THE ROLE OF THE ADMINISTRATOR IN THE HIGH SCHOOL GUIDANCE PROGRAM

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THE ROLE OF THE ADMINISTRATOR IN THE HIGH SCHOOL GUIDANCE PROGRAM

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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CHAPTER I

INTRODUCTION

Statement of Problem

With the greater emphasis being placed on guidance in the high school today, the role that the administrator is playing and should play is becoming increasingly important. However, a large majority of the writings on guidance is concerned with the overall picture of the guidance program, its meanings, objectives and techniques, but very little with the specific activities of the administrator of the school. No hard and fast rules that will fit every case in every school will be laid down here but it is expected that some basic underlying principles will be recommended.

If the large volume of writing about guidance is any indication of its worth, then some form of guidance should be available to every school child. The writer presupposes that the value of guidance has been established and found to be good. Accepting this assumption, the writer would attempt to determine the role of the administrator in the high school guidance program of the medium sized high schools in Administrative District Five, State of Texas. This district is composed of seven North Central counties:

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Montague, Denton, Cooke, Tarrant, Parker, Dallas and Wise. There are some fifty medium sized high schools located in this district.

Need and Purpose of Study

In the past several years, the need for guidance and the application of guidance procedures have been receiving considerable attention, publicity and study. The needs of students are real and increasing in number and magnitude. As Jones says:

The amazing and rapid increase in the complexity of industrial and economic life, the changes in the conditions of living, and the phenomenal development of educational facilities beyond the elementary schools have greatly increased the dependence of the individual upon outside help, and this dependence is steadily becoming greater. The young person is now confronted with a bewildering complexity of choice not only of occupations and of jobs within an occupation, but also of future schools and kinds of specialized training for life work. Intelligent choice can only result where the young person has adequate facts and experiences and receives careful counseling at all stages of his progress. These the school must provide.¹

This study was proposed to determine to what extent guidance is actually being practiced in the schools selected and to determine a plan for more comprehensive use of guidance. This plan will emphasize the role the administrator should play in the guidance program.

Definition of Terms

Guidance will be defined to mean aiding the pupil to adjust himself both socially and economically to the fullest of his ability.

Arthur Traxler uses the word guidance in this manner: "Ideally conceived, guidance enables each individual to understand his abilities and interest, to develop them as much as possible, to relate them to life goals, and finally to create a state of complete and mature self-guidance as a desirable citizen of a democratic social order."²

Administrator is defined to mean the person who is actively in charge of the administration of the high school. Usually this is the principal, but in cases where the principal functions as another teacher, the term will indicate the superintendent.

Administrator and principal will be used interchangeably.

Related Studies

Some studies have been made that are related to the one under consideration. "Guidance in Small Secondary Schools"³ deals with the overall picture of the whole

²Arthur E. Traxler, Techniques of Guidance, p. 3.

function of guidance in schools of approximately the same size as the ones to be considered here. Kathryn Cox concludes that "friendly and cooperative interests should be stimulated at all times by the principal and the director."  

Another study was made of the guidance practices in Nocona, Texas, one of the schools in this district. McPherson concluded that the program of guidance for Nocona High School in 1947 was "superior" on the Evaluation Criteria rating scale. The thermometer most nearly related to administration was labeled "Guidance Staff" and registered eighty on a scale of one hundred which is in the "superior" range on the scale.

Source of Data

The information used in this study came from both primary and secondary sources. The original information was obtained from a questionnaire sent to most of the high school administrators in District Five. Personal contacts were made with the near-by schools. A good response was obtained from the principals of these high schools. The

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4Ibid., p. 73.

data obtained was compiled into tables located in a later chapter and a copy of the check-sheet will be found in the appendix.

Proposed Method of Procedure

The duties of the administrators in the North Texas area as shown by the survey will be compared to the duties as presented by accepted guidance books and guidance workers. In the light of actual experience and written theory, a practical plan that can be followed by the high school administrator will be presented. This plan or program will necessarily be elastic enough to permit individual modification for different schools and different situations.

What Williamson and Hahn say regarding where to begin a guidance program is appropriate concerning the program for administrators.

The point at which each school should begin its program is determined by local conditions of teachers' practices, attitudes and training, school and community resources, and other considerations. The important thing is a thorough knowledge of the present status of the school and of what should be done, over a period of years, to develop an adequate program.6

Also from Lefever we have: "The general attitude of the community, the board of education, the superintendent, the principal, and the teachers, toward the basic purposes

6E. G. Williamson and M. E. Hahn, Introduction to High School Counseling, p. 35.
and objectives of education will tend to manifest itself in the nature of the guidance program adopted."\(^7\)

Chapter II will contain a review and analysis of the literature concerning the duties of the high school administrator in the guidance program of the school.

This review and analysis will serve as a guide in the interpretation and evaluation of the data presented in Chapter III. Also, in Chapter III, the data will be summarized and the proposed guidance plan for administrators given.

A short summary of the high points of the data, recommendations to the high school administrator, and the final conclusions will constitute Chapter IV.

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CHAPTER II

REVIEW OF LITERATURE CONCERNING THE DUTIES OF THE ADMINISTRATOR IN THE GUIDANCE PROGRAM OF THE SCHOOL

Purpose of the Chapter

The purpose of this chapter is to review the literature in the field of guidance in order to determine the judgments of various authorities regarding the part that the principal should play in the guidance program of a school. These opinions will be analyzed and some standard outlined whereby the guidance programs of a selected number of schools may be evaluated.

Changes in Concepts of Guidance and Need for an Organized Program

In the beginning of guidance work, practically all guidance was carried on by the teacher or principal and it consisted mainly in handling disciplinary matters and assisting pupils in deciding on the subjects in which they wished to major in college. Pupils were placed in courses such as business and homemaking according to their personal preferences. The Sixteenth Yearbook of the American Association of School Administrators says:
These academic pigeonholes were always ready; it was only necessary for the product to be labeled and placed in the proper compartment. After the original classification, adjustments in programs were made by the principal but only for a few problem children at critical periods in their school careers. These problems involved school-leaving, discipline, college entrance, change of course, and other administrative adjustments. The pupil presented the question by stating the facts, and the principal made the decision, often without an adequate basis of knowledge either of the individual or of the requirements of occupations and the facilities available.¹

In the second phase of the guidance program the teachers were assigned the major role in the counseling process. Subject teachers were urged to stress the occupational interests of their subjects and to note and encourage the special abilities of pupils. The development of friendly relations with the children was a part of every teacher's share in the administrative work of the school. However, these guidance functions were only those which any unselected and untrained teacher should be expected to perform. Subject and homeroom teachers were not expected to perform the work of specialists in occupations or in determining individual differences.

The need to know more about pupils has resulted in a new type of guidance which is a combination of the

¹American Association of School Administrators, Youth Education Today, Sixteenth Yearbook, 1933, p. 179.
principal-guidance and the teacher-guidance movements. The development of personnel records based upon the results of educational measurements, psychological tests, and records of personality development requires someone who is primarily a specialist in the study of individual differences. Obviously the principal or administrator of a school could not give the required time such a program would demand, but neither could individual classroom teachers. Consequently, specially selected and trained persons have been recruited in increasing numbers for the guidance program. These persons, however, deal with the school, the faculty, the pupils and the community and must have their cooperation and aid if the work is to be effective. A counseling organization has slowly developed out of the situation in which both the counselor and the principal have important work.

The need for organization and system in the guidance program is stressed by a number of sources. Koos makes this statement:

... the features of the school through which guidance may and should be exercised are so numerous as to render necessary a systematic organization of them. A guidance program must comprehend all of the avenues through which guidance is exercised. The responsibility for the efficient performance of each activity should be allocated, harmonious relationships between the several elements of the program should be achieved, and the program integrated with the other activities of the school.2

2Leonard V. Koos and others, Administering the Secondary School, pp. 222-23.
Davis says that undoubtedly much valuable guidance is given to pupils which lays no claim to having an organized personnel program. However, in a school in which this situation obtains, there are likely to be as many personal problems as there are teachers engaged in the work. Standards of evaluation, if any, are likely to vary greatly. Furthermore, many teachers will neglect the service entirely. "Therefore it is essential that every school of whatever size have a carefully organized program and some methods of checking results."4

Another writer has this comment on the need for organized guidance programs:

Many schools have given educational and psychological tests to discover problem pupils in need of adjustment or to improve school records, but lacking skilled counselors and a guidance program, have failed to make effective use of the test results to measure growth and to discover unsuspected abilities. Other schools possess good guidance libraries but they are seldom used effectively; still others fail to develop and utilize the guidance possibilities of homeroom and subject teachers. . . . It definitely requires skill in curriculum revision and program-making on the part of the principal.5

The functions of guidance, since they are so closely related to the work of the administrator, regardless of

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3 Frank G. Davis, Pupil Personnel Service, p. 662.
4 American Association of School Administrators, op. cit., p. 181.
the nature of the program. In his work as the directing officer of the school, he has the ultimate responsibility for all of the school's activities. In policy making, in curriculum revision, in dealing with disciplinary problems he works directly or indirectly in cooperation with the guidance counselor regardless of whether he is a specialist in the field or an untrained teacher struggling with the problems of a large number of children. He is responsible for the guidance program of his school to the same extent that he is for all other phases of the school curriculum.

Nature of the Guidance Program

The Educational Policies Commission states that the keystone of the school program is guidance—personal assistance to boys and girls in making their plans and decisions about careers, employment, and all sorts of personal problems.\(^6\) It is not limited to vocational matters, but includes the whole range of youth problems and calls for the attention of the best minds in the field of education.

Guidance, too, is not a hit or miss program. It is founded on individual differences. If all individuals were exactly alike, guidance would be a comparatively easy

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\(^6\) The Educational Policies Commission, *Education for all American Youth*, p. 39.
problem. In the light of what one student had done or the way he had reacted, another one might be told exactly what to do. Individual differences, however, make this impossible. People are not alike. What motivates one person has no effect on the other. Locating and diagnosing these individual differences constitute one phase of the guidance program; in fact, it is the keystone in the arch of any successful guidance program.

The Principal's Relationship to Guidance

Who shall make a study of these individual differences of the children? Youth Education Today has this statement:

The development of personnel records based upon the results of educational measurements, psychological tests, and records of personality development, requires someone who is primarily a specialist in the study of individual differences. At first these new instruments were used largely in research and were of little practical value or service to the pupils or counselors. It became increasingly evident, however, that any worthwhile program of guidance must be dependent upon the scientific study of individual differences. Consequently, specially selected and trained persons were required to follow through the three or more years of each child's secondary-school career, making a continuous study of his development and adjustment in order to prevent failure and insure a reasonable measure of success. Often the person selected was more acquainted with measurement than with guidance, and more an instructor than a counselor. In many schools with excellent systems of personnel records most of the records were not used at all, and those that were used concerned only problem children at critical periods, when they came to the attention of the principal. The principal can not be expected to do all the guidance work of the school. More than he can be expected to carry on all the instruction. Each school must have counselors as well.
as teachers. The problem is common to all schools, both large and small; it can be met more easily in small schools than in large ones."  

*Education for All American Youth* has this statement concerning the person who does the counseling:

The requirements of a good counselor are many. First of all, he must have understanding of young people, and their problems, grounded in scientific knowledge, yet shot through with sympathy and ability to look at life through the eyes of boys and girls. He should have some special training in counseling methods, mental hygiene, and the discriminating use of tests and measurements. When vocational matters loom so large, he should have accurate knowledge about educational opportunities, requirements, and preparation. He must have ample time for conferences with pupils, parents, and employers. And not least in importance, he must be thoroughly familiar with the purposes and program of his school, and be able to work closely with teachers throughout the school.  

Such a guidance program, it is plain to the most casual observer, is not the business of the principal of the school. In the first place, he does not have the time for the amount of services required. In the second place, as an administrator he does not have the necessary knowledge or trained technique particularly needed in a guidance counselor. Then, what is his importance in the program and what part does he play? Helen Heffernan in an article "The Principal's Responsibility in Guidance" answers this question. She says that the question confronting the school principal is not how to inaugurate a

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guidance program as much as it is how to make the guidance now going on in the school achieve the basic social and individual goals for which the school is established. The principal's first concern is with the techniques and procedures by which the school comes to know each child. Heffernan asks these questions:

What information has the school concerning the child's physical equipment and well-being? What is known of his out of school life, his family background, the economic and social status of his family, the dominant standards or ideals maintained in the home? What is known concerning the child's previous educative experiences and his adjustment to them? What records are available based upon previous observation of behavior characteristics? What special interests or potentialities has he revealed? What are his characteristic emotional attitudes? How well has he learned to live cooperatively and harmoniously with his fellows?

In brief, how well has the school recognized the essential continuity of education by keeping complete and accurate records of each child's development to serve as a basis for diagnosis and guidance.

Supervision of the guidance program to the extent of seeing that the school's records on the child are properly taken care of is the work of the administrator of the school. The responsibility of the administrator in this respect is stressed by Jones:

In general, then, school records are valuable sources of data and must be utilized fully in securing data concerning students. Every effort should be made to see that the data recorded are reliable and

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10 Ibid., p. 4.
the facts that are really important are included. The improvement of school record is, in fact, one of our most imperative needs and is receiving the careful attention of our most progressive schoolmen.\footnote{Jones, \textit{op. cit.}, p. 145.}

The principal or administrator has still another part in the guidance program through help in planning the school curriculum and deciding what is to be left in and what is not to be added. The State Department of Education specifies that the schools teach certain subjects at different grade levels; the guidance program of a school, however, is mainly the work of the school itself. It is aimed to meet the needs of the students of individual schools. Chisholm describes one area of guidance:

School officials have a definite responsibility of guidance in the field of health. Guidance should help the individual student to see the practical significance of a healthy body and to the realization of a well-rounded life, appraise the offerings of the school with respect to health knowledge and the development of desirable health habits, plan to take advantage of the offerings, and periodically take stock of the development of desirable health habits.\footnote{L. L. Chisholm, \textit{Guiding Youth in the Secondary School}, p. 99.}

Vocational guidance is still another phase that is stressed more in some schools than in others. Sex education is made a part of the guidance program in some schools. Social living is still another phase of guidance stressed in some schools. The immediate needs of the community and of the children in the school determine, to
a large extent, what guidance needs to be offered in the school. The principal, as the chief policy maker of the school, has an important part in determining what types of guidance will be offered.

Still another function of the principal in the guidance program is concerned with the outcomes of the program. If he wants to know whether his school has been meeting the needs of the community, making the guidance functional, or the extent to which it had helped the children, he needs to check up on the results. Koos and Kefauver state it this way:

Educators have shown too little interest in checking up on the product of their labors. Extensive programs of vocational education have been adopted, and in most cities no systematic attempt is made to ascertain whether those who receive the training enter the occupation for which they were trained and whether those who entered the occupation they were trained for are actually qualified for their work. Similarly, guidance programs have been provided in some schools over a period of years without attempts in these schools to obtain information on its effectiveness.13

Some schools have inaugurated a placement bureau for their graduates in a further effort to help them in their choice and training for an occupation. Davis has this statement:

In our present civilization, the tempo of which is illustrated by the time required to develop the atomic bomb, it is evident that education and counseling must not stop when the young and immature person leaves

school. Some programs must be provided that will enable Americans to keep pace with the time and readjust themselves continually to social, economic, and scientific developments.\textsuperscript{14}

Although the public schools have not accepted placement and follow-up of their students as an important function, other institutions are taking the lead in such study. In all of the large manufacturing industries and other like businesses the personnel department is one of the most important phases of the administrative organization. In a great many instances the employees are given a special training course to prepare them for their specific tasks. Follow-up procedures are maintained in order to test the adequacy of the training given and to find where improvement can be done. In the larger city school systems many surveys are being undertaken to follow up the vocational graduates. One survey of this nature was made in 1947 by Butler, a teacher in Technical High School in Dallas, Texas.\textsuperscript{15} Another one was made of a class of business education graduates through contacting business establishments where the girls were employed. The practice is being increased, and one of the duties of the principal in the future, it can be foreseen, is planning and helping carry out such a program.

\textsuperscript{14} Davis, op. cit., p. 532.

Still another service that the principal may perform in aiding a guidance program is an in-service training program for his teachers. Koos and Keauver present arguments for such a program:

In schools just launching guidance programs or whose programs have been developed so rapidly that teachers' appreciations are lagging seriously, a series of meetings over the year should be a timely means of training during service. The meetings might be planned and conducted by the principal or some special guidance functionary or committee and might concern themselves with detailed aspects of the local guidance program or with successive chapters of some book or books on guidance.16

Regardless of whether or not a school has the services of a skilled counselor in guidance, the cooperation and aid of the classroom teacher is necessary. In-service training programs can provide teachers with knowledge not otherwise generally learned and arouse an interest in the guidance program. As administrator the principal has a very real relationship with guidance as the logical organizer and leader of the in-service training program.

Another function of the administrator in the guidance program is interpreting it to the school community. Jacobsen and Reavis have this comment:

In some communities where programs had been developed without adequate explanation to parents, instances can be found in which programs have been retarded and changes have been forced because of opposition from uninformed groups. Attacks on the

16 Koos and Keauver, op. cit., p. 225.
so-called "fads and frills" are often successful because the public has not been sufficiently enlightened regarding the merits of the activities so classified. 17

The administrator as head of the school system is held responsible by the parents for the school system as a whole. It is his duty then to enlist the cooperation of the parents, especially in the guidance program, and secure their understanding and help for the program. There is a need for integrating the school with the community. One writer states:

Educators are now realizing more keenly than ever before that the schools need a larger measure of goodwill, particularly of the kind of goodwill resulting from an intelligent understanding among its citizens of the aims, the scope, the achievements, and the present problems of the school system. There is a growing opinion among educators that inefficient public relations policies are proving very costly to schools, and this conviction is causing a determined effort to meet real issues in the social interpretation of the school.

It is a serious mistake to assume that the general public understands the objectives and scope, or the achievements of the secondary school. It is also false assumption that the public appreciates the difficulties faced by many schools in their efforts to provide an appropriate education of all the people. A well-conceived program of public relations is therefore necessary. 18

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A recent account of a "parent's rebellion" illustrates the above statement in a striking degree. A group of parents met in a Maryland town and declared that "newfangled educational methods may be okay for a guinea pig" but that "readin', writin', and 'rithmetic can't be beat." About forty parents from several schools in the county, a suburb of Washington, D. C. met together and listed twenty-six reasons why they think modern schooling misses the educational boat. Their resolution states:

We believe that our public schools should exist for the primary purpose of training our children in the essentials of knowledge, namely reading, writing (not printing or script), arithmetic, spelling, language, phonics, American history, American geography, and civics.

We therefore resolve that the present system of education which is based on the experimental philosophy, and which has not produced the scholastic results we know our children are capable of achieving be discontinued immediately.

We further believe that our children are capable, intelligent, healthy, normal young Americans.

We therefore resolve that they be so regarded, that they not be treated as guinea pigs, behavioristic psychiatric, personality, or social problems.19

Evidently the teachers in the schools have not been achieving a satisfactory public relations program. The chief complaint of the parents was that they never saw the children with textbooks. Few of these parents, it is estimated actually knew very much about what the school program was or was not.

Summary

In summarizing the relationship which the administrator or principal of a school bears to the guidance program, there are two negative items concerning this relationship. These are:

1. The principal does not have time for adequate guidance duties.

2. Guidance requires the time of a skilled, trained worker; too often the school administrator does not have the necessary training.

In spite of the fact that he has very little time to spare in actually conducting the guidance program, the principal has a very vital part in its operation in the following ways:

1. He is the executive head of his school; as such he is responsible for all phases of the school program.

2. He plays a major part in setting up the school curriculum and in deciding what types of guidance will be offered in the school.

3. He is responsible for supervising an efficient system of keeping the records made by the guidance counselor and the classroom teachers.

4. The school should have some means of measuring the outcomes of the guidance program; it is the principal's duty to aid in planning for, setting up, and carrying out some means of evaluation.
5. A placement bureau is being recommended by leaders in the field of guidance at the present time; as the policy maker of the school it is the principal's duty to investigate the need for such a program and work in cooperation with the other teachers to establish it, if the plan appears to be needed.

6. The principal is primarily responsible for any inservice training program for the teachers; the guidance program of the school may be given valuable help through enlisting the cooperation of all teachers by inservice training.

7. The principal is primarily his school's representative in promoting a public relations program.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA AND PLAN FOR IMPROVED GUIDANCE PROGRAM

Purpose of the Chapter

The purpose of this chapter is to present and analyze the data on the activities of the principals in the guidance program in twenty-seven medium-sized high schools in District Five, State of Texas. The data are taken from a questionnaire sent to the principals or administrators of these schools.

Presentation of Data

In the questionnaire filled out by the school administrators the question was asked concerning the teaching activities of the principal or superintendent of the school. The replies as given showed that the twenty-seven principals teach an average of 2.2 classes per day excluding study halls. This indicates that the principals, in addition to their administrative duties, on the average have considerable responsibility for teaching duties in their respective schools.

Table 1 shows the number and per cent of the twenty-seven cooperating schools which had an organized guidance program.
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<thead>
<tr>
<th>Item</th>
<th>Schools with Guidance Program</th>
<th>Schools with Principals in Charge of Guidance Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Per cent</td>
<td>27.0</td>
<td>15.0</td>
</tr>
</tbody>
</table>

According to the data in Table 1, seven of the schools, or twenty-seven per cent, had an organized guidance program. In these seven schools four principals, or fifteen per cent of the entire number of principals, were in charge of the guidance program. Evaluation of these data reveal that only a small per cent of the schools have an organized guidance program and that in the schools which do have a program, a high per cent leave the guidance duties to the principal. Germane and Germane have this comment about the principal having this added duty: "No matter how student-centered the administration and faculty may be, it is none the less true that the classroom teacher and principal have inadequate time for much of the work incident to a personnel program."\(^1\)

\(^1\)Charles E. Germane and Edith G. Germane, Personnel Work in High School, p. 25.
A number of the schools, however, had guidance programs for specific subjects or fields. Table 2 shows the number and per cent of schools without an organized guidance program but doing guidance work of some type. Although not shown in the table, twenty-four of the twenty-seven schools, or eighty-nine per cent, indicated that they were offering at least one guidance service.

**TABLE 2**

**NUMBER AND PER CENT OF SCHOOLS WITH SOME TYPE OF GUIDANCE WORK**

<table>
<thead>
<tr>
<th>Types of Guidance</th>
<th>Number of Schools</th>
<th>Per Cent of Schools</th>
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</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>17</td>
<td>63.0</td>
</tr>
<tr>
<td>Educational</td>
<td>17</td>
<td>63.0</td>
</tr>
<tr>
<td>Health</td>
<td>18</td>
<td>67.0</td>
</tr>
<tr>
<td>Moral</td>
<td>11</td>
<td>41.0</td>
</tr>
<tr>
<td>Sex and Homemaking</td>
<td>17</td>
<td>63.0</td>
</tr>
</tbody>
</table>

The data in Table 2 indicate that a high per cent of the schools in District Five offered training in guidance of some type. The data in Table 1 showed that seven schools had an organized guidance program. Inasmuch as there were only twenty-seven schools studied, it appears as if guidance of some nature was well-established as a part of the school programs.

The extent to which the different schools used standard tests to evaluate the outcomes of the guidance
program is shown in Table 3. The number of the schools giving the test are shown as well as the authority administering and scoring the tests.

**TABLE 3**

**NUMBER OF SCHOOLS USING STANDARD TESTS AND NUMBER AND PER CENT OF PRINCIPALS ADMINISTERING AND SCORING TESTS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools Using Standard Tests for Evaluating Guidance Outcomes</td>
<td>18</td>
<td>67.0</td>
</tr>
<tr>
<td>Principals Administering Tests</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>Principals Scoring Tests</td>
<td>4</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Eighteen schools, or sixty-seven per cent, it is indicated used standard tests in measuring the outcomes of the guidance program. Such a practice is in line with accepted educational thought and procedures. Hamrin and Erickson have this comment:

One of the most valuable parts of the program of studying pupils is a wisely administered testing program. It is granted that tests have been abused and that all too frequently the results have been unused or used ill-advisedly. Nevertheless, the authors believe that a careful scientific use of tests should be a part of the guidance program carried on in the secondary school. 

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The schools, in this respect, have a percentage rating of over sixty-five. This is neither highly unsatisfactory or highly satisfactory, but does indicate that the schools are beginning to try to measure the outcomes of the guidance program. The extent to which the principals of these schools participated in administering and scoring these tests is also shown in connection with the study concerning the number and per cent of schools giving standard tests. Only four principals, or fifteen per cent, it is shown in Table 3, administered the tests or scored them. In most instances, it is indicated, others besides the principal had been responsible for the detailed guidance work.

Records play an important part in the success or failure of the guidance program. The types of records used by these twenty-seven schools are shown in Table 4.

**TABLE 4**

**TYPES OF RECORDS KEPT BY THE SCHOOLS**

<table>
<thead>
<tr>
<th>Types of Records</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative record cards</td>
<td>12</td>
<td>44.0</td>
</tr>
<tr>
<td>Academic record cards</td>
<td>5</td>
<td>18.0</td>
</tr>
<tr>
<td>Combination</td>
<td>11</td>
<td>41.0</td>
</tr>
</tbody>
</table>
None of the schools, it is indicated, keep anecdotal records. Only forty-four per cent of them keep cumulative records and five schools, or nineteen per cent, keep academic records. Literature in the field indicates that the records kept by the schools are far from satisfactory. Among the various means of value to the teachers in learning about their pupils an individual guidance record has been recommended. Anecdotal records give a comprehensive picture of the child and his activities but few schools have teachers with the necessary training to gather, record, and evaluate such records. Academic records, however, are within the province of all teachers; these, by all means, should be kept. Much is to be said also for the cumulative record. Erickson states:

... it is certain that a cumulative record, carefully compiled over a number of years and touching many aspects of a student's growth and development, is one of the best sources of pertinent, helpful information for both adviser and advisee.3

The manner in which the records are kept are also important. One of the chief objections to the testing programs is that too often the results are either not evaluated or the records of them are not kept. Literature in the field dealing with the duties of the principal

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3 Hamrin and Erickson, op. cit., p. 110.
favor his supervision of the records of the school, not only those made in testing guidance programs but in all phases of school activities. Making the records, however, is the task of others. Table 4 shows the extent to which the principals in the high schools of District Five recorded the information on the records.

**TABLE 5**

**NUMBER AND PER CENT OF PRINCIPALS WHORecorded THE INFORMATION ON RECORD CARDS**

<table>
<thead>
<tr>
<th>Item</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals recording information</td>
<td>13</td>
</tr>
<tr>
<td>Per cent of Principals Recording Information</td>
<td>48</td>
</tr>
</tbody>
</table>

Almost fifty per cent of the principals, it is indicated in Table 4, not only had supervision of the records of the school but recorded the information contained therein. Jacobsen and Reavis label such a procedure as a "very perplexing task" and one that requires much needed time elsewhere.\(^4\)

The actual guidance services performed by the principals in these schools is studied in Table 6.

\(^4\)Jacobsen and Reavis, *op. cit.*, p. 20.
TABLE 6
GUIDANCE SERVICES PERFORMED BY PRINCIPAL IN THE HIGH SCHOOLS OF DISTRICT FIVE

<table>
<thead>
<tr>
<th>Type of Guidance</th>
<th>Number of Principals</th>
<th>Per Cent of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>20</td>
<td>74.0</td>
</tr>
<tr>
<td>Educational</td>
<td>20</td>
<td>74.0</td>
</tr>
<tr>
<td>Health</td>
<td>11</td>
<td>41.0</td>
</tr>
<tr>
<td>Moral</td>
<td>11</td>
<td>41.0</td>
</tr>
<tr>
<td>Sex and Home</td>
<td>5</td>
<td>19.0</td>
</tr>
</tbody>
</table>

According to the data in Table 6, the principals in the different schools are responsible for much of the guidance programs. The highest per cent, seventy-four, is registered in the fields of educational and vocational guidance but more than fifty per cent of the health guidance is the principals' responsibility. When these guidance activities of the principal are evaluated in the light of the standards for guidance it appears that many of these schools fall short of meeting accepted criteria.

Guidance work of any nature requires not only aptitude for the work but specific training in this field. The extent to which the principals in the high schools in District Five had received special guidance training is shown in Table 7.
TABLE 7

AREAS OF SPECIFIC PREPARATION OF ADMINISTRATORS OF HIGH SCHOOLS IN DISTRICT FIVE

<table>
<thead>
<tr>
<th>Areas of Training</th>
<th>Number of Principals</th>
<th>Per Cent of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>13</td>
<td>48.0</td>
</tr>
<tr>
<td>Educational</td>
<td>20</td>
<td>74.0</td>
</tr>
<tr>
<td>Health</td>
<td>14</td>
<td>52.0</td>
</tr>
<tr>
<td>Moral</td>
<td>11</td>
<td>41.0</td>
</tr>
<tr>
<td>Sex and Homemaking</td>
<td>5</td>
<td>19.0</td>
</tr>
</tbody>
</table>

More of the principals, according to the data in Table 6, were doing educational guidance than any other type of guidance. Data in Table 7 indicate that these twenty principals doing this type of work had all had specific academic training in this field. Twenty principals, however, were doing vocational guidance and only thirteen, or forty-eight per cent, had received specific training. Fourteen of the principals, or fifty-two per cent, had received specific training in health guidance, but only eleven, or thirty-seven per cent, were performing health guidance services. The eleven principals who were performing moral guidance services had all had specific training in this field. The same was true for the five principals who were performing sex and home guidance functions.
The time that the principal spends in counseling is shown in Table 8. Information for this table covers only twenty-one of the twenty-seven schools comprising the main study.

**TABLE 8**

**TIME FOR COUNSELING BY PRINCIPAL IN THE HIGH SCHOOLS OF DISTRICT FIVE**

<table>
<thead>
<tr>
<th>Time for Counseling</th>
<th>Number of Schools</th>
<th>Per Cent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated Time for Counseling</td>
<td>5</td>
<td>19.0</td>
</tr>
<tr>
<td>Time for Counseling not Designated</td>
<td>16</td>
<td>59.0</td>
</tr>
</tbody>
</table>

Five of the schools, it is indicated in Table 8, had a designated time for the principal to perform his guidance duties. In sixteen of the schools there was no time designated for counseling and the principals, it appears, performed this service without any organized plan or specific time. Guidance programs of this nature, because of this lack of organization, cannot be as effective as it is possible to make them. In the evaluation of the data taken from the questionnaire it was found that the rough average amount of time used per week for guidance in these sixteen schools was seven hours.
Securing vocational literature and information is an important phase of the guidance program. Modern education utilizes a wealth of materials and there are available many different kinds, but someone must ask for them or work out means for their purchase. In many instances, principals have full responsibility for this activity. The extent of the responsibility of the principals of high schools in District Five for securing vocational literature and information is shown in Table 9.

**TABLE 9**

**RESPONSIBILITY OF PRINCIPALS FOR SECURING VOCATIONAL LITERATURE AND INFORMATION IN THE HIGH SCHOOLS OF DISTRICT FIVE**

<table>
<thead>
<tr>
<th>Person Responsible for Securing Literature</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>8</td>
<td>30.0</td>
</tr>
<tr>
<td>Principal</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>22.0</td>
</tr>
<tr>
<td>Librarians</td>
<td>10</td>
<td>37.0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Either the superintendent or the principals have the greatest degree of responsibility for securing vocational literature and information for the guidance programs of the high schools in District Five. Librarians in ten schools have the responsibility, and in six instances the teachers exercise this function. Literature in
the field favors placing this responsibility mainly in the hands of the superintendent or principal because much of the material has to be purchased. Purchasing activities have been very closely related to other administrative duties of the principal. The high schools in District Five, evaluated in the terms of standards set up in educational literature, were following established practices in their policy of leaving the responsibility for securing vocational literature and information in the hands of the school administrator. In many instances, however, it should be mentioned, the guidance counselor is familiar with literature in the field to a greater extent than the administrator.

Some schools utilize college bulletins and catalogs in their guidance programs. One of the functions of the guidance program is to help students select higher institutions of learning in which to continue their education. Obviously the bulletins and catalogs of different schools would aid pupils in making selections and in choosing vocations to follow. Table 10 presents information concerning the responsibility of the principals for selecting this material. Thirteen superintendents and principals, almost fifty per cent of the entire number, were responsible for securing college bulletins and catalogs in the high schools in
TABLE 10
RESPONSIBILITY FOR SECURING COLLEGE BULLETINS AND CATALOGS IN THE HIGH SCHOOLS OF DISTRICT FIVE

<table>
<thead>
<tr>
<th>Person Responsible for Securing College Bulletins and Catalogs</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>Principal</td>
<td>9</td>
<td>33.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>3</td>
<td>11.0</td>
</tr>
<tr>
<td>Librarians</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>27.0</td>
</tr>
</tbody>
</table>

District 5. The percentage of teachers, librarians, and others responsible for this service was small.

This function, however, is usually regarded as the responsibility of the administrative head of the school; requests for material coming from the principal or superintendent usually receive more attention than those from individual teachers or others.

Some of the schools in District Five attempted some form of placement service for drop-outs and non-college graduates. Table 11 indicates who was responsible for this service in the school. Twenty-one of the schools, or seventy-eight per cent, it is indicated in Table 10, had no placement service for drop-outs or non-college
TABLE 11

RESPONSIBILITY FOR PLACEMENT SERVICE FOR DROP-OUTS
AND NON-COLLEGE GRADUATES
IN DISTRICT FIVE

<table>
<thead>
<tr>
<th>Persons Responsible for Placement Service</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>2</td>
<td>7.0</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>7.0</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>78.0</td>
</tr>
</tbody>
</table>

graduates. In the six schools with this service, the highest per cent of responsibility was placed either in the hands of the superintendent or principal of the schools.

One of the services recommended in modern educational literature is a follow-up study of the graduates after they leave school, especially of those who enter vocations or attend college. The adequacy of the high school training for either vocations or college work may be judged to some extent by the progress made by the graduates. In investigating the guidance program of the high schools in District Five a question was asked concerning the extend to which follow-up studies were made and who made the studies where the service was offered. Table 12 shows the information on this phase of guidance work.
TABLE 12

RESPONSIBILITY FOR RECORDING PROGRESS OF GRADUATES WHERE FOLLOW-UP STUDY OF GRADUATES IS MADE

<table>
<thead>
<tr>
<th>Persons Responsible for Follow-Up Service</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Principal</td>
<td>3</td>
<td>11.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>None</td>
<td>23</td>
<td>85.0</td>
</tr>
</tbody>
</table>

Twenty-three schools, or eighty-five per cent of the total number, did not make any follow-up study of the graduates after they left the school. In the four instances in which they did, the principal in three of the schools was responsible for the service. The majority of the schools, it appears, fail to avail themselves of a very valuable means of evaluating the different phases of the school program. Those that did, except in one instance, placed the study in the hands of the principal whose other duties necessarily prevent him giving the study much attention.

The principal or superintendent, as administrative head of the school, is the logical person to institute and carry on an in-service training program for the teachers in the school. The data taken from the questionnaire indicate that ten schools, or thirty-seven per cent, provide
in-service training for teachers. The in-service training programs in these schools include guidance service as well as other phases of child study and school problems.

Since guidance is a comparatively new service offered by high schools, curriculum changes have been necessary in many instances in adding it to the daily school program. Table 13 indicates the responsibility for the changes that have been made in the curricula of the high schools in District Five bearing on guidance.

**TABLE 13**

**RESPONSIBILITY FOR CURRICULUM CHANGES BEARING ON GUIDANCE IN THE HIGH SCHOOLS OF DISTRICT FIVE**

<table>
<thead>
<tr>
<th>Authority Responsible for Curriculum Change Bearing on Guidance</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>7</td>
<td>27.0</td>
</tr>
<tr>
<td>Principal</td>
<td>7</td>
<td>27.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>7.0</td>
</tr>
<tr>
<td>Pupils</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>15.0</td>
</tr>
<tr>
<td>None</td>
<td>12</td>
<td>42.0</td>
</tr>
</tbody>
</table>

In more than fifty per cent of the schools making guidance changes in the curriculum bearing on guidance, the principal or the superintendent, it is indicated, had the responsibility for changes in the curriculum. In two
instances, or seven per cent, the teachers had this responsibility and in four instances, or fifteen per cent, others were responsible. This latter group was composed of both administrators and teachers; accepted educational practices favor this method. Democratic administration of a school requires that the teachers be given some voice in changes that will affect their work and perhaps increase teacher load. The schools in District Five, it is indicated, have not availed themselves of many opportunities for practicing democratic administration in making curriculum changes.

Table 14 indicates the responsibility for publicity of the schools' work in guidance in the high schools of District Five.

**TABLE 14**

RESPONSIBILITY FOR PUBLICITY OF SCHOOLS IN THE GUIDANCE PROGRAM

<table>
<thead>
<tr>
<th>Authority Responsible for Publicity</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>4</td>
<td>15.0—</td>
</tr>
<tr>
<td>Principal</td>
<td>4</td>
<td>15.0—</td>
</tr>
<tr>
<td>Teachers</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>7.0</td>
</tr>
<tr>
<td>None</td>
<td>19</td>
<td>70.0</td>
</tr>
</tbody>
</table>

According to the data in Table 14, nineteen of the schools, or seventy per cent, studied did not have any
publicity program to acquaint the parents with the work of the school in guidance activities. In eight instances where the schools did have a guidance program the superintendent or principal, sometimes singly, sometimes jointly, had the responsibility of interpreting the program to the community. In one instance, the teachers helped in this program and in two other schools there were others who helped besides the administrators and the teachers.

Summary of Data

The results of the study of the activities of the principal or school administrator in the guidance programs of the twenty-seven medium-sized high schools in District Five may be summarized as follows:

1. The twenty-seven school administrators teach an average of 2.2 classes per day.

2. Seven of the schools, or twenty-seven per cent, had an organized guidance program.

3. Seventeen schools, or sixty-three per cent, had a vocational, educational, and sex and homemaking guidance service; eighteen, or sixty-seven per cent, had health guidance programs; and eleven, or sixty-three per cent, had moral guidance programs.

4. Eighteen of the medium-sized high schools in District Five used standard tests in evaluating the outcomes of the guidance program as well as other phases of the school activities.
5. Less than twenty-five per cent of the principals in these schools administered these guidance tests or scored the results.

6. Less than fifty per cent of the medium-sized high schools in District Five kept cumulative record cards of the pupils, and only five schools, or nineteen per cent, kept academic records. Eleven, or thirty-seven per cent, kept a combination cumulative and academic record.

7. In almost fifty per cent of the schools, it was indicated that the principal was responsible for recording the information of the pupils.

8. Twenty, or seventy-four per cent, of the principals in the cooperating schools performed vocational and educational guidance services in the schools; eleven, or thirty-seven per cent, performed health and moral guidance services, and five, or nineteen per cent, performed sex and home guidance services.

9. Thirteen of the twenty teachers performing guidance services had had specific training in this area, but seven had no specific training; all of the teachers performing educational, moral, sex and home guidance had specific training; but fourteen teachers had specific training in health guidance and only eleven of these were performing that type of service.
10. Five of the medium-sized high schools in District Five, or nineteen per cent, had a designated time for counseling students; sixteen, or fifty-nine per cent, designated no certain time for counseling but it was performed as the need arose for counseling.

11. Eighteen, or sixty-seven per cent of the school administrators, either principals or superintendents, it was indicated, were responsible for securing vocational literature and information in the schools.

12. Thirteen superintendents and principals, almost fifty per cent of the entire number, were responsible for securing college bulletins and catalogs in the schools.

13. A small per cent, twenty-two, of the schools maintained a placement service for drop-outs and non-college graduates; in the schools with such a service either the principal or the superintendent were responsible for the service.

14. Twenty-three, or eighty-five per cent, of the schools, made no follow up study of the graduates after they left high school. In the four schools performing this service, the principals in three of them were responsible for the program.

15. Ten schools, or thirty-seven per cent, provided in-service training programs for the teachers.
16. Twelve of the schools, or forty-two per cent, had made no changes in the curriculum bearing on the guidance program. In the fifteen schools which had made curriculum changes, responsibility for the changes had been left to either the principals or superintendents in fourteen of them, a relatively high per cent.

17. Nineteen of the schools, or seventy per cent, had no publicity program for interpreting the guidance services offered by the school to the community which it served. In the eight instances where this service was offered, the superintendent or principal had the responsibility for the publicity.

Plan for a Guidance Program for the Medium-Sized High School in District Five

In the light of the results of the investigation of the number and type of guidance programs and the role played by the administrative heads of the different schools in the program, the following plan is suggested for each of the areas studied. It is recommended for study to the various schools as a means of initiating new programs, expanding programs already in use, and improving the services now offered. Special attention is given in the plan to lightening the load of the administrator in this respect and securing the services of competent, well-trained people for the guidance program of the school.
The plan is outlined as follows:

I. Provide Specialized Training of the Administrators

II. Plan In-Service Training Program for Staff of School

III. Set a Specific Time for Guidance Program

IV. Study Individual Differences

V. Keep Adequate Records of Pupils

VI. Secure Available Literature

VII. Establish a Placement Service

VIII. Set Up a Public Relations Program

1. Specialized Training of the Administrators:

The principal or administrator of the medium-sized school should have specific training in the field of guidance because the size and resources of these schools prohibit specialized staffs in this field, and initiative in planning, developing, and administering the guidance program will be mainly in the hands of the school administrator. The Committee of Fifteen, in reporting on the results of a survey of a number of high schools, made this statement:

The principal of the small and medium-sized school looms large as a vital factor in the guidance movement. If, therefore, one conclusion more than any other, deserves emphasis, it would be this: That all teacher training institutions should offer courses that will equip men and women who are to be in charge of our high schools,
particularly the small and medium-sized ones, for the performance of their guidance functions. 5

The first recommendation, therefore, in the Plan for an improved guidance program is specific training in guidance for the person who is to be in charge of the high schools.

2. In-Service Training Program for Staff of School: An adequate guidance program is the responsibility of all teachers on the staff and their understanding, cooperation, and enthusiasm are necessary for any value-giving guidance program. Therefore, the administrator who has had specific training in guidance is in position to conduct study programs for the teachers wherein the problem of guidance is analyzed, from the following standpoints:

a. The value of a guidance program in the school.

b. The needs of this particular school for guidance and the necessary phases required.

c. Required changes in the curriculum.

d. Types of tests and records needed to be given and kept.

e. Duties of the principal in the guidance program.

f. Duties of the staff in the guidance program.

g. Necessity of testing outcomes of guidance program through tests, and follow up surveys.

h. Need for a placement service.

i. Need for interpreting the guidance program to the community in such a way as to enlist the understanding, cooperation, and aid of the parents.

The adequacy of any program developed will depend upon the degree to which the principal or administrator is able to inspire a felt need on the part of the teachers for the program and to enlist their help and cooperation. The principal's role in leadership in this specific phase is vital.

3. Time for Guidance Program: With the aid and cooperation of the teachers, the administrator of the school should study the curriculum and allot a certain definite amount of time for a guidance program. It need not be long, but definite time should be allotted.

4. Individual Differences of the Pupil should be Studied: A survey should be made of all the children in the school through a series of standardized tests: Intelligence tests, personality tests, achievement tests, and
socio-economic tests. Results should be carefully scored and interpreted.

5. Adequate Record Keeping System: The results of the tests should be carefully tabulated and a cumulative record made of each child. These records should be made under the active supervision of the principal or administrator of the school and kept available for use by the teachers at any desired time. The cumulative records should be kept up to date by the administrator of the school.

6. Literature Available: The administration with the help of the staff should study the needed vocational literature available for supplementing the school's material. A committee could be designated to purchase the material and be responsible for its delivery and distribution; the principal, however, should be the coordinator of the entire movement.

7. Establishment of a Placement Service: A placement service should be inaugurated as a part of the guidance program, especially in the field of vocational education. The vocational education teacher could serve as chairman of a committee to receive offers of employment from firms in the community and to recommend students trained in special skills. The principal of the school,
as the leader in school activities, should have a working knowledge at all times of the work of the Committee and what it is doing.

8. Establish a Publicity Program for the Guidance Work: The success or failure of the guidance program often depends on the attitude of the community toward it. Any changes made usually receive a great deal of attention from the parents, especially if the change appears to be very different from the usual pattern of the curriculum. A strong program of public relationships should be inaugurated. The principal as the leader of school activities should inaugurate and foster such a program but he should avail himself of the help of the teachers of the school as well. A cooperating unit of principal, staff, and community should be built up.

9. Selection of Trained Personnel in Guidance:

Wherever possible the members of the staff should be chosen from applicants who have had special training in guidance problems. A principal, however, who has had specialized training, can make the program of guidance functional in every classroom in the school if he can enlist the cooperation and aid of the staff. In-service training can supply much specialized guidance when competently directed.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was twofold: (1) to make a survey of the extent to which guidance is being practiced in the medium-sized high schools in District Five, State of Texas, with particular attention being paid to the role of the principal in the guidance program, and (2) to offer a more comprehensive plan based on readings in the field of guidance and on the findings of the survey.

Chapter I presented the plan of the study, stated the purpose, and gave the proposed method of treatment. In Chapter II a study was made of literature in the field of guidance concerning the role of the principal or administrator of the school in the guidance program. The findings of this review of the literature indicated that the role of the principal, in the opinion of leaders in the guidance movement, was that of a leader and a guide rather than the actual performance of guidance duties. The many other duties of the administrator do not allow time for him to assume this added service.
The data from the survey of the medium-sized high schools are presented in Chapter III. Attention was given to the number of schools with a guidance program, the number offering some type of guidance service, the types of tests and records made, the guidance services performed by the principals, and their responsibility in the guidance work of their schools. The data were tabulated and presented in table form. The results of the investigation were listed. In the light of these findings and of the recommendations found in the literature studied, a plan was presented for a more comprehensive guidance program that will be adequate yet not draw too heavily on the principal's time.

Conclusions

The major results of this study may be stated in the following conclusions:

1. The role of the principal in the guidance program is a vital one through leadership and guidance, rather than through actual participation in the guidance activities.

2. It is his duty to take the initiative in planning, setting up, and administering the guidance program with the aid and cooperation of the staff of the school.
3. An effective guidance program requires a definite time in the school program, a study of individual differences of the children, the use of standard tests, the keeping of cumulative records of the children, and some means of evaluating the outcomes of the program.

4. The guidance program requires the cooperation of all the teachers; in a medium-sized school there is more need for classroom guidance because these schools do not have the funds for the employment of special guidance counselors, nor an enrollment to justify such a program.

5. The success or failure of the program will depend to a large extent on the skill with which the principal is able to inspire and train the staff in carrying it out.

6. In the survey of the guidance programs of the medium-sized high schools in District Five it was found that the guidance work was inadequate in many respects and that the principals of the schools were asked to perform the major portion of the guidance duties.

Recommendations

The recommendations made in the light of the findings of the study follow:

1. The teacher-training institutions should offer courses in guidance, preferably workshops, especially for teachers who are administrators of their schools. This
course should cover the fundamentals that the administrator needs to know about the program, and furnish a working basis whereby he will be able to conduct an in-service training program for the staff.

2. An in-service guidance training program for the staff should be conducted by the principal in which the needs for the program should be surveyed, the curriculum should be revised to include the guidance activities, and the part that the classroom teacher is to play in the program should be outlined.

3. Available literature dealing with guidance problems should be secured and used in the in-service training program and in the guidance activities.

4. A survey should be made of the individual differences of the children in the school through the use of standard tests and teacher observation. Cumulative records, including anecdotal records, should be made and kept up to date and be available for the use of the teachers at all times.

5. The needs of the children, as indicated in the survey, should be met as nearly as possible, and then some means should be taken to measure the outcomes of the guidance program.

6. A placement bureau should be set up to aid students in finding work after they have completed school, especially in the vocational courses.
7. The principal should endeavor to acquaint the community with the work the school is trying to do in guidance. The use of records and of standard tests will be new to many of the parents; if they understand the need and possibilities of this program they will be much more cooperative.
APPENDIX

A Check-Sheet for the High School Administrator

If any additional space is needed for answers, please use the back of the paper and number the question.

Name of school______________________________

Name of person filling out this check-sheet _________

Position of person filling out this check-sheet.
Principal_________________________ Superintendent____________

Number of classes taught by superintendent__________

Number of classes taught by principal______________

1. Does your school have an organized guidance program? Yes____ No ____

2. If so, who is in charge of this program? Supt.______
   Principal______ Teachers ______ Others ______

3. Does your school give standardized test? Yes___ No___

4. Please list standard tests given.______________

5. Who administers these tests? Supt.______ Principal______
   Teachers______ Others______

6. Who scores these tests? Supt.______ Principal______
   Teachers______ Others______

7. What type records does your school keep? Anecdotal____
   Cumulative record cards or folders____ Academic
   record cards ____ Others______

8. Who records the information? Supt.______ Principal______
   Teachers______ Others______

9. What types of guidance are provided in your school?
   Vocational____ Educational____ Health____ Moral____ Sex
   and homemaking____ Others______

10. Please check the guidance services performed by the
    high school administrator. Educational____ Health____
    Moral____ Sex and homemaking____ Others______
11. Check the following area in which the high school administrator has had specific preparation for guidance work. Vocational ______ Educational ______
   Health ______ Moral ______ Sex and homemaking ______ Others ______

12. Does the high school administrator have a specified time designated for counseling students? Yes ______ No ______

13. Approximately how many hours per week? ____________

14. Who is responsible for securing vocational literature and information? Supt. ______ Principal ______ Teachers ______
   Librarian ______ Others ______ None ______

15. Who is responsible for securing college bulletins and catalogs? Supt. ______ Principal ______ Teachers ______ Others ______ None ______

16. Does your school attempt any placement service for graduates or drop-outs not going to college? Yes ______ No ______

17. Who is in charge of this service? Supt. ______ Principal ______ Teachers ______ Others ______

18. Are any records kept of the progress of graduates in colleges or vocations? Yes ______ No ______

19. If so, who is responsible for securing and maintaining these records? Supt. ______ Principal ______ Teachers ______ Others ______

20. Is your school conducting any in-service guidance training for teachers? Yes ______ No ______

21. If so, who is in charge of this training? Supt. ______ Principal ______ Teachers ______ Others ______

22. Are the services of personnel outside the school (near-by college, state dept., etc.) being used for in-service guidance training? Yes ______ No ______

23. What recent changes had the school made in curriculum that have any direct bearing on guidance? ____________

24. Who initiated these changes? Supt. ______ Principal ______ Teachers ______ Others ______

25. Is any attempt being made to inform the community of the school's work in guidance? Yes ______ No ______

26. Who is in charge of this program? Supt. ______ Principal ______ Teachers ______ Others ______

27. Would you like a report on the findings of this study when completed? Yes ______ No ______
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