that the total average of responses is 98 percent.

In numbers, this represents 538 responses out of a possible 549 schools contacted. This return is unusually high. In addition, it shows a consistently high response across the board. The tendency is for the smaller schools not to respond as readily, but in this case the differences

are not large enough to be significant.

To the extent that the questionnaire is valid and reliable, the information gained will be almost without question indicative of guidance practices in Michigan.

TABLE II
CLASSIFICATION OF PERSONNEL REPLYING TO QUESTIONNAIRE

	<u>Class of School</u>					<u>Total Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Superintendents	1%	4%	9%	20%	44%	10%
Other Administrators	62	57	77	71	50	67
Guidance Personnel	27	36	11	5	0	18
Not Stated	11	3	4	4	6	5

Table II reveals the classification of personnel that replied to the questionnaire. Interestingly enough in the A schools, which almost without exception have guidance personnel, 63 percent of the questionnaires were filled out by administrators. In B schools, which also have guidance personnel for the most part, 61 percent of the questionnaires were filled out by administrators. A large percentage of administrators filled out the questionnaire in the C, D and E schools, but this is to be expected since many of them do not have guidance personnel. It may be accepted that to a significant degree the responses are reflections of administrative judgment rather than that of guidance personnel, since only 18 percent of the questionnaires were filled out by the latter.

TABLE III
SCHOOLS MAINTAINING A CUMULATIVE FOLDER FOR EACH PUPIL

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	100%	98%	99%	98%	100%	99%
No	0	2	1	2	0	1
<hr/>						
Schools Responding to this Item	98%	100%	99%	98%	100%	99%

As is indicated by Table III, 98 percent of the schools maintain cumulative folders on each student. There are minor differences in the percentages, but these differences are not significant. It is apparent that the percentages fall slightly from 100 percent in the A schools to 98 percent in the D schools, which tends to bear out the hypothesis that complexity is established by the total population in the school. The 100 percent response by the E schools may or may not substantiate this hypothesis since there were only sixteen schools in the sample. Ninety-eight percent of the schools responded to the questionnaire; and of these, 99 percent responded to this item, so a very significant degree of confidence may be entertained as to the validity of the figure.

TABLE IV
LOCATION OF CUMULATIVE FOLDERS*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Administrator's Office	50%	81%	89%	96%	94%	83%
Guidance Director's Office	16	19	11	4	0	11
Counselor's Office	56	18	5	3	0	16
Library	0	0	0	0	0	0
Home Rooms	8	2	1	2	6	3
Teachers' Classrooms	1	2	4	6	6	4
<hr/>						
Schools Responding to this Item	96%	95%	98%	99%	100%	97%

*Some reported more than one place.

Of the schools that responded to the questionnaire, 97 percent answered this item, and the total percentages can be accepted as being definitive. Eighty-three percent of the schools keep the cumulative folders in the administrator's office, and it is interesting to note that this percentage is inversely related to the total population of the school. As the school decreases in size the cumulative folders tend to be kept more often in the administrator's office.

This factor may be somewhat misleading unless it is understood that many of the smaller schools, particularly those in the D and E classification, have no guidance director's or counselor's offices. Eleven percent of the schools keep the cumulative folders in the guidance director's office and 16 percent keep them in the counselor's office. The library is not used for this purpose, and the home rooms and teachers' classrooms very little.

An obviously desirable goal would be to encourage the establishment of guidance offices in each school and to encourage that the cumulative records be kept in the guidance office, since these are indeed the necessary tools of the counselor.

TABLE V
SCHOOLS USING THE CA-39 STATE CUMULATIVE FOLDER

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	56%	91%	98%	98%	100%	89%
No	44	9	2	2	0	11
<hr/>						
Schools Responding to this Item	93%	99%	96%	98%	94%	97%

Again, of the 98 percent of the schools that responded to the questionnaire, 97 percent responded to this item, and there seemed to be no significant differences in the number that responded in each classification. It is noteworthy, however, that although 89 percent of the schools in Michigan use the CA-39, only 56 percent of the A schools use them.

This may be because the CA-39 does not meet the needs of larger schools, and since the A schools have more personnel available, more satisfactory folders have been developed. An additional possibility, of course, is that the CA-39 folder is meeting the needs of the B, C, D and E schools.

TABLE VI

AFTER EXAMINING SEVERAL RANDOM SAMPLES OF FOLDERS, THE
SCHOOLS INDICATE THE FOLLOWING ARE
REGULARLY RECORDED IN THE
CUMULATIVE FOLDERS

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Photo of Student	81%	87%	90%	93%	94%	89%
Health and Physical Data	87	92	87	88	94	89
Test Data	99	99	99	99	94	99
Achievement Grades or Marks	97	97	97	99	100	98
Family Data	90	92	93	87	94	90
Pupil Plans--Educa- tional and Vocational	69	68	59	40	13	57
Extra-School Activities	76	74	59	54	50	64
Record of Inter- views	68	52	46	31	19	47
Pupil-Teacher Conference Data	59	42	42	30	31	42
Unusual Accomplish- ments, Conditions, Experiences	75	62	51	42	56	56
Autobiographies	55	58	48	30	13	46
Anecdotal Records	60	57	54	50	25	54
<hr/>						
Schools Responding to this Item	100%	99%	99%	99%	100%	99%

This was a very popular item. Ninety-nine percent of the schools responded, and again there were no significant differences in the percentages that responded in each classification.

The photograph of the student, health and physical data, test data, achievement grades or marks, and family data were those which are most frequently recorded, averaging from 89 percent up to 99 percent. Some of the larger schools feel, as a result of varying pressures, that the photograph of the student may be used in a discriminatory way and thus have not placed them in the folders.

Since the purpose of a cumulative folder is to keep a record of all those factors which tend to differentiate the students one from another, it would seem that one of our most usual and valuable devices is the physical appearance of the student.

Those items from pupil plans down through anecdotal records are not entered more than in about half of the folders, and the percentages range here from 42 percent to 64 percent.

Interestingly enough, these data seem to be a function of the size of the school and are directly proportional to the size of the school, and the larger schools tend to include more information than the smaller schools, whereas the first five items seem to bear no relation to the size of the school.

TABLE VII
SCHOOLS USING INTELLIGENCE OR SCHOLASTIC APTITUDE
TESTS IN THEIR TESTING PROGRAM*

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
7	24%	43%	55%	49%	67%	46%
8	24	22	38	37	47	31
9	42	66	63	55	67	58
10	27	27	31	24	27	27
11	23	31	40	41	27	34
12	39	32	36	30	53	34
<hr/>						
Schools Responding to this Item	99%	99%	98%	91%	94%	96%

*Many schools marked more than one grade level.

Fifty-eight percent of the schools use intelligence tests at the 9th grade level. This is apparently the most popular grade level for intelligence tests. Forty-six percent report using them at the 7th grade level, 34 percent at the 11th and 12th grade levels and 31 percent at the 8th grade level.

Of all of the different kinds of psychological tests, the intelligence or scholastic aptitude test and achievement tests appear to be the most popular.

TABLE VIII
SCHOOLS USING ACHIEVEMENT TESTS
IN THEIR TESTING PROGRAM*

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
7	17%	34%	43%	40%	53%	36%
8	32	53	53	52	67	49
9	24	28	34	26	47	29
10	40	18	26	27	20	26
11	29	28	30	24	27	28
12	30	25	32	30	53	30
Schools Responding to this Item	99%	99%	98%	91%	94%	96%

*Many schools marked more than one grade level.

Thirty-six percent of the schools indicate using achievement tests at the 7th grade level, and 49 percent at the 8th grade level. The latter seems to be the most popular grade level for achievement testing. The balance of the grades 9 through 12 are tested with achievement tests in about 28 percent of the schools.

The percentages in the 7th, 8th and 9th grades for A and B schools may be somewhat misleading here, since many of the A and B schools did not report 7th, 8th and 9th grade results since they only consisted of the 10th, 11th and 12th grades.

If just the 10th, 11th and 12th grade results are considered, there does not seem to be much variance of the level at which testing occurs.

TABLE IX
SCHOOLS USING MULTIPLE APTITUDE TESTS
IN THEIR TESTING PROGRAMS

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
7	0%	2%	2%	3%	0%	2%
8	10	7	9	6	0	8
9	20	16	21	14	0	17
10	21	20	18	22	7	19
11	10	9	15	15	0	12
12	8	17	12	13	0	12
<hr/>						
Schools Responding to this Item	65%	71%	76%	74%	7%	69%

Multiple Aptitude Tests do not appear to be used by many of the schools. Nineteen percent of the schools use them at the 10th grade level, 12 percent at each of the 11th and 12th grade levels, 17 percent at the 9th grade level and 8 percent at the 8th grade level, with only 2 percent at the 7th grade level.

There may be several factors which are inhibiting using of Multiple Aptitude tests by the schools--one being the expense involved and another being the comparative recency of their appearance on the testing market.

Many schools, and in particular the smaller ones, may not be aware of the advantages which a multiple aptitude test can offer as an integral part of the testing program.

TABLE X
SCHOOLS USING THE INTEREST INVENTORIES
TEST IN THEIR TESTING PROGRAMS*

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
7	0%	2%	3%	4%	13%	3%
8	8	6	9	8	7	8
9	39	53	54	46	27	49
10	17	16	16	21	13	17
11	22	28	26	22	13	24
12	10	19	33	32	27	25
<hr/>						
Schools Responding to this Item	92%	99%	98%	91%	94%	95%

*Some schools marked more than one grade level.

Interest Inventories are used by 49 percent of the schools at the 9th grade level. About 25 percent of the schools use them at the 11th and 12th grade level and 17 percent use them at the 10th grade level. Eight percent or less use interest tests at the 7th or 8th grade levels.

TABLE XI
SCHOOLS USING THE PERSONALITY TESTS
IN THEIR TESTING PROGRAM

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
7	0%	2%	4%	2%	13%	3%
8	0	3	6	3	7	3
9	11	11	10	11	13	11
10	12	4	8	7	13	8
11	8	5	5	7	7	6
12	6	6	6	8	7	6
<hr/>						
Schools Responding to this Item	34%	30%	41%	36%	60%	36%

Personality tests seemingly are not very widely used in the schools. Eleven percent of the schools reported using them at the 9th grade level and 8 percent or less at all other levels. Considering the lack of reliability and validity of most of these tests, it is probably best that such a situation exists.

Group personality tests are apparently weak in their descriptive and predictive functions, and the schools seem to be aware of this.

TABLE XII

**SCHOOLS USING THE NATIONAL MERIT SCHOLARSHIP QUALIFYING
TESTS IN THEIR TESTING PROGRAM***

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
11	76%	81%	80%	64%	33%	75%
12	29	20	21	16	13	20
<hr/>						
Schools Responding to this Item	99%	99%	98%	80%	47%	93%

*Some schools marked both grade levels

When asked to indicate whether or not they used the National Merit Scholarship Qualifying Test in their testing program, all of the A, B and C schools use it at either the eleventh or twelfth grade level or both. About 80 percent of the D schools use it and only 4 percent of the E schools. They total an average of 93 percent.

TABLE XIII
SCHOOLS USING THE SCHOLARSHIP QUALIFYING
TEST IN THEIR TESTING PROGRAM

<u>Grade</u>	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
11	40%	28%	32%	28%	33%	32%
12	54	52	40	32	20	43
<hr/>						
Schools Responding to this Item	95%	81%	72%	60%	53%	75%

Ninety-four percent of the A schools use the Scholarship Qualifying Test in their testing programs at either the 11th or 12th grade level. Eighty percent of the B schools use this test, 72 percent of the C schools, 60 percent of the D schools and 53 percent of the E schools, with a total percentage of schools being 75 percent.

The larger schools use it significantly more than the smaller schools do.

TABLE XIV
SCHOOLS TESTING STUDENTS INDIVIDUALLY
PER MONTH (NOT IN GROUPS)

		<u>Class of School</u>					<u>Average Percent</u>
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0	Students	7%	28%	35%	65%	80%	37%
1-5		59	52	50	26	13	45
6-10		25	13	11	4	0	12
11-20		5	6	3	2	0	3
21-40		2	1	2	3	7	2
41-51		1	0	0	0	0	0
Mean Number of Students per School		5.8	3.7	3.4	2.2	2.4	3.5
Schools Responding to this Item		86%	95%	92%	89%	94%	91%

Of the schools that responded to the questionnaire, 91 percent responded to this item. The mean number of students tested individually per month is 3.5, and 45 percent of the schools test this number. The next most popular number is 0 students per month, and 37 percent of the schools indicated this number.

Schools that test six or more students per month individually only comprise 17 percent of the total sample. An examination of Table XIV reveals that the number of students tested per month is a function of the size of the school. Larger schools tend to test more students individually per month.

For example, only 7 percent of the A schools test no individuals and 80 percent of the E schools test none. Twenty-five percent of the A schools test from 6 to 10 students per month and no E schools test this many per month.

One of the E schools checked the category 21-40 students per month, which raised the average of the E schools considerably. It may be that this item was misread.

TABLE XV
SCHOOLS HAVING LOCAL NORMS DEVELOPED ON
STANDARDIZED TESTS USED IN THE
TESTING PROGRAM

		<u>Class of School</u>					<u>Average</u> <u>Percent</u>
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0	Local Norms	51%	64%	78%	84%	53%	71%
1		15	15	12	9	13	13
2		11	9	7	5	33	9
3		2	7	1	2	0	3
4-6		17	3	2	1	0	4
7-11		4	1	1	0	0	1
Mean Average per School		1.6	.8	.4	.3	.8	.7
Schools Responding to this Item		89%	96%	91%	89%	94%	91%

Ninety-one percent of those who responded answered this item, which indicates that a considerable degree of confidence can be placed in the results. It appears that, although it may be a desirable practice, the schools are not developing local norms to an appreciable extent as yet, 71 percent of them indicating that they have no local norms, 13 percent one local norm and 9 percent two local norms.

The balance of 8 percent have three or more local norms developed. Here again it seems that the size of the school is an influential variable when correlated with the number of local norms developed. The larger schools tend to have more local norms than smaller schools.

The smaller schools probably have no one in most cases adequately trained to carry out this function whereas the larger schools may have both the necessary trained personnel and time allotted for developing local norms. The state average is less than one per school, and only the A schools develop more than one per school.

TABLE XVI
THE NUMBER OF 1958-59 POST HIGH SCHOOL
CATALOGUES FROM DIFFERENT
INSTITUTIONS WHICH THE
SCHOOLS REPORT
HAVING

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0-5 Post High School Catalogues	0%	0%	1%	2%	6%	1%
6-10	2	2	4	19	44	8
11-20	7	11	31	42	44	25
21-30	12	13	22	17	6	16
31-50	13	29	26	14	0	21
51-75	15	24	11	3	0	13
76 / (85)	50	21	3	3	0	16
Mean Average Number of Catalogues per School	62.2	46.7	31.8	22.6	12.1	38.4
Schools Responding to this Item	98%	99%	98%	98%	100%	99%

Of the 98 percent responding to the questionnaire, 99 percent of the schools responded to this item. Only 1 percent of the schools report having 5 or less post-high school catalogues. The modal number is 15 catalogues, reported by

25 percent of the schools. Sixteen percent of the schools reported more than 76, and the writer assumed that the average number here would be 85.

Although the mean average number of catalogues per school is 38.4, the larger schools report having more than 60 and the smaller schools less than 15. Since these catalogues in large part are free for the asking, it would appear that the smaller schools either do not know that they are available or that they are not desirable.

Here again, larger schools tend to have more catalogues than do smaller schools, ranging from 62.2 in the A schools to 12.1 catalogues in the E schools.

TABLE XVII
WHERE THE SCHOOLS MAKE THE CATALOGUES AVAILABLE TO
THE STUDENT

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Administrator's office	13%	39%	64%	64%	81%	50%
Guidance Director's office	36	44	28	10	6	28
Counselor's office	74	45	20	8	6	32
Library	78	72	73	70	56	73
Home Rooms	9	2	5	3	6	5
Teachers' Classrooms	4	3	6	5	25	5
<hr/>						
Schools Responding to this Item	97%	100%	98%	99%	100%	99%

*Some schools mentioned two or more places

Ninety-nine percent of the schools responded to this item. Fifty percent of the schools keep the catalogues in the administrator's office, and this varies according to the size of the school. Thirteen percent of the A schools maintain this practice and 81 percent of the E schools.

Seventy-three percent of the schools keep the catalogues in the library, 28 percent in the guidance director's office and 32 percent in the counselor's office. Many schools mentioned that the catalogues are kept in two or more places, and it may also be true that in some cases the administrator's office, the guidance director's office and/or the counselor's office may be the same office, since some administrators look upon themselves as carrying out all three functions.

However, in most cases it seems reasonable that the schools have more than one copy of each catalogue and have them distributed in two or more places. The fact that 73 percent of the schools keep the catalogues in the library easily available to the student is encouraging.

In addition, the fact that many of them are kept in administrators' offices may be viewed with some degree of criticism since students do not normally use the administrator's office as a center of traffic and would thus be denied the use of these catalogues without some protocol.

TABLE XVIII
 PERCENTAGE OF SCHOOLS HAVING OCCUPATIONAL BOOKS AND
 PAMPHLETS WHICH WERE PUBLISHED
 SINCE 1954

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
10-19 Occupational Books and Pamphlets	10%	7%	17%	27%	56%	17%
20-29	8	5	13	18	6	11
30-39	7	7	7	10	19	8
40-49	7	13	20	12	6	13
60-79	9	5	8	9	0	8
80-120	10	22	10	12	13	13
120 +	51	40	25	11	0	28
<hr/>						
Schools Responding to this Item	98%	98%	98%	98%		98%

When asked to indicate the number of occupational books and pamphlets which they have on hand that were published since 1954, the A, B and C schools indicated more than 120. The modal number for the C, D and E schools, however, was much less.

The latter indicated the most popular number as being around 15. Apparently the size of the school influences the number of recent occupational books and pamphlets which are on hand, with the larger schools having more than the smaller schools.

TABLE XIX
PERCENTAGE OF SCHOOLS INDICATING WHERE
OCCUPATIONAL BOOKS AND PAMPHLETS
ARE MADE AVAILABLE*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Administrator's Office	5%	13%	32%	43%	63%	27%
Guidance Director's Office	26	34	27	9	0	23
Counselor's Office	70	47	20	6	0	31
Library	84	82	78	77	69	80
Home Rooms	5	2	2	5	6	4
Teachers' Classrooms	22	15	9	11	37	14
<hr/>						
Schools Responding to this Item	98%	98%	98%	100%	100%	99%

*Many schools marked two or more places

Apparently the majority of the schools make their occupational books and pamphlets available to the students in the library. Eighty percent of the schools indicated this to be the case, with the range from 69 percent in the E schools to 84 percent in the A schools.

It is interesting to note that this material is also kept in the administrator's office to a greater extent as

the school decreases in size. Only 5 percent of the administrators of A schools keep this information in their offices, whereas 63 percent of the administrators of E schools maintain this material in their offices.

Those schools that have guidance offices seem to keep this information available in those offices as well as in the library. This occurs in 96 percent of the A schools and in 81 percent of the B schools. Again, the percentage decreases as the schools get smaller. Very few occupational books and pamphlets are made available in homerooms or in teachers' classrooms.

About 4 percent of the homerooms have this information and 14 percent of the teachers' classrooms. Since 99 percent of the schools that responded responded to this item, the data may be accepted with a good deal of confidence.

TABLE XX

**PERCENTAGE OF SCHOOLS INDICATING THE DEGREE TO
WHICH OCCUPATIONAL INFORMATION IS PROVIDED
BY COMMUNITY PERSONS AND AGENCIES**

		<u>Class of School</u>					<u>Average Percent</u>
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
In Written Form	Yes	85%	68%	45%	35%	60%	56%
	No	15	32	55	65	40	44
<hr/>							
Schools Responding to this Item		90%	85%	80%	83%	94%	84%
<hr/>							
In Oral Form	Yes	94%	86%	69%	57%	69%	74%
	No	6	14	31	43	31	26
<hr/>							
Schools Responding to this Item		87%	86%	90%	90%	100%	89%

Eighty-four percent of the schools responded to the first item and 89 percent to the second item. It appears that about half of the schools are obtaining information in written form about occupational matters from community persons and agencies and about three-quarters are obtaining such information in oral form.

The A schools report a much larger percentage in both cases than do any of the other schools. Apparently the C and D schools rely to a much greater extent upon oral information than they do written.

TABLE XXI

**PERCENTAGE OF SCHOOLS MAINTAINING RESULTS OF STUDIES
MADE WITHIN LAST THREE YEARS OF LOCAL LABOR
CONDITIONS AND OCCUPATIONAL OPPORTUNITIES
ON FILE AND AVAILABLE TO THE STUDENT**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	56%	34%	24%	15%	13%	29%
No	44	66	76	85	87	71
<hr/>						
Schools Responding to this Item	95%	94%	98%	94%	94%	95%

Twenty-nine percent of the schools said that they have results of studies made within the last three years of local labor conditions and occupational opportunities on file and available to students.

Seventy-one percent indicate no such information is available. This, again, seems to be fairly well correlated with the size of the school in that 56 percent of the A schools have such information available and only 13 percent of the E schools indicate such a situation.

TABLE XXII

**PERCENTAGE OF SCHOOLS MAINTAINING INFORMATION CONCERNING
EDUCATIONAL OPPORTUNITIES AVAILABLE OUTSIDE
OF HIGH SCHOOL**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Evening School	94%	70%	65%	49%	25%	66%
Part-time School Opportunities	87	69	58	54	50	64
Correspondence Courses	85	93	93	87	94	92
Private, Trade, Technical and Business Schools	98	96	96	81	94	92
Other Guides to Home Study	69	68	60	41	44	58
 Schools Responding to this Item	 100%	 99%	 99%	 99%	 100%	 99%

Ninety-nine percent of the schools responded to this item, and 66 percent of those have information concerning evening school, and 64 percent have information concerning part-time school opportunities. Ninety percent of the schools have information on correspondence courses, and 92 percent of the schools have information on private, trade and

technical and business schools, and 58 percent of the schools have on file and available to the student other guides to home study.

Only in the areas of evening school and part-time school opportunities is there a significant difference, which is correlated with the size of the school. Ninety-four percent of the A schools have evening school information on hand, and only 25 percent of the E schools have such information.

Perhaps this is due to the fact that evening school classes as a rule are offered in the larger schools and not in the smaller schools.

TABLE XXIII

PERCENTAGE OF SCHOOLS HAVING CURRENT (LAST TWO YEARS)
 INFORMATION ON SCHOLARSHIPS, LOANS, AND OTHER
 FINANCIAL ASSISTANCE ON FILE AND AVAILABLE
 TO STUDENT

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
yes	100%	100%	99%	98%	80%	99%
No	0	0	1	2	20	1
<hr/>						
Percentage Responding to this Item	99%	99%	99%	99%	94%	99%

It is apparent from Table XXIII that information on scholarships, loans and other financial assistance is on file and available to practically every student in Michigan. Ninety-nine percent of the schools responded in the affirmative to this question, and only 1 percent reports not having such information on file.

Twenty percent, or 3, of the E schools, however, report such lack of information, which may mean that the small schools do not receive this information and are not on appropriate mailing lists.

TABLE XXIV
SCHOOLS REPORTING PERCENTAGE OF CLASSES IN WHICH
TEACHERS USE AUDIO-VISUAL EQUIPMENT AND
MATERIALS RELATED TO OCCUPATIONAL AND
EDUCATIONAL PLANNING AS REGULAR
PART OF THE CLASS WORK

	<u>Class of School</u>					<u>Average</u> <u>Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0-4% of Classes Using Audio-Visual	21%	24%	24%	19%	13%	22%
5-9%	15	19	18	14	13	17
10-19%	24	23	27	28	27	26
20-39%	18	15	11	18	13	15
40-59%	9	14	13	12	27	12
60-100%	13	7	7	8	7	8
<hr/>						
Schools Responding to this Item	93%	96%	95%	96%	94%	95%

For the main part, the schools report that in about 15 percent of the classes the teachers use audio-visual equipment and materials relating to occupational and educational planning as a regular part of the classwork.

Twenty-six percent of the schools report such a modal frequency. Twenty-two percent of the schools report

about 2 percent of the classes using audio-visual equipment and the balance of the schools range from 7 percent to 50 percent, with only 8 percent of the schools reporting more than 60 percent of the classes using such audio-visual equipment.

TABLE XXV
 PERCENTAGE OF SCHOOLS REPORTING GROUP GUIDANCE
 OR ORIENTATION CLASS CONCERNED MAINLY WITH
 STUDENT'S INTERESTS AND NEEDS

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	60%	45%	37%	36%	25%	42%
No	40	55	63	64	75	58
<hr/>						
Schools Responding to this Item	99%	95%	100%	99%	100%	99%

Forty-two percent of the schools report having group guidance or orientation classes concerned mainly with students' interests and needs. The total size of the school seems to influence the number of classes, since 60 percent of the A schools have such classes and only 25 percent of the E schools report such classes.

This may be due to availability of teaching personnel and flexibility of the schedule of classes.

TABLE XXVI
 PERCENTAGE OF SCHOOLS REPORTING OCCUPATIONAL
 UNITS INTEGRATED WITH SCHOOL COURSES

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	78%	80%	69%	65%	67%	72%
No	22	20	31	35	33	28
<hr/>						
Schools Responding to this Item	97%	98%	97%	96%	94%	97%

The schools report that 72 percent have occupational units integrated with school courses and 28 percent do not. There is apparently little range from school to school in response to this item.

The D schools report 65 percent having such occupational units and the B schools 80 percent, a range of only 15 points.

TABLE XXVII
PERCENTAGE OF SCHOOLS HAVING A CAREER DAY FOR THE STUDENTS
IN 1958-59

	<u>class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	51%	41%	45%	53%	44%	47%
No	49	59	55	47	56	53
<hr/>						
Schools Responding to this Item	98%	100%	99%	99%	100%	99%

Table XXVII suggests that about half of the schools report having a career day for the students and the other half do not. There seems to be little correlation here with size of school.

TABLE XXVIII
PERCENTAGE OF SCHOOLS REPORTING A BUSINESS,
INDUSTRY, AND EDUCATION DAY FOR TEACHERS
IN 1958-59

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	24%	17%	16%	12%	25%	17%
No	76	83	84	88	75	83
<hr/>						
Schools Responding to this Item	98%	99%	99%	99%	100%	99%

Ninety-nine percent of the 98 percent responding to the questionnaire filled out this item. In response to a question asking if the school has a business, industry and education day for the teachers this year, 17 percent responded that they did have and 83 percent responded that they did not have such a day set aside for teachers to visit community agencies.

In the schools that do have this visiting day, the larger schools appear to provide this opportunity to teachers more frequently than do the smaller schools.

TABLE XXIX

**PERCENTAGE OF SCHOOLS REPORTING A DAY SCHEDULED
FOR STUDENTS TO VISIT COLLEGES**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	40%	45%	62%	49%	63%	51%
No	60	55	38	51	37	49
<hr/>						
Schools Responding to this Item	93%	90%	97%	91%	100%	93%

When asked to report if they have a day scheduled for the students to visit colleges, the schools were about evenly divided. Of the 98 percent who responded to the total questionnaire, 93 percent responded to this item.

Of that percentage, half indicated that they do have a day scheduled to visit colleges and the other half said no. However, of those who responded no, many replied that the students were permitted to visit colleges informally as occasions arose.

There does not appear to be any significant differences in scheduling days due to the size of the schools. A schools and D schools report about the same percentages.

TABLE XXX
PERCENTAGE OF SCHOOLS REPORTING SCHEDULED VISITS
BY REPRESENTATIVES FROM COLLEGES

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	89%	85%	73%	74%	53%	79%
No	11	15	27	26	47	21
<hr/>						
Schools Responding to this Item	98%	95%	94%	94%	94%	95%

In response to the question of yearly scheduled visits by representatives from colleges, 95 percent of the schools responded. Of that number 79 percent said yes and 21 percent said no. Eighty-nine percent of the A schools report such scheduled visits, whereas only 53 percent of the E schools report visits by representatives from colleges.

It would seem that students in larger schools may have more opportunity for contacts with college representatives than do students in smaller schools.

TABLE XXXI
PERCENTAGE OF SCHOOLS REPORTING CLASSES MAKING
FIELD TRIPS TO BUSINESS, INDUSTRY AND/OR
FARMING 1958-59

	<u>Class of School</u>					<u>AVERAGE</u> <u>PERCENT</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0 Classes on Field Trips	1%	3%	2%	2%	6%	2%
1-3	9	13	22	36	56	23
4-6	26	34	37	36	25	35
7-11	24	28	22	20	6	23
12-20	19	18	9	3	6	11
21 +	19	4	6	0	0	6
<hr/>						
Schools Responding to this Item	88%	95%	98%	98%	100%	95%

Table XXXI reveals the percentages of schools responding to the question of how many classes will have made field trips to business, industry and/or farming this year. Two percent of the schools report no classes making field trips; 23 percent report approximately two field trips; 35 percent of the schools report approximately five field trips per school; 23 percent report approximately nine field

trips per school; 11 percent about sixteen field trips; and 6 percent more than twenty-one field trips.

Ninety-five percent of the schools responded to the item and interestingly enough, fewer of the larger schools reported than did the smaller schools. This was probably due to the fact that the person filling out the questionnaire would not have this information easily available to him in the larger schools where he would have it in the smaller schools.

The modal number of trips taken by classes in the A schools is five per year; the B schools report taking five class field trips; the C schools also report five per year and the D schools report between two and five trips per year; the E schools only two trips and the modal average for all of the schools was five trips for the school year 1958-59.

Although the range of figures may not be significant, it seems that in general the larger schools report more trips than the smaller schools.

TABLE XXXII

NUMBERS OF PEOPLE OFFICIALLY DESIGNATED AS COUNSELORS
OR GUIDANCE DIRECTORS FREE FROM CONFLICTING DUTIES
SUCH AS TEACHING, SUBSTITUTION, ADMINISTRATION,
ETC., WITH FIVE OR MORE PERIODS PER DAY OF
RELEASED TIME FOR COUNSELING

	<u>Class of School</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Total</u>
Total Number	276	66	21	5	0	368
Average Number per School	3	1/2	1/8	1/26	0	
<hr/>						
Schools Responding to this Item	99%	97%	99%	98%	100%	99%

When asked in Table XXXII to state the number of people officially designated as counselor(s) or guidance director(s) free from conflicting duties such as teaching, substitution, administration, etc., with five or more periods per day of released time for counseling, the schools reported a total number of 368 such personnel.

Of the 98 percent of the schools responding to the questionnaire, 99 percent responded to this item, so the figure can be given much credence. By far the largest

percentage of these people (75 percent) are in the A schools and an additional 18 percent are in the B schools. The remainder are in the C and D schools.

The A schools have an average of three full-time people in guidance and counseling. The B schools report one full-time person for every two schools; the C schools report one full-time person for every eight schools and the D schools one in every twenty-six schools. The E schools report none.

If we add the total number of counselors full-time and the total number part-time as revealed in Table XXXIII, the total number of part-time and full-time counselors in schools ending with the twelfth grade in Michigan is 944. It should be pointed out here that this figure does not include those counselors or guidance personnel in junior highs and/or elementary schools, which are not a part of schools ending with the twelfth grade. There are probably three to four hundred more guidance personnel in the junior highs and elementary schools which would bring the total to approximately 1400.

TABLE XXXIII

NUMBER OF OFFICIALLY DESIGNATED PART-TIME COUNSELORS
WITH AN AVERAGE OF TWO OR MORE PERIODS PER DAY
OF RELEASED TIME FREE FROM SIMILAR
CONFLICTING DUTIES (TABLE XXX)

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Total Number per Class of School	222	166	113	68	7	576
Average Number Per School	2.5/1	1.3/1	1/1.4	1/2	1/2	1 $\frac{1}{2}$ per school
Schools Responding to this Item	94%	97%	99%	97%	94%	97%

The question responded to in Table XXXIII was how many people do you have officially designated as part-time counselor(s) with an average of two or more periods per day of released time free from similar conflicting duties. The similar conflicting duties are defined in Table XXXII.

The analysis of the data shows that there are a total of 576 such counselors in the local schools ending with the

twelfth grade. A very high percentage of the schools (97 percent) responded to this item, so the figure is probably quite accurate.

Considering average numbers per classification of schools, the A schools have 2 1/2 such counselors per school; the B schools have 1 1/3 part-time counselors per school; the C schools have less than one per school; the D schools report one part-time counselor for every two schools, as do the E schools. Three hundred and eighty-eight of the 576 part-time counselors, or 69 percent, are in the A and B schools.

It is apparent that the larger schools provide more counseling services in terms of numbers of counselors to the students than do the smaller schools.

TABLE XXXIV

**AMOUNT COUNSELORS ARE PAID MORE THAN TEACHERS
ON COMPARABLE LEVELS (PROFESSIONAL INCREMENT)**

	<u>Class of School</u>					<u>Total Average</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Average per Class of School	\$228.00	\$69.90	\$52.60	\$10.85	\$0.00	\$78.00
Schools Responding to this Item	99%	91%	82%	80%	87%	91%

When asked how much the counselors are paid more than teachers on comparable levels as a professional increment in the salary, the total average throughout the state was \$78 per counselor, and since 91 percent of the schools responded to the item, it seems that this figure can be accepted with confidence.

However, like many averages, it is somewhat misleading for several reasons. The smaller schools do not have counselors and therefore could not pay them extra. The A schools, although reporting \$228 per counselor, have a spread from over \$900 down to nothing. The twenty-three A schools in Detroit affected this figure to a considerable degree, since

they pay their counselors \$900 or more per year than the teachers receive on comparable levels. It seems obvious, however, from the results of the table that larger schools pay more than smaller schools for professional training and advancement.

TABLE XXXV

HOW THE SCHOOLS ASSIGN STUDENTS TO COUNSELORS*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
By Grade	35%	39%	40%	40%	55%	39%
By Sex	12	16	6	5	9	10
On a Voluntary Basis	16	42	36	33	18	32
By Home Room	16	8	12	13	9	12
Alphabetically	27	6	4	1	0	9
Definite Assignment	15	17	11	11	18	14
Random Assignment	12	13	17	11	9	13
<hr/>						
Schools Responding to this Item	100%	84%	73%	64%	69%	78%

*Some schools marked more than one item.

Table XXXV reveals how the students in the schools are assigned to counselors. Thirty-nine percent of the schools assign students to counselors by grade level, and this is the most popular way of assigning students. 10 percent of the schools assign them by sex, 32 percent permit the students to select their counselors on a voluntary basis, in 12 percent of the schools the counseling is done by home-rooms, in 9 percent of the schools the students are assigned

alphabetically, and in the remaining 27 percent the assignment is done by either definite or random assignment.

These last two categories are poorly defined and should be viewed with some skepticism. Although 78 percent of the schools responded to this item, the range was from 100 percent in the A schools down to 64 percent in the D schools. This kind of a spread is to be expected since not all of the schools, particularly the smaller schools, have counselors.

TABLE XXXVI

AVERAGE NUMBER OF SEMESTER HOURS OF TRAINING IN
GUIDANCE AND/OR COUNSELING AS RECOGNIZED BY
A HIGHER INSTITUTION OF LEARNING PER
COUNSELOR PER SCHOOL

	<u>Class of School</u>					<u>Total Average</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Average Hours per Counselor per School	18.5	18.2	13.1	7.8	5.1	14.1
Schools Responding to this Item	93%	89%	76%	72%	81%	82%

Table XXXVI indicates the average number of semester hours of training in guidance and/or counseling as recognized by a higher institution of learning per counselor per school. Eighty-two percent of the schools responded to this question with the larger schools answering the item more frequently than the smaller schools.

Counselors in the larger schools have about eighteen hours of training and counselors in the smaller schools about ten hours of training. The often expressed feeling that counselors are operating in the schools without any training is not substantiated by these figures. It appears that counselors in the local schools in Michigan have had on

the average about fourteen hours of professional training and are continually receiving more.

TABLE XXXVII

REGENCY OF ADDITIONAL TRAINING IN GUIDANCE
FROM COLLEGE OR UNIVERSITY (AVERAGE
IF MORE THAN ONE COUNSELOR)

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Last Year (1958)	23%	36%	32%	30%	33%	31%
Within the Last Two Years	29	18	14	16	0	18
Within the Last Three to Five Years	38	34	33	23	55	33
Not Within the Last Six Years	10	13	21	30	11	18
<hr/>						
Schools Responding to this Item	97%	86%	72%	60%	36%	76%

Although 76 percent of the schools responded to this item, the range was from 36 percent in the E schools to 97 percent in the A schools. It is suggested that the few responses from the C, D and E schools are due to lack of counselors in those schools. The responses from the A and B schools seem to be fairly adequate in number and may indicate more valid figures.

Considering only the A and B schools, the recency of training seems to be spread out fairly evenly over the

years--about 12 percent receiving training not within the last six years; about 35 percent took courses within the last three to five years; about 25 percent within the last two years and about 30 percent last year.

TABLE XXXVIII

TOTAL NUMBER OF PERIODS OF RELEASED COUNSELING TIME
PER DAY PER SCHOOL (TIME INCLUDED FOR ALL
COUNSELORS IN EACH SCHOOL)

	<u>Class of School</u>					<u>Total Average</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Average per School	24.60	6.15	3.20	2.28	.86	7.65
Schools Responding to this Item	95%	93%	85%	77%	87%	87%

Eighty-seven percent of the schools who responded to the questionnaire responded to this item. The results may be accepted with confidence. When asked to indicate the total number of periods of released counseling time per day per school, with time included for all counselors in each school, the A schools reported an average of 24.6 periods per day for counseling. The B schools reported 6.1 periods, the C schools 3.2 periods, the D schools 2.3 periods, and the E schools less than one period per day. The average for all schools seems to be about eight periods per day. However, this average is heavily influenced by the large number of periods available in the A schools.

TABLE XXXIX
PERSON REPORTED COUNSELING IF THERE IS NO
OFFICIALLY DESIGNATED COUNSELOR*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Principal	100%	84%	94%	93%	88%	92%
Assistant Principal	50	34	5	2	6	8
Teacher	50	68	43	51	37	49
School Nurse	0	5	7	2	0	4
Coach	50	5	5	11	13	8
Other (Supt. in most cases)	50	45	15	29	44	22
<hr/>						
Schools Responding to this Item	2%	29%	66%	80%	100%	51%

*More than one person checked

It is interesting to note that in Table XXXIX that although the total average responding to the item was only 51 percent, the range was from 2 percent in the A schools to 100 percent in the E schools, which probably gives the reader quite a clear picture of the adequacy of counseling services in the local schools.

It is evident from the figures that schools use more than one person for counseling where there is no counselor

available. In most cases this person appears to be the principal. Ninety-two percent of the schools report that he does counseling where there is no officially designated counselor. In 49 percent of the cases the teacher participates in this role, and the assistant principal, school nurse and coach are relatively minor figures as counselors.

Surprisingly enough, 22 percent of the schools report that the superintendent is involved in the counseling. This may be more readily understood when one realizes that in the smaller schools, D and E schools in particular, the superintendent is the principal figure in the student's life and the principal, where there is one, teaches part or full time.

The results of this item indicate that 2 percent of the A schools have no officially designated counselor, 29 percent of the B schools, 66 percent of the C schools, 80 percent of the D and 100 percent of the E schools have no full or part-time counselors. This correlates rather well with the information in Tables XXXII and XXXIII.

TABLE XL
PERCENT OF STUDENTS NORMALLY CONTACTED
BY COUNSELOR IS RESULT OF REQUEST BY:*

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselor	55%	40%	41%	44%	58%	45%
Student	30	36	34	30	25	34
Administrator	7	15	24	20	29	19
Teacher	14	14	15	24	3	17
Parent	7	7	7	8	1	7
<hr/>						
Schools Responding to this Item	84%	89%	87%	80%	75%	85%

*Some reported more than one category

The item in Table XL was not quite as popular with the schools as some of the others, since only 85 percent of them responded to it. This may in part be due to the fact that many schools do not have formally assigned counseling personnel. However, it appears that in most cases the student is contacted normally as a result of a request by the counselor or counselor surrogate. The next most popular method of contacting the student is by a self-referral. The student seems to be referring himself for consultation in approximately 30 percent of the cases. Teacher and

administrator referrals are relatively infrequent, and parents refer their children seldom. Of course, it would be ideal if the widely-held axiom that self-referrals provide the most satisfactory counseling experiences that all contacts by the counselor be the result of self-referrals. However, due to limitations of time and space, this is not always a possibility. Situations should be encouraged, however, in which the student feels free to come in whenever he wishes to talk things over.

TABLE XLI

**SCHOOLS REPORTING COUNSELING ROOMS OR OFFICES IN
WHICH COUNSELING CAN BE CONDUCTED OUT OF SIGHT
OR HEARING OF ANYONE ELSE**

	<u>Class of School</u>					
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Total</u>
Yes	78%	84%	84%	80%	80%	82%
No	22	16	16	20	20	18
<hr/>						
Schools Responding to this Item	90%	99%	95%	95%	94%	95%

Of the 98 percent of schools that responded to the questionnaire, 95 percent responded to the question concerning the availability of counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else. Eighty-two percent of the schools report such facilities available, and the differences according to size of schools are not significant. The range is from 78 percent in the A schools to 84 percent in the B and C schools. Eighty percent of the D and E schools report such rooms available. Apparently adequate counseling rooms or offices are not a major barrier to conducting counseling experiences in private.

TABLE XLII

**PERCENTAGE OF SCHOOLS REPORTING SCHEDULED CONFERENCES
HELD BY THE COUNSELOR IN WHICH BOTH THE STUDENT
AND ONE OR BOTH PARENTS ARE PRESENT
DURING THE SCHOOL MONTH**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Less than One per Month	34%	48%	70%	88%	93%	64%
One per Month	10	9	11	6	7	9
Two or More per Month	18	23	11	4	0	13
Three or More per Month	38	20	8	2	0	14
<hr/>						
Schools Responding to this Item	88%	94%	90%	94%	87%	92%

When asked how many scheduled conferences are held by the counselor in which both the student and one or both parents are present during the school year, 64 percent of the schools responded that they hold less than one per month. The range is from 34 percent in the A schools to 93 percent in the E schools. Obviously, the larger schools are involving parents more than the smaller schools. Thirty-eight percent of the A schools hold three or more such consultations per month and none of the E schools report such

conferences that often. Ninety-two percent of the schools responded to this item, so it may be accepted that, in general, parents are not a significant aspect of the guidance picture in the local schools.

TABLE XLIII
SCHOOLS REPORTING CONSULTATIONS WITH
PARENTS BY COUNSELORS*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
In Regularly Scheduled Interviews	28%	25%	15%	11%	20%	19%
In Just Emergency and Special Cases	84	86	91	89	87	89
Schools Responding to this Item	93%	98%	95%	93%	94%	95%

*Some schools marked both items.

Again, 95 percent of the schools responded to this particular item, which is a very high response. The results of the item may be accepted with a great deal of confidence. Some schools responded affirmatively to both parts of this item, feeling that consultations are held with parents by counselors in both regularly scheduled interviews and in emergency and special cases. However, the vast majority of the schools report that such consultations are held with parents only in emergency and special cases.

Eighty-nine percent of the schools state this to be the case, and only 19 percent hold regularly scheduled interviews. If the goals of a more complete understanding of

the student by his parents is a justifiable one, then it would seem that the schools are not fulfilling this responsibility to any significant degree.

TABLE XLIV

**INTERPRETATION OF RECENTLY ADMINISTERED STANDARDIZED
TESTS AS REPORTED BY THE SCHOOLS***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Individually to All Students	58%	56%	45%	43%	40%	50%
Students and Parents Together	39	26	25	15	20	22
Parents Only	11	10	5	3	7	7
Groups of Students	25	31	32	23	13	28
Faculty and Administration	60	53	52	55	80	55
Students on Request	29	37	36	26	47	33
<hr/>						
Schools Responding to this Item	95%	99%	97%	99%	94%	96%

*Some schools answered more than one category.

The schools responded satisfactorily to the question regarding interpretation of recently administered standardized tests. Ninety-six percent completed this question, and of the 96 percent approximately 50 percent interpret the results of standardized tests individually to all students and to the faculty and administration. Thirty-three percent of the schools interpret these results to students on request and

28 percent interpret the results to groups of students, 22 percent to students and parents together, and only 7 percent to parents only. If these percentages are valid, school personnel are faced with a real challenge.

It is obvious that in order for a student to reach a better understanding of himself that he be apprised of all of the information the schools have concerning him. In addition, it is the school's responsibility to make the concept of the parents regarding their children as realistic as possible, and this can be done to some extent through test interpretation. So it would seem that the schools are only partially fulfilling their responsibility to the student and very inadequately their responsibility to the parent.

TABLE XLV

**PERCENTAGE OF SCHOOLS REPORTING TO WHOM THE
RESPONSIBILITY FOR JOB PLACEMENT IS
ASSIGNED***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselor	29%	26%	15%	11%	14%	19%
Administrator	11	24	35	39	57	29
Vocational Staff or Coordinator	51	24	6	1	7	17
Teacher	10	4	5	1	0	5
No One	18	39	52	58	43	44
<hr/>						
Schools Responding to this Item	97%	96%	95%	86%	88%	93%

*Some schools checked more than one item.

When asked to whom the responsibility for job placement has been assigned, 44 percent of the schools responded to no one. The balance of the schools in the main indicated that the administrator has been assigned this responsibility. However, this seems to be again a function of the size of the school. In the larger schools the counselor and/or vocational coordinator is doing job placement, and in the smaller schools the administrator is implementing this responsibility. In very few of the schools is the teacher a vital part of this

area. Ninety-three percent of the schools responded, so we may accept the results as definitive.

The results of this item do not bear out the feeling that the public schools have accepted the responsibility of job placement.

TABLE XLVI

SCHOOLS REPORTING YES OR NO IN ANSWER TO THE
 QUESTION--IF YOU HAVE AN ORGANIZED JOB
 PLACEMENT SERVICE, DO OVER 75% OF
 THE TOTAL NUMBER OF EMPLOYERS
 KNOW WHO IS
 IN CHARGE
 OF IT?

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	54%	51%	41%	33%	56%	46%
No	46	49	59	67	44	54
<hr/>						
Percentage Responding to this Item	77%	56%	35%	39%	56%	49%

Only 49 percent of the schools responded to the question, if you have an organized job placement service, do over 75 percent of the total number of employers know who is in charge of it? This may indicate that the item is a poor one. The answer to this question may mean that there is no organized job placement service or it may mean that not over 75 percent of the employers know who is in charge of it, or it may mean both.

For the main part, the larger schools felt that local employers were aware of this service more than communities surrounding the smaller schools. It is recommended that the results of this item be accepted with caution.

TABLE XLVII

**SCHOOLS REPORTING THE PERSON HANDLING JOB PLACEMENT
UNOFFICIALLY IF NO ONE HAS BEEN ASSIGNED
THIS RESPONSIBILITY**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselor	64%	54%	28%	11%	8%	31%
Administrator	28	71	80	86	92	75
Vocational Staff or Coordinator	38	18	7	1	8	11
Teacher	8	14	17	6	0	12
No One	5	9	11	12	8	10
<hr/>						
Schools Responding to this Item	42%	60%	83%	79%	81%	69%

It is apparent from adding the average percentages on Table XLVII that many schools have more than one person handling job placement unofficially; that is, persons not assigned this responsibility as a part of their job.

Again, it may be noticed that in the larger schools guidance personnel and vocational people tend to be fulfilling this function for the most part, whereas in the smaller schools this is carried out in most cases by the administrator. Sixty-nine percent of the schools responded to this item, which means that probably about 30 percent of the

schools have an organized job placement service. If this is true, then placement services in the schools are being neglected by the majority of schools.

TABLE XLVIII

**SCHOOLS REPORTING PERSONS TO WHOM RESPONSIBILITY FOR
EDUCATIONAL PLANNING WITH THE STUDENT FOR BOTH
HIGH SCHOOL CLASSES AND COLLEGE HAS BEEN
ASSIGNED***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselor	98%	79%	43%	29%	23%	58%
Administrator	17	52	76	74	69	59
Vocational Staff or Coordinator	6	4	6	0	8	4
Teacher	18	24	28	20	15	23
No One	2	2	6	14	31	7
<hr/>						
Schools Responding to this Item	97%	99%	93%	89%	81%	94%

*Many schools checked more than one item.

Since 94 percent of the 98 percent of the schools responding to the questionnaire responded to this item, considerable confidence may be placed in the percentages indicated in Table XLVIII. It appears that only 7 percent of the schools have not assigned anyone to the responsibility of educational planning with students for both high school classes and colleges. The larger schools use counselors for this function, and the smaller schools use administrators and teachers--administrators primarily. The vocational staff

or coordinator is not used to a significant degree by any of the schools. All schools use the teacher to about the same degree. The average for all schools is 23 percent, ranging from 50 percent in the E schools to 28 percent in the C schools. Since many of the smaller schools do not provide counseling services and most of the larger schools do, it is immediately apparent why counselors are not used in the smaller schools. The smaller schools have none.

TABLE XLIX

**SCHOOLS REPORTING THE PERSONS DOING THE
EDUCATIONAL PLANNING WITH STUDENTS IF
NO ONE HAS BEEN ASSIGNED THE
RESPONSIBILITY OFFICIALLY***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselor	10%	5%	6%	5%	6%	6%
Administrator	1	12	37	44	69	27
Vocational Staff or Coordinator	4	3	1	0	0	2
Teacher	3	5	10	10	31	8
No One	1	0	1	1	0	1
<hr/>						
Schools Responding to this Item	14%	15%	39%	45%	69%	31%

*More than one person was checked by some schools.

In most schools, according to Table XLIX, educational planning with students has been officially assigned to someone. Table XLIX reveals that schools in which no such assignment has been made rely upon the administrator for the most part for this duty.

TABLE L
SCHOOLS REPORTING PERCENTAGE OF STUDENT
BODY WHICH WAS ISSUED WORK PERMITS
IN 1958-59

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0-2% of Students Issued Work Permits	8%	7%	33%	41%	33%	25%
3-5%	14	28	34	34	27	30
6-10%	40	31	21	16	27	25
11-20%	22	22	8	7	7	14
21-30%	11	10	2	1	7	5
31% +	5	2	1	0	0	1
Modal Number	8	8	4	1	1	4
<hr/>						
Schools Responding to this Item	81%	92%	95%	92%	94%	91%

On the average about 4 percent of the student body in each school is issued work permits by the school. This figure is somewhat misleading, since many of the A and B schools do not issue work permits in the school itself, so it may be that more than 4 percent of the students are getting work permits whether issued or not by the schools. However, the results of Table L indicate again that larger

schools issue larger percentages of work permits than do smaller schools. This is part may be due to the fact that job placement in urban centers requires actual possession of work permits whereas many jobs in rural areas do not.

TABLE LI

**SCHOOLS REPORTING THE NUMBER OF STUDENTS
WORKING PART TIME THAT WERE PLACED
BY THE SCHOOL**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0-4 Students Placed	14%	31%	72%	84%	81%	55%
5-9	6	20	18	13	13	15
10-19	16	25	8	3	0	12
20-39	28	18	2	0	6	10
40-75	12	5	0	1	0	3
76 +	26	2	0	0	0	5
Average Number Placed by School	38	15	4	3	4	12.4 per school
Schools Responding to this Item	88%	95%	93%	90%	100%	92%

Ninety-two percent of the schools responded to this item. Fifty-five percent of the schools report that 4 or less students were placed on part-time jobs by the school. Forty-five percent have placed 5 or more students. Larger schools tend to place a greater percentage of students than do smaller schools. If it is the responsibility of the schools to help students find part-time work while in school, then

the larger schools are discharging this responsibility to a much greater extent than are the smaller schools.

TABLE LII

**DOES YOUR SCHOOL HAVE A COOPERATIVE ARRANGEMENT
WITH THE STATE EMPLOYMENT SERVICE
ON PLACEMENT?**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	43%	34%	16%	11%	19%	24%
No	57	66	84	89	81	76
<hr/>						
Schools Responding to this Item	94%	98%	97%	95%	100%	96%

Ninety-six percent of the schools responded to this item, and of those who responded 24 percent have a cooperative arrangement with the State Employment Service on Placement, 76 percent have no such arrangement. Again, it is evident that of the schools that have such arrangements the larger schools are predominant, ranging from 43 percent in the A schools to 19 percent in the E schools.

TABLE LIII

**SCHOOLS HAVING A COOPERATIVE ARRANGEMENT
WITH A COMMUNITY PLACEMENT SERVICE**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	15%	11%	2%	3%	12%	7%
No	85	89	98	97	88	93
<hr/>						
Schools Responding to this Item	93%	91%	95%	92%	100%	93%

It may be stated with some confidence that over 90 percent of the schools have no cooperative arrangement with community placement services. This in most cases is probably not the result of poor planning by the schools but because of the fact that there are no community placement services in many communities.

Of the 7 percent that indicated such cooperative arrangement, the A and B schools have the vast majority.

TABLE LIV
SCHOOLS HAVING A COOPERATIVE WORK-STUDY PLAN
IN USE WHICH GIVES SCHOOL CREDIT
FOR WORK EXPERIENCE

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Reimbursed from Vocational Education Funds	33%	27%	6%	1%	6%	15%
Non-Reimbursed	62	7	4	1	0	14
None	4	65	89	98	94	72
<hr/>						
Schools Responding to this Item	94%	98%	99%	96%	100%	97%

Of the 98 percent of the schools that responded to the questionnaire, 97 percent responded to this item. Apparently 72 percent of the schools have no program of cooperative work experience in which the students get school credit for the class. The range is from 4 percent in the A schools having no program to 94 percent in the E schools, so it would seem that larger schools provide this kind of experience for their students and the smaller schools do not. Fifteen percent of the schools have reimbursed programs and 14 percent have non-reimbursement programs. The reimbursed programs are spread out more throughout the schools than are

the non-reimbursed programs. Apparently non-reimbursed programs are offered only in the large schools and the State reimbursed programs are also offered in the B and C schools to some extent. It is evident from this table that most of our students in Michigan do not have access to such programs.

TABLE LV
SCHOOLS USING TEST RESULTS AND OTHER OBJECTIVE
DATA REGULARLY WHEN RECOMMENDING STUDENTS

		<u>Class of School</u>					<u>Average</u>
		<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Percent</u>
For Job Placement							
	Yes	98%	95%	93%	88%	80%	93%
	No	2	5	7	12	20	7
For Post High School Institution Placement							
	Yes	99	100	97	94	93	97
	No	1	0	3	6	7	3
Schools Responding to this Item		94%	91%	90%	84%	87%	89%

Eighty-nine percent of the schools responded to this item. It is apparent from the results that practically all of the schools use test results and other objective data regularly when recommending students for job placement and/or post high school institution placement. There do not seem to be significant differences due to the size of the schools; however, there seems to be an indication that larger schools tend to use this information more than do smaller schools. This may be due to the fact that larger schools have more information available and more personnel available to interpret the information.

TABLE LVI

**APPROPRIATE GROUP(S) FOR WHICH JOB PLACEMENT
ASSISTANCE BY THE SCHOOL IS AVAILABLE***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Graduate	70%	72%	61%	54%	62%	63%
Drop-Outs	57	46	38	31	56	42
In-School Students	90	86	61	53	69	70
None	3	9	19	23	31	15
<hr/>						
Schools Responding to this Item	96%	98%	89%	86%	100%	92%

*Schools marked more than one item.

In answer to the request to check the appropriate group(s) for which job placement assistance by the school is available, 63 percent of the schools indicated that such assistance was available for graduate students and 42 percent of the schools said that assistance was also available for drop-outs. Seventy percent of the schools responded that they were helping in-school students and 15 percent of the schools indicated that no help was available to anyone. As a cursory examination of the data will reveal, job placement assistance is more frequently made available to both in-school and out-of-school students in the larger schools than in the

smaller schools. Apparently the drop-outs are given the least consideration by the schools in terms of job placement assistance and the in-school students are given the most consideration.

TABLE LVII
PERCENTAGE OF GRADUATING SENIORS WHO WENT ON
TO POST-HIGH SCHOOL INSTITUTIONS IN 1958

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Mean</u>
Mean Percentage	34.57%	38.55%	30.42%	23.50%	28.00%	31.33%
Schools Responding to this Item	93%	97%	96%	96%	94%	96%

Table LVII reveals the percentage of graduating seniors who went on to post high school institutions in 1958. Post high school institutions would include other institutions than just colleges or universities, such as apprentice programs, business training, nurses training, vocational education schools, etc.

Of the 98 percent that responded to the questionnaire, 96 percent of the schools responded to this item, and considerable confidence can be placed in the results. A total mean percentage throughout the state of 31.33 percent of the graduating seniors go on to further training. The larger schools send more students on than do the smaller schools. This may be a function of size but undoubtedly is also a function of isolation.

Students who are geographically close to institutions of higher learning tend to go on more than do students who are farther away from such institutions. It is hypothesized here that smaller schools are usually farther from institutions of higher education than are larger schools.

TABLE LVIII
SCHOOLS REPORTING HAVING MADE A FORMAL FOLLOW-UP
STUDY WITHIN THE LAST TWO YEARS*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Of Graduates Who Go to College	81%	94%	96%	92%	100%	91%
Graduates Who Do Not Go to College	47	51	42	65	70	51
Drop-Outs	50	30	35	31	50	37
<hr/>						
Schools Responding to this Item	26%	38%	44%	53%	37%	41%

*Many schools checked more than one.

Forty-one percent of the schools responded to this item, and of those that responded 91 percent make a formal follow-up of graduates who go to college, 51 percent of graduates who do not go to college, and 37 percent of drop-outs. Some schools are evidently making follow-up studies in two or more of these categories. It is interesting to note that as the size of the school decreases fewer drop-out studies are indicated and more follow-ups of graduates who go to college are indicated. This may be due to lack of personnel or lack of interest in the student.

Since only 41 percent responded to this item, it would be well not to generalize these data to all high schools in Michigan.

TABLE LIX
MANNER INFORMATION OBTAINED IN
FOLLOW-UP STUDIES USED*

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Modify the curriculum	62%	71%	79%	74%	50%	71%
Evaluate the guidance services	62	64	41	43	60	53
Give further assistance to school leavers	33	22	20	31	20	38
Benefit the faculty	72	57	44	44	20	53
Help the Administration	68	59	48	59	40	57
Locate job and further educational opportunities for in-school youth	14	13	12	7	20	12
<hr/>						
Schools Responding to this Item	27%	42%	47%	54%	37%	43%

*Many schools checked more than one category.

Less than half of the schools that responded to the questionnaire responded to this item. Since 41 percent on Table LVIII indicated making formal follow-up studies, the information in Table LIX above pertains only to those schools, and since the percentages are 41 percent making follow-up

studies and 43 percent using this information, we can be fairly certain that the same schools are involved in both tables. Of those schools who made follow-up studies, 71 percent used the information to modify the curriculum.

C schools used this procedure in 79 percent of the cases, and E schools in 50 percent. About 50 percent of the schools used the information to evaluate the guidance services, benefit the faculty and help the administration. Thirty-eight percent used it to give further assistance to school leavers and 12 percent to locate job and further educational opportunities for in-school youth.

It is obvious that many schools checked more than one category, since the total percentage is more than 100 percent, indicating that schools are using the information in a variety of ways. Not enough schools answered this one to permit generalization to all schools.

TABLE LX
 NUMBER OF IN-SCHOOL STUDENTS PARTICIPATING
 IN FORMULATING AND IMPLEMENTING
 FOLLOW-UP OR RESEARCH STUDIES
 1958-59

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0	76%	78%	86%	81%	54%	81%
1-2	6	5	3	4	23	5
3-5	6	4	3	5	15	5
6-8	3	4	3	2	0	2
9-12	4	4	0	3	0	2
13-20	0	2	2	1	0	1
21 +	6	3	2	2	8	3
<hr/>						
Schools Responding to this Item	24%	22%	20%	31%	19%	24%

It is obvious that this item was not popular with the respondents. Although 98 percent of the schools responded, only 24 percent responded to this item, so the results of the question should be viewed with considerable caution. Of those who responded, 81 percent indicated that no students are participating in follow-up or research studies. Ten percent indicated from one to five students are taking part in

such activities, and the balance indicated six or more students actively doing research.

These results suggest that very few schools use students in formulating and implementing follow-up of research studies.

TABLE LXI
 NUMBER OF SEPARATE RESEARCH STUDIES
 (FOLLOW-UPS, LOCAL TEST NORMS,
 EXPERIMENTAL STUDIES, ETC.)
 WERE DEVELOPED AND
 EXECUTED BY
 SCHOOLS
 1958-59

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0 Studies	17%	34%	53%	62%	54%	44%
1	29	30	24	13	15	24
2	12	14	16	13	15	14
3	14	14	6	5	15	9
4	12	4	1	5	0	4
5-10	17	4	1	1	0	4
11 +	1	0	0	0	0	1
Average Number Per School	2.82	1.49	.84	.81	.92	1.33
<hr/>						
Schools Responding to this Item	84%	89%	93%	79%	81%	87%

As indicated above, 44 percent carried out no studies. If this is added to those who did not respond, less than 50 percent of the schools reported having done research of any kind during 1958-59. The modal number of studies for those

who did them was one. Again, the size of the school seems to correlate with the number of studies done, A schools reporting slightly less than 3 per school, B schools 1 1/2, C, D and E schools slightly less than one per school for the year 1958-59.

TABLE LXII

NUMBER OF MEMBERS OF TEACHING STAFF PARTICIPATING IN
FORMULATING AND IMPLEMENTING RESEARCH STUDIES
1958-59

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
0	22%	35%	56%	53%	31%	44%
1-2	25	25	19	23	46	23
3-5	22	19	11	12	23	15
6-8	12	12	5	7	0	8
9-12	4	7	3	4	0	4
13-25	4	1	5	1	0	3
26 +	11	1	1	0	0	3
Average per school	6.5	3.2	2.8	1.9	1.6	3.3
<hr/>						
Schools Responding to this Item	86%	87%	90%	78%	81%	85%

The raw data upon which this table was based suggested that only 79 teachers in the high schools of Michigan were involved in formulating and implementing research studies in the year 1958-59.

The average number of teachers in the A schools was 6.5, in B schools 3.2, in C schools 2.8, in D schools 1.9

and in E schools 1.6. The average number of teachers for all of the schools was 3.3 during the year 1958-59.

It would seem that in order for the public schools to maintain and improve adequate educational programs, that these changes be based upon findings of experimental research projects. It is unfortunate that so little is being done at the present in this area.

TABLE LXIII

NUMBER OF SCHOOLS HAVING STANDING GUIDANCE COMMITTEES
WHICH HAVE THE RESPONSIBILITY OF EVALUATING AND
RECOMMENDING CHANGES IN THE GUIDANCE
PROGRAM

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	77%	39%	20%	9%	13%	32%
No	23	61	80	91	87	68
<hr/>						
Schools Reponding to this Item	100%	98%	98%	96%	100%	98%

The schools appear to vary widely as to whether they have a standing guidance committee which has the responsibility of evaluating and recommending changes in the guidance program. The description of these committees seems to be highly correlated with the size of the school.

Seventy-seven percent of the A schools report having such a committee, 39 percent of the B schools, 20 percent of the C schools, and only 9 percent of the D schools. It would seem that the smaller schools could probably use a committee of this nature to an advantage since many of them do not have active guidance personnel. More efforts should be made by all concerned to encourage such a procedure on the part of the smaller schools.

TABLE LXIV
COMPOSITION OF STANDING GUIDANCE COMMITTEE

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Counselors	19%	4%	0%	9%	0%	10%
Counselor(s) and Administrator(s)	51	25	17	18	0	33
Counselor(s) and Teacher(s)	3	17	20	18	0	12
Counselor(s), Admin- istrator(s) and Teacher(s)	28	49	57	36	100	41
Administrator(s) and Teacher(s)	0	6	7	18	0	4
<hr/>						
Schools Responding to this Item	73%	41%	18%	8%	13%	31%

Those schools (32 percent) which have standing guidance committees indicated that they are composed largely of counselors, administrators and teachers. The next most popular structure for this committee is counselors and administrators. These two kinds of committees make up 74 percent of the guidance committees in the state.

The balance are counselors, counselors and teachers and administrators and teachers.

TABLE LXV
SCHOOLS REPORTING HAVING ADEQUATE FILES AND
RECORD SPACE FOR THEIR GUIDANCE PROGRAM

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	77%	71%	51%	49%	60%	62%
No	23	29	49	51	40	38
<hr/>						
Schools Responding to this Item	90%	87%	77%	60%	63%	77%

Sixty-two percent of the schools indicate having adequate files and record space for their guidance program. Thirty-eight percent say they do not have such files and space. Again, there is a rather distinct correlation with size of school--more larger schools having space available than smaller ones.

TABLE LXVI

**SCHOOLS HAVING A PROGRAM IN OPERATION FOR
IMPROVING THE ENTIRE STAFF
IN THE AREA OF GUIDANCE***

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
None	25%	38%	39%	39%	50%	37%
Faculty Meetings	70	56	57	54	43	58
Case Conferences	24	20	23	7	14	15
Work Shops	17	6	8	4	0	8
In-Service Training	35	27	19	20	14	24
<hr/>						
Schools Responding to this Item	94%	95%	94%	92%	87%	93%

*Some use more than one approach.

Table LXVI points out the fact that the majority of the schools use faculty meetings as the most frequent method for improving the entire staff in the area of guidance. The next most popular one is in-service training, which probably means extension courses. A rather startling 37 percent indicate that they have nothing going on in the way of improvement for the staff in the area of guidance.

TABLE LXVII

**MAJOR BARRIERS TO IMPROVING THE GUIDANCE
PROGRAMS AS REPORTED BY THE SCHOOLS***

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Lack of Qualified Counseling Personnel	22%	35%	43%	42%	75%	41%
Other Personnel Needed More	31	24	16	25	50	26
Money and Supplies	59	64	78	76	75	76
Not Needed	1	3	2	6	13	4
Need Help	6	6	9	8	25	9
No Community Support	1	4	5	7	13	5
Teacher Indifference	13	12	8	6	13	10
Administrative Indifference	7	9	6	3	0	7
<hr/>						
Schools Responding to this Item	89%	90%	95%	93%	100%	93%

*Some schools checked more than one item.

When asked to indicate what they considered the major barriers to be in improving guidance programs in the local schools, the respondents replied that three areas are the most critical. Other personnel are needed more, qualified counseling personnel is not available, and/or more money and supplies are needed.

Of the three mentioned, 76 percent of the schools felt that money and supplies are the most pressing needs, and the smaller schools indicated this to a greater degree than did the larger schools.

The remaining categories, including improvement not needed, more help needed, lack of community support, teacher indifference, and/or administrative indifference, were mentioned by the schools but not to a significant degree, nor were the differences between these areas significant.

It appears that the schools need money and supplies at the present time more than anything else in order to improve their guidance programs.

TABLE LXVIII
GUIDANCE SERVICES RANKED, STRONGEST AS 1,
NEXT STRONGEST AS 2, ETC.

	<u>Class of School</u>					<u>Total</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Individual Inventory	3	1	1	1	1	1st
Information Service	1	2	2	2	2	2nd
Counseling Service	2	3	3	3	3	3rd
Placement Service	4	4	4	4	4	4th
Research Service	5	5	5	5	5	5th
<hr/>						
Schools Responding to this Item	99%	97%	93%	86%	87%	93%

When asked to rank their guidance services from strongest to least strong, the schools indicated the usual ranking. Individual inventory was first, information service second, counseling service third, placement service fourth and research service fifth. The only schools that differed from this order were the A schools, who feel that information service is the best, counseling service second, individual inventory third, placement fourth, and research fifth.

TABLE LXIX

**WOULD YOU LIKE MORE HELP FROM STATE
OR OTHER OUTSIDE CONSULTANT
RESOURCES?**

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	88%	86%	90%	95%	100%	91%
No	12	14	10	5	0	9
<hr/>						
Schools Responding to this Item	90%	90%	91%	83%	81%	89%

Ninety-one percent of the schools would like more help from State or other outside consultant resources. It seems that school administrators feel that present consultant resources are inadequate and that they should be expanded in order to meet the needs of the schools. This need could be met by an expansion of the office of guidance services in the Department of Public Instruction and/or by provision of additional personnel in the area of guidance by institutions of higher learning who would be capable of acting as consultants to local schools upon demand.

TABLE LXX
WOULD YOU LIKE MORE INFORMATION ON GUIDANCE
SERVICES FROM STATE SOURCES?

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	92%	89%	94%	99%	100%	93%
No	8	11	6	1	0	6
<hr/>						
Schools Responding to this Item	95%	95%	95%	87%	94%	93%

Ninety-three percent of the schools would like more information on guidance services from State sources. Lack of guidance information is apparently handicapping the schools in maintaining and enhancing guidance programs.

TABLE LXXI

DESIRE FOR A COPY OF THE CONCLUSIONS OF THIS
STUDY AFTER THE DATA HAVE BEEN COMPILED AND
ANALYZED

	<u>Class of School</u>					<u>Average Percent</u>
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
Yes	100%	99%	99%	99%	100%	99%
No	0	1	1	1	0	1
<hr/>						
Schools Responding to this Item	98%	97%	98%	93%	100%	96%

Ninety-nine percent of the schools request a copy of the conclusions of this study after the data have been compiled and analyzed. A compilation of the conclusions should be drafted and sent out at least to all of the 538 schools that took part in the survey.

Chapter V will be devoted to discussing the conclusions in detail and recommendations derived from the descriptive study of guidance services in the secondary schools of Michigan.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Because of a lapse of twelve years since the last guidance survey was made and because of the enabling of the National Defense Education Act a study was designed to measure existing guidance services in the secondary schools in Michigan by means of a direct-mail questionnaire. Of the five hundred and sixty-nine schools contacted, five hundred and fifty-eight responded. Twenty of these were involved in the pilot study and were not included in the final number of respondents (538 or 98%) upon which these data are based.

The direct-mail questionnaire was carefully designed using selected items from a wide variety of other inventories and additional items which were found to be needed. The best estimate of the validity of the instrument is .55 and the reliability is .80.

GUIDANCE SERVICES IN TYPICAL SCHOOLS

Concluding remarks about guidance services in typical (modal) schools follow. The schools are classified by enrollment. All are publicly supported and are secondary schools ending with the twelfth grade.

THE TYPICAL A SCHOOL. The typical A school (900 or more students) has these services provided for facilitating the mental and emotional growth of the student. This information is based on 94 out of 95 A schools responding to the questionnaire.

Individual Inventory. Each A school has CA-39 cumulative folders which are kept in the counselor's office. These contain a photograph of the student, health and physical data, test data, achievement grades or marks, family data, pupil plans--educational and vocational, extra-school activities, unusual accomplishments, conditions, experiences and anecdotal records.

Intelligence tests are given at all grade levels but most often in the ninth grade. Achievement tests are also offered in grades seven through twelve, but most often in the tenth grade. Multiple aptitude tests are given most often in the ninth and tenth grades and interest tests in the ninth grade.

The typical A school does not give personality tests. The National Merit Scholarship Qualifying Test is given at the eleventh grade level and the Scholarship Qualifying Test in the twelfth grade. Three students are tested individually per month (not in groups).

Information Service. The A school has more than 76 post-high school catalogues from different institutions which are housed in the library and the counselor's office. In

addition, there are more than 120 occupational books and pamphlets published since 1954 kept in the guidance director's or counselor's office and in the library.

Oral and written occupational information is provided by community persons and agencies and results of studies made within the last three years of local labor conditions and occupational information are kept on file and available to the student. Information concerning educational opportunities outside of high school in the form of evening school, part-time school opportunities, correspondence courses, private, trade, technical and business schools and other guides to home study is on file and available to the student. Current (last two years) information on scholarships, loans, and other financial assistance is on file and available to the student.

Fifteen percent of the classes use audio-visual equipment and materials related to occupational and educational planning as a regular part of the class work. A group guidance or orientation class concerned mainly with student's interests and needs is offered, also occupational units are integrated with school courses.

The typical A school has a career day for the students but does not have a business, industry and education day for the staff. A day is not scheduled for students to visit colleges, but visits by representatives from colleges are

scheduled. Field trips to business, industry and farming are made each year by five classes.

Counseling Service. The A school has three guidance directors or counselors full time (five or more periods per day of released time for counseling) and $2\frac{1}{2}$ part time (two or more periods released for counseling) counselors. These people are paid \$228 more per year than teachers on comparable levels. Students are assigned by grade to the counselor.

The counselors have 18.5 semester hours of training in guidance and/or counseling as recognized by higher institutions of learning, and these were taken within the last three to five years.

Twenty-four and six tenths periods are released for counseling per day. Most of the students are contacted as a result of a request by the counselor and are counseled in rooms or offices out of sight or hearing of anyone else. One or more scheduled conferences are held by the counselor in which both a student and one or both parents are present during the school month, and these are held in just emergency and special cases.

Standardized tests recently administered are interpreted individually to all students and to the faculty and administration.

Placement Service. Responsibility for job placement is assigned to the vocational staff or coordinator, and over

75 percent of the employers know who is in charge of it. If job placement has not been assigned officially, the counselors handle it. Educational planning is assigned to the counselors.

Eight percent of the student body were issued work permits in 1958-59, and thirty-eight students were placed by the school in part-time jobs. A non-reimbursed cooperative work study plan is in use which gives school credit for work experiences.

Test results and other objective data are used regularly when recommending students for job and post high school institution placement. Job placement assistance by the school is available to graduates, drop-outs, and in-school students.

Research and Follow-up Service. Thirty-five percent of students went on to post high school institutions in 1958. Follow-up studies within the last two years were made of the graduates who go to college and of drop-outs. This information was used to modify the curriculum, evaluate the guidance services, benefit the faculty, and help the administration. No students participated in these studies.

Two and eighty-two hundredths separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed in 1958-59. Six and one-half members of the teaching staff participated in formulating and implementing research studies in that same year.

Organization and Administration of Guidance Services.

The A school has a standing guidance committee which has the responsibility of evaluating and recommending changes in the guidance program. This committee is composed of counselors and administrators.

The school has adequate files and record space for the guidance program.

Faculty meetings are the most popular method of improving the entire staff in the area of guidance. Money and supplies are needed most to improve guidance services.

The A school ranks its guidance services from strongest to least strong in the following order: 1) information service, 2) counseling service, 3) individual inventory, 4) placement service, and 5) research service.

This school wants more help from state or other outside consultant resources and more information on guidance services from state sources. It also wants a copy of the conclusions of this study after the data have been compiled and analyzed.

THE TYPICAL B SCHOOL. Guidance services in the B school are much like those in the A school with some important differences. These data are based on a 100 percent response, 130 B schools

out of a total of 130 responded.

Individual Inventory. The B school has a CA-39 cumulative folder which is filed in the administrator's office instead of the counselor's.

The folder contains a photo of the student, health and physical data, test data, achievement grades or marks, family data, pupil plans--educational and vocational, extra-school activities, record of interviews, unusual accomplishments, conditions, experiences, autobiographies, and anecdotal records. It does not have pupil-teacher conference data as does the A schools folder.

An intelligence or scholastic aptitude test is given most often in the ninth grade, achievement tests most often in the eighth grade, multiple aptitude tests in the tenth, interest tests in the ninth grade, and no personality test is offered. The National Merit Scholarship Qualifying Test is given to juniors and the Scholarship Qualifying Test to seniors.

Three and seven tenths students are tested individually per month (not in groups). No local norms are developed.

Information Service. The B school has 46.7 post-high school catalogues from different institutions. This is 16 less than the A school has. These are kept mostly in the library.

The B school, like the A school, has more than 120 occupational books and pamphlets published since 1954.

These are available to the student in the library. Occupational information is provided to the B school by community persons and agencies in both oral and written form.

Unlike the A school, the B school has no results of studies made within the last three years of local labor conditions and occupational opportunities on file and available to the student. Available to the student, however, is information concerning educational opportunities outside of the high school, such as evening school courses, part-time school opportunities, correspondence courses, private, trade, technical and business schools, and other guides to home study. Current (last two years) information on scholarships, loans, and other financial assistance is on file and available to the student.

Teachers use audio-visual equipment and materials related to occupational and educational planning as a regular part of the class work in 15 percent of the classes.

The B school does not have a group guidance or orientation class concerned mainly with students' interests and needs; the A school does. It does have, however, occupational units integrated with school courses. The B school does not have a career day for the students nor does it have a business, industry and education day for teachers. It does not have a day scheduled for students to visit colleges, but does have scheduled visits by representatives from colleges.

Five classes made field trips to business, industry and/or farming in 1958-59.

Counseling Service. The B school has an officially designated counselor free from conflicting duties such as teaching, substitution, administration, etc., with 6.15 periods of released time for counseling. This person is paid \$69.90 a year more than teachers on comparable levels. The students in the B school are assigned on a voluntary basis.

The counselor has 18.2 semester hours of training in guidance and/or counseling as recognized by a higher institution of learning and has had some training within the last year (1958).

Forty percent of the students are contacted by the counselor at his (the counselor's) request, 36 percent by the student, and the balance by administrators, teachers and parents.

The school has counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else.

The B school has less than one scheduled conference held by the counselor ~~per~~ month in which both the student and one or both parents are present. Conferences with parents are held just in emergency and special cases. Test results of recently administered standardized tests are reported individually to all students and to the faculty and administration.

Placement Service. Job placement is assigned either to a counselor, an administrator or coordinator, and if the school has an organized job placement service, over 75 percent of the total number of employers know who is in charge of it.

Educational planning with the student for both high school classes and college is assigned to both the counselor and an administrator. Eight percent of the student body was issued work permits in the school year 1958-59, and fifteen students working part time were placed by the school.

The B school does not have a cooperative arrangement with the State Employment Service on placement nor does it have a cooperative arrangement with a community placement service. It has no cooperative work study plan in use which gives school credit for work experience.

The B school uses test results and other objective data regularly when recommending students for job placement and for post high school institution placement. Job placement assistance by the school is available to graduates and to in-school students but is not available to drop-outs.

Research and Follow-up Service. Thirty-nine percent of the graduating seniors went on to post-high school institutions in 1958. A formal follow-up study has been made within the last two years on graduates who go to college

and on graduates who do not go to college. No follow-up study has been made of drop-outs. The information gained by these follow-up studies is used to modify the curriculum, to evaluate the guidance services, to benefit the faculty and to help the administration.

None of the B school students participated in formulating and implementing follow-up or research studies in the school year 1958-59. One and forty-nine hundredths separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed by the B schools in 1958-59, whereas 3.2 members of the teaching staff participated in formulating and implementing research studies in 1958-59.

The school does not have a standing guidance committee which has the responsibility of evaluating and recommending changes in the guidance program.

The B school does have adequate records and file space for its guidance program and uses faculty meetings as the most popular means for improving the entire staff in the area of guidance. Lack of money and supplies are reported to be the major barrier to improving the guidance program.

The B school ranks its guidance services strongest to least strong in the following order: 1) individual

inventory, 2) information service, 3) counseling service, 4) placement service, and 5) research service. The B school would like more help on guidance services from state sources. It also wants a copy of this study after the data have been compiled and analyzed.

THE TYPICAL C SCHOOL. This school has a student body enrollment of 200 to 399. The data reported here is based on 166 respondents out of 169 contacted, or 98 percent.

Individual Inventory. The C school has a CA-39 cumulative folder filed in the administrator's office. It contains a photo of the student, health and physical data, test data, achievement grades or marks, family data, pupil educational and vocational plans, extra-school activities, unusual accomplishments, conditions, experiences, and anecdotal records.

Intelligence or scholastic aptitude tests are given at the 7th and 9th grade level, achievement tests at the 8th grade level, a multiple aptitude test may be offered in one of the grades 9 through 12, an interest inventory test is given at the 9th grade level and no personality tests are offered.

The National Merit Scholarship Qualifying Test is given in the 11th grade and Scholarship Qualifying Test to juniors and seniors.

Three and four tenths students are tested individually per month (not in groups). No local norms have been developed on standardized tests used in the testing program.

Information Service. The C school has 31.8 post-high school catalogues from different institutions for the year 1958-59. These catalogues are available to the student in the administrator's office and in the library. Approximately fifteen occupational books and pamphlets are available which were published since 1954. These are made available to the student in the library.

Occupational information is provided by community persons and agencies to the C school in oral form only.

Results of studies made within the last three years of local labor conditions and occupational opportunities are not on file or available to the students.

Information concerning educational opportunities available outside of school is maintained concerning evening school, part-time school opportunities, correspondence courses, private, trade, technical and business schools and other guides to home study. Current (last two years) information on scholarships, loans and other financial assistance is on file and available to the student.

Fifteen percent of classes use audio-visual equipment and materials related to occupational and educational

planning as a regular part of the classwork. The C school does not have a group guidance or orientation class concerned mainly with students' interests and needs. It does have, however, occupational units integrated with school courses. The C school did not have a career day for the students nor did it have a business, industry and education day for teachers in the school year 1958-59. It has a day scheduled for students to visit colleges and has scheduled visits by representatives from colleges. Five classes made field trips to business, industry and/or farming in the school year 1958-59.

Counseling Service. The C school has 3.2 periods of released counseling time per day and this counselor is paid \$52.60 more than teachers on comparable levels per year.

Students are assigned to him by grade levels. He has had 13.1 semester hours of training in guidance and/or counseling as recognized by a higher institution of learning, and part of it was obtained within the last five years.

Since 66 percent of the C schools have no officially designated counselor, the 3.2 hours of released counseling time reported above necessarily includes other than just counselors. In the typical C school the principal does the counseling aided somewhat by teachers. Students are normally contacted at the request of the counselor or administrator.

The C school has counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else. The C school does not have scheduled conferences in which both the student and one or both parents are present during the school month, and it has consultations with parents only in emergency and special cases. Recently administered standardized test results are interpreted to the faculty and administration.

Placement Service. Job placement is assigned to no one officially. There is no organized job placement service. The administrator handles job placement unofficially. Responsibility for educational planning with the student for both high school classes and college has been assigned to the administrator.

Four percent of the student body was issued work permits in the school year 1958-59, and two students working part time were placed by the school. The school does not have a cooperative arrangement with the State Employment Service nor with a community placement service. It does not have a cooperative work study plan in operation which gives school credit for work experiences.

The C school uses test results and other objective data regularly when recommending students for job placement and post-high school institution placement. Job placement assistance by the school is reported to be available to

graduate students and to in-school students but not to drop-outs.

Research Service. Forty percent of graduating seniors went on to post-high school institutions in 1958. The C school has made a formal follow-up study within the last two years of graduates who go to college but not of graduates who do not go to college or drop-outs. This information was used to modify the curriculum in the typical C school.

No students participated in formulating and implementing research studies in 1958-59 and 2.8 members of the teaching staff participated in such research studies. Eighty-four hundredths separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed in 1958-59.

Organization and Administration of Guidance Services.

The C school has no standing guidance committee which has the responsibility of evaluating and recommending changes in the guidance program. It reports having adequate files and record space for the guidance program and uses faculty meetings as a program in operation for improving the entire staff in the area of guidance.

The major barrier to improving the guidance program in the C school is reported as being money and supplies.

The C school ranks its guidance services from strongest to least strong in the following order: 1) individual inventory, 2) information service, 3) counseling service, 4) placement service, and 5) research service.

It wants more help from state or other outside consultant service and would like more information on guidance services from state sources. In addition, it would like a copy of the conclusions of this study after the data have been compiled and analyzed.

THE TYPICAL D SCHOOL. The D school has 75 to 200 students enrolled. The following data are based on 132 respondents out of a total number of 138 contacted, or 95 percent.

A CA-39 State cumulative folder for each student is filed in the administrator's office. It contains a photo of the student, health and physical data, test data, achievement grades or marks, family data, extra-school activities, and anecdotal records. These are not as complete as the A and B schools' folders.

Intelligence tests are given at the 9th grade level, achievement tests at the 8th grade level, multiple aptitude tests are offered in one of the grades 9 through 12, and an interest inventory test is given in the 9th grade. Personality tests are not given.

The National Merit Scholarship Qualifying Test is given to juniors and a few seniors and the Scholarship Qualifying Test is given to a few juniors and seniors. Two and two tenths students are tested individually per month (not in groups).

Local norms have not been developed on standardized tests used in the testing program.

Information Service. Twenty-three 1958-59 post-high school catalogues from different institutions are available to the student in the library and administrator's office. The D school has fifteen occupational books and pamphlets which were published since 1954. These books and pamphlets are made available to the student largely in the library and some in the administrator's office.

Occupational information is provided by community persons and agencies in oral form to the D school. It does not maintain results of studies made within the last three years of local labor conditions and occupational opportunities for its students.

Information is maintained concerning educational opportunities available outside high school in regard to part-time school opportunities, correspondence courses and private, trade, technical and business schools. It does not have evening school or other guides to home study information.

The D school has current (last two years) information on scholarships, loans and other financial assistance on file and available to the student.

Fifteen percent of the classes use audio-visual equipment and materials related to occupational and educational planning as a regular part of the classwork. The D school has no group guidance or orientation class concerned mainly with students' interests and needs but does have occupational units integrated with school courses.

The D school had no career day for the students in 1958-59 nor did it have a business, industry and education day for the teachers. It has no day scheduled for students to visit colleges but does have scheduled visits by representatives from colleges.

Between two and five classes made field trips to business, industry and/or farming in 1958-59.

Counseling Service. The D school reports 2.28 periods of released counseling time per day. This figure undoubtedly includes the time of many administrators. Students are assigned to the counselor by grades and the counselor had 7.8 semester hours of training in guidance and/or counseling as recognized by a higher institution of learning, and this counselor is paid \$10.85 more per year than teachers on comparable levels. The guidance training was probably not obtained within the last six years.

The D school reports having no one officially designated as counselor and the principal does the counseling. Students are normally contacted at the request of the counselor (principal). The D school reports having counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else.

Less than one scheduled conference is held by the counselor (principal) in which both the student and one or both parents are present during the school month. Consultations with parents are held in just emergency and special cases. Recently administered standardized test results are reported just to the faculty and administration.

Placement Service. The responsibility for job placement has been assigned to no one officially in the D school, but the administrator handles this responsibility unofficially. Educational planning for the student for both high school classes and colleges has been assigned officially to the administration. One percent of the student body was issued work permits in 1958-59, and three students working part-time were placed by the school.

The school does not have a cooperative arrangement with the State Employment Service on placement nor does it have a cooperative arrangement with a community placement service.

This D school does not have a cooperative work study plan in use which gives school credit for work experience. Test results and other objective data are used regularly when recommending students for job placement and for post-high school institution placement. Job placement assistance is reported to be available to the graduate and in-school students but not to drop-out students.

Research Service. Twenty-four percent of the graduating seniors went on to post-high school institutions in 1958. The D school reports having made a formal follow-up study of graduates who go on to college and of graduates who do not go to college but has made no study of drop-outs. The information gained from these follow-up studies was used to modify the curriculum and to help the administration.

No in-school students participated in formulating and implementing follow-up or research studies in 1958-59, but two teachers engaged in such activities. Less than one (.81) separate research study (follow-ups, local test norms, experimental studies, etc.) was developed and executed by the D school in 1958-59.

Organization and Administration Service. The D school has no standing guidance committee. It reports not having adequate files and record space for a guidance

program. Faculty meetings are used as a program in operation for improving the entire staff in the area of guidance. The major barrier to improving the guidance program as reported by the D school is money and supplies.

When asked to rank its guidance services from strongest to least strong, the D school reported the following: 1) individual inventory, 2) information service, 3) counseling service, 4) placement service, and 5) research service.

The D school would like more help from state or other outside consultant resources and would like more information on guidance services from state sources. It also wants a copy of the conclusions of this study after the data have been compiled and analyzed.

THE TYPICAL E SCHOOL. The E school has from 0 to 75 students enrolled and is located in the upper peninsula. The data for this report is based on 16 respondents out of 17 schools contacted, or 94 percent. These data should be viewed with some caution since the number of schools is small (16) and the analysis is largely in the form of percentages.

Individual Inventory. The E school has a CA-39 state cumulative folder on each student and keeps it filed in the administrator's office. This folder contains a

photo of the student, health and physical data, test data, achievement grades or marks, family data, extra-school activities, and unusual accomplishments, conditions and experiences. It is not as complete or comprehensive as those in larger schools.

Intelligence tests are given at the 7th and 9th grade levels, achievement tests in the 7th and 12th grades, a multiple aptitude test once during the 9th through 12th grades, and an interest test during the last four years. No personality test is given.

The National Merit Scholarship Qualifying Test and the Scholarship Qualifying Tests are given to a few juniors and seniors. Two and four tenths students are tested individually per month (not in groups).

Less than one local norm (.7) has been developed on standardized tests used in the testing program.

Information Service. The E school has 12.1 1958-59 post high school catalogues from different institutions which are kept for the most part in the administrator's office. Some are also available in the library. The E school has fifteen occupational books and pamphlets published since 1954 available to the student in the library and administrator's office.

Occupational information is provided by community persons and agencies to the school in oral form only.

No studies made within the last three years of local labor conditions and occupational opportunities are on file or available to the students.

The E school maintains information concerning educational opportunities available outside the high school; particularly in respect to part-time school opportunities, correspondence courses and private, trade, technical and business schools.

The E school has current (last two years) information on scholarships, loans, and other financial assistance on file and available to the student.

Teachers in 15 to 50 percent of the classes use audio-visual equipment and materials related to occupational and educational planning as a regular part of the class work. The E school has no group guidance or orientation class concerned mainly with students' interest and needs, but it does have occupational units integrated with school courses.

The E school did not have a career day for the students nor did it have a business, industry and education day for teachers in 1958-59. A day is scheduled, however, for students to visit the colleges and visits are scheduled by representatives from colleges. Two field trips by classes were made to business, industry and/or farming during the school year 1958-59.

Counseling Service. The E school has less than one period (.86) of released counseling time per day. The person who does this counseling receives no additional increment for it and has been assigned students by grades. He has 5.1 semester hours of training in guidance and/or counseling as recognized by a higher institution of learning, and this training has been received within the last three to five years.

Actually, the E school has no officially designated counselor, and the principal, aided somewhat by the teacher, fills in in this capacity.

Fifty-eight percent of the students are contacted as a result of a request by the counselor (principal). The E school reports having counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else. The E school reports scheduled conferences held by the counselor (principal) in which both the student and one or both parents are present during the month occurring less than once per month. Consultations with parents are held in just emergency and special cases.

Recently administered standardized test results are interpreted to the faculty and administration and to no one else.

Placement Service. The responsibility for job placement has been assigned to the administrator, and over

75 percent of the total number of employers know who is in charge of placement services.

Educational planning with the student for both high school classes and college has been assigned to the administrator. One percent of the student body was issued work permits in 1958-59, and four students working part time were placed by the school.

The E school does not have a cooperative arrangement with the State Employment Service on placement nor does it have a cooperative arrangement with the community placement service. It does not have a cooperative work study plan in use which gives school credit for work experience.

The E school reports using test results and other objective data regularly when recommending students for job placement and for post-high school institution placement. Job placement assistance is reported to be available to graduates, drop-outs and in-school students.

Research Service. Twenty-eight percent of the graduating seniors went on to post-high school institutions in 1958. The E school has made a formal follow-up study within the last two years of graduates who go to college, graduates who do not go to college, and drop-outs, and this information was used to modify the curriculum and evaluate the guidance services.

No students participated in formulating and implementing follow-up or research studies in the year 1958-59 and only 1.6 members of the teaching staff participated in such activities. Less than one (.92) separate research studies (follow-ups, local test norms, experimental studies, etc.) was developed and executed by the E school in the year 1958-59.

Organization and Administration of Guidance Services. The E school has no standing guidance committee. It reports having adequate files and record space for the guidance program and reports no organized program in operation for improving the entire staff in the area of guidance. Major barriers to improving the guidance services in the E school are lack of qualified personnel, money and supplies and the fact that other personnel are needed more.

The E school ranks its guidance services from strongest to least strong in the following order: 1) individual inventory, 2) information service, 3) counseling service, 4) placement service, and 5) research service.

The E school would like more help from state or other consultant resources and would like more help on guidance services from state sources. It also wants a copy of the conclusions of this study after the data have been compiled and analyzed.

GUIDANCE SERVICES IN THE TYPICAL MICHIGAN SECONDARY SCHOOL

These data are based on 538 respondents out of 549 schools contacted, or a total of slightly over 98 percent, and are a composite of all the schools responding.

Individual Inventory. The typical school has a CA-39 cumulative folder filed in the administrator's office, which contains the following information: a photo of the student, health and physical data, test data, achievement grades or marks, family data, educational and vocational pupil plans, extra-school activities, unusual accomplishments, conditions, experiences and anecdotal records.

An intelligence test is offered at the 9th grade level, achievement test at the 8th grade level, multiple aptitude test somewhere during the 9th through 12th grades and an interest inventory in the 9th grade. Personality tests are not given.

The National Merit Scholarship Qualifying Test is offered to the juniors and a few seniors, and the Scholarship Qualifying Test was given to seniors and some juniors.

Three and one half students were tested individually (not in groups) per month. Less than one (.7) local norm were developed on standardized tests used in the testing program.

Information Service. Thirty-eight 1958-59 post-high school catalogues from different institutions are made

available to the student in the administrator's office and in the library. The typical secondary school has approximately sixty-five occupational books and pamphlets published since 1954 and makes them available to the student in the library.

Occupational information is provided by community persons and agencies in both written and oral forms to the school. The typical school does not maintain results of studies made within the last three years of local labor conditions and occupational opportunities on file and available to the student.

It does maintain information concerning educational opportunities available outside of high school regarding evening school, part-time school opportunities, correspondence courses, private, trade, technical and business schools and other guides to home study. The typical school has current (last two years) information on scholarships, loans and other financial assistance on file and available to the student. Teachers in 15 percent of the classes use audio-visual equipment and materials related to occupational and educational planning as a regular part of the class work.

The typical school has no group guidance or orientation class concerned mainly with students' interests and needs, but it does have occupational units integrated with school courses.

It offered no career day for the students in 1958-59 nor did it report a business, industry and education day for teachers in the same year. A day is scheduled for students to visit colleges during the year and representatives from colleges are scheduled for visits at the school. Five field trips were made by classes to business, industry and/or farming during the school year of 1958-59.

Counseling Service. The typical school does not have a full-time person in guidance but does have 7.65 periods of released counseling time per day. This counseling time undoubtedly includes the time of some administrators so that it cannot be looked at as time being used by bonafide guidance personnel, particularly in the smaller schools. This part-time guidance person receives \$78.00 per year more than teachers on comparable levels. Students are assigned to this counselor mostly by grade levels but sometimes on a voluntary basis. He has 14.1 semester hours of training in guidance and/or counseling as recognized by a higher institution of learning and this training was received within the last three to five years but not more recently.

Since there is no officially designated counselor in this school, the person reported doing the counseling is the principal aided somewhat by the teacher, and 45 percent of the students normally contacted by the counselor (principal) is the result of a request by that person. The typical school has counseling rooms or offices in which counseling can be conducted out of sight or hearing of anyone else.

Scheduled conferences conducted by the counselor (principal) in which both the student and one or both parents are present during the school month are less than one per month. Consultations with parents are held by the counselor (principal) in just emergency and special cases.

The results of recently administered standardized tests are reported individually to all students and to the faculty and administration.

Placement Service. The responsibility of job placement is assigned to no one officially, and apparently less than 75 percent of the total number of employers know that the school offers job placement services. The job placement service is handled unofficially by the administrator. The responsibility for educational planning for the student for both high school classes and college has been assigned to the administrator. Four percent of the student body were issued work permits during the school year of 1958-59, and 12.4 students working part time were placed by the school during that year. The school does not have a cooperative arrangement with the State Employment Service on placement nor does it have a cooperative arrangement with a community placement service. It does not offer a cooperative work-study plan which gives school credit for work experience.

However, test results and other objective data are regularly used when recommending students for job placement and for post-high school institution placement. Job placement assistance is reported to be available to graduate and in-school students but not to drop-outs.

Research Service. Thirty-one and thirty-three hundredths percent of the graduating seniors of the typical school in Michigan went on to post-high school institutions in 1958. Formal follow-up studies were made within the last two years of graduates who go to college and of graduates who do not go to colleges. Drop-outs were not so studied. The information gained was used to modify the curriculum, evaluate the guidance services, benefit the faculty and help the administration. No students participated in formulating and implementing follow-up or research studies in 1958-59, but 3.3 teachers did participate in formulating and implementing such studies. One and thirty-three hundredths separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed by the typical school in 1958-59.

Organization and Administration of Guidance Services.

This school has no standing guidance committee but does report having adequate files and record space for the guidance program. Faculty meetings are the most popular means in operation for improving the entire staff in the area of

guidance. The major barrier to improving the guidance program in the typical school is reported to be money and supplies.

When asked to rank its guidance services from strongest to least strong, this school reported them in the following manner: 1) individual inventory, 2) information service, 3) counseling service, 4) placement service, and 5) research and follow-up service.

The typical school would like to have more help from state or other outside consultant services and would like more information on guidance services from state sources. It also wants a copy of the conclusions of this study after the data have been compiled and analyzed.

RECOMMENDATIONS

Education in a democratic framework has grown out of a few basic fundamental concepts. The uniqueness, worth, and dignity of the individual are omnipresent in educational literature. The concept of a free education for all is widely accepted, equality of educational opportunity both in quantity and quality for the average and the exceptional points our efforts.

These concepts, intrinsic to a democratic way of life, provide the foundation and the framework within which our education is implemented. Moreover, they provide ends which, although unattained, are not unattainable.

Guidance services are commonly accepted as facilitating an approach of these ends and as such are necessary to democratic educational processes. The following suggestions have been formulated using the above concepts as guidelines.

- I. All school districts which do not have a minimum of 450 students in the secondary schools should be reorganized. In schools smaller than this available money is used apparently for needs other than guidance services. Education becomes exorbitantly expensive in the smaller school, and the student is unnecessarily deprived of services normally present in larger schools.
- II. Equalization of per pupil valuation for poorer school districts should occur so that all schools will have more fairly balanced resources available. It is not compatible with the value of equality of educational opportunity to request students to attend schools in districts of \$3,000 per pupil valuation or less, while others enjoy the benefits of \$20,000 and more. In line with this, Strolle²² has suggested a minimum of \$7,000.

²²Strolle, op. cit., p. 55.

- III. Local norms should be developed on many tests used in the testing program, since they are best for local prediction. Significant differences in intelligence and achievement may be found from one region to another. Often times local student groups provide more accurate definition of student population and enable more definite prediction of individual behavior than do norms which are nation-wide in character.
- IV. The staff of the State Departments of Public Instruction should be enlarged to include enough guidance consultants to meet the needs of the local schools. Over ninety percent of Michigan secondary schools are requesting such services along with additional guidance information from state sources.
- V. Since most of the schools deem money and supplies as the most common major barrier to improving guidance services and lack of qualified personnel a close second, more students should be encouraged to enter the profession of personnel work.

VI. Certification of counselors should be mandatory.

Acceptance of the Voluntary Approval Plan in Michigan proves the popularity of the concept among professional guidance people. Certification apparently appeals to the counselor. In addition, since 77 percent of the respondents to the questionnaire in this study were administrators who mention lack of qualified personnel as a major barrier, it would seem that they, too, are aware of the need for certification and more trained people.

VII. Most cumulative records are filed in an administrator's office, some of them under lock and key. Since these are probably the most important single aid available to the educator in understanding students as individuals, it is recommended that:

- A. Each school study carefully better locations for these files and more satisfactory means of getting the information into the hands of those most needing it.
- B. State and university consultants place continuing emphasis on making the cumulative record easily available to the local staff.

VIII. Each school should provide one period of released counseling time free of conflicting duties for every 50-75 students. This would provide 3-4 full periods of consultation per student per year. The data in this study, although not conclusive, indicate that the present ratio is about 200:1 in Michigan secondary schools. Such a ratio offers much less than one full period per year for each student. Considering the fact that counselors normally spend about half the time allotted in actual counseling, it is obvious that the average student sees his counselor less than fifteen minutes a year.

IX. One of the most important recommendations is that parents be involved more in the educational process, particularly at the secondary level. At the present time they are consulted only on special or emergency occasions by counselors and administrators. The parent is a vital agent in both personality development and occupational choice and as such should be consulted regularly and as frequently as possible in order to maintain the best of rapport and communication.

X. Only the A school has a work experience program in operation which gives school credit to students. Since job placement and job training has

been widely accepted as a responsibility of the secondary school, it is recommended that all secondary schools provide opportunity for work experience to their students as a regular part of the curriculum.

- XI. The data in this study indicate that follow-up studies are not used to the fullest advantage. It is recommended that consultants and local staffs and administrators emphasize research as a means of evaluating approaches to specified educational goals in local situations.
- XII. Recently there has been a tremendous increase in the use of standardized objective tests. It is strongly recommended that administrators in local schools insure that there be at least one person in each school who is thoroughly aware of the meaning, strengths and weaknesses of test results and is familiar with valid methods of interpretation. Tests are useful to the extent that they are interpreted wisely and may be quite damaging in the hands of amateurs.
- XIII. Further research is needed. The assumption underlying this and similar studies that increasing complexity produces greater adjustments on the part of the student needs to be experimentally established. It may be that increased services

have little effect on the student or that a point of diminishing returns is reached relatively soon.

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1. The first
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APPENDICES

GUIDANCE SERVICES
DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
LANSING, MICHIGAN

S T A T E M E N T O F G U I D A N C E S E R V I C E S

NOTE: The purpose of this form is to ascertain the extent of existing guidance services in our schools. The information will be confidential. Please complete all items and return this form to:
Chief of Guidance Services, P. O. Box 928, Lansing 4, Michigan.

Name of school _____ School district _____
Address _____ Report made by _____
Your position _____ Date _____

ENROLLMENT: 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12th _____ TOTAL _____

A. INDIVIDUAL INVENTORY SERVICE

1. Does your school maintain a cumulative folder for each pupil? Yes _____ No _____

2. Where are they kept? a. administrator's office _____
 b. counselor's office _____
 c. library _____
 d. home rooms _____
 e. other _____

3. Which of the following is kept in the cumulative folder:
(Indicate information regularly recorded as shown by examining
several random samples. Check those which apply.)

a. Photograph of student _____
b. Health and physical data _____
c. Test data _____
d. Achievement grades or marks _____
e. Family data _____
f. Pupil plans—educational and vocational _____
g. Extra-school activities _____
h. Record of interviews _____
i. Pupil-teacher conferences data _____
j. Unusual accomplishments, conditions, experiences _____
k. Autobiographies _____
l. Anecdotal records _____

4. Do you use the CA-39 State Cumulative Record:

Page 10

5. Your Testing Program: (check scheduled tests by grades)

	GRADES:	7	8	9	10	11	12
a. Intelligence tests or scholastic aptitude		7	8	9	10	11	12
b. Interest inventories		7	8	9	10	11	12
c. Multiple aptitude		7	8	9	10	11	12
d. Personality tests		7	8	9	10	11	12
e. Achievement tests		7	8	9	10	11	12
f. Other		7	8	9	10	11	12
g.		7	8	9	10	11	12
h.		7	8	9	10	11	12
i.		7	8	9	10	11	12
j.		7	8	9	10	11	12

6. How many students do you test individually per month?
(not in groups)

a. 0 _____
b. 1-5 _____
c. 6-10 _____
d. 11-20 _____
e. 21-40 _____
f. 41 + _____

7. Do you have local norms on test results established? Check the number of tests that apply.

a. 0 _____
b. 1-3 _____
c. 4-6 _____
d. 7+ _____

B. INFORMATION SERVICE

1. How many 1958-59 post-high school catalogues do you have from different institutions?

a. 0-5 _____
b. 6-10 _____
c. 11-20 _____
d. 21-30 _____
e. 31-50 _____
f. 51 + _____

2. How many of these are available in:

- a. administrator's office
- b. counselor's office
- c. library
- d. teachers' rooms
- e. other

(explain)

3. Do you have a file of occupational books and pamphlets which you believe adequately meets the needs of your counselor and students? Yes ___ No ___
4. If so, where are they kept? a. administrator's office ___
b. counselor's office ___
c. teachers' rooms ___
d. library ___
e. other ___
(explain) ___
5. Do you have a file of educational books and pamphlets which you believe adequately meets the needs of your counselor and students? Yes ___ No ___
6. If so, where are they kept? a. administrator's office ___
b. counselor's office ___
c. teachers' rooms ___
d. library ___
e. other ___
(explain) ___
7. Do community persons or agencies provide occupational information to your school in written or oral form? Yes ___ No ___
8. Are results of studies made within the last three years of local labor conditions and occupational opportunities on file and easily available to the student? Yes ___ No ___
9. Is information on file and easily available to the student regarding:
a. evening school Yes ___ No ___
b. part-time school opportunities Yes ___ No ___
c. correspondence courses Yes ___ No ___
d. other guides to home study Yes ___ No ___
10. Is current information regarding scholarships, loans, and other financial assistance to pupils on file and easily available to the student? Yes ___ No ___
11. What percentage of the teachers use occupational posters, charts, films, and exhibits in their classes?
a. 0-20% ___
b. 20-40% ___
c. 40-60% ___
d. 60-80% ___
e. 80-100% ___
12. Do you have a group guidance or orientation class concerned solely with students' interests and needs? Yes ___ No ___
13. Do you have occupation units integrated with school courses? Yes ___ No ___
14. Did you or will you have a career day for the students this year? Yes ___ No ___

15. Did you or will you have a business, industry, and education day for the teachers this year?

Yes ___ No ___

16. Do you have
- a. a college day
 - b. yearly scheduled visits by counselors from colleges

Yes ___ No ___

Yes ___ No ___

17. How many field trips will your students make to business and industry this year?

No. _____

C. COUNSELING SERVICE

1. How many people do you have officially designated as counselor(s) free from conflicting duties such as teaching, substitution, administration, etc., with five or more clock hours per day of released counseling?

No. _____

2. How many people do you have officially designated as part-time counselor(s) with two or more clock hours per day of released time free from similar conflicting duties?

No. _____

3. If you have no officially designated counselor, who does the counseling:

Check

- a. administrator
- b. teacher
- c. school nurse
- d. other

(explain)

4. How many semester hours of training in classes, recognized as guidance and/or counseling by a higher institution of learning, has the counselor had? (average per counselor, if more than one counselor)

- a. 0-4 hrs. _____
- b. 5-9 hrs. _____
- c. 10-14 hrs. _____
- d. 15-19 hrs. _____
- e. 20 + hrs. _____

5. Does (do) the counselor(s) secure additional guidance training from a college or a university: (on the average)

Check

- a. every year
- b. every two years
- c. every three-five years
- d. less than every five years

6. What is the total number of clock hours of released counseling time per day that you have for your school? (include time of all counselors)

No. _____

7. What per cent of the students contacted normally by the counselor are due to a:

- a. request by counselor
- b. request by student
- c. request by administrator
- d. request by teachers
- e. other

(explain)

8. Is there a counseling room in which counseling can be conducted in privacy? Yes___ No___
9. Each pupil is interviewed by the counselor during the school year: Check
a. one or more times _____
b. two or more times _____
c. three or more times _____
d. some less than one time _____
10. How many scheduled conferences does the counselor hold in which both student and parent are present? Check
a. one per day _____
b. one per week _____
c. two per month _____
d. one per month _____
e. less than one per month _____
11. All parents are consulted by the counselor: Check
a. regularly scheduled interviews _____
b. just in emergency and special cases _____
12. Standardized test results recently determined are interpreted:
a. individually to all students _____
b. to students and parents together _____
c. to parents _____
d. to groups of students _____
e. other _____
(explain) _____
13. How many referrals to community or specialist services has your school made this school year:
a. 0 _____
b. 1-5 _____
c. 6-10 _____
d. 11-20 _____
e. 21-50 _____
14. How many referrals were made by your school this year to: No.
a. state child guidance clinic _____
b. other child guidance clinics _____
c. mental health clinics _____
d. welfare agencies _____
e. service groups _____
f. other _____
(explain) _____
15. What percentage of the counseling time is devoted to:
a. personal-social needs _____
b. educational needs _____
c. occupational needs _____

16. What percentage of the balance of the released counseling time is normally devoted to:

- a. preventive discipline
- b. punitive discipline
- c. attendance procedures
- d. administrative duties
- e. substituting
- f. supervising study halls, buses, lunch rooms, and the like

_____ 2
_____ 3
_____ 3
_____ 3
_____ 3
_____ 2

17. How much more are counselors paid than teachers on comparable levels in your school? (professional increment)

- a. \$0
- b. 1-100
- c. 101-200
- d. 201-300
- e. 301-500
- f. more

18. How is the student assigned to his counselor:

Check

- a. by grades
- b. by sex
- c. on a voluntary basis
- d. by home room
- e. alphabetically
- f. other _____
(explain)

D. PLACEMENT SERVICE

1. Has your school assigned the responsibility of job placement to:

Check

- a. counselor
- b. administrator
- c. vocational staff or coordinator
- d. no one
- e. other _____
(explain)

2. If no one has been assigned this responsibility, who does it unofficially?

Check

- a. counselor
- b. administrator
- c. vocational staff or coordinator
- d. other _____
(explain)

3. Has your school assigned the responsibility of educational placement in both high school classes and college to:

Check

- a. counselor
- b. administrator
- c. vocational staff or coordinator
- d. other _____
(explain)

4. If no one has been assigned this responsibility, who does it unofficially? One
- a. counselor _____
 - b. administrator _____
 - c. vocational staff or coordinator _____
 - d. other _____
- (explain)
5. If you have a systematic job placement service, do all employers in the community know who is in charge of it? Yes___ No___
6. Of the total number of students who are working part-time this year, what percentage was placed by the school?
- a. 0-4 _____
 - b. 5-9 _____
 - c. 10-19 _____
 - d. 20-40 _____
7. Is there a cooperative arrangement with the State Employment Service on placement? Yes___ No___
8. Is there a cooperative arrangement with a community placement service? Yes___ No___
9. Is there a cooperative work-study plan in use which gives school credit for work experience? Yes___ No___
10. Is placement made selective through coordination of the counseling and placement services so that suitable jobs and college placement are provided? Seldom Occ. Often
11. Has there been a survey within the last two years of possible full-time jobs for those who have left school? Yes___ No___
12. Has there been a survey within the last two years of possible part-time jobs for those who have left school? Yes___ No___
13. Is job placement assistance by the school available to all:
- a. graduates _____
 - b. drop-outs _____
 - c. in-school students _____
 - d. none _____
14. During this school year, approximately how many occupational placements have been made by the school: a. full-time___
b. part-time___
15. What percentage of your graduating seniors went to post high school institutions last year? _____

E. RESEARCH SERVICE

1. Does your school make formal follow-up studies of: Check
- a. graduates who go to college _____
 - b. graduates who do not go to college _____
 - c. drop-outs _____
 - d. other _____
- (explain)
2. If so, is the information obtained used to: Check
- a. modify the curriculum _____
 - b. evaluate the guidance services _____
 - c. give further assistance to school leavers _____
 - d. other _____
- (explain)
3. How many in-school students participated in formulating and implementing research studies this year? No. _____
4. How many separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed this year by your school? No. _____
5. How many of your teaching staff participated in formulating and implementing research studies this year? No. _____

F. ORGANIZATION AND ADMINISTRATION

1. Do you have a standing guidance committee which had the responsibility of evaluating and recommending changes in the guidance program? Yes _____ No _____
2. If so, how is it composed? Check
- a. counselor(s) _____
 - b. counselor(s) and administrator(s) _____
 - c. counselor(s) and teacher(s) _____
 - d. administrator(s) and teacher(s) _____
 - e. other _____
- (explain)
3. Do you have adequate files and record space for the guidance program? Yes _____ No _____
4. Is there a definite well-planned in-service program in operation for improvement of the entire staff in the area of guidance? Yes _____ No _____
5. What do you consider the major barriers to improving your guidance program to be? Check
- a. qualified personnel not available _____
 - b. other personnel needed worse _____
 - c. lack of money for salary and supplies _____
 - d. not particularly needed for this school _____
 - e. need help in organization of program _____
 - f. lack of community support _____
 - g. teacher indifference _____
 - h. other _____

6. Would you rank the guidance services that you have using "1" as the strongest, "2" as the next strongest, etc. RANK=1, 2, 3, 4, 5

- a. individual inventory
(cumulative record, testing program)
- b. information service
(catalogues, pamphlets, posters, etc.)
- c. counseling service
- d. placement service
(occupational, educational)
- e. research service
(follow-ups, test norms, experimental)

G. SPECIALIZED STUDENT SERVICES

1. Does your school use the services of:

	<u>none</u>	<u>part-time</u>	<u>full-time</u>
a. nurse			
b. doctor			
c. psychologist			
d. diagnostician			
e. psychometrist			
f. speech correctionist			
g. hearing testing service			
h. vision testing service			
i. physical therapist			
j. occupational therapist			
k. visiting teacher			
l. dentist			
m. dental hygienist			
n. psychiatrist			
o. reading specialist			
p. teacher counselor for physically handicapped			
q. teacher consultant for mentally handicapped			
r. homebound and hospitalized teacher			

2. Do you have in your school a class or classes for:

	<u>Yes</u>	<u>No</u>
a. emotionally disturbed		
b. mentally handicapped		
c. behavior problems		
d. sight saving and blind		
e. deaf and hard of hearing		
f. crippled, cardiac, and other physical handicaps		
g. remedial reading		
h. programs for the gifted		

H. GENERAL STATEMENTS

1. Assuming that your school would be partially reimbursed for the improvement of testing and counseling services from Federal funds as defined by the National Defense Education Act, Title V, Part A:

a. Do you plan to apply for participation in:

(1) reimbursement for testing program only

(2) reimbursement for testing plus counseling time

1959 59-60 60-61 61-62

b. Will any of the money be used to purchase guidance materials and/or office equipment?

Yes ____ No ____

c. Do you plan to use present or new personnel for your testing program?

Present ____ New ____

d. Do you plan to use present or new personnel for your counseling?

2. Would you like more help from State or other outside consultant resources?

Yes ____ No ____

3. Would you like more information on guidance services from State sources?

Yes ____ No ____

4. Do you want a copy of the conclusions of this study after the data have been compiled and analyzed?

Yes ____ No ____

REACTIONS

1. Was the questionnaire comprehensive enough?

Yes ____ No ____

2. How long did it take you to fill it out?

a. 20 min. ____

b. 25 min. ____

c. 30 min. ____

d. 40 min. ____

e. 50 min. ____

f. more ____

(indicate)

3. Did you check all of the questions difficult to understand?

Yes ____ No ____

4. Do any other questions occur to you that were not on the questionnaire? (indicate on back)

Yes ____ No ____

5. Do you think that this information will satisfy what you would like to know about guidance services in the local schools?

Yes ____ No ____

6. Was the questionnaire too long?

Yes ____ No ____

GUIDANCE SERVICES
DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF PUBLIC INSTRUCTION
LANSING, MICHIGAN

S T A T E M E N T O F G U I D A N C E S E R V I C E S

NOTE: The purpose of this form is to ascertain the extent of existing guidance services in our schools. The information will be confidential. Please complete all items and return this form to:
Chief of Guidance Services, P. O. Box 928, Lansing 4, Michigan.

Name of school _____ School district _____
Address _____ Report made by _____
Your position _____ Date _____

ENROLLMENT: 7th _____ 8th _____ 9th _____ 10th _____ 11th _____ 12 _____ TOTAL _____

A. INDIVIDUAL INVENTORY SERVICE

1. Does your school maintain a cumulative folder for each pupil: Yes _____ No _____
2. Where are they filed:
 - a. administrator's office _____
 - b. guidance director's office _____
 - c. counselor's office _____
 - d. library _____
 - e. home rooms _____
 - f. teachers' classrooms _____
3. Do you use the CA-39 State Cumulative Record? Yes _____ No _____
4. Which of the following is filed in the cumulative folder:
(Indicate information regularly recorded as shown by examining several random samples. Check those which apply.)
 - a. Photograph of student _____
 - b. Health and physical data _____
 - c. Test data _____
 - d. Achievement grades or marks _____
 - e. Family data _____
 - f. Pupil plans--educational and vocational _____
 - g. Extra-school activities _____
 - h. Record of interviews _____
 - i. Pupil-teacher conferences data _____
 - j. Unusual accomplishments, conditions, experiences _____
 - k. Autobiographies _____
 - l. Anecdotal records _____

2.

5. Your testing program for all students: (check scheduled tests by grades)

- | | |
|--|--|
| a. Intelligence tests or scholastic aptitude | GRADES: 7___ 8___ 9___ 10___ 11___ 12___ |
| b. Interest inventories | 7___ 8___ 9___ 10___ 11___ 12___ |
| c. Multiple aptitude | 7___ 8___ 9___ 10___ 11___ 12___ |
| d. Personality tests | 7___ 8___ 9___ 10___ 11___ 12___ |
| e. Achievement tests | 7___ 8___ 9___ 10___ 11___ 12___ |
| f. N.M.S.Q.T. | 7___ 8___ 9___ 10___ 11___ 12___ |
| g. S.Q.T. | 7___ 8___ 9___ 10___ 11___ 12___ |
| h. Other _____ | 7___ 8___ 9___ 10___ 11___ 12___ |
| (indicate) | |

6. How many students do you test individually per month?
(not in groups)

- | | |
|----------|-------|
| a. 0 | _____ |
| b. 1-5 | _____ |
| c. 6-10 | _____ |
| d. 11-20 | _____ |
| e. 21-40 | _____ |
| f. 41-51 | _____ |

7. On how many standardized tests, that you use in your testing program, have you developed local norms?

- | | |
|---------|-------|
| a. 0 | _____ |
| b. 1 | _____ |
| c. 2 | _____ |
| d. 3 | _____ |
| e. 4-6 | _____ |
| f. 7-11 | _____ |

B. INFORMATION SERVICE

1. How many 1958-59 post-high school catalogues do you have from different institutions?

- | | |
|----------|-------|
| a. 0-5 | _____ |
| b. 6-10 | _____ |
| c. 11-20 | _____ |
| d. 21-30 | _____ |
| e. 31-50 | _____ |
| f. 51-75 | _____ |
| g. 76 + | _____ |

(indicate)

2. How many of these are available to your students in:

- | | |
|-------------------------------|-------|
| a. administrator's office | _____ |
| b. guidance director's office | _____ |
| c. counselor's office | _____ |
| d. library | _____ |
| e. home rooms | _____ |
| f. teachers' classrooms | _____ |

3. How many occupational books and pamphlets do you have which were published within the last five years?
- a. 10-19 _____
 b. 20-29 _____
 c. 30-39 _____
 d. 40-59 _____
 e. 60-79 _____
 f. 80-120 _____
 g. 120 + _____
 (indicate)
4. Where are these occupational books and pamphlets kept?
- a. administrator's office _____
 b. guidance director's office _____
 c. counselor's office _____
 d. library _____
 e. home rooms _____
 f. teachers' classrooms _____
5. Do community persons or agencies provide occupational information to your school in
- a. written form Yes _____ No _____
 b. oral form Yes _____ No _____
6. Are results of studies made within the last three years of local labor conditions and occupational opportunities on file and available to the student? Yes _____ No _____
7. Is information on file and available to the student regarding:
- a. evening school _____
 b. part-time school opportunities _____
 c. correspondence courses _____
 d. private, trade, technical, and business schools _____
 e. other guides to home study _____
8. Is current information (last 2 years) regarding scholarships, loans, and other financial assistance to pupils on file and available to the student? Yes _____ No _____
9. In what percentage of the classes do your teachers use audio-visual equipment and materials related to occupational and educational planning as a regular part of the class work?
- a. 0-4% _____
 b. 5-9% _____
 c. 10-19% _____
 d. 20-39% _____
 e. 40-59% _____
 f. 60-100% _____
10. Do you have a group guidance or orientation class concerned mainly with students' interests and needs? Yes _____ No _____
11. Do you have occupations units integrated with school courses? Yes _____ No _____
12. Did you or will you have a career day for the students this year? Yes _____ No _____
13. Did you or will you have a business, industry, and education day for the teachers this year? Yes _____ No _____

4.

14. Do you have
- a. a day scheduled for the students to visit colleges Yes____ No____
- b. yearly scheduled visits by representatives from colleges Yes____ No____
15. How many classes will have made field trips to business, industry and/or farming this year?
- a. 0 _____
- b. 1-3 _____
- c. 4-6 _____
- d. 7-11 _____
- e. 12-20 _____
- f. 21 / _____
(indicate)

C. COUNSELING SERVICE

1. State the number of people officially designated as counselor(s) or guidance director(s) free from conflicting duties such as teaching, substitution, administration, etc., with five or more periods per day of released time for counseling?
- Check one
- a. 0____ g. 6____
- b. 1____ h. 7____
- c. 2____ i. 8____
- d. 3____ j. 9____
- e. 4____ k. 10____
- f. 5____ l. 11____
2. How many people do you have officially designated as part-time counselor(s) with an average of two or more periods per day of released time free from similar conflicting duties?
- a. 0____ g. 6____
- b. 1____ h. 7____
- c. 2____ i. 8____
- d. 3____ j. 9____
- e. 4____ k. 10____
- f. 5____ l. 11____
3. How much more are counselors paid than teachers on comparable levels in your school? (professional increment)
- a. \$0 _____
- b. 1-100 _____
- c. 101-200 _____
- d. 201-300 _____
- e. 301-500 _____
- f. 501 / _____
(indicate)
4. How is the student assigned to his counselor:
- Check
- a. by grades (9th, 10th, etc.) _____
- b. by sex _____
- c. on a voluntary basis _____
- d. by home room _____
- e. alphabetically _____
- f. definite assignment _____
- g. random assignment _____
5. How many semester hours of training in classes, recognized as guidance and/or counseling by a higher institution of learning, has the counselor had? (average per counselor, if more than one counselor)
- a. 0-4 hrs. _____
- b. 5-9 hrs. _____
- c. 10-14 hrs. _____
- d. 15-19 hrs. _____
- e. 20-26 hrs. _____
- f. 27 / _____
(indicate)

6. Has the counselor(s) secured additional guidance training from a college or a university? (average if more than one counselor) Check

- a. last year _____
- b. within last two years _____
- c. within last three-five years _____
- d. not within last six years _____

7. What is the total number of periods of released counseling time per day that you have for your school? (include time of all counselors)

- a. 0 _____ g. 12-16 _____
- b. 1 _____ h. 17-21 _____
- c. 2 _____ i. 22-30 _____
- d. 3-5 _____ j. 31-40 _____
- e. 6-8 _____ k. 41-60 _____
- f. 9-11 _____

8. If you have no officially designated counselor, who does the counseling?

- a. principal _____ Check
- b. ass't. principal _____
- c. teacher _____
- d. school nurse _____
- e. coach _____
- f. other _____ (explain)

(For questions 9-16, if there is no officially designated counselor, the word counselor will refer to the person who does the counseling as indicated in in No. 8 above.)

9. What percentage of the students normally contacted by the counselor is the result of a request by:

- a. the counselor _____%
- b. the student _____%
- c. the administrator _____%
- d. the teacher _____%
- e. the parent _____%

10. Is there a counseling room or office in which the counseling can be conducted in privacy? (out of sight or hearing of anyone else) Yes _____ No _____

11. Each pupil is interviewed by the counselor during the school year: Check

- a. some less than one time _____
- b. one per month _____
- c. two or more times per month _____
- d. three or more times per month _____

12. On the average throughout the school year, how many scheduled conferences does the counselor hold in which both student and one or both parents are present? Check

- a. less than one per month _____
- b. one per month _____
- c. two or more times per month _____
- d. three or more times per month _____

13. Parents are consulted by the counselor in: Check

- a. regularly scheduled interviews _____
- b. just emergency and special cases _____

6.

14. Results of standardized tests recently administered to students are interpreted: Check
- a. individually to all students ___
 - b. to students and parents together ___
 - c. to parents only ___
 - d. to groups of students ___
 - e. to faculty and administration ___
 - f. to students only when requested ___
15. How many referrals were made by your school this year to: Check
- a. state child guidance clinic ___
 - b. other child guidance clinics ___
 - c. mental health clinics ___
 - d. welfare agencies ___
 - e. service groups ___
 - f. police or juvenile agency ___
 - g. local community doctor or hospital ___
16. What percentage of the counseling time is devoted to: Check
- a. educational planning needs ___%
 - b. occupational planning needs ___%
 - c. personal-social needs ___%
 - d. preventive discipline ___%
 - e. punitive discipline ___%
 - f. attendance procedures ___%
 - g. quasi-administrative duties ___%
 - h. substituting ___%
 - i. supervising study halls, buses, lunch rooms, and the like ___%

D. PLACEMENT SERVICE

1. Has your school assigned the responsibility for job placement to: Check
- a. counselor ___
 - b. administrator ___
 - c. vocational staff or coordinator ___
 - d. teacher ___
 - e. no one ___
2. If you have an organized job placement service, do over 75% of the total number of employers know who is in charge of it? Yes ___ No ___
3. If no one has been assigned this responsibility, who does it unofficially? Check
- a. counselor ___
 - b. administrator ___
 - c. vocational staff or coordinator ___
 - d. teacher ___
 - e. no one ___
4. Has your school assigned the responsibility for educational planning with the student for both high school classes and college to: Check
- a. counselor ___
 - b. administrator ___
 - c. vocational staff or coordinator ___
 - d. teacher ___

5. If no one has been assigned this responsibility, who does it unofficially?

- a. counselor
- b. administrator
- c. vocational staff or coordinator
- d. teacher
- e. no one

Check

6. What percentage of your students have been issued work permits this year?

- a. 0-2% _____
- b. 3-5% _____
- c. 6-10% _____
- d. 11-20% _____
- e. 21-30% _____
- f. 31-40% _____

(indicate)

7. Of the total number of students who are working part-time this year, how many were placed by the school?

Check one

- a. 0-4 _____
- b. 5-9 _____
- c. 10-19 _____
- d. 20-39 _____
- e. 40-75 _____
- f. 76-100 _____

(indicate)

8. Does your school have a cooperative arrangement with the State Employment Service on placement?

Yes _____ No _____

9. Does your school have a cooperative arrangement with a community placement service?

Yes _____ No _____

10. Does your school have a cooperative work-study plan in use which gives school credit for work experience?

- a. none _____
- b. reimbursed from vocational education funds _____
- c. non-reimbursed _____

11. Are tests results and other objective data regularly used when recommending students for:

- a. job placement Yes _____ No _____
- b. post high school institution placement Yes _____ No _____

12. Check the appropriate group(s) for which job placement assistance by the school is available:

Check

- a. graduates _____
- b. drop-outs _____
- c. in-school students _____
- d. none _____

13. What percentage of your graduating seniors went to post-high school institutions last year?

- a. 0-10% _____
- b. 11-15% _____
- c. 16-20% _____
- d. 21-25% _____
- e. 26-30% _____
- f. 31-40% _____
- g. 41-50% _____
- h. 51-60% _____
- i. 61-70% _____
- j. 71-80% _____

(indicate)

8.

E. RESEARCH SERVICE

1. Within the last two years, has your school made formal follow-up studies of: Check

- | | |
|---------------------------------------|-----|
| a. graduates who go to college | ___ |
| b. graduates who do not go to college | ___ |
| c. drop-outs | ___ |

2. If so, was the information obtained used to: Check

- | | |
|---|-----|
| a. modify the curriculum | ___ |
| b. evaluate the guidance services | ___ |
| c. give further assistance to school leavers | ___ |
| d. benefit the faculty | ___ |
| e. help the administration | ___ |
| f. locate job and further educational opportunities for in-school youth | ___ |

3. How many in-school students participated in formulating and implementing follow-up or research studies this year?

- | | |
|------------|-----|
| a. 0 | ___ |
| b. 1-2 | ___ |
| c. 3-5 | ___ |
| d. 6-8 | ___ |
| e. 9-12 | ___ |
| f. 13-20 | ___ |
| g. 21 + | ___ |
| (indicate) | |

4. How many separate research studies (follow-ups, local test norms, experimental studies, etc.) were developed and executed this year by your school?

- | | |
|------------|-----|
| a. 0 | ___ |
| b. 1 | ___ |
| c. 2 | ___ |
| d. 3 | ___ |
| e. 4 | ___ |
| f. 5-10 | ___ |
| g. 11 + | ___ |
| (indicate) | |

5. How many members of your teaching staff participated in formulating and implementing research studies this year?

- | | |
|------------|-----|
| a. 0 | ___ |
| b. 1-2 | ___ |
| c. 3-5 | ___ |
| d. 6-8 | ___ |
| e. 9-12 | ___ |
| f. 13-25 | ___ |
| g. 26 + | ___ |
| (indicate) | |

F. ORGANIZATION AND ADMINISTRATION

1. Do you have a standing guidance committee which has the responsibility of evaluating and recommending changes in the guidance program?

Yes ___ No ___

2. If so, how is it composed?

Check

- a. counselors
- b. counselor(s) and administrator(s)
- c. counselor(s) and teacher(s)
- d. administrator(s) and teacher(s)
- e. counselor(s), administrator(s), and teacher(s)

3. Do you have adequate files and record space for this guidance program?

Yes ____ No ____

4. Does your school have a program in operation for improving the entire staff in the area of guidance?

Check

- a. none
- b. faculty meetings
- c. case conferences
- d. work shops
- e. in-service training

5. What do you consider to be the major barrier to improving your guidance program?

Check

- a. lack of qualified counseling personnel
- b. other personnel needed more
- c. lack of money for salary and supplies
- d. not particularly needed for this school
- e. need help in organization of program
- f. lack of community support
- g. teacher indifference
- h. administrative indifference

6. Rank your guidance services, indicating the strongest as 1, the next strongest as 2, etc., down to 5.

- a. individual inventory
(cumulative record, testing program)
- b. information service
(catalogues, pamphlets, posters, etc.)
- c. counseling service
- d. placement service
(occupational, educational)
- e. research service
(follow-ups, test norms, experimental)

SPECIALIZED STUDENT SERVICES

1. Does your school provide directly the services of, or make referrals of students to, a:

none part- full-
 time time

- a. nurse
- b. doctor
- c. psychologist
- d. diagnostician
- e. psychometrist
- f. speech correctionist
- g. hearing testing service
- h. vision testing service
- i. physical therapist
- j. occupational therapist

	none	part- time	full- time
k. visiting teacher	_____	_____	_____
l. dentist	_____	_____	_____
m. dental hygienist	_____	_____	_____
n. psychiatrist	_____	_____	_____
o. reading specialist	_____	_____	_____
p. teacher counselor for physically handicapped	_____	_____	_____
q. teacher consultant for mentally handicapped	_____	_____	_____
r. homebound and hospitalized teacher	_____	_____	_____

2. Does your school, or school system, provide classes for:

	Yes	No
a. emotionally disturbed	_____	_____
b. mentally handicapped	_____	_____
c. behavior problems	_____	_____
d. sight saving and blind	_____	_____
e. deaf and hard of hearing	_____	_____
f. crippled, cardiac, and other physical handicaps	_____	_____
g. remedial reading	_____	_____
h. programs for the gifted	_____	_____

H. GENERAL STATEMENTS

1. Assuming that your school would be partially reimbursed for the improvement of testing and counseling services from Federal funds as defined by the National Defense Education Act. Title V, Part A:

a. Do you plan to apply for participation in: 1959 59-60 60-61 61-62

(1) reimbursement for testing program only _____
 (2) reimbursement for testing plus counseling time _____

b. Will any of the money be used to purchase guidance materials and/or office equipment? Yes _____ No _____

c. Do you plan to use present or new personnel for your testing program? Present New

d. Do you plan to use present or new personnel for your counseling? _____

2. Would you like more help from State or other outside consultant resources? Yes _____ No _____

3. Would you like more information on guidance services from State sources? Yes _____ No _____

4. Do you want a copy of the conclusions of this study after the data have been compiled and analyzed? Yes _____ No _____



**MICHIGAN
DEPARTMENT OF PUBLIC INSTRUCTION
LANSING**

LYNN M. BARTLETT
SUPERINTENDENT

April 8, 1959

Dear Sir:

Michigan's anticipated participation in activities under Part A of Title V of the National Defense Education Act and the continuing emphasis on the need for improvements of guidance and counseling services in the local schools make necessary the immediate collection of some data regarding junior high and high school guidance programs in the state.

I therefore urge your cooperation in such a study to obtain quickly information about guidance personnel, their qualifications and assignments, group testing programs, and estimates of urgent needs in guidance. You will receive a copy of the questionnaire to be used in this study within a week or ten days.

Because of the urgency of time, replies to the survey should be received by the Division not later than April 30, 1959.

I recognize that this request comes at a busy time of year, but the survey will provide information urgently needed in the further development of plans for the improvement of Guidance Services in Michigan. If you have questions, please feel free to contact Glenn E. Smith, Chief of Guidance Services, or Donald A. Davis, Research Specialist, Division of Vocational Education.

Thank you very much for your assistance.

Sincerely yours,

Lynn M. Bartlett
Lynn M. Bartlett



DEPARTMENT OF PUBLIC INSTRUCTION

LYNN M. BARTLETT, SUPERINTENDENT

DIVISION OF VOCATIONAL EDUCATION

P. O. BOX 928, LANSING, MICHIGAN

EDGAR L. GRIM

DEPUTY SUPERINTENDENT
FOR INSTRUCTION

ROBERT M. WINGER

ASSISTANT SUPERINTENDENT
FOR VOCATIONAL EDUCATION

April 15, 1959

Dear Sir:

The purpose of this study is to initiate a survey of guidance services in order to determine state and local needs and to establish a base line of descriptive data concerning such services.

The information derived from these reports will be confidential. It will be used to implement the anticipated National Defense Education Act in local schools and for determining descriptive data. The results will not be used to identify individual local schools.

The enclosed questionnaire has been designed to save you time. Almost all of it consists of statements which can be answered by check marks. A few minutes of your time will be of considerable value to your students, to you, and to the Department of Public Instruction. Two copies of the questionnaire are enclosed, one of which you may keep for your files.

This study offers mutual benefits. For example:

1. You may wish to compare your school with other schools of similar sizes.
2. You may wish to publicize favorable aspects of your program.
3. You may wish to point out to your community and board, areas which need strengthening.

The results of the survey will be broken down by classes A, B, C, D, and E schools and by total number of schools for reporting back to you.

We thank you for your cooperation in the project and will get the results back to you as soon as possible.

Sincerely,

Donald A. Davis

Donald A. Davis
Research Specialist

DAD:jsc
Enclosures

May 20, 1959

Some time ago questionnaires were sent to all of the public secondary schools in Michigan in order to determine the present status of guidance services at that level. As of this date a little over 80% of the schools have responded and all of them have indicated a desire for copies of the data after analysis has been completed.

It is quite possible that:

1. The questionnaire did not reach you, or
2. It was lost or mislaid, or
3. You have been too busy to fill it out.

Another questionnaire has been enclosed for your use. We really need your help on this in order to insure that the analysis will be accurate and representative of all of the schools.

If you have responded already, please ignore this request. May we hear from you as soon as possible.

Cordially yours,

Donald A. Davis
Research Specialist

DAD:jso
Enclosure

Yours was among 560 schools to whom we sent our recent questionnaire relating to guidance activities and probable benefits under the National Defense Education Act. Most of them have been returned.

If you have not already returned your copy, will you please return it to us at your earliest convenience.

Cordially yours,

Donald A. Davis
Research Specialist