GUIDANCE WORK PRACTICES IN CLASS A SCHOOLS IN TEXAS

THESIS

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For the Degree of

MASTER OF SCIENCE

by

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CHAPTER I

INTRODUCTION

"It would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education."¹ Thus James Bryant Conant has emphasized the fundamental importance of guidance on the school program; therefore, the administration and others who are charged with the responsibility for the various functions of the school, must be concerned with the organization, development, operation, and evaluation of this basic phase of activity. The importance of this basic phase of activity leads to the statement of the problem of this study.

Statement of the Problem

Since the objective of this thesis is to determine guidance practices in four-year, Class A High Schools in Texas, the problem of the study may be stated as follows: (1) to survey related literature in the field of guidance to determine what the experts consider a good guidance program for secondary schools; (2) by means of a survey in the form of a questionnaire, to determine what is actually being done.

¹John W. M. Rothney, and Bert A. Roens, Guidance of American Youth, p. XI.
in guidance work in Texas Class A Schools; (3) to arrive at a conclusion concerning good guidance work practices for four-year, Class A High Schools in Texas.

Definition of Terms

The terms, "guidance practice," "guidance program," or "personal service," have come to have a variety of implications and meanings among educators. There is such a diversity of opinions that total agreements may never be attained by the different schools of thought. The terms have generally come to imply a service or services which lead to the maximum development of youth to their fullest capacities in all possible ways. Good guidance practices should help the individual to live usefully and happily in the present and prepare or help prepare the individual to adjust to future problems as he meets them. That will be the connotation used in this study.

A "four-year high school" means a high school that teaches four grades--ninth, tenth, eleventh, and twelfth grades. A "Class A High School" is a high school which has an enrollment somewhere between 200 and 500 students.

Importance of the Problem

The following quotation indicates the interest which our country has always had in problems that involved the development of the individual:

No large nation in all history has ever tried so hard as ours to help every individual regardless of race, creed, wealth, residence, or physical handicap to make the most of his God-given talents. While we are still a long way from perfection, the fruits have been conspicuous and the magnitude of the enterprise is immense.³

The recognition of the need for pupil personnel and guidance services and the general acceptance of their purposes have resulted in the rapid introduction of guidance facilities in elementary school, secondary schools, and colleges. Organized guidance as a special service in the schools is, however, of rather recent origin. There are many evidences of increased need for guidance facilities in our schools; some of the important indications are revealed by the changes which have taken place in our schools and society.

Some of the social and economic changes are as follows:
1. People are moving from farms to the cities.
2. Wages are increasing and the standard of living is rising.
3. There is a decrease in the employment of youth; for example, youth starts work at an older age.
4. Occupations are becoming more and more specialized, and there is a greater variety of jobs from which to choose.
5. Society demands more education of its workers. "You can't get a job unless you are a high school graduate."
6. The older frontiers have gone; the challenges today are social, economic, and scientific.

7. Society finds itself facing new and complex economic problems which baffle the adult leader as well as the youth. 4

Evidences of increased need for guidance facilities are the changes that have taken place in the schools. Increased enrollments call for more pupil services of every nature, and guidance services have not grown proportionately. The greatest percentage increase from 1900 to 1950 has been in the secondary and college areas; in both of these the increase in the fifty-year period has been phenomenal. Estimates indicate that by 1960 over 36,000,000 will be enrolled in our elementary and secondary schools and nearly 3,000,000 will be attending colleges and universities. 5

The increase in enrollment may be partly explained by the increase in population but not entirely so. The greatest percentage increases in age groups were in the groups sixteen and seventeen and eighteen and nineteen. In 1950 over 95 per cent of all children seven to thirteen were in schools, and over 90 per cent of ages fourteen and fifteen. Nearly a third of all youth eighteen and nineteen years old were in school. This enormous increase in school enrollment tells in mere


numbers the growing need for more personnel services such as those rendered by a guidance staff. The following table will show the exact percentage of each age group.

**TABLE 1**

PERCENTAGE OF EACH AGE GROUP ATTENDING SCHOOL: 1910 to 1950

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1910</th>
<th>1920</th>
<th>1930</th>
<th>1940</th>
<th>1950</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 and 6</td>
<td>34.6</td>
<td>41.0</td>
<td>43.2</td>
<td>43.0</td>
<td>55.7</td>
</tr>
<tr>
<td>7 to 13</td>
<td>86.1</td>
<td>90.6</td>
<td>95.3</td>
<td>95.0</td>
<td>95.7</td>
</tr>
<tr>
<td>14 and 15</td>
<td>75.0</td>
<td>79.9</td>
<td>88.8</td>
<td>90.0</td>
<td>92.9</td>
</tr>
<tr>
<td>16 and 17</td>
<td>43.1</td>
<td>42.9</td>
<td>57.2</td>
<td>68.7</td>
<td>74.4</td>
</tr>
<tr>
<td>18 and 19</td>
<td>18.7</td>
<td>17.8</td>
<td>25.4</td>
<td>28.9</td>
<td>32.2</td>
</tr>
<tr>
<td>20 to 24</td>
<td>7.4</td>
<td>6.6</td>
<td>6.6</td>
<td>6.6</td>
<td>12.9</td>
</tr>
</tbody>
</table>

It is also significant that a larger proportion of students remain in school and are graduated. Of every 100 pupils who entered the ninth grade in 1936-37, 57.9 per cent were graduated in 1940; of those entering in 1946, 62.6 per cent were graduated in 1950.7

This unprecedented increase in enrollment has not been matched by the increase in the numbers of teachers.8 There is a serious shortage of teachers throughout our nation; Texas is no exception.

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7Jones and Miller, op. cit., p. 114.
Jones and Miller make this comment:

Services that will help teachers secure adequate data regarding the abilities, aptitudes, interests, and needs of pupils and provide help for special needs should be of greater use in these circumstances. Every device, such as group methods and techniques in testing and counseling, should be used. The situation calls more and more for well-organized pupil personnel and guidance programs.9

The school curriculum is being expanded and varied in schools of all sizes. Many small secondary schools are attempting to enrich their offerings with a more functional type of education. Pupil personnel and guidance programs have stimulated many new subject offerings which are a direct recognition of the revealed problems and needs of pupils.

"Responsibilities formerly carried by church, home, and industry have been shifted to the schools."10 Many changes have taken place in the home. Where this unit in our society was once one of independence, it is now very dependent upon the rest of society. Much of the industrial training that was previously given in the home is no more. Other agencies have had to take over.

Several movements such as the measurement movement, mental hygiene movement, social work, and clinics for children have made teachers aware of the wide range of individual differences among the students they teach. This

9Jones and Miller, op. cit., p. 114.

awareness of individual differences plus the complex social environment make it inevitable that the school should try to cope with pupil problems. The schools have been forced to try to meet the needs of individuals, not just the intellectual aspects, but also the social, personal, physical, moral, recreational, and civic.

The large number and distribution of counselors are other factors that indicate the importance of guidance work. During the past decade, the United States Office of Education has made three separate studies of counselors and counseling in the public schools. The studies were made in 1945-46, 1951-52, and 1952-53. Each of the studies revealed a prodigious growth of counseling services performed by full-time counselors: for example, the states of Arizona, California, Connecticut, Delaware, Illinois, Indiana, Maryland, Michigan, Nevada, New Hampshire, New Jersey, Oregon, Vermont, and Washington report an average of two or more counselors per school.11

Another factor that indicates the growing importance of the guidance program is the preparation and the required certification of counselors. The returns from the 1952-53 study reported by Jones and Miller show that certification requirements for school counselors are mandatory in twenty-one states, the District of Columbia, and three territories; in eight states they are optional.12

Fourteen states were at this time

11 Jones and Miller, op. cit., p. 128.
12 Ibid., pp. 132-134.
developing plans or in the process of revising present plans; most of those states expected their plans to become effective in 1954. A certificate to teach and several years of teaching experience are required in all states with counselor certification plans.\(^{13}\)

The following table will show how the field of guidance has grown and is growing.

**TABLE 2**

| States Certifying School Counselors\(^{14}\) |
|---|---|---|
| Name | Year | Number in Chronology |
| New York | 1925 | 1 |
| Pennsylvania | 1928 | 1 |
| Connecticut | 1938 | 1 |
| Massachusetts | 1942 | 1 |
| Georgia | (not implied) | 3 |
| Ohio | (not implied) | 3 |
| Vermont | (not implied) | 3 |
| Indiana | 1946 | 5 |
| Maryland | 1946 | 5 |
| Mississippi | 1946 | 5 |
| West Virginia | 1946 | 5 |
| Wisconsin (Voc. Sch. only) | 1946 | 5 |
| Florida | 1947 | 2 |
| Utah | 1947 | 2 |
| Delaware | 1948 | 4 |
| Maine | 1948 | 4 |
| New Hampshire | 1948 | 4 |
| New Jersey | 1948 | 4 |
| Missouri | 1949 | 4 |
| Arkansas | 1950 | 4 |
| Kansas | 1950 | 4 |
| North Dakota | 1950 | 4 |
| Texas | 1950 | 4 |
| Total | ... | 23 |

\(^{13}\)Ibid., p. 135.

New York in 1925, as shown in the above table, was the first state to adopt counselor certification. Since then a total of twenty-three states have adopted school counselor certification laws. Eighteen or 78.3 per cent of these occurred during the years 1946-1950.

Another indication of the importance of the guidance program is the amount of money that is being spent for its execution. The total amount of money spent for guidance services in the United States during the fiscal year ending June 30, 1952, was $5,992,049.59. Though these figures are incomplete, they show large expenditures, shared by the Federal, state, and local governments.15

The Texas Educational Agency, under the Minimum Foundation School Program, provided a total of $842,343.00 in the fiscal year 1952. According to Hufstedler of the Texas Education Agency, the positions provided through the Minimum Foundation Program for 1953-54 indicate how much Texas has grown since 1952; Cooperative Agreement, nine positions, aggregate salaries $34,850.00; Individual School Districts, 197 positions, aggregate salaries for 1953-1954, $1,005,250.00. In addition to the Minimum Foundation Program, there are some fifty counselors who are not on the state program, and whose salaries are paid out of local enrichment

15 Jones and Miller, op. cit., Table 8, pp. 137-139.
funds. An expenditure like that shows that Texas feels that the guidance program is important.

Another indication of the importance of the program is the amount of literature that has been written concerning its importance: books, articles in professional journals, ordinary magazines, service clubs magazines, industrial magazines, labor magazines, and the daily newspaper. The literature on guidance programs for secondary schools is voluminous as Chapter II of this study will indicate.

This program is also important because four-year Class A schools need a sound guidance program; for example, guidance for the ninth grade students needs to be applied to seven areas:

1. Adjustment to the new school.
2. Problems connected with learning.
3. Desirable length of school attendance.
4. Emotional problems.
5. Physical needs.
6. Social needs.
7. Further educational and occupational choices.

The training procedure should be continued in the tenth, eleventh, and twelfth grades. A general guide which could be followed might be summed up by considering the following suggestions:

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1. Recognition of individual behavior.
2. Modifiability of behavior.
3. Influence of understanding on learning.
4. Understanding the pupil in his social setting.
5. Focusing attention on students' potentialities.
6. Helping the student to help himself.

Such guidance is important because it will enable the student to plan wisely for the present and for the future. It can aid in school adjustment, work, and play environmental conditions.\(^{18}\) It can help eliminate student maladjustment, lack of intelligent planning, pseudoscientific and unsystematic methods of approach.\(^{19}\) All of these things are of vital importance to high school boys and girls.

Scope and Limitation of the Problem

This study as proposed is limited to two surveys. The first is a survey of literature in the field of guidance. Principles and criteria of sound guidance practices in secondary schools will be determined from the sampling of literature on the following aspects of guidance: its meaning, the initiation of the program as such, organization and administration, individual inventories, counseling, teacher participation, occupational information and training opportunities, placement programs, and follow-up programs.

\(^{18}\) Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary Schools, p. 3.

\(^{19}\) Ibid., pp. 5-12.
The second survey was extended to 126 four-year Class A high schools in Texas by means of a questionnaire. Seventy-six of the schools sent in returns. These schools have from 200 to 500 pupil enrollment. The list was determined by selecting schools that were co-operating with the Inter-scholastic League of the University of Texas, Austin, Texas, and classified as Class A schools. There are many junior Class A schools on the list, but none of those schools were included in this study.

The questionnaire contained approximately 125 Yes and No type questions concerning a secondary high school guidance program. An attempt was made to cover the most important phases in a brief manner. There are other questions that the writer would have included had she not feared that the questionnaire would be so long that it would not be returned. The questions, which were simple and direct, required only ten or fifteen minutes to check them.

One limitation of the questionnaire could be a lack of thorough understanding and conception of each particular question. The superintendent, principal or counselor was instructed not to worry about the question, but to put down what he thought was the meaning of each question as he understood it; for example, "Does the library contain a reasonable number of professional guidance books and periodicals for teachers?" What might seem a reasonable number for one person might not be true of another.
Some questionnaires were returned with no items checked. The superintendents merely stated that they had no guidance program in their school.

Sources of Data

Two surveys furnished the data for this study. The first survey of related literature was made to develop a background and to determine principles and criteria for a sound program of guidance in secondary schools. In such literature may be found (1) various concepts of guidance; (2) plans for guidance practices; (3) consideration of guidance responsibilities, obligations, objectives and functions.

The second survey covered 126 Class A Texas high schools by means of a questionnaire. The questionnaire sent out in April brought in seventy-six returns which were tabulated in early June. The results of the survey were sent to each school that wanted a copy.

Methods of Procedure

After stating the problem, defining the terms, suggesting the importance, and pointing out the limitation and sources of data of this study, the following procedure was employed: (1) A survey of recent literature in guidance to develop a background for the establishment of certain principles and criteria of a sound guidance program for Class A secondary schools, (2) a survey to determine existing guidance practices in such schools, (3) the tabulations and
explanations on the seventy-six returned questionnaires, (4) a conclusion and some recommendations for Class A schools as a result of the two surveys.
CHAPTER II

CRITERIA OF SOUND GUIDANCE PRACTICES
AS DETERMINED BY A RELATED
SURVEY OF LITERATURE

Plan of Procedure

General.--Before we observe the guidance practices that actually exist in secondary Class A schools in Texas, principles and criteria of sound guidance practices for secondary schools will be formulated. It is the purpose of this chapter to suggest basic principles of guidance as a result of a survey of related literature. Outstanding thought and content in the field of guidance will be reviewed in order to develop this basic material for establishing the criteria. One method of determining good guidance practices is to ascertain what educators in the field of guidance feel and know about it. Thus the general survey of literature pertains directly to the problem of this thesis because it will furnish the basis upon which principles, criteria, and functioning guidance practices will be determined. These criteria of good guidance practices will then serve as a measuring stick of what is being done in four-year Class A High Schools in Texas.
Specific.—There are certain basic and fundamental principles upon which a guidance program must be designed in order for it to be psychologically, sociologically, and democratically sound. In determining these criteria the following basic principles will be considered: (1) meaning of guidance services, (2) initiation of the program, (3) problem of organization and administration, (4) teacher participation, (5) counselor participation, (6) the individual inventory, (7) testing program, (8) occupational information and training opportunities, (9) placement, and (10) follow-up.

What Are Guidance Services?

Concepts of guidance.—As has previously been stated in the introduction, it is probable that the different schools of thought may never reach an agreement on a definition of the terms "guidance practices" and "personnel work." No common educational term is more difficult to define. Definitions in textbooks often seem to be lacking in agreement, and "no completely satisfactory definition has as yet appeared."

Although definitions of guidance are varied, most of them are clearly in harmony with the points of view expressed by their authors.

Jones liked the emphasis upon "the concept of guidance as something that is concerned with the entire personality of the individual."\(^2\)

Traxler defines guidance in the following manner:

 Guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally, to reach a state of complete and mature self guidance.\(^3\)

Zeran's conception concerns individual development. "Guidance like education," he maintains, "must be concerned with the entire person."\(^4\)

Concepts of guidance, according to Jones and Miller, have broadened greatly since the beginning of such service in this country about half a century ago. The first guidance was from a vocational viewpoint.

A review of the illustrative concepts indicate that the authorities are somewhat in agreement concerning guidance practice or personnel service, which is to provide for the highest and most wholesome growth and development of the whole child to live. A complex environment plus an awareness of individual differences have forced the schools to


\(^3\)A. W. Traxler, *Techniques of Guidance*, p. 3

try to meet the needs of individuals, not just the intellectual aspect, but also the social, personal, physical, moral, recreational, and civic.\textsuperscript{5}

**How Should the Program Be Initiated?**

**Possible places to start.**—Authorities suggest fourteen possible places to start:

1. Surveying the present school offerings.
2. Surveying pupil problems and needs.
3. Visiting other schools to investigate practices.
4. Making case studies of problem cases.
5. Making an occupational survey in the community.
6. Conducting a follow-up study of graduates and dropouts.
7. Studying the guidance possibilities of regular classes.
8. Surveying factors that are hindering the present program.
9. Beginning with the obvious need or service in the local program such as orientation, understanding students, records, counseling, group activities, informational services, placement, and testing.
10. Making a study of guidance tools and techniques.
11. Establishing a program for one group or grade.
12. Studying literature in the field.

\textsuperscript{5}Public Relations for American Schools, American Association of School Administrators, (1950), p. 5.
13. Surveying employers' attitudes.
14. Bringing in specialists for planning conferences with your group.  

All of these approaches, according to numerous educators, are useful and have been successfully employed. Three of the most common approaches in the group are: a testing program, and inservice program, and an appraisal of the instructional program.

Support of program.--The school should be sure that it has the necessary support for a guidance program. The students and parents must not be forgotten because their cooperation is needed. Preliminary meeting with key people will help. In *Public Relations for American Schools*, the authors make this statement:

> Educators and laymen should learn to work together, yet it is hard to accomplish because of many barriers: (1) the time element, (2) a complacent public, (3) failure of boards of education and lay groups to cooperate, and (4) to the hampering influence of tradition.

Any school can begin with what it has and move slowly. It should not attempt to create an entire program at once. The following suggestion made by Hamrin and Erickson is appropriate for the conclusion of the initiating aspects:

> The effectiveness of the guidance program will be largely dependent upon the extent to which the

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7 *Public Relations for American Schools*, op. cit., p. 98.
program is successfully implemented. In too many schools the philosophy of guidance has failed to be expressed adequately through administrative organization.  

Organization and Administration

No blueprints.--Is there a standard model guidance program by which a proposed secondary school could be patterned? Concerning this question, Darley declares:

No one can draw a blueprint for guidance which will be effective at all times in all schools. Too often guidance is discussed as if it involved a series of units or procedures to be put down on top of a going school organization . . . . There is no standard model for a guidance program.

Erickson and Happ concur with Darley's interpretation. Relative to the building of a guidance program, they assert, "The guidance program must be 'tailor made' to fit the conditions found in the individual school."

Unique problem.--While it is at once evident that the administration and organization of a guidance program are synonymous in many ways, there are at the same time definite phases and factors in the selling or public relations work, and in the continuing operation of the program which are primarily the responsibility of the administrative staff. The administrator must organize a program of services designed to individualize the school offerings for the student and to assist him to become the most effective person possible. Such

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8Hamrin and Erickson, op. cit., p. 333.


10Clifford E. Erickson and Marion Crosley Happ, Guidance Practices at Work, p. 312.
a program will require not just the administrator, the teacher, the counselor, the parent, the student, and the community, but it will require a cooperative effort by all of them for the welfare of the student. For as Erickson and Smith say, "Every student in the school is entitled to the services of the guidance department in direct proportion to his needs." 

Interrelationship of plan.—To make a program that will touch every phase of school activity requires much time and planning.

Jones suggests:

... It should be clear that guidance is not something that can be separated from the general life of the school; nor is it something that can be located only in some particular part of the school; it cannot be tucked away in the office of the counselor... It is a part of every school activity; some form of guidance is the duty and responsibility of every teacher in the system. ... The problem of organization is one of coordinating the guidance activities of the school in such a way (1) that all the forces of the school shall be brought to bear in a unified and consistent way upon the problems of each child; (2) that so far as possible, definite primary responsibility for parts of guidance shall be placed upon certain individuals and certain agencies; (3) that the work shall be so divided that each person shall know what his particular duties and responsibilities are... and (4) that the individual student shall have unified assistance.

Tasks of the administrator.—It is apparent that the administrators are responsible for the organization of the

11 Clifford E. Erickson, and Glenn E. Smith, Organizations and Administration of Guidance Services, p. 3.

12 Jones, op. cit., p. 457.
program. It is his duty to perform the following tasks:
to orient the faculty to gain cooperation, hold inservice
training during school hours as often as possible, arrange
guidance duties parallel to regular daily duties as much
as practical and possible; provide opportunities for
continual professional growth, plan the program for a
minimum of two years; make the program steady and con-
tinuous—not a spasmodic affair; provide ample time for
individual counseling—at least one hour daily per 100
pupils; provide for needed services that supplement the
regular offering of the school such as placement, follow-
up, testing, occupational training information, and a
system of cumulative records; secure trained personnel for
leadership, extend the program to both elementary and
secondary divisions of the schools.13

Cox, Duff, and McNamara express the opinion that an
unsympathetic faculty will weaken and very likely wreck
any guidance program that is inaugurated as the following
sentence reveals: "The success for any plan for guidance
will depend in great measure on the degree of sympathetic
understanding which the members of the faculty have attained
regarding the purposes of the plan and the way in which it
is expected to operate."14

13 "Administration of a Guidance Program and Counseling
Techniques," Colorado State College of Education, Summer,
1953, p. 2 (mimeographed).

14 Philip W. L. Cox, John Carr Duff and Marie McNamara,
In some schools the principal is the chief guidance officer of the staff organization. Other schools attempt to utilize all the teachers as advisors; some make use of a counselor, and many medium-sized schools use a committee of advisers selected by the principal to carry on the guidance work. In other schools the principal will work with and through teacher-counselors and home-room teachers.\(^\text{15}\)

The administrator should make the school board and the community aware of the benefits of the program.

The administration should so organize the program that parents can have an opportunity to help. Lubick in "Parents Can Help, Too," says there should be a closer working relationship between home and school in order to encourage parents to help with the guidance of their children.\(^\text{16}\)

Concluding thoughts.--It is obvious that the task of organization is prodigious and that time will be necessary for its execution. Since there are no blueprints for a program, the administration has to proceed with caution as attempts are made to put functional organizational plans into effect. Not only must the administration be sold on the program but everyone connected with the school system—the faculty, counselor, students, parents, school board, and

\(^{15}\) Traxler, op. cit., pp. 6-7.

community must understand the objectives and specific part that each must play if the program is effective.

The Counselor Participation

Place of counselor.--The administration, usually the principal, must select one person as head of the personnel services. Germaine and Germaine are very emphatic about that requirement of the guidance program. They declare:

Any personnel program is almost certain to fail unless (1) at least one member of the faculty is professionally prepared and thoroughly competent to serve as a counselor; (2) the counselor is able to encourage those doing personnel work to do their best; and (3) the counselor coordinates all the efforts of personnel workers in the school and the community to the end that every student is helped to attain the optimum development of his several potentialities.\(^{17}\)

Germaine and Germaine recommend a full-time counselor in a high school of considerable size and a half-time counselor-teacher in a small high school.\(^{18}\)

Five major functions.--Counselors in secondary schools have five major functions whether part-time or full time in addition to counseling: administrative, working with faculty, actual counseling including the writing up of interview notes, leadership in group activities, and a close relationship with community resources.\(^{19}\)

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\(^{17}\) Charles E. Germaine and Edith G. Germaine, Personnel Work in High School, p. 497.

\(^{18}\) Ibid., p. 60.

A teacher-counselor has teaching obligations as well as specific counseling obligations; what can be done by a teacher in counseling leads to the next main topic.

Teacher Participation

A teacher counselor.--If the administrator in a secondary school is not able to employ a fully trained counselor, he may select a member of his staff for this position. Froehlich lists four criteria which can be of assistance in selecting counselors: (1) Select a teacher about whom students gravitate; a teacher students go to for help on personal problems; one who is known as the student's friend. (2) Select a teacher who wants to have guidance duties assigned to him, who has shown a guidance interest by providing guidance services on an informal basis. (3) Select a teacher who will secure additional training through summer school, extension work, and self study. (4) Select a teacher whose personal characteristics and habits win him respect from teachers, students, and community.20

General role of the teacher.--There are two general ways in which a teacher can do guidance work in the school room. One way is to incorporate the guidance into the instructional program; another is to direct the activities of the home-room program.

20 C. P. Froehlich, Guidance Services in the Smaller Schools, p. 55.
The instructional program method.--Concerning the instructional program, Lefever, Turrell and Weitzel say:

Regardless of needed increases in the number of specialists in guidance, the teacher will continue to play the central role. The teacher's greatest contribution will be made as a part of his regular classroom activity, not in a special period set apart for guidance purposes; hence the modifications in curricular and administrative organization which will make such contributions possible should be speedily effected.21

The home-room plan.--Another plan for teacher participation is that of a home-room. McKown in Home Room Guidance22 discusses the importance of the home-room program. The entire school is divided into home-room groups, and a teacher is placed in each room with a specific group. The teacher may sponsor a particular group all the way through high school, or they may year after year work with one specific group as a junior, or senior sponsor. Both methods are used.

The good teacher.--The good teacher, according to Hamrin, must perform many of the following services:

1. Pre-admission services—each pupil should be prepared to enter a particular school; the older the youngster, the more preparation he needs.

2. Orientation—what the course is about and who should be enrolled in the course.

3. Study of individual pupils.

21 Lefever, Turrell, and Weitzel, op. cit., p. 130.

22 Harry C. McKown, Home Room Guidance, p. 1.
4. Study of school offerings.
5. Supplying educational and vocational information.
6. Individual counseling—counseling is really just the individual process of guidance.
7. Placement—bridging the gap.
8. Follow-up—see what becomes of each student.  

Concluding remarks.—Thus we see, the role of the teacher is an important one in the guidance picture. Classroom teachers have a heavy responsibility for meeting the needs of their pupils in the instructional and the home room programs.

Cumulative Records

What are cumulative records?—The cumulative individual inventory is a record of the mental, educational, physical, and social development of the pupil. Such information is a must before wise counseling can be given. There is no specific form that must be followed. Some schools buy a cumulative record form, but many schools make their own records, which should be kept from kindergarten through high school.

What the record should include.—The first step in preparing record forms is to determine what facts can be used to the greatest advantage. Flexibility of the cumulative record is a prime consideration. For a four year high school the cumulative record might be of the folder type. First

it should include personal data like date of birth, nationality, parents, residence, attendance record, and similar items. The academic achievements will be listed second; the names of each subject will be given and the rating received on that subject. Then a space will be left for test data, which will include part or all of the following tests: intelligence tests, personality tests, inventory of student's interests, aptitude tests, reading tests, and achievement tests. Then there may be a space for the health record, the extra-curricular and free time activities and interests, accomplishments, and work experiences, educational, and vocational plans. 24

Some schools will have more on cumulative records and some less; it depends on what the faculty wants on the record and will use. Since records are also kept for the students' use, and schools demand transcripts of records, and business likes records, it is necessary that faculty agree on many essential things that must be on the records. 25

Concluding thought.--Teachers, counselors, students, parents, and the community, all find that the cumulative record is of great value. The records consist of a series of snapshots taken at various points in a child's development. Traxler says, "These must be combined in such a way that one studying the records sees not the snapshots but a motion picture--a continuous story of an important segment in the

24 Traxler, op. cit., pp. 215-233
life of an individual."\(^{26}\) Of course, the cumulative record is very important in the guidance program of any school.

### Testing

**Importance of testing.**--Testing is a source of information along with other data which will help point in a certain direction.

**Tests should fit needs.**--The principal, counselor, and teachers should select tests to fit their needs. The criteria for choosing tests should include: reliability, validity, established norms, and practicality.\(^{27}\)

**Areas.**--Areas of tests to be considered by most secondary schools are as follows:

1. General scholastic aptitude.
2. Achievement.
3. Special aptitudes.
4. Interest.
5. Personality and adjustment.\(^{28}\)

### Occupational Information

**Requisite.**--One of the most important requisites of a program in occupational guidance is accurate, up-to-date

\(^{26}\)Traxler, *op. cit.*, p. 229.

information about jobs and job opportunities, first in the local community and then in the broader field.

**How to do it.**—There are several ways of getting this information together: occupational surveys; printed material published by the United States Printing Office, individual firms, and commercial publishers; visual aids; free materials furnished by trade and professional organization.

**An occupational survey.**—Several methods may be used in making an occupational survey in a community. It may be done as a community project by a business group, by a service club, by one individual, by a parent-teacher's organization or other interested groups.

**A filing system.**—All materials and information should be classified and readily available to the counselor and counselee when needed. A simple filing system should be used. There are three or four recommended systems, but one of the best for high school use is the SRA Filing System.²⁹

**Visual aids.**—Visual aids should be used. Many companies produce films for free distribution which give valuable information about certain trades and professions. They are used to best advantage in working with groups.

Other materials.--Occupational monographs, bulletins, posters, job analysis, life adjustment booklets, career books, the D.O.T., and The Occupational Handbook should be in all secondary school libraries so that students and teachers can use them.

Conclusion.--Occupational guidance with the aid of a wise counselor enables the student to find the field in which he can use his aptitude, his education, and his training, to the best advantage.

Placement

What is it?--Placement service is primarily intended to help a student secure the most effective relationship to a job or to the next step in his educational or personal program. It is placing a student according to his interests, abilities, and probable future, where he can achieve success.

How is it operated?--In a school placement service, the counselor or person who has this task, will be involved in analyzing the individual, giving information about industries, occupations, educational and training facilities, assisting in vocational planning, locating suitable jobs, and planning follow-up activities.

The counselor should keep a record of all placements made and then continue to enter correlated material in regard to success and adjustments made on the job.30

30Erickson and Smith, op. cit., p. 8.
Conclusion.--Placement is a valuable service but few schools have it. Erickson said, "It is doubtful if there is a community in America where the occupation adjustment services to youth are completely satisfactory. 31

Follow-Up

Definition.--Follow-up as explained by Erickson is "a service intended to secure information about former pupils, and to provide continuing service to the pupils after they leave the school." 32

Purpose of follow-up.--Dunsmoor and Miller in The Principles and Methods of Guidance for Teachers, explain distinctly what the purpose of follow-up should be. They contend that well organized follow-up studies make excellent and pertinent material for putting into practice such discussion of occupational information, and educational planning in group guidance classes. This material is of value in determining the type of service needed most in the school's guidance program. It is an excellent aid to curriculum revision and school policy making. It provides additional assistance to "drop-outs" and graduates. 33


32 Ibid., p. 9.

33 Clarence C. Dunsmoor and Leonard M. Miller, Principles and Methods of Guidance for Teachers, p.
**Conclusion:**—Follow-up programs are the most recent and important device for evaluating the progress and success of the guidance program itself.

**Summary**

In this chapter a review of related literature has been presented in order to establish principles and criteria of a good guidance program in small secondary high schools. Principles and criteria were established for such things as the philosophy of guidance, initiation of the program, organization and administration, counselor participation, teacher participation, cumulative records, testing program, occupational information, placement, and follow-up. Among the authorities and experts considered were Jones, Traxler, Lefeve, Turrell, and Weitzel, Erickson, Hamrin and Erickson, Erickson and Smith, Germane and Germane, Williamson, Darley, Baer and Roeber, Dunsmoor and Miller, Cronbach, and others. It was possible to formulate a criteria of sound guidance practices for secondary Class A High Schools in Texas by using as a background the ideas supplied by the guidance specialists.
CHAPTER III

RESULTS OF THE GUIDANCE QUESTIONNAIRE
SENT TO TEXAS FOUR-YEAR CLASS A
HIGH SCHOOLS

Introduction

In Chapter I of this study it was stated that the objective of this study was to determine good guidance practices in four-year, Class A High Schools in Texas. The problem of the study involved two surveys. The first survey, which was of related literature, included a review of the following guidance principles that are applicable to secondary Class A schools: philosophy of guidance, initiation of a guidance program, organization and administration, counselor participation, teacher participation, cumulative records, testing, occupational information, placement, and follow-up. The second survey was in the form of a questionnaire to determine what is actually being done in Texas Class A High Schools. One hundred and twenty-six schools sent in returns, and tabulations were completed in early June.

A questionnaire of the yes and no check list type which was based upon Erickson and Smith's check list on evaluating the guidance program
\[1\] and upon ideas received from attending

\[1\] Erickson and Smith, op. cit., pp. 240-252.
a Guidance Conference, and a Texas State Teacher's Convention, was compiled and sent to the schools. The Texas Education Department does not designate any high school as a Class A High School, but the Interscholastic League, at Austin, designates high schools that have from 200 to 500 pupils as Class A High Schools. Each Class A high school on the Interscholastic League list of four-year high schools was sent a copy of the guidance questionnaire. These schools were scattered equally throughout the state of Texas. The returns were also from all parts of Texas.

Areas Covered in the Questionnaire*

Though not in the same order of precedence, the questionnaire survey parallels that of the survey of literature in the following areas of guidance practices: initiation of the program, organization and administration, teacher participation, counseling, inventory, occupational information and training opportunities, placement, follow-up, and personal information. Each of these areas will be presented and discussed in subsequent order.

Initiation of the Program

To initiate a program of guidance, authorities suggest no specific plan. Though fourteen ways of approach are possible in secondary schools, the three most commonly used methods—the testing program, inservice training, and an appraisal of

*The questionnaire is included in Appendix.
the instructional program, are included in Table 3. The specific questions and the number of positive (yes) answers and the percentage of positive answers based on seventy-six returns are given.

**TABLE 3**

**HOW DID YOU BEGIN YOUR GUIDANCE PROGRAM**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you begin with a testing program?</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>2. Did you have an in-service training?</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>3. Did you have an appraisal of your instructional program?</td>
<td>46</td>
<td>60</td>
</tr>
</tbody>
</table>

According to additional notes added to the questionnaire, some of the schools used two of the methods listed in Table 3, and some were in the process of making an appraisal at that time. Almost fifty per cent used a testing program and an inservice training period, and sixty per cent had an appraisal of their instructional programs.

**Organization and Administration**

Next the schools were checked on organization and administration procedures. A number of things emphasized by the authorities in this field and included in Table 4 are as follows: (1) the administrators must support the program; (2) there should be a full-time or part-time counselor; (3) the
schedule should permit a minimum of one counseling period daily for each 100 pupils; (4) adequate cumulative record forms should be provided; (5) someone should be responsible for the testing program; (6) the cooperation of the teaching staff, school board, parents, and students should be enlisted. What is being done in organization and administration, according to the administrators themselves, is shown in the following table.

TABLE 4
ORGANIZATION AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do school administrators actively support the activities of the guidance program?</td>
<td>65</td>
<td>86</td>
</tr>
<tr>
<td>2. Do you have a full time counselor?</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>3. Do you have only one teacher-counselor?</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>4. Do you have several teacher-counselors?</td>
<td>49</td>
<td>65</td>
</tr>
<tr>
<td>5. Do you have a visiting counselor for one day each week?</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>6. Do you have a visiting counselor for a half day each week?</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Do you make use of a visiting teacher?</td>
<td>6</td>
<td>7.8</td>
</tr>
<tr>
<td>8. Has the principal arranged the schedule to permit a minimum of one counseling period daily for each 100 pupils?</td>
<td>31</td>
<td>41</td>
</tr>
</tbody>
</table>
TABLE 4--Continued

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Have adequate cumulative-record forms been provided?</td>
<td>57</td>
<td>75</td>
</tr>
<tr>
<td>10. Has the principal designated a staff member to be responsible for the testing program?</td>
<td>40</td>
<td>52</td>
</tr>
<tr>
<td>11. Do the school administrators continuously interpret the guidance program to the community?</td>
<td>41</td>
<td>54</td>
</tr>
<tr>
<td>12. Has the principal arranged for the school to obtain complete records of all pupils from &quot;feeder&quot; schools?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>13. Does the principal recognize that he must give credit to the staff for the successes of the guidance program, and that he must accept responsibility for its failure?</td>
<td>59</td>
<td>78</td>
</tr>
<tr>
<td>14. Does the school board understand and endorse the guidance program of the school?</td>
<td>59</td>
<td>78</td>
</tr>
<tr>
<td>15. Does the classroom teacher organization help with the curriculum planning?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>16. Are community facilities enlisted to help carry on the program?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>17. Are parents enlisted in carrying out the guidance program?</td>
<td>55</td>
<td>73</td>
</tr>
<tr>
<td>18. Does the student council help any with the guidance program?</td>
<td>55</td>
<td>73</td>
</tr>
</tbody>
</table>
This table indicates that the administrators are interested in good guidance practices. Eighty-six per cent actively support the activities of the guidance program. Twenty-two of these seventy-six schools, almost one third of them, have full time counselors. Three of those schools have only a one-teacher-counselor while 65 per cent have several teacher-counselors. Three schools have a visiting counselor for one day each week, and six schools make use of a visiting teacher. Another thing that indicates the interest of the administrators is that 41 per cent of the principals arranged the schedules to permit a minimum of one counseling period daily for each 100 pupils. Over 75 per cent of the schools have adequate cumulative record forms, and in 52 per cent of the schools, the principals have designated a staff member to be responsible for the testing program. Seventy-eight per cent of the principals recognized that they must give credit to the staff for the successes of the guidance program and accept responsibility for its failure. The administrators felt that 78 per cent of the school boards understood and endorsed the guidance programs of the schools. Seventy per cent of the classroom teacher organizations helped carry on the program. The last three questions revealed a progressive attitude of the administrators: 80 per cent of the community facilities were enlisted to help carry on the program; 73 per cent of the parents were enlisted to help and 73 per cent of the schools permitted the student councils to help.
Teacher Participation

The administrators cannot carry the burden of personnel services alone; the teachers must help, according to personnel service writers. The authors feel that the following conditions should be met: (1) the faculty must participate; (2) professional books on guidance should be provided for the teachers; (3) teachers must be sold on the program and in turn must sell their students; (4) teachers must study to know their pupils and to counsel them; (5) they must recognize that the child is more important than subject matter; (6) they should confer with parents about pupils. The survey indicates a support of the authors' contentions. The schools that had the best guidance programs as a whole had the highest percentage of teacher participation. These phases and others of lesser importance are discussed in Table 5.

**TABLE 5**

**TEACHER PARTICIPATION**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the library contain a reasonable number of professional guidance books and periodicals for teachers? . .</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>2. Do teachers feel that they have guidance responsibilities for pupils in their classes?</td>
<td>67</td>
<td>88</td>
</tr>
<tr>
<td>3. Do teachers spend vacation periods working in some occupation other than teaching? .</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>Questions</td>
<td>Number of Positive Answers</td>
<td>Percentage of 76 Returns</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4. Do teachers regularly provide data for pupils' inventories, elementary and high school?</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>5. Do teachers refer pupils to a counselor for additional assistance?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>6. Do teachers attempt to acquaint pupils with the services of the guidance program and encourage right attitudes toward them?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>7. Do teachers serve as sponsors of co-curricular activities and attempt to make them contribute to pupils according to individual needs?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>8. Do teachers encourage and assist pupils to take subjects having training and exploratory value related to individual interests and abilities?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>9. Are teachers thoroughly familiar with guidance material in the library?</td>
<td>47</td>
<td>62</td>
</tr>
<tr>
<td>10. Do teachers assist pupils to develop desirable study habits and attitudes?</td>
<td>67</td>
<td>88</td>
</tr>
<tr>
<td>11. Do teachers take a personal interest in pupils and know a great deal about them?</td>
<td>62</td>
<td>82</td>
</tr>
<tr>
<td>a. Do they visit in the pupils' homes?</td>
<td>42</td>
<td>69</td>
</tr>
<tr>
<td>b. Do they know the pupils' academic ability?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>c. Do they know their reading ability?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>Questions</td>
<td>Number of Positive Answers</td>
<td>Percentage of 76 Returns</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>d. Do they know their scholastic record?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>e. Do they know the students' backgrounds?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>f. Do they know their aptitudes?</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>g. Do they know their problems?</td>
<td>46</td>
<td>61</td>
</tr>
<tr>
<td>h. Do they know their goals—educational and vocational?</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>12. Do teachers develop a friendly atmosphere in the classroom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Are there co-operative group projects?</td>
<td>62</td>
<td>82</td>
</tr>
<tr>
<td>b. Do pupils know each other well?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>13. Does the teacher try to help each pupil find some activity in the class which he can carry on in a successful manner?</td>
<td>61</td>
<td>87</td>
</tr>
<tr>
<td>14. Do the teachers assist pupils to assume responsibilities and to make decisions?</td>
<td>62</td>
<td>82</td>
</tr>
<tr>
<td>15. Do teachers recognize that pupils are more important than subject matter?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>16. Do teachers confer with each other about pupils?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>17. Do teachers confer with the principal about pupils who need special attention?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>18. Do teachers confer with parents about the problems and needs of their pupils?</td>
<td>68</td>
<td>90</td>
</tr>
</tbody>
</table>
TABLE 5--Continued

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Do teachers try to incorporate the guidance program into their instruction program?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>20. Do teachers try to take care of guidance instruction during an activity period?</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>21. Do teacher-counselors follow a group of students all through high school from freshman status to seniors?</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>22. Do teacher-counselors work at all times with just one specific group as junior high or senior high groups?</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

That secondary teachers are interested in guidance services and are actively participating in personnel work is indicated by Table 5. Ninety per cent of the administrators feel that their libraries contain a reasonable number of professional guidance books and periodicals for teachers. The administrators believe that 88 per cent of their teachers feel that they have guidance responsibilities for pupils in their classes. During vacation periods 46 per cent of the teachers work in some occupation other than teaching, which should give them a better understanding of their pupils and the world of work. Only 50 per cent of the elementary and high school teachers regularly provide data for pupils' inventories. Seventy per cent of the teacher
refer pupils to a counselor for additional assistance. This means that some are referred to regular counselors, some to teacher counselors, and some to principals, who have counseling duties as well as administrative duties. Eighty per cent of the teachers attempt to acquaint pupils with the services of the guidance program and encourage right attitudes toward them; 90 per cent of the teachers sponsor co-curricular activities and attempt to make them contribute to the individual needs of the pupils; and also 90 per cent of the teachers encourage and assist pupils to take subjects having training and exploratory value related to individual interests and abilities.

Though 90 per cent of the libraries contain professional guidance material for teachers, only 62 per cent of the teachers are thoroughly familiar with the guidance materials that are in the libraries. Eighty-eight per cent of the teachers assist pupils to develop desirable study habits and attitudes. In some areas the teachers take a personal interest in pupils and know a great deal about them; in other important areas they are low. Only 69 per cent of the teachers visit in the pupils' homes, but 92 per cent know the pupils academic ability. The reading ability of the student, according to the administrators, is understood by 90 per cent of the teachers. Table 5 shows that 90 per cent of the teachers know the scholastic record of the students, but only 70 per cent know the students' background; 71 per cent know their aptitudes; 61 per cent know their problems, and 72
per cent know their educational and vocational goals. However, as the guidance program develops more among these schools, the percentage will increase.

Ninety per cent of the teachers develop a friendly atmosphere in the classroom; 82 per cent carry on co-operative group projects, and 90 per cent of the students know each other, which is a definite advantage of a smaller school. Eighty-seven per cent of the teachers try to help each student carry on in a successful manner, and 82 per cent of them assist pupils to assume responsibilities and to make decisions, but only 80 per cent recognize that pupils are more important than subject matter. Ninety per cent of the teachers confer with each other and with parents about the problems, and needs of their pupils, and 92 per cent confer with the principals about pupils who need special help. Only 60 per cent try to incorporate the guidance services into their instructional program. Thirty per cent try to take care of the personnel services during an activity period. Forty per cent of teacher-counselors work at all times with just one specific group as junior high or senior high students while 30 per cent follow a group of students all the way from freshman status to seniors.

Counseling

Authorities in the field of guidance feel that there is a definite place for a counselor in a medium-sized school. They are needed (1) to assist the faculty to contribute to the
guidance program, (2) to help with the testing program, (3) to interpret tests to counselees, (4) to keep records of interviews, (5) to provide occupational and training information, and (6) to carry on placement functions. Table 6 shows what the schools are doing and how much improvement needs to be done in this area in Class A Schools.

**TABLE 6**  
**COUNSELING**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a full time counselor?</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>2. Does a counselor assist teachers to contribute to the guidance program?</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>3. Does a counselor keep the cumulative record up-to-date?</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>4. Does the principal keep the cumulative record up-to-date?</td>
<td>56</td>
<td>74</td>
</tr>
<tr>
<td>5. Do teacher-counselors know each counselee?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>6. Do teacher-counselors assist counselee in setting up educational and vocational plans?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>7. Do teacher-counselors assist with the planning and follow-up services?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>8. Do teacher-counselors assist with the testing program?</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>Questions</td>
<td>Number of Positive Answers</td>
<td>Percentage of 76 Returns</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>9. Does a teacher-counselor review with each counselee the record he is making?. . .</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>10. Is a record kept of counseling interviews? . . .</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>11. Do counselors provide occupational and training information for counselees? . . .</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>12. Do counselors make use of community resources in meeting the needs of counselees? . . .</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>13. Do counselors carry on placements functions for their counselees? . . .</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>14. Do counselors follow-up all placements made? . . .</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>15. Do counselors assist school-leavers to obtain desirable employment and to secure additional training necessary for success on the job . . . . . . . .</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

Twenty-two Class A schools have full time counselors.

Table 4 showed that six schools were using a visiting teacher and according to notes on questionnaires, many of these counselors were added last year. Three schools were using a visiting counselor one day each week; two schools have a half-time counselor, and one high school had a supervisor and three other schools added a note reporting a part-time counselor. All this adds up to the fact that fifty per cent
of the schools are making use of trained guidance personnel in the state of Texas.

Table 6 indicates that thirty-eight per cent of the counselors assist teachers to contribute to the guidance program, and twenty out of twenty-two keep the cumulative record up-to-date. The principals keep seventy-four per cent of the records up-to-date. Sixty per cent of the teacher-counselors assist with the planning and follow-up services and seventy per cent help with the testing program; only fifty per cent review with each counselee the record he is making. These facts could indicate that the teacher-counselor has other duties in addition to these, which may be taken care of by the principal and the regular counselor. Twenty-nine per cent of the schools keep a record of the counseling interviews, and seventy per cent of the counselors provide occupational and training information for the counselees and make use of community resources in meeting the needs of counselees, but only twenty-seven per cent of them carry on placement functions for their counselees, and only fifteen per cent follow up all placements, and nineteen per cent assist school-leavers to obtain desirable employment and to secure additional training necessary for success on the job.

The Individual Inventory

The individual inventory, according to guidance experts, is indispensable in guidance service. They recommend that a folder-type record follow a student from kindergarten through the twelfth grade, that such a folder be available
for the teachers' use, and that students be permitted to review the records. Standardized tests should be recorded on the record, and much information about the pupil: school achievement, educational plans, vocational plans, and background. Class A schools have achieved quite well in many of the areas listed above as Table 7 will reveal.

TABLE 7
THE INDIVIDUAL INVENTORY

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do accumulative records follow pupils from kindergarten through the twelfth grade?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>2. Are folder-type cumulative record forms used?</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>3. Are records easily available to teachers and to counselors?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>4. Are anecdotal records used?</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>5. Is a systematic plan followed in recording pupil data on cumulative records at regular intervals?</td>
<td>69</td>
<td>91</td>
</tr>
<tr>
<td>6. Is at least one faculty meeting each year devoted to the interpretation and use of pupil data for guidance purposes?</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>7. Are pupils assisted to review and interpret their own records periodically?</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>8. Do teachers exchange information about pupils with teacher-counselors and other teachers?</td>
<td>46</td>
<td>60</td>
</tr>
</tbody>
</table>
TABLE 7--Continued

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Does the school use at least a minimum group of standardized tests?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>10. Do cumulative records contain pupil information about</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. School achievement?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>b. Educational plans?</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>c. Vocational plans?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>d. Performances on standardized tests?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>e. Health?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>f. Unusual ability and talents?</td>
<td>38</td>
<td>50</td>
</tr>
<tr>
<td>g. Anecdotal records and autobiographies?</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>h. Counseling interviews?</td>
<td>43</td>
<td>56</td>
</tr>
<tr>
<td>i. Co-curricular activities?</td>
<td>52</td>
<td>68</td>
</tr>
<tr>
<td>j. Follow-up inquiries?</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>k. Pupil background?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>(1) Name, sex, date of birth?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>(2) Parents' background?</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>(3) Siblings?</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>(4) Economic status?</td>
<td>19</td>
<td>25</td>
</tr>
</tbody>
</table>

Ninety per cent of Class A schools have accumulative records that follow pupils from kindergarten through the twelfth grade. Forty-six per cent of the schools use the folder type cumulative record. Since ninety per cent have cumulative records, then forty-four per cent evidently use some other type than the folder type. Cumulative records are made available to teachers and counselors in ninety per cent of the schools. Only thirty per cent of the schools use
anecdotal records. A systematic plan of recording pupil data at regular intervals is observed by ninety-one per cent of the schools. Only thirty-one per cent of the Class A schools devote one faculty meeting each year to the interpretation and use of pupil data for guidance purposes. Only twenty-nine per cent assist students to review and interpret their own records periodically. Information about pupils is exchanged by sixty per cent of the teachers with teacher-counselors and other teachers. Ninety per cent of the schools use a minimum group of standardized tests. Ninety-two per cent of the schools keep a record of school achievement on the cumulative record. Only fifty per cent keep a record of the educational plans and sixty of the vocational plans. Performances on standardized tests are recorded on the cumulative record by ninety per cent of the schools. Eighty per cent keep the record of health on the cumulative record. Unusual ability and talents are listed by fifty per cent of the schools. Only nineteen per cent contain information about anecdotal records and autobiographies. Fifty-six per cent keep some information about counseling interviews. Sixty-eight per cent of the schools record co-curricular activities. Only thirty-four per cent have any information on follow-up inquiries. Ninety-two per cent of the schools keep information on the students' background, particularly the name, sex and date of birth; only thirty-four per cent record any information on parental background. Only twenty-two per cent list the number
of brothers and sisters, and only twenty-five per cent record any information on the economic status.

**Occupational Information and Training Opportunities**

Occupational guidance has been recognized as being important by educators for over one-half century. Some of the problems in this field listed by the educators are as follows: a well equipped library—professional books, occupational shelf, catalogues, briefs, abstracts, pamphlets, a good filing plan; motion pictures and film strips; community surveys; college days, and career days. What has been done in the area of occupation and training opportunities in Class A schools is revealed in Table 8.

**TABLE 8**

**OCCUPATIONAL INFORMATION AND TRAINING OPPORTUNITIES**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the library contain a number of books about occupations?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>2. Is there an up-to-date occupational shelf provided?</td>
<td>57</td>
<td>75</td>
</tr>
<tr>
<td>3. Is there a filing plan for unbound materials?</td>
<td>70</td>
<td>92</td>
</tr>
<tr>
<td>4. Are motion pictures and film strips on occupational and training opportunities made available to pupils?</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>5. Does the school hold career days?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>Questions</td>
<td>Number of Positive Answers</td>
<td>Percentage of 76 Returns</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>6. Does the school hold college days?</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td>7. Are there teacher-planned and sponsored visits to places of employment for both elementary and high school pupils?</td>
<td>49</td>
<td>65</td>
</tr>
<tr>
<td>8. Do you make use of local community occupational survey?</td>
<td>35</td>
<td>46</td>
</tr>
<tr>
<td>9. Do classroom teachers emphasize the vocational and exploratory implications of their subjects?</td>
<td>61</td>
<td>80</td>
</tr>
<tr>
<td>10. Are representatives of training institutions invited to talk to your students?</td>
<td>62</td>
<td>82</td>
</tr>
</tbody>
</table>

Ninety per cent of the administrators feel that the libraries do contain a number of books about occupations. Seventy-five per cent say there is an up-to-date occupational shelf, and ninety-two per cent of the schools provide college and school catalogues that are available to the pupils. Eighty per cent of the schools have briefs, abstracts, and pamphlets that are available to pupils.

If unbound materials are useable, educators say there should be a filing system. Seventy per cent of the schools have a filing plan for unbound material. Ninety per cent of
the administrators have made available to pupils motion pictures and film strips on occupational and training opportunities, and sixty-five per cent have encouraged teacher-planned and sponsored visits to places of employment for both elementary and high school pupils. Sixty per cent of the schools hold career days and thirty-four per cent hold college days; eighty-two per cent of the schools invite representatives of training institutions to speak to their students. Only forty-six per cent of the schools make use of a local community occupational survey. Eighty per cent of the classroom teachers, according to the school administrators, and exploratory implications of their subjects.

Placement

Very significant in guidance practices, according to guidance experts, is the task of placement. What has been done in this activity can be observed from Table 9. Less has been done by the schools in this particular area than any other phase of guidance activity, unless it is the follow-up, but according to the educators this situation is true of almost all school systems. The experts feel that a school should operate a job placement office, should assist students to get part-time jobs if they need them, should enlist community agencies in obtaining job placements, and that administrators, counselors, and teachers should recognize work experience as an educational activity.


<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school operate a job-placement office for pupils in school?</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>2. Does the school operate a job-placement service for out-of-school youth?</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>3. Does the school assist pupils to secure part-time and vacation employment in accordance with individual needs?</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>4. When necessary and desirable are pupils assisted to withdraw from school and obtain employment?</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>5. Are the resources of all available community agencies enlisted in obtaining job placements for pupils?</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>6. Does the school have a definite plan for placing pupils in subject fields, co-curricular activities, and community activities in accordance with individual interests, abilities, and needs?</td>
<td>46</td>
<td>60</td>
</tr>
<tr>
<td>7. Do administrators, counselors, and teachers recognize work experience as educational activity?</td>
<td>57</td>
<td>71</td>
</tr>
</tbody>
</table>

Only thirteen per cent of the schools operate a job-placement office service for pupils in school, and only one school out of the seventy-six operates a job-placement service.
for out-of-school youth. Only thirty-six per cent of the schools assist pupils to secure part-time jobs and vacation employment in accordance with individual needs. Forty per cent assist pupils when necessary and desirable to withdraw from school and obtain employment. Only twenty-nine per cent of the schools enlist the resources of all available community agencies in obtaining job placement for the pupils. One reason why this is so low could be that the administrators do not actually know what jobs are available in the community because Table 8 showed that only forty-six per cent of the schools made use of a local community occupational survey. The fact that only twenty-nine per cent of the schools are enlisting all available community agencies to assist with this task indicates that some of the schools that made surveys are not making the best use of them. Sixty per cent of the schools, however, do have a definite plan for placing pupils in subject fields, co-curricular activities, and community activities in accordance with individual interests, abilities, and needs; and seventy-one per cent of the administrators, counselors, and teachers recognize work experiences as an educational activity.

Follow-Up

The follow-up activity is another phase of guidance that has not received as much emphasis as it should have according to guidance authorities. They think it is important to know where the graduates go, and how long they stay. They think it is important to keep up with the drop-outs, know why they
left school, and where they went. They think it is important to use follow-up data for reorganizing and revising curricula, and for evaluating and improving instruction. Table 10 indicates that more emphasis should be placed on follow-up in Class A schools.

TABLE 10
FOLLOW-UP

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the school carry out systematic follow-up of school leavers (graduates and drop-outs?)</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>2. Does the school know the percentage of graduates who go to college, where they go, and how long they stay.</td>
<td>53</td>
<td>70</td>
</tr>
<tr>
<td>3. Does the school keep information on the number of drop-outs, why they left school, and where they go?</td>
<td>36</td>
<td>48</td>
</tr>
<tr>
<td>4. Are all former pupils followed up, one, three, and five years after leaving school.</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>5. Does the school have information on training opportunities utilized by former pupils for five years after they leave school?</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>6. Does the school use follow-up data for reorganizing and revising the curriculum at regular intervals?</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>7. Are follow-up results used to evaluate and improve instructions?</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>
TABLE 10—Continued

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Are the results of follow-up studies used to keep the staff and the community informed of the successes of former pupils?</td>
<td>28</td>
<td>36</td>
</tr>
<tr>
<td>9. Are follow-up data used to inform present pupils of occupational and training opportunities available to them?</td>
<td>24</td>
<td>31</td>
</tr>
<tr>
<td>10. Does the school follow up all pupils on part-time and vacation jobs?</td>
<td>6</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Only twenty-seven per cent of the schools carry out a systematic follow-up of school leavers, but seventy per cent know the percentage of graduates who go to college, where they go, and how long they stay. Only forty-eight per cent know what happens to the drop-outs, why they left school and where they go. Only seven schools followed up all former students for one, three, or five years after leaving school, and only three schools have information on training opportunities utilized by former pupils for five years after they leave school.

Though there is not a systematic follow-up plan in many schools, thirty-six per cent make use of follow-up data for re-organizing and revising the curriculum at regular intervals, and thirty-one per cent use follow-up data to inform students...
of available occupational and training opportunities. Only six schools follow up all pupils on part-time and vacation jobs.

Personal Information

The conception of guidance by the authorities parallels that of the school officials who work in the field of guidance in Class A schools as will be seen in the discussion that follows Table 11. The last part of the questionnaire contained only three personal questions, and Table 11 shows what they were.

TABLE 11
PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Positive Answers</th>
<th>Percentage of 76 Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like a copy of the results of this questionnaire? . . . . . .</td>
<td>67</td>
<td>88</td>
</tr>
<tr>
<td>2. Did you think the questionnaire covered the most important phases of guidance, or would you have included something else? . . . . . .</td>
<td>68</td>
<td>90</td>
</tr>
<tr>
<td>3. Please add any personal comments that you think would be helpful in any way, and if you have time give me your conception of the term &quot;guidance.&quot; . . . . . .</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

That the administrators were interested in the guidance program is indicated by the fact that eighty-eight per cent asked for a copy of the results of the test. Ninety per cent
of the administrators felt that the questionnaire covered the most important phases of guidance. Some returns were blank on both the yes and no responses on that question. One counselor suggested that she would have included some questions on the qualifications of a guidance director.

A number of personal comments were made. From one high school came this comment, "In the small school I feel that it is absolutely necessary that all staff members work in guidance. Guidance must not be a formal program but an integral part of all the work we do."

From another school the superintendent said, "Progress toward a total guidance program is slow. There is a pressing need at this time for inservice training for both teachers and administrators."

The superintendent from a school, which uses a half-time counselor said, "The counselor in starting the program here had difficulty at first to get full cooperation from the teachers."

A counselor in one of the twenty-two schools that have counselors made this statement concerning their program, "We need more cooperation from the teachers."

Another counselor in one of the twenty-two schools said, "Our program was almost ruined this year because the new principal does not believe in a counseling-guidance program."

From another superintendent came this comment, "We are long on teacher guidance responsibility," and the questionnaire
from that particular school showed more positive answers for teacher participation than any other school.

A few of the superintendents and counselors gave their concept of the term "guidance."

One superintendent said, "Guidance is a general term which indicates that help is being given in some areas. Our teachers are guidance people in every day class work."

From another superintendent came this interpretation, "Guidance is in my mind helping pupils get the most out of school and directing their efforts toward preparation for maximum success and happiness in adulthood."

Guidance was defined by another superintendent this way, "Guidance is helping the pupil achieve a goal he is unable to achieve by himself."

Another one explained it in this manner, "Guidance is that process of helping the pupil find himself to enable him to make proper use of his opportunities at the present and in the future."

The superintendent from one of the smaller Class A schools declared, "If we were all master teachers with minimum loads, the separate jobs of counselors could be eliminated."

In view of the statistical facts concerning increased student enrollment and teacher shortage, as was pointed out in Chapter 1, that if clause is a big one, which at the present time is far from reality.
Summary

The results of a questionnaire that was sent to 126 Class A Texas High Schools has been reviewed and discussed by areas of essential phases of guidance practices. The total number of positive answers has been shown in each area after each specific question, and the percentage of positive answers for the seventy-six returns has also been shown. A number of comments from various schools were included. The questionnaire reveals much interest on the part of administrators and teachers in guidance work. Some areas are weak in comparison with others, according to the criteria, but the statistical facts revealed in each area indicate much progress.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After examining the results of returns from seventy-six Texas Class A High Schools on a guidance questionnaire, which was based upon criteria determined by guidance specialists, the following conclusions were reached:

1. There are many different approaches to the initiation of a guidance program, but the majority of Class A schools used either a testing program, or an inservice training program.

2. Since only forty-one per cent of the administrators have arranged the high school schedule to permit a minimum of one counseling period daily for each 100 pupils, not enough time is scheduled for this service.

3. Since administrators have provided cumulative records in only seventy-five per cent of the schools, cumulative records are inadequate for a good guidance program.

4. As a whole the administrators are interested and are making an effort to have a good guidance program, but they need more professional study.

5. Administrators feel that eighty per cent of their teachers recognize that pupils are more important than subject matter, which means from a guidance viewpoint that one-fifth of the teachers are not interested in guidance.
6. Administrators feel that sixty-one per cent of the teachers have a personal interest in pupils and know their problems; therefore, thirty-nine per cent will not be able to do effective counseling because they do not know the pupils' problems.

7. Class A schools are showing a definite trend of interest in guidance by making use of more school counselors and other guidance specialists: twenty-two schools have full-time counselors; six have visiting teachers; two have one-half time counselors; three have one-third time counselors, and three others have part-time counselors, and one has a supervisor.

8. Though practically all Class A schools make use of the individual inventory, not enough time is devoted to the interpretation of pupil data for guidance purposes.

9. Libraries are not well equipped for teachers' and pupils' use because twenty-five per cent do not have up-to-date occupational information, and thirty per cent do not have good filing plans for the materials collected.

10. Community surveys have not been used extensively.

11. Much interest has been shown in film strips and pictures for occupational information.

12. Job-placement and follow-up programs are inadequate.

13. The administrators as a whole want to know more about the guidance program as was indicated when eighty-eight per cent wanted a copy of the results of the questionnaire.
14. The conception of the term "guidance" by the administrator on the job parallels that of the guidance specialist.

Recommendation

A comparison of the results of the returned questionnaires with the criteria established as good practices for secondary schools from the study of related literature reveals many strengths as well as weaknesses. From this study the following recommendations are proposed for Texas Class A High Schools:

1. Administrators should support the activities of a guidance program, and should continuously interpret it to the community.
2. Principals should arrange the schedule to permit a minimum of one counseling period daily for each 100 pupils.
3. The school board, parents, and community should understand and endorse the guidance program.
4. The student council should help with the guidance program.
5. Adequate cumulative records should be provided.
6. Cumulative records should fit the needs of the school and contain pertinent pupil information.
7. Students should be assisted to review their records periodically.
8. Professional guidance books should be provided for teachers.
9. Teachers should provide data for pupil inventories.
10. Teachers should attempt to acquaint pupils with the guidance program.

11. Teachers should visit more in pupils' homes, and confer with parents about their children.

12. Teachers should know the pupils' backgrounds, aptitudes, problems, educational and vocational goals.

13. Teachers should recognize the fact that pupils are more important than subject matter.

14. There should be a counselor to direct the guidance program.

15. Records should be kept of counseling interviews.

16. The school should operate a job-placement office for pupils in school and for out-of-school youth.

17. The school should carry out a systematic follow-up program.

18. The library should contain an up-to-date occupational shelf.

19. Libraries should have a filing plan for unbound materials.

20. Local community surveys should be made by schools.

21. More use should be made of anecdotal records.

22. There should be more inservice training programs.

23. Each school should have an adequate testing program.

24. Each school should frequently make an appraisal of its instructional program.
APPENDIX

The names of the schools that have full-time counselors were listed when the questionnaire was tabulated and those schools are as follows: (1) Stephen F. Austin, Port Acres, Texas; (2) Birdville High School, Fort Worth, Texas; (3) Phillips High School, Phillips, Texas; (4) Alpine High School, Alpine, Texas; (5) Carrizo Springs High School, Carrizo Springs, Texas; (6) Levelland High School, Levelland, Texas; (7) Colorado City High School, Colorado City, Texas; (8) Wellington High School, Wellington, Texas; (9) Greenville High School, Greenville, Texas; (10) Whitedeer High School, Whitedeer, Texas; (11) Beeville High School, Beeville, Texas; (12) Quanah High School, Quanah, Texas; (13) Coleman High School, Coleman, Texas; (14) Bowie High School, Bowie, Texas; (15) Seminole High School, Seminole, Texas; (16) Panhandle High School, Panhandle, Texas; (17) Fort Stockton High School, Fort Stockton, Texas; (18) Belton High School, Belton, Texas; (19) Mercedes High School, Mercedes, Texas; (20) Mission High School, Mission, Texas; (21) Graham High School, Graham, Texas; (22) Robstown High School, Robstown, Texas.
The High School Guidance Program

I. How did you begin your guidance program?
   A. Did you begin with a testing program?  Yes  No
   B. Did you have an in-service training? Yes  No
   C. Did you have an appraisal of your instructional program? Yes  No

II. What are you doing in guidance from the following viewpoints?
   A. The individual inventory
      1. Do accumulative records follow pupils from kindergarten through the twelfth grade? Yes  No
      2. Are folder-type cumulative record forms used? Yes  No
      3. Are records easily available to teachers and to counselors? Yes  No
      4. Are anecdotal records used? Yes  No
      5. Is a systematic plan followed in recording pupil data on cumulative records at regular intervals? Yes  No
      6. Is at least one faculty meeting each year devoted to interpretation and use of pupil data for guidance purposes? Yes  No
      7. Are pupils assisted to review and interpret their own records periodically? Yes  No
      8. Do teachers exchange information about pupils with teacher-counselors and other teachers? Yes  No
      9. Does the school use at least a minimum group of standardized tests? Yes  No
     10. Do cumulative records contain pupil information about
         a. School achievement? Yes  No
         b. Educational plans? Yes  No
         c. Vocational plans? Yes  No
         d. Performances on standardized tests? Yes  No
         e. Health? Yes  No
         f. Unusual ability and talents? Yes  No
         g. Anecdotal records and autobiographies? Yes  No
         h. Counseling interviews? Yes  No
         i. Cocurricular activities? Yes  No
         j. Follow-up inquiries? Yes  No
         k. Pupil background?
            (1) Name, sex, date of birth? Yes  No
            (2) Parents' background? Yes  No
(3) Siblings?  
(4) Economic status?

B. Occupational information and training opportunities
1. Does the library contain a number of books about occupations?  
   Yes ___ No ___
2. Is there an up-to-date occupational shelf provided?  
   Yes ___ No ___
   a. Are college and school catalogues available to pupils? Yes ___ No ___
   b. Are briefs, abstracts and pamphlets available to pupils? Yes ___ No ___
3. Is there a filing plan for unbound materials?  
   Yes ___ No ___
4. Are motion pictures and film strips on occupational and training opportunities made available to pupils?  
   Yes ___ No ___
5. Does the school hold career days?  
   Yes ___ No ___
6. Does the school hold college days?  
   Yes ___ No ___
7. Are there teacher-planned and sponsored visits to places of employment for both elementary and high school pupils?  
   Yes ___ No ___
8. Do you make use of a local community occupational survey?  
   Yes ___ No ___
9. Do classroom teachers emphasize the vocational and exploratory implications of their subjects?  
   Yes ___ No ___
10. Are representatives of training institutions invited to talk to your students?  
    Yes ___ No ___

C. Counseling
1. Do you have a full time counselor?  
   Yes ___ No ___
2. Does a counselor assist teachers to contribute to the guidance program?  
   Yes ___ No ___
3. Does a counselor keep the cumulative record up-to-date?  
   Yes ___ No ___
4. Does the principal keep the cumulative record up-to-date?  
   Yes ___ No ___
5. Do teacher-counselors know each counselee?  
   Yes ___ No ___
6. Do teacher-counselors assist counselee in setting up educational and vocational plans?  
   Yes ___ No ___
7. Do teacher-counselors assist with the planning and follow-up services?  
   Yes ___ No ___
8. Do teacher-counselor assist with the testing program?  
   Yes ___ No ___
9. Does a teacher-counselor review with each counselee the record he is making?  
   Yes ___ No ___
10. Is a record kept of counseling interviews?  Yes__ No__
11. Do counselors provide occupational and training information for counselees? Yes__ No__
12. Do counselors make use of community resources in meeting the needs of counselees? Yes__ No__
13. Do counselors carry on placements functions for their counselees? Yes__ No__
14. Do counselors follow up all placements made? Yes__ No__
15. Do counselors assist school-leavers to obtain desirable employment and to secure additional training necessary for success on the job? Yes__ No__

D. Placement
1. Does the school operate a job-placement office for pupils in school? Yes__ No__
2. Does the school assist pupils to secure part-time and vacation employment in accordance with individual needs? Yes__ No__
3. Does the school operate a job-placement service for out-of-school youth? Yes__ No__
4. When necessary and desirable, are pupils assisted to withdraw from school and obtain employment? Yes__ No__
5. Are the resources of all available community agencies enlisted in obtaining job placements for pupils? Yes__ No__
6. Does the school have a definite plan for placing pupils in subjects, curriculums, cocurriculars, and community activities, in accordance with individual interests, abilities and needs? Yes__ No__
7. Do administrators, counselors, and teachers recognize work experience as an educational activity? Yes__ No__

E. Follow-up
1. Does the school carry out systematic follow-up of school leavers (graduates and dropouts)? Yes__ No__
2. Does the school know the percentage of graduates who go on to college, where they go, and how long they stay? Yes__ No__
3. Does the school keep information on the number of dropouts, why they left school, and where they go? Yes  No

4. Are all former pupils followed up, one, three, and five years after leaving school? Yes  No

5. Does the school have information on training opportunities utilized by former pupils for five years after they leave school? Yes  No

6. Does the school use follow-up data for reorganizing and revising the curriculum at regular intervals? Yes  No

7. Are follow-up results used to evaluate and improve instructions? Yes  No

8. Are the results of follow-up studies used to keep the staff and the community informed of the successes of former pupils? Yes  No

9. Are follow-up data used to inform present pupils of occupational and training opportunities available to them? Yes  No

10. Does the school follow-up all pupils on part-time and vacation jobs? Yes  No

F. Teacher Participation

1. Does the library contain a reasonable number of professional guidance books and periodicals for teachers? Yes  No

2. Do teachers feel that they have guidance responsibilities for pupils in their classes? Yes  No

3. Do teachers spend vacation periods working in some occupation other than teaching? Yes  No

4. Do teachers regularly provide data for pupils' inventories, elementary and high school? Yes  No

5. Do teachers attempt to acquaint pupils with the services of the guidance program and encourage right attitudes toward them? Yes  No

6. Do teachers attempt to refer pupils to a counselor for additional assistance? Yes  No

7. Do teachers serve as sponsors of co-curricular activities and attempt to make them contribute to pupils according to individual needs? Yes  No
8. Do teachers encourage and assist pupils to take subjects having training and exploratory value related to individual interests and abilities?  
   Yes  No

9. Are teachers thoroughly familiar with guidance material in the library?  
   Yes  No

10. Do teachers assist pupils to develop desirable study habits and attitudes?  
    Yes  No

11. Do teachers take a personal interest in pupils and know a great deal about them?
   a. Do they visit in the pupil's homes?  
      Yes  No
   b. Do they know the pupils' academic ability?  
      Yes  No
   c. Do they know their reading ability?  
      Yes  No
   d. Do they know their scholastic record?  
      Yes  No
   e. Do they know the students' backgrounds?  
      Yes  No
   f. Do they know their aptitudes?  
      Yes  No
   g. Do they know their problems?  
      Yes  No
   h. Do they know their goals--educational and vocational?  
      Yes  No

12. Do teachers develop a friendly atmosphere in the classroom?
    a. Are there co-operative group projects?  
       Yes  No
    b. Do pupils know each other well?  
       Yes  No

13. Does the teacher try to help each pupil find some activity in the class which he can carry on in a successful manner?  
    Yes  No

14. Do the teachers assist pupils to assume responsibilities and to make decisions?  
    Yes  No

15. Do teachers recognize that pupils are more important than subject matter?  
    Yes  No

16. Do teachers confer with each other about pupils?  
    Yes  No

17. Do teachers confer with the principal about pupils who need special attention?  
    Yes  No

18. Do teachers confer with parents about the problems and needs of their pupils?  
    Yes  No
19. Do teachers try to incorporate the guidance program into their instructional program? Yes __ No __

20. Do teachers try to take care of guidance instruction during an activity period? Yes __ No __

21. Do teacher-counselors follow a group of students all through high school from freshman status to seniors? Yes __ No __

22. Do teacher-counselors work at all times with just one specific group as junior high or senior high groups? Yes __ No __

G. Organization and administration

1. Do school administrators actively support the activities of the guidance program? Yes __ No __

2. Do you have a full time counselor? Yes __ No __

3. Do you have only one teacher-counselor? Yes __ No __

4. Do you have several teacher-counselors? Yes __ No __

5. Do you have a visiting counselor for one day each week? Yes __ No __

6. Do you have a visiting counselor for a half day each week? Yes __ No __

7. Do you make use of a visiting teacher? Yes __ No __

8. Has the principal arranged the schedule to permit a minimum of one counseling period daily for each 100 pupils? Yes __ No __

9. Have adequate cumulative-record forms been provided? Yes __ No __

10. Has the principal designated a staff member to be responsible for the testing program? Yes __ No __

11. Do the school administrators continuously interpret the guidance program to the community? Yes __ No __

12. Has the principal arranged for the school to obtain complete records of all pupils from "feeder" schools? Yes __ No __

13. Does the principal recognize that he must give credit to the staff for the successes of the guidance program, and that he must accept responsibility for its failure? Yes __ No __

14. Does the school board understand and endorse the guidance program of the school? Yes __ No __
15. Does the classroom teacher organization help with the curriculum planning?  
Yes  No

16. Are community facilities enlisted to help carry on the program?  
Yes  No

17. Are parents enlisted in carrying out the guidance program?  
Yes  No

18. Does the student council help any with the guidance program?  
Yes  No

III. Personal

1. Would you like a copy of the results of this questionnaire?  
Yes  No

2. Did you think the questionnaire covered the most important phases of guidance, or would you have included something else?  
Yes  No

3. Please add any personal comments that you think would be helpful in any way, and if you have time give me your conception of the term "guidance."
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