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## An organized guidance and counseling program for high schools enrolling less than one hundred fifty pupils

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AN  
ORGANIZED GUIDANCE AND COUNSELLING PROGRAM  
FOR  
HIGH SCHOOLS ENROLLING LESS THAN  
ONE HUNDRED FIFTY PUPILS

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A Thesis  
Presented to  
the Faculty of the School of Education  
The College of the Pacific

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Frank Balogh

June 1951

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## CHAPTER I

### THE PROBLEM.

Statement of the Problem. The problem is, "Does a need exist for an effective guidance program in the small high schools of the State of California?" This study is based on the data obtained from the State Department of Education, Division of Secondary Education, Sacramento, California, and is based on the October, 1948, reports of the principals of California high schools to the Department of Education, and on nine interviews with high school principals or guidance directors in the following schools: Sutter Creek, Jackson, Brete Hart, Linden, Galt, Sonora, Oakdale, Tuolumne, and Lodi.

The Importance of the Problem. World War II focused the attention of educators on the need for a guidance program to aid the young people of our country to assume a place in industry, agriculture, business, government or any other phase of our economic, social, or religious sphere of activity.

The role of guidance in a modern educational program is pointed out by Douglass in his statement, "Education is growth, and guidance the direction given to growth."<sup>1</sup> From the statement just given, it would seem that if education is growth and guidance the direction given to it, it is imperative

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<sup>1</sup>A. A. Douglass, Modern Secondary Education. New York: Houghton Mifflin Company, 1928, p. 661.

that greater emphasis be placed upon the guidance program in order that the growth be wisely directed.

The tremendous growth in population in California since 1940 bringing with it the complex problem of providing educational facilities for their offspring has caused educators to review the educational offerings in the light of the demands being made upon the schools today. The lack of trained teachers, the overcrowding of existing facilities, and half-day sessions for many of the pupils indicate a real need for trained guidance leaders to help the youth discover their abilities and to develop those abilities to their greatest capacity.

Traxler points out a very important premise when he says:

One cannot train individuals for life in a democratic state merely by rules and indoctrination or by the establishment of emotional loyalty. The only effective training for citizenship in a democracy is practice in democratic living. The facts concerning each individual's potentialities, his interests, the things to which he responds with emotional satisfaction, his skills, his rate of development, and his major points of strength and weakness must be accurately ascertained and assembled as objectively and dispassionately as possible, and out of the whole picture he must be led to evolve for himself a satisfactory level of living and at the same time maintain a balance between his own welfare and that of the group.

The function of the school's guidance program is to help the individual to appraise his own abilities, to assemble

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<sup>1</sup>Arthur E. Traxler, Techniques of Guidance, Tests, Records, and Counseling in a Guidance Program. New York: Harper Brothers, 1941, p. 13.

this appraisal objectively and to achieve and maintain a balance between the welfare of society and that of himself. Individual guidance is most effective and necessary according to many writers in the field of educational literature. According to the United States Office of Education,<sup>1</sup> in a study made in 1939, there were only 2,286 counselors or guidance officers devoting half-time or more to the work. This number would allow only one counselor for each 3,133 students. The question is raised, how much individual guidance could be carried on with each student? With over seven million high school enrollees the counselor would have a maximum of one thirty-minute interview with each student. This condition would indicate a serious need for greater attention to the need for improving our guidance programs.

While many of the schools are financially unable to carry on such a program, attention might well be given to the possibility of some form of group guidance in the interim. Workers in the guidance field have noted that most students have a number of adjustment problems in common, varying in degree and importance with each individual, and that these problems lend themselves to discussion and objective analysis in group situations. The stage could be set in these group discussions with individual problem follow-up interviews.

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<sup>1</sup>W. J. Greenleaf and R. E. Brewster, Public High Schools Having Counselors and Guidance Officers, The School Executive, Volume 36, No. 3, (March, 1947), pp. 2-5.

Much time could be saved in this manner and the first steps of a guidance program be initiated. However, we must remember that group guidance is not the answer to the problem.

Present Factors Pointing to the Increased Need for Effective Guidance in our High Schools. The past and present unsettled world conditions have caused many families to move from their old locations to follow their trade in the war production centers. These shifts of population have brought to our schools children from the far corners of the United States and these same children need to have help in becoming oriented in the ways of our schools and society. The present day student is entering a school in which he finds it more difficult to find his way and to make his choice of a life vocation. The curriculum has been greatly enriched and changed to meet the challenge of our time. He must prepare himself as a specialist in some field of activity, as a warrior or a worker in industry. He is bewildered by the constant challenge to his ability and unless active guidance is given him may find that he is lost.

Another factor is the change that has taken place in our educational structure; that is fewer students are being academically trained for entrance to an institution of higher learning and more emphasis is being placed on vocational training.

A third factor which has further confused the students is the divergent opinions of these groups of educators and laymen who stress the value of a broad general education as opposed to those who prefer occupational training. Fortunately we have a few leaders who see the danger in the divergent opinions and are making every effort to bring the factions into harmonious agreement in regard to the two viewpoints. This conflict between prominent groups and educators tends to point up the need for some guidance of our youth during their formative years.<sup>1</sup>

Purpose of the study. The purpose of this study is to determine the extent and nature of guidance services offered in the small high schools of California, evaluating the services in the light of a minimum program, and setting up a guidance program of minimum standards.

Method Used. Following a check on the number of small high schools in our state and the large area in which they are located, it was felt that a visit to those schools in our immediate area, using the questionnaire-interview type of approach, and an examination of the October reports from the school principals to the State Department of Education in Sacramento would give the necessary information. Accordingly, a visit was made to six schools in the Mother Lode area, and to

<sup>1</sup>Ruel Fick, "Group Guidance in Twelve Junior Colleges in California." (unpublished Master's thesis, College of the Pacific, Stockton, California, 1949), p. 18.



three schools in the San Joaquin valley. The questionnaire was not mailed to the schools in our state because it was felt the response would be very light and the answers would vary too much because of differences in interpretation. Reports on previous studies on the returns of questionnaires indicate a response of from one-fourth to one-third of the total mailed.

One interesting aspect of the interviews brought out the fact that the six small high schools were handicapped in physical equipment and trained guidance people, while the three schools visited and classified as large high schools had both the physical equipment and trained guidance workers.

In addition to the above, several days were spent investigating the reports submitted to the Secondary Division of Education in the State Department of Education, in Sacramento with particular emphasis on the programs submitted by the high schools and the time allotted to guidance services. Tabulations were made of the time given to guidance services, including group guidance activities in all high schools enrolling 300 or less pupils during 1948, but this study will deal primarily with schools having 150 students or less. The development of the technique used will be explained fully in Chapter III.

Definitions of Guidance Terms. In order to avoid confusion during the reading of this thesis, guidance terms used



most commonly are defined by the authorities as follows:

1. Guidance program: that body of services organized to help pupils solve their problems and improve their planning.
2. Counseling: the process of helping a pupil through the interview and other individual relationships to solve his problems and improve his planning.
3. Counselor: a trained person delegated with the responsibility for doing counseling.
4. Counseling interview: a person-to-person relationship whereby one person with problems and needs is helped to achieve more desirable goals.
5. Teacher-counselor: a staff member having delegated responsibilities for both instruction and counseling.
6. Group guidance: an instructional activity built around the problems and needs of a group.
7. Occupational and educational information: to secure and make available to all interested persons, information essential to the making of wise educational and vocational plans.
8. Placement: a service to help a pupil secure the most effective relationship to a job.
9. Follow-up: a service intended to secure information from former pupils and to provide continuing assistance to pupils after they leave school.
10. Cumulative record: a record built up progressively throughout a pupil's school career of mental achievement, diagnostic tests, health data, family history and background data, special interests, disabilities, social adjustment, and various personal data pertinent to the growth and development of the individual.
11. Standardized test: a test of materials which have been scientifically prepared and selected to reveal certain specific qualities and which has been administered to a sufficient number of representative persons to have a statistically determined norm.<sup>1</sup>

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<sup>1</sup>C. E. Erickson, A Practical Handbook for Counselors. New York: The Ronald Press Company, 1949, pp. 9-10.

## CHAPTER II

### RELATED LITERATURE IN THE FIELD OF GUIDANCE

Most of the authorities in the field are in agreement in defining guidance as ". . . that body of services organized specifically to help students solve their problems and to improve their planning."<sup>1</sup> In a recent book, Jacobson and Heavis define guidance as ". . . services designed to help pupils to choose wisely between alternatives."<sup>2</sup>

Many definitions of guidance have been given by the authorities in this field, and if we are to accept this or any other definition as correct, we may conclude that guidance has been a part of the educational process since its very inception. However, guidance has been recognized in recent years as a separate function or service within the educational structure. We may account for this development by several changes in our social pattern. First, we find that a great change has taken place in the industrial pattern of our nation, and second, the rapid expansion of secondary and higher education. Because of this rapid development in industry, labor had to make changes to meet the

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<sup>1</sup>C. E. Brickson, A Basic Text for Guidance Workers. New York: Prentice Hall, Inc., 1947, p. 8.

<sup>2</sup>P. B. Jacobson and W. C. Heavis, Duties of School Principals. New York: Prentice Hall, Inc., 1948, p. 110.

call for a labor force of skilled technicians, while at the same time, machines were developed which did the work much faster and better. The invention of these mechanical processes forced industry and the schools to train the man for one specific task rather than for a number of jobs he formerly performed. Thus, the development of mechanical processes and the rapid division of labor have been responsible for the emergence of a great number of possible vocations from which the student could make his choice. This same division also took place in other professions, in fact, in all types of work. With these factors facing the youth his choice of vocation became more difficult in his latter years in school.

At the same time, educational institutions were compelled to make changes in their curriculum offerings. The shifting student population, due to the war mobilization effort, brought to our schools high school students from every section of our country, with a varied background of interests, aptitudes, and needs. The high school offering the college preparatory curriculum could no longer fill the needs of the students. New courses and new programs of study were offered to help meet the diversified interests and needs of the students. We find many students no longer interested in college entrance, due to lack of aptitude, interest, or finances. Industry was now offering more opportunity to our

youth who found themselves possessed with specific skills in certain fields of activity. To meet this challenge our institutions of learning expanded their curriculums to include skill subjects of a wide variety, with particular emphasis on the vocational subjects, thus enabling the student to end his formal education at the end of the fourteenth year of training. Schools were making an attempt to meet the needs and abilities of their students, in terms of the demands of society of which the school was a vital part. The small high school of California made an effort to aid their students to make a proper choice of vocation by including in their curriculum such courses as orientation, occupations, vocations, and similar courses, under the direction of an instructor who was best qualified to instruct in those areas. (See Chapter III for details)

Guidance according to Langfitt, Cyr, and Newson is ". . . to provide and to assist the pupil in discovering his place in life and adjusting himself to it."<sup>1</sup> Only by expert help can the student find the proper occupation and make adjustment when he finds himself in a strange society. We must help him ". . . trace his development, appraise its course, and obtain from his environment the experiences, the information

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<sup>1</sup>R. E. Langfitt, H. W. Newson, F. W. Cyr, The Small High School at Work. New York: The American Book Company, 1936, p. 61.

and counsel necessary to fulfill his potentialities."<sup>1</sup> It is obvious that time is necessary to accomplish these things and that many must counsel and assist the student if he is to find his way.

The administrators of the six small high schools that were interviewed realize to some extent the shortcomings of their programs relative to a guidance program. Due to the many demands upon their time, they are making an effort to help the student ". . . achieve a synthesis between the student's aspirations, his potentialities, and his opportunities"<sup>2</sup> by some personal guidance, especially through discipline measures.

A beginning in guidance principles may be made, however, by keeping in mind the two basic objectives as stated by Erickson and Happ and by instilling these principles in their faculties:

1. Primary objective--To provide stimulation through individual counseling whereby students may be guided into serious thought of their future.

2. Ultimate objective--To equip students with an outlook on life which will enable them to become socially, mentally, and vocationally well-adjusted citizens of our modern society.<sup>3</sup>

Too often leaders are concerned with the details of operating their institutions and are prone to neglect the important

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<sup>1</sup>Ruth Strang, Junior Personnel and Guidance. New York: The Macmillan Company, 1940, p. 25.

<sup>2</sup>C. M. Smith, and H. M. Roos, A Guide To Guidance. New York: Prentice-Hall, Inc., 1941, p. 1.

<sup>3</sup>C. E. Erickson and L. C. Happ, Guidance Practices at Work. New York: McGraw-Hill Book Company Inc., 1940, p. 22.

aspects of education, namely to help the student recognize the challenges of society and to meet those challenges in a forthright manner, solving the problem through the use of efficient guidance and counseling.

Helping a student to know himself and his potentialities, his weaknesses and his strengths, will aid him to solve any situation he may encounter in a better manner. The purpose of education is to enable an individual to understand himself more completely, and to interpret and evaluate his experiences in the light of his goals. Brewer writes that we ". . . must furnish assistance in self-discovery together with counsel on the possible alternatives"<sup>1</sup> while Myers insists that educators should ". . . bring each student into the educational environment in such a manner that he will derive from this environment the maximum of the desired personal development."<sup>2</sup> Counsel, such as the foregoing by prominent authorities in the field, must be put into practice by the high school principal of our small high schools if he is to fulfill his promise of being a leader of youth. Provision must also be made, not only for guidance while the student is in school but also after he leaves school, either through graduation or from choice or necessity.

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<sup>1</sup>J. M. Brewer, Education as Guidance. New York: The Macmillan Company, 1932, pp. 14-15.

<sup>2</sup>G. E. Myers, Principles and Techniques of Vocational Guidance. New York: McGraw-Hill Book Company, Inc., 1946, pp. 54-55.



Kinds of Guidance for the Community. Each community will inevitably find that all the different kinds of guidance services available cannot be used in his particular situation. It will be the duty of the guidance committee of each high school to determine the needs in their high school and to formulate a guidance program best suited to their needs.

The administration of a high school is primarily concerned with the services his school can render to the people of the community. He must have available data on the types of industries in the community, the economic status of the people, occupational turnover, recreational opportunities, religious affiliations, and educational attainments of his people in order to provide the correct types of services. Sears writes in his Sacramento School Survey that "Plans of instruction must be designed to meet the needs and interests of those who are to be served."<sup>1</sup> The committee on guidance must be able to answer the following questions before instituting a guidance program:

1. What are the educational needs of the district?
2. Do present school provisions adequately meet the proper educational needs of the district?
3. To what extent is the district financially able to satisfy its proper educational needs?

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<sup>1</sup>Jesse B. Sears, Sacramento School Survey, 1, 1928, p. 8.

4. In light of the educational needs and financial capacity and in the light of shortcomings, if any, what action is needed to bring the best possible school service within the resources properly available to the schools?

With proper answers to the above questions the committee may select from the following kinds of services the type of program best suited to his high school.

Group Guidance. Since many of our small high schools must rely on untrained personnel, much can be accomplished through group guidance. A great deal of time can be saved by imparting to the group information of a general nature using the time saved for individual counseling. Group guidance according to eminent authorities is:

"... designed not only to impart information to all students, but also to help students socialize their attitudes, habits, opinions, and judgments and to help them to develop the power of self-direction.

Group guidance, carefully planned and skillfully directed, helps students to develop the habit of approaching the study of personal problems of living with the objective, impersonal attitude and the truth-seeking means of the scientist."<sup>2</sup>

"Group guidance prepares the student for counseling by giving him information that permits more profitable use to be made of counseling time. It also makes him aware of the special problems with which he needs counseling assistance."<sup>3</sup>

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<sup>1</sup>Jesse B. Sears, Waco Union High School Survey, 1943, p. 16.

<sup>2</sup>M. E. Bennett, The Informative Program, Looking to the Adjustive Phase of Guidance. New York: International Textbook Company, 1944, p. 131.

<sup>3</sup>R. D. Allen, Organization and Supervision of Guidance. New York: Inor Publishing Company, 1954, p. 150.



Group guidance courses cannot just be made up, but rather they are the result of careful thought. Allen says, "Courses should not be based upon hypothetical needs of adolescents but should be developed out of the common needs of students, discovered through continuous, periodical analysis of individual boys and girls."<sup>1</sup> In discussing the functions of group guidance Jones gives us this statement, "The opportunity to discuss problems that are common to the group and develop an awareness that the problems are not peculiar to the individual but are shared by others."<sup>2</sup>

The problems taken up in these group conferences are naturally varied, covering all types of activities that may have some benefit to the group as a whole. Techniques used in group conferences may vary depending upon the skill and experience of the leader. Informal discussions of the problem confronting the students under the direction of a skillful leader may be very enlightening to the members. Discussions should be free, but the leader must confine the participants remarks on the subject leading to desirable objectives of the group. Panels, forums, lectures, dramatics, radio and many other types of activities may be carried on by the group.

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<sup>1</sup>Ibid., p. 150.

<sup>2</sup>Arthur J. Jones, Principles of Guidance. New York: McGraw-Hill Book Company, Inc., 1945, p. 200.

Occupational information disseminated at a group gathering may be very profitable. The group as a whole would be very interested in the many different types of work available to them, and the general discussions would enrich each member of the group, helping him to come to some decision in regard to his future occupation. After investigation of the facilities, finances and personnel of the small high school it would seem that group guidance together with as much expert individual counseling as may be made available within the limits given above, would be the best possible program to adopt.

## CHAPTER III

### METHOD OF PROCEDURE

#### Desirable Guidance Program According to Authorities.

In the small high school the responsibility for initiating a guidance program will rest upon the administrator; however, he must have efficient assistance in the initiation and functioning of the program. He must consult with authorities in the community and in the school.<sup>1</sup> After consideration of all data on hand, he may then proceed to set up a workable and effective program based on the cooperation of his staff and community resources. Each staff member should contribute something to the program and to the philosophy of the school.

When delegating some of the functions of the guidance program to his staff members he must select those who have had experience in the program, a deep interest in the youth, ability and understanding of problems confronting the boys and girls of his school. No teacher should be assigned duties in counseling unless he can meet the above qualifications.

According to Erickson, the principal's role in the organization of the guidance program is as follows:

1. To assume administrative responsibility and leadership in developing an adequate guidance program.
2. To encourage the participation of the entire staff in developing this program.

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<sup>1</sup>Erickson, op. cit., pp. 8-12

3. To recognize the need and make provision for counseling services.

4. To assume leadership in helping to bring about a constantly improving school program.<sup>1</sup>

Williamson and Hahn suggests three important steps in starting the program.

1. Make a detailed inventory of the school's activities which are of a personnel nature and another inventory of the teachers who are already doing or can be persuaded to perform counseling functions.

2. After consultation with the school's staff and with workers in other schools, he will tentatively decide which parts of the present program need to be and can be strengthened, and what new ones need to be organized in the near future.

3. He will begin the process of educating the school's staff about the needed changes and about the first steps to be taken.<sup>2</sup>

"The most important handicap at the present time in the school generally is the lack of able professional leadership,"<sup>3</sup> according to Chisholm. The burdens of the administrator in recent years have become very heavy and he has been unable to give sufficient time and effort to every phase of his educational program. However, authorities have set up charts of desirable programs which one may use as a guide in the establishing of the guidance program.

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<sup>1</sup>Erickson, op. cit., pp. 170-171.

<sup>2</sup>Williamson and Hahn, Introduction to High School Counseling. New York: McGraw Hill Book Company, Inc., 1940, p. 275.

<sup>3</sup>L. L. Chisholm, Guiding Youth in the Secondary School. New York: American Book Company, 1945, p. 418.

Figure 1

## THE GUIDANCE PROGRAM AS A WHOLE

Plans for Guiding the Student in Formulating Educational PlanPlans for securing information about pupilsPlans for diagnosing student needsPlans for pupil participationPlans for counseling proceduresPlans for coordinating school and community effortsPlans for developing an informed student bodyPlans for parent participationPlans for guidance recordsPlans for participation of experts. (specialists)Plans for administering the programPlans for guiding students after formal education is over.<sup>1</sup>

From this figure one can see the many functions of a guidance program and the emanation of the many activities from the core of the program. There is no end to the work that can be accomplished through an effective guidance program.

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<sup>1</sup>Chisholm, op. cit., p. 380.

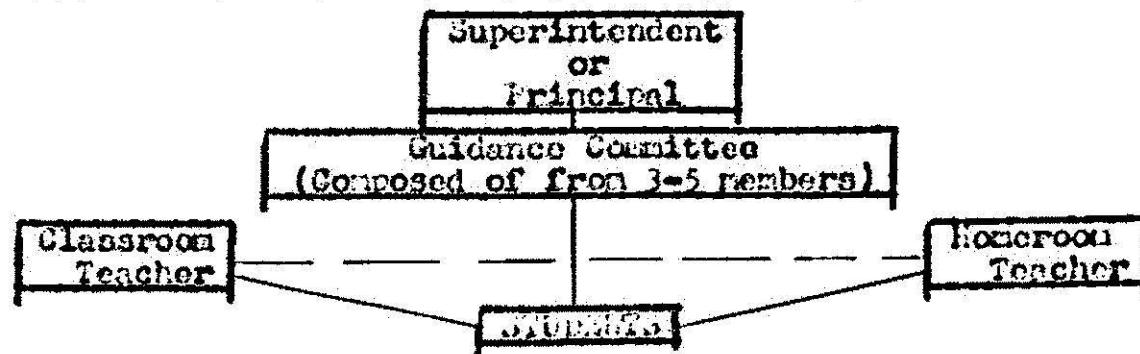
### Organizational Plan

No organizational plan drawn up would be suitable for every school, for each school would have its individual problems and conditions to face. It may lack the requisite funds to carry out a well-balanced program, or insufficient personnel, poorly trained, and because of increased enrollments, physical equipment and counseling rooms may not be available. Two organizational plans are presented which can be used in the high school enrolling up to 150 pupils, and a more detailed plan that could be used in the small high school with minor changes, but would be suitable for the high school enrolling up to 300 pupils.

The small high school needs a relatively simple plan, but one that may be expanded as services are added.

Figure 2

#### ORGANIZATION CHART FOR THE SMALL HIGH SCHOOL ENROLLING 150 STUDENTS, AVERAGE DAILY ATTENDANCE<sup>1</sup>



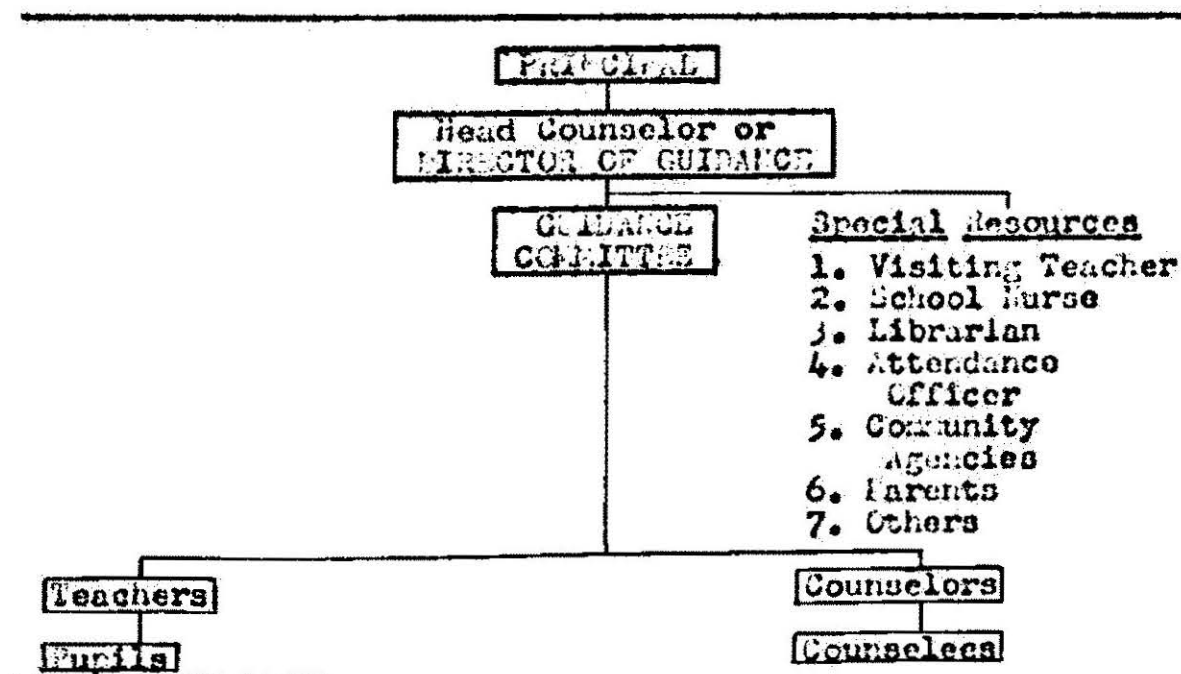
<sup>1</sup>Jones, op. cit., p. 467.

This chart may be used in cases where adequately trained personnel is lacking, but in which the principal may be carrying on an in-service training program and the staff is vitally interested in obtaining good results from their efforts at guidance. This type of organization lends itself well to group guidance through the classroom teacher and the homeroom teacher.

If the school is fortunate and has a person well trained in guidance work, and is located in a community or near a center which is well equipped with specialists, the following chart may be more adaptable to their situation.

Figure 3

ORGANIZATIONAL CHART FOR THE SMALL HIGH SCHOOL  
ENROLLING 150 STUDENTS OR LESS BUT WITH SOME  
TRAINED PERSONNEL ON THE STAFF<sup>1</sup>

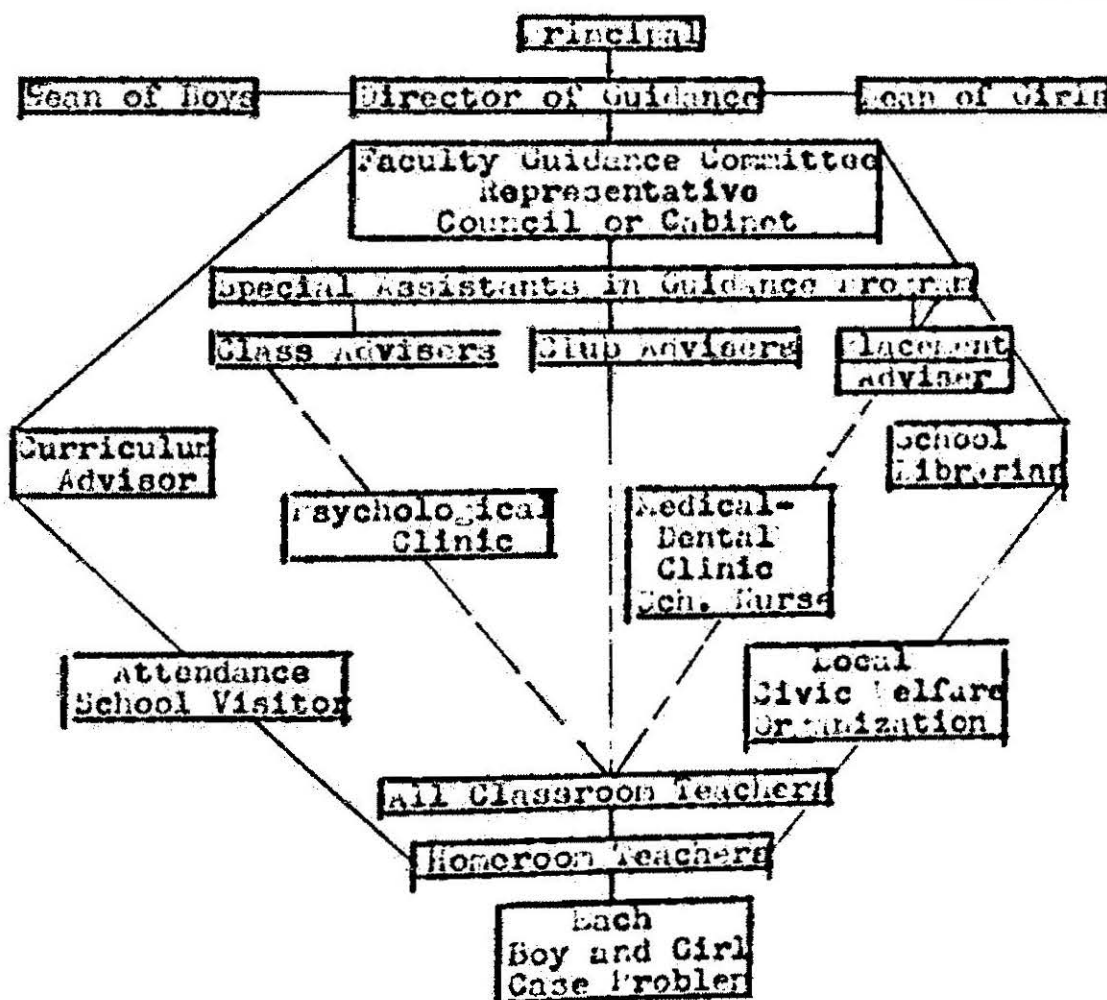


<sup>1</sup>Erickson, op. cit., p. 179.

For those schools interested in guidance on a much larger and costlier scale the following chart may be of assistance in making organizational plans.

Figure 4

ORGANIZATIONAL CHART FOR SCHOOL DESIRING A MORE ELABORATE PLAN, SHOWING LINES OF AUTHORITY<sup>1</sup>



<sup>1</sup> National Association of Secondary School Principals Guidance Plan proposed by its Guidance Committee, Davis and others, (Scranton: International Textbook Company, 1948, p. 482. Pupil Personnel Service.



Leadership and responsibility are the two most emphasized functions accorded to leaders of the guidance program according to authorities. In the foregoing charts authorities have placed the school administrator in direct charge of the program and place the responsibility for its effective functioning directly upon their shoulders.

Since the guidance program should ". . . contribute significantly to the needs of the pupils and serve as a training ground for teachers, and as a testing ground for the expansion of the program into its final form"<sup>1</sup> it must be based on a number of guidance concepts that are workable.

Erickson and Smith list these concepts as follows:

1. The guidance program should be organized so that it makes the maximum contribution to the entire school program. It should contribute to the improvement of almost every activity represented in the school's total educational program.

2. . . allow ample time for competent individual counseling.

3. . . assist in the coordination of school, home, and community resources that contribute to the development of boys and girls.

4. . . organized to provide those needed services which supplement the regular offerings of the school. These services might include placement, follow-up, testing, provision of occupational and training information, and other related services.<sup>2</sup>

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<sup>1</sup>Chisholm, op. cit., p. 365.

<sup>2</sup>Erickson and Smith, op. cit., p. 21.

Authorities are in agreement that one of the main problems of organization is coordination of all school activities of the school in such a way that:

" . . . all of the forces of the school can be brought to bear in a unified way upon the problems of each individual pupil, that each person shall have a definite responsibility for certain parts of the program, and that the work shall be so divided that each person shall know what his particular duties and responsibilities are, and that each pupil shall have unified assistance so as not to become confused with too many counselors."<sup>1</sup> They further state that a school should be able to avail itself of the many opportunities which exist in the community, such as experts in the medical profession, occupations and professions, so that students may get vital information relative to the various types of activities available to them after their days of formal education are over. Suggested field trips to industrial concerns of types available will give the student a first hand picture of the work required, and also show him the many technical developments that he will encounter when he enters that phase of his life. This type of guidance allows for more efficient work on the part of the counselor and prepares the student more efficiently to meet the challenges of life.

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<sup>1</sup>A. J. Jones, Principles of Guidance. New York: McGraw-Hill Book Company, Inc., 1945, p. 457.

Educational policy then, dictates that the school must hasten to prepare youth for living in a greater sphere of society than has ever before been attempted by our schools. In view of world developments our aim in guidance should be the development of the best that is in each individual. Our curriculum makers should be assigned the task of selecting material which best illustrates the patterns of learning which international cooperation dictates. Counselors should consider it a privilege to help students build their own philosophy of life, and turn out a product representative of all teaching which will be able to solve the ills of the world, and be able to cope with the many intricacies of developing the world for democratic living.

It is possible to achieve a smoothly running, efficient program, only by assuming responsibility for the total effort developed by the entire staff. This program calls for an internal organization based upon the type of contribution that each individual can make as determined by his own profile of interests and abilities. Democratic procedures must be in evidence in the school or one cannot expect democratic organization in a school administered by an autocratic person.

The guidance program must be organized in terms of certain desires, attitudes, and philosophies on the part of all members of the staff. The basic form of organization

will depend to a large extent upon the basic concepts of a guidance program and the philosophy of the school.

SURVEY OF SMALL HIGH SCHOOLS IN CALIFORNIA  
FROM PRINCIPALS' REPORTS

Definition of Small High School. For the purpose of this report a small high school is defined as one enrolling up to 150 pupils.

Technique employed. As a basis for this report, the October, 1948, Principals' Reports, submitted to the State Department of Education, Division of Secondary Education, Sacramento, California, were used. October Reports from 73 schools with an enrollment of less than 150 average daily attendance were studied carefully and relevant data taken from each report. Time schedule of classes and types of courses offered by the high schools provided an excellent source of the desired type of information.

Compilations were made of the number of schools enrolling 10-50, 51-75, and in variables of 25 until the total of 150 was reached. Every type of course offered which contained some form of guidance to the student was also noted or listed, together with the average length of time devoted to the course on a daily and semester basis. It was found that one school used only 30 minutes daily for a program of individual counseling and testing service, while one hour seemed to be the greatest amount of time devoted

to this work, allowing approximately 30 minutes per student per year for guidance and counseling interviews.

Examination of the October Reports disclosed 73 high schools ranging in enrollment from 10 to 150 pupils. The following table indicates the types of guidance services offered and the number and percentage of schools participating in the various subject fields.

TABLE I

THE PERCENTAGE AND NUMBER OF SCHOOLS ENGAGED IN  
GUIDANCE PRACTICES IN CALIFORNIA, RANGING IN  
AVERAGE DAILY ATTENDANCE FROM 10-150 PUPILS\*

Services Provided	10-50	51-75	76-100	101-125	126-150	Total Schools	Per- cent
Guidance	1	2	4	5	1	13	17.5
Orienta- tion	2	1	1	1	1	6	8.1
Counsel- Testing				2		2	2.7
Citizen ship	1			1		2	2.7
Study Hall	1		2		1	4	5.4
Counsel Adjust- ment			1			1	1.4
Individ- ual aid			1			1	1.4
Health			1			1	1.4
General Culture		1				1	1.4
Social Studies	3	2	1	1	2	9	12.0
None	11	5	6	6	6	34	46.0
Total	19	11	17	16	11	74	100.0

\*October Reports, State Department of Education,  
Division of Secondary Education, Sacramento, California.

Examination of the foregoing table reveals a number of weaknesses in the guidance services provided by the small high schools in California. The report indicates that only thirteen of the seventy-four schools reporting provide guidance in some form. This is only 17.5 per cent of the small high schools of our state. A further study reveals that thirty-four, or 46 per cent of our small high schools provide no guidance services. Administrators are somewhat reluctant to include in the school program a course, or courses dealing with some form of guidance primarily because of its cost to the district. The principal's role in the organization of the guidance program, according to Erickson is: "To assume administrative responsibility and leadership in developing an adequate guidance program."<sup>1</sup> Administrators are often either prone to accept the status quo in their communities, or are unable to sell the program to the community. Another important factor in the development of the program is the shortage of adequately trained guidance personnel. In recent years, training institutions for teachers have instituted courses designed to train teachers in guidance procedures.

Further examination reveals that courses in orientation and occupations are given in six of our high schools in this study, or about 8 per cent. Many of our students who have come to us from widely scattered areas of the nation with a

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<sup>1</sup>Erickson, op. cit., p. 170.



wide divergence of problems, both social and educational, are given little time to take their problems to their counselors for individual help. Only one school in this group made provision for time to help the student solve his problems. The counselor when attempting to assist the student should have available pertinent data relative to the student, such as, test scores indicating the ability of the student in the various activities in which he takes a part, but few schools take the time they need to administer and tabulate test results. It is often extremely difficult for a counselor to diagnose correctly the ills of the student without sufficient data to rely upon. Two schools in the group indicate a testing program for the use of the counselor. While it is true that teachers in small high schools become better acquainted with their students than is possible in the large high schools, an individual should not rely entirely on his judgment of a situation. Positive test results, together with mature judgments of several members of the faculty versed in guidance procedures, may help resolve a difficult problem of the student. It would appear logical that a testing program be instituted in every high school, even at the expense of some other activity. Where pupils repeatedly resort to unacceptable patterns of behavior, and where their cases do not respond to remedial measures, they should be referred to specialists for diagnosis and treatment. More use should be made of those

clinical experts to help remedy a bad situation before it becomes a lost cause. Not a single school reported the use of health experts to prevent illnesses, but only called them in to cure when a disease became prevalent. All subjects in our schools present guidance opportunities. We must make use of the curriculum--content, materials, and relationships--to meet the needs of young people.

An administrative leader will delegate many of the guidance duties to his teachers while directing the work in an unassuming manner. He knows that his teachers are attempting to meet the needs of the students. They are engaged in a job of social engineering concerned with the social, emotional, and intellectual growth of their students. The leader must instill in his teachers the importance of knowing the students--their backgrounds, personalities, and hopes. Records kept of the students' activities will aid the teacher in arriving at the fundamental cause of their problems and a solution to those problems.

For comparative purposes, Table II will show that high schools in California, enrolling from 151 to 300 pupils, are doing in guidance and related courses. An examination of this data with those of the schools listed in the smaller classification show similar deficiencies. In the larger school category 73 schools were reported to the state office for



TABLE II  
THE PERCENTAGE AND NUMBER OF SCHOOLS ENGAGED  
IN GUIDANCE IN CALIFORNIA  
RANGING IN AVERAGE DAILY ATTENDANCE  
FROM 151 TO 300 PUPILS\*

Services Provided	151 to 175	176 to 200	201 to 225	226 to 250	251 to 275	276 to 300	Total No.	%
Guidance	3	4	1	3	4	2	17	23.2
Counseling Testing			1				1	1.3
Orienta- tion	1		1	1	2		5	6.9
Orient'n Guidance			2	1			3	4.2
Social Service	2	2	2	2	1	1	10	13.7
Social Studies		2		2			4	5.5
Teacher Conf.	1	1	1		1		4	5.5
Health	1		1				2	2.7
Guidance Library Home Rm.	2		1				3	4.2
None	5	5	3	5	4	2	24	32.8
Totals	15	14	13	14	12	5	73	100.0

\*Data obtained from Principals' (October, 1948)  
Reports to State Department of Education, Division of Sec-  
ondary Education, Sacramento, California.

the 1948 school term, yet only 17 schools, or 24 per cent, indicated they had a guidance program. We find such courses as orientation, social service, social studies, teacher conferences, health, library and home room used in 32 schools.

The one fact which stands out is this: 24 schools in the 151-300 pupil classification, or 34 per cent do not have any kind of guidance activity in their schools, while in the 10-150 school classification, 34 schools or 46 per cent show they have no guidance activities of any kind. While the schools having the larger enrollment are slightly higher in the percentages providing guidance services, the situation is still very serious, and every effort must be made to provide improved guidance services to the youth attending our public institutions.

Since all subjects taught provide an opportunity to apply guidance principles they are included in this study.

In Table III data are presented to indicate the guidance practices in schools ranging in size from 10-150 and 151-300 pupils.

While the number of schools reporting in each group have approximately the same number of schools engaged in guidance services, the improvement noted in the schools representing the larger enrollments in guidance, orientation, and social services is significant. From the foregoing

TABLE III

SUMMARY OF TOTAL NUMBER OF SCHOOLS  
ENROLLING 10-150 PUPILS AND 151-300 PUPILS  
ENGAGED IN GUIDANCE PRACTICES IN CALIFORNIA SCHOOLS\*

Guidance Services	Enrollment 10-150	Per cent	Enrollment 151-300	Per cent
Guidance	13	17.5	17	23.2
Orientation	6	8.0	8	11.0
Counseling- Testing	2	2.8	1	1.4
Citizenship	2	2.7		
Study Hall	4	5.4		
Counseling- Adjustment	1	1.4		
Individual Aid	1	1.4		
Health	1	1.4		
General Culture	1	1.4		
Social Studies	9	12.0		
Social Service			10	13.7
Teacher Confer- ence			4	5.5
Guidance, Library Home Room			3	4.2
Provide No Service	34	46.0	24	32.8
Totals	74	100.0	73	100.0

\*Data obtained from Principals' October, 1948 Reports  
to State Department of Education, Secondary Division of  
Education, Sacramento, California.

facts it can be seen that the larger schools are more advanced in guidance procedures than the small high schools. This is primarily due to an increased teaching staff, the availability of physical equipment and increased monies in the districts concerned. A further study of the effectiveness of the relative programs would have to be made in order to determine the achievements of each program.

Personal Visitation to Schools. In addition to the above data, personal visits were made in the summer of 1948 to schools in the San Joaquin and Mother Lode areas to interview principals or guidance directors relative to the kind of guidance program in operation in their respective schools. The schools with small enrollments included: Sutter Creek, Jackson, Angels Camp, Tuolumne, Linden, and Galt. The schools with large enrollments included: Sonoma, Oakdale, Lodi, and Galt.

One of the first questions raised at each school was, Is there a guidance program in operation? Without exception each school answered in the affirmative to this query. However, upon further questioning, the various principals produced information showing the guidance program was rather less than effective. The large schools without exception had the best physical equipment, the better personnel as far as training was concerned, and more time and finances to carry on the program. Counseling rooms were provided, files were

available to keep personal data for each student--test scores, grades, anecdotal material--and other information pertinent to that student. While most schools were handicapped in operating their programs due to the war effort, they made every effort to acquire the best trained personnel to carry on the guidance program. If trained people were not available they selected from their faculty the people best suited to this type of work. As much time as was available was allotted to the guidance program for individual counseling, and it was found that in two of the schools, each counselor has approximately 200 students under his direction. This large number made it impossible for each counselor to devote more than a fraction of an hour to each student during the school year. It was found that the average time per year devoted to counseling was about 35 minutes per student. The three large schools had a guidance director in charge of the program under the supervision of the superintendent of schools. The fourth was under the direction of the principal of the school. In all cases, incoming high school students were counseled in the eighth grade. Counselors of the high school arranged for a visitation day to explain the high school program to the graduates and to administer such tests as would aid the counselor to render the best possible assistance to the student. Eighth grade graduates in conjunction with parents were encouraged to visit the high school for

orientation purposes. Each school provided a handbook for incoming students, explaining the rules and regulations of the schools. Also several schools provided a "high school" day in which the students were conducted on a tour of the campus, acquainting them with the location of the buildings, and other information which would prove of value to them when they entered the school.

Individual counseling and group guidance were the two main types of services offered. Individual counseling was given when program needs arose, or when the individual became a discipline problem. As much time as was available was used to help the student arrive at a logical solution to his problem. Help was given the student in analyzing his needs, abilities, and potentials. He was given all the assistance possible in the application of his talents to the interests indicated through tests, or individual counseling.

Group guidance was carried out through class discussion of problems related to the group as a whole, thus saving valuable time and duplication of effort. Specialists, such as doctors, ministers, teachers, and other professional people were invited to address the groups interested in the professions. Vocational people, such as carpenters, plumbers, farmers, and all leaders were also invited to speak to the students interested in the various occupations. After each



speaker concluded his presentation, opportunity was afforded the student to propose questions and to gain further insight into the occupation of his interest. Of course, the large schools presented opportunities to the student to learn as much about these occupations as possible, by providing learning opportunities in agriculture, wood shop, and in the case of the Stockton area, metal smithing, plumbing, and other occupations. The interest with which students have greeted the skills and occupations indicate a great success in the training of these students to find a place in our society, and to make a living at their chosen occupation or profession.

The situation in the high school with smaller enrollments was somewhat different. For example, physical equipment was in most cases lacking. Counseling rooms generally were the principals' offices, which in itself is not rated as conducive to good counseling procedures. While records of the student were assembled in files, they were not always complete, leaving much information to be desired when trying to counsel students. Individual counseling, if such it can be called, took place when a discipline problem arose and was settled by the principal, who also acted as counselor and guidance director in all but one small high school.

Testing programs were carried out in all schools, but were used for further diagnosis of the student in only two cases. Other schools gave tests, tabulated scores and then filed them until the need arose to analyze the student's progress.



No effort was made or could be made to give special assistance to retarded students, mentally, socially, or educationally. In not one case in the small school category could one discover a person in charge of the guidance program who had done special study in the counseling field. Only one person in the several schools admitted having taken one course in guidance at a higher school of learning.

Not one of the small schools had an in-service training program for their teachers. In contrast, all the larger schools held an in-service program from one to three days prior to the opening of the fall term, and in addition two of the schools maintained an in-service training program during the regular school year. This training afforded the instructors an opportunity to improve themselves professionally. In turn they could pass on to the students the benefits of the knowledge acquired on various subjects of learning.

A follow-up service for the graduates was not being practiced by the schools, but considerable thought had been given to this form of guidance. It was thought that as soon as money and personnel became available the large schools would attempt to institute such a program. Teachers realize the importance of growing professionally so that maximum service can be rendered to young people. Training for new competencies can be obtained from in-service programs, workshops, institutes, and meetings.

It must be recognized from the facts just related that small high schools are in arrears in the matter of organization and administration of a guidance program, but that progress, although slow, is being made. Handicapped as they are due to money, physical equipment, room, trained personnel and other factors they have made splendid progress. Now that opportunities for training in guidance is being given by many of our institutions of higher learning it is almost certain that many of our teachers will take advantage of this opportunity to prepare themselves to better assist the students in their care, and to make proper selections or choices in preparation for their life vocation.

Large high schools are doing a much better job, when compared with the smaller ones according to the October reports,<sup>1</sup> but improvement is forever sought for and these schools realizing the tremendous responsibility resting upon them are continually trying to improve guidance service so that their students may be better prepared to meet the challenge of society. In our democracy, leadership of the highest type is indispensable, and the school must lead.

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<sup>1</sup>Table III, Summary of October, 1946 Reports from High School Principals.

## CHAPTER IV

### CRITERIA FOR THE GUIDANCE PROGRAM

In evolving a set of criteria adaptable to the needs of his school it is necessary that the administrator or guidance director take a pre-program inventory so as to select those criteria of greatest value. The pre-program inventory list as developed by Erickson and Smith for determining the readiness of the school to adopt a guidance program is given in detail because it is necessary for the administrator to have an answer to each phase of this inventory.

1. Is the administration convinced that additional guidance services are needed by pupils in the school?
2. Can some staff member be given some time free from other duties to "head up" a guidance program?
3. Can the schedule be arranged so that some teacher-counselor will have time for individual counseling (at least one hour daily for each 100 pupils)?
4. Can a minimum testing program and a system of cumulative records and other necessary supplies and materials be provided?
5. Are administrators and teachers willing to devote considerable time and effort to the development of the program?
6. Is the majority of the faculty interested in the development of the guidance program?
7. Are the administrators willing to assume responsibility for the interpreting the guidance program to the school board and to community groups?
8. Are the administrators, teachers, and teacher-counselors willing to participate in an in-service training program?

9. Is specialized help--guidance specialists in school or community, nearby--university help--assistance from state department--available to assist in the development of the program?

10. Can minimum facilities be provided for individual counseling?

11. Is the school personnel willing to take the time necessary to build the program, with the support of the majority of the faculty?

12. Is it possible to build the program so that the teachers will be helped to improve their teaching activities?

13. Will the school staff be willing to think through the role of guidance program, assist in setting it up, and give support after it starts?

14. Is the community ready or can it be interested in supporting a guidance program?

These questions "must be answered in the affirmative"<sup>2</sup> if the principal and the staff expect to have a successful guidance program.

In formulating a criteria for guidance concepts one must keep in mind the aims and purposes of guidance. Jones in his book, *Principles of Guidance*, says: "Guidance has a common purpose--to assist the individual to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction."<sup>3</sup> keeping this definition

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<sup>1</sup>Erickson and Smith, op. cit., pp. 25-6.

<sup>2</sup>Ibid, p. 26.

<sup>3</sup>Jones, op. cit., p. 80.

in mind when setting up the criteria for a guidance program, the staff or guidance committee will select the best basic principles of guidance from known authorities in the field and evolve a set of principles upon which the success of the guidance program may be predicated.

Authorities in the field are in agreement relative to the basic concepts of a guidance program, and the following criteria taken from the Counseling Guide of the San Francisco Public Schools is worthy of mention.

1. Guidance should be considered as a vital function which permeates the whole educational program and not as something added to an already overcrowded schedule.
2. The guidance service should grow out of and be carefully adapted to the needs of the school it is to serve.
3. All members of the administration and faculty, as well as students, should be encouraged to become guidance-conscious, and each individual a part of the program.
4. The character of the existing school personnel should be considered carefully in the determination of the type of guidance organization to be established.
5. There should be a program for assuring the proper school adjustment of all students, anticipatory and preventive problem solving, plus appropriate remedial activities whenever needed.
6. Continuity of attack between the counselor and his counselees is the keynote of successful guidance.
7. Those who are expected to guide students must have an opportunity for regular group contacts with their advisees as well as, sufficient time with their advisees, to hold the essential individual conferences.
8. Information about students is primary, and information about educational and vocational opportunities is secondary--though both are exceedingly important.



9. An adequate program of testing--mental, achievement, reading, prognostic, interests and aptitude--is necessary for effective guidance.

10. An adequate cumulative system is essential.

11. Provision should be made for long term planning by students in secondary schools, otherwise there may be haphazard choice of subject, curricula, and goals.

12. The guidance program should provide for the development of desirable civic, ethical, and social attitudes in students, along with opportunity for their practice in school situations, it should encourage also worthy and intelligent leadership and "followership."

13. Definite plans should be made for continuous in-service improvement and for cooperative study and planning by guidance personnel, each school setting up its own in-service plan.

14. Definite provision should be made for careful evaluation of guidance activities and outcomes.<sup>1</sup>

Since these criteria were established for the public school system of San Francisco, all of the concepts may not be practical for the small high school. They are given here to assist the local guidance committee in selecting those criteria which are applicable to the local needs.

The criteria listed for the Indianapolis Public Schools stress the orientation and articulation of the pupils and grades of school.

1. Adequate and usable cumulative records for all pupils, sufficiently reliable to insure complete and valid diagnoses.

2. Appropriate group and individual testing program.

3. Planned counseling program in which pupils are aided by both teachers and parents.

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<sup>1</sup>10. I. Schmaelzle, "A Guide to Counseling," San Francisco Public Schools, 1944, p. 10.

4. Group and individual guidance and counseling through classroom teachers, class advisers, sponsor-room teachers, and other guidance agents.

5. Satisfactory articulation between eighth and ninth grades, high school and college, and high school and gainful employment.

6. Complete orientation program for all pupils new to the school.

7. In-service teacher training.

8. Coordination of school guidance and counseling services with related community agencies and organizations having counseling functions.

9. Placement service available to present and former pupils.

10. Follow-up and special studies.<sup>1</sup>

Jones, in his set of criteria, stresses the total development of individual traits rather than group activity.

1. The guidance service should rise out of interests, needs and purposes of the students.

2. The service should be continuous and serve all youth, not merely the maladjusted, in ways that will help foster their best growth.

3. It should be concerned with the whole individual in his total environment.

4. It should be organized to deal not only with serious problems after they arise, but also with causes of such problems in order to prevent them from arising, or to prepare for their solution.

5. It should provide for all phases of pupil problems and pupil study.

6. It should provide for specialists.

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<sup>1</sup>A. J. Kettler, "A Ten Point Guidance Program," American School Board Journal, V. 113, No. 5 (November, 1946) pp. 19-23.



7. All guidance should be directed toward improved pupil self-knowledge and self-direction.

8. It should enlist the interest and effort of every member of the school staff, home and community.

9. It should be as simple as possible.<sup>1</sup>

Since the administrator must, in the first and last analysis, assume the major responsibility for the success or failure of the guidance program he must select the best objectives for his program only after exhaustive study of his resources which are available. All of the foregoing lists of criteria assume that leadership and cooperation of the guidance staff will be forthcoming. Authorities are in agreement that leadership is the keynote to the success or failure of the program, and it is imperative that administrators do not attempt to set up an elaborate program when it is proposed, but rather select only those concepts which are workable and acceptable in a small high school. The criteria listed by Erickson in his recent Counselor's Handbook are worthy of serious thought by those small high schools contemplating the beginning of a guidance program. He lists thirteen steps in chronological order, which may be undertaken by the guidance staff in the order given. They are as follows:

1. Recognize the need and importance of a guidance program and give it his personal support.

2. Help the staff recognize the values, functions, and services of a guidance program.

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<sup>1</sup>Jones, op. cit., p. 465.

3. Help provide an in-service training program for teachers and counselors.
4. Provide adequate facilities for the program.
5. Arrange the school schedule so counseling services are available to all pupils.
6. Arrange the schedule so the counselors have sufficient time for counseling.
7. Make adequate budgetary provisions for the program.
8. Interpret the program to the school board, the parents and the community.
9. Establish and maintain a cumulative record system.
10. Select counselors on the basis of desirable and established criteria.
11. Help the staff build the curriculum around the needs and characteristics of pupils.
12. Help identify and coordinate out-of-school resources.
13. Participate personally in the development of the program.<sup>1</sup>

Because of a large number of unknown factors affecting each individual small high school it would be impossible for guidance leaders to accept any one of the foregoing lists of criteria in its entirety. Such factors as finances, adequately trained personnel, physical facilities, willingness of the staff to cooperate, community resources and others may in some measure affect the successful functioning of the program. However, leadership in the person of the administrator

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<sup>1</sup>Erickson, op. cit., p. 171.

must be evident. In the criteria selected from the authorities quoted on the foregoing pages are criteria which it is believed will be adequate to provide the minimum guidance services needed in the small high school enrolling 150 pupils or less. Due to local conditions, other concepts of guidance may be added to the list; but for our purposes these criteria will suffice.

1. Recognize the need and importance of a guidance program and give it his personal support.<sup>1</sup>
2. The guidance service should rise out of interests, needs and purposes of the students.<sup>2</sup>
3. Complete orientation program for all pupils new to the school.<sup>3</sup>
4. The guidance program should enlist the cooperation of the home, church, child-serving agencies, both public and private.
5. The guidance program should be concerned with the special health, academic, emotional and social development and vocational direction of children.<sup>4</sup>
6. It should provide for all phases of pupil problems and pupil study, and provide for specialists.<sup>5</sup>
7. Arrange the schedule so the counselors have sufficient time for individual problems of the pupils.<sup>6</sup>

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<sup>1</sup>Erickson, op. cit., p. 171.

<sup>2</sup>Hamrin and Erickson, op. cit., p. 333.

<sup>3</sup>Kettler, op. cit., p. 113.

<sup>4</sup>Wade, op. cit., p. 19-20.

<sup>5</sup>Jones, op. cit., p. 465

<sup>6</sup>Erickson, op. cit., p. 171.

8. Individual and group testing. Adequate and usable cumulative records for all pupils, to insure valid diagnoses.

9. Provide in-service training. Trained personnel. Adequate finances and physical facilities. Trained leadership.<sup>1</sup>

10. Group and individual guidance and counseling through classroom teachers, class advisers, sponsor-room teachers, and other guidance agencies.<sup>2</sup>

11. Help the staff set up procedures for evaluation.<sup>3</sup>

The foregoing criteria are representative of what small high schools are capable of doing with their limited staff, finances, and physical equipment. Should local conditions warrant a change in the above list, such changes may be easily made and the program improved thereby. However, it is felt that when proper leadership is evidenced, a good start in guidance procedures will result by following the criteria listed above.

When trained guidance personnel are not available, an in-service training program will aid the staff to become acquainted with the procedures of guidance. Other recommendations will include summer school courses in guidance, adequate library materials, and workshops in guidance.

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<sup>1</sup>Schmaelz, op. cit., p. 10.

<sup>2</sup>Erickson, op. cit., p. 171.

<sup>3</sup>Ibid., p. 171.

## CHAPTER V

### THE IDEAL PROGRAM FOR SMALL HIGH SCHOOLS

The ideal program for a small high school will depend to a large extent upon the various community and school resources available. The program, as outlined on the following pages, will not of necessity be the only one to be used by small high schools; but rather will be set up as the starting point, particularly in a situation where no guidance program is in existence. The administrator or guidance director will need to make a survey of his community to determine just what resources are available--business, agriculture, or industry. He will also make a survey of school resources, such as finances, physical equipment, personnel, and students. The leadership must be convinced that guidance services are needed or the program will fail of its own accord. To get the wholehearted cooperation of the staff Brickson and Smith suggest that we take these steps:

1. That the staff have a chance to decide on the approaches to be used.
2. That every staff member have a part to play in the approach to be used.
3. That the method used begin with the problems and needs of the teachers and pupils.
4. That all teachers begin with some phase of the program that is of concern to them and related to their regular activities.

5. That theory and practice be learned together.

6. That time be provided so that this study can be carefully and effectively carried out.<sup>1</sup>

The development of an "... effective guidance program is a cooperative task of pupils, parents, community, citizens, teachers, specialists, and administrators,"<sup>2</sup> according to Hamrin and Erickson, and cannot be over emphasized. Since the guidance program should "... contribute significantly to the needs of the pupils and serve as a training ground for the teachers"<sup>3</sup> it must be carefully planned to incorporate all the existing agencies of the school and the community.

Incidental guidance usually results in little or no real help to pupils. A good guidance program is a well organized program, and such a program will not develop without intelligent and incisive leadership. Chisholm reports that "... the most important handicap at the present time in the school generally is the lack of able professional leadership."<sup>4</sup>

In many high schools the guidance program has been unsuccessful because the philosophy of the guidance program

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<sup>1</sup>Erickson and Smith, op. cit., pp. 44-45

<sup>2</sup>Hamrin and Erickson, op. cit., p. 362

<sup>3</sup>Chisholm, op. cit., p. 365

<sup>4</sup>Ibid., p. 365



has not been expressed nor clarified by the administration. The philosophy as stated by Hamrin and Erickson could well be adopted by the busy administrator as a starting point.

1. The guidance program should be administered in terms of the needs, interests, abilities, and opportunities of the pupils.

2. Guidance services should be available to all pupils at all educational levels.

3. Guidance is concerned with the best development of the "total" individual. It must be so organized that all pupil experiences are coordinated and related.

4. The guidance program must be organized to enlist the understanding, interest, ability, and energy of every member of the staff.

5. The guidance program should be organized to care for problems that have developed, to prevent such problems from arising, and to help each pupil secure for himself the most productive and positive experiences. In other words, the program should be organized to cure, prevent, and to enrich.

6. The administration of the guidance program should insure planned services which are purposeful and unified.

7. The guidance program should be administered so that specialists may constantly seek to strengthen teachers.

8. The guidance program should be organized to utilize, to supplement, and enrich the guidance experiences provided pupils by the home and community.

9. The guidance program should be so administered that personal contacts and the "human touch" are provided.

10. The guidance program should help members become increasingly able to guide themselves.<sup>1</sup>

If the administrator keeps in mind the facts that guidance is the process of acquainting the individual with life and

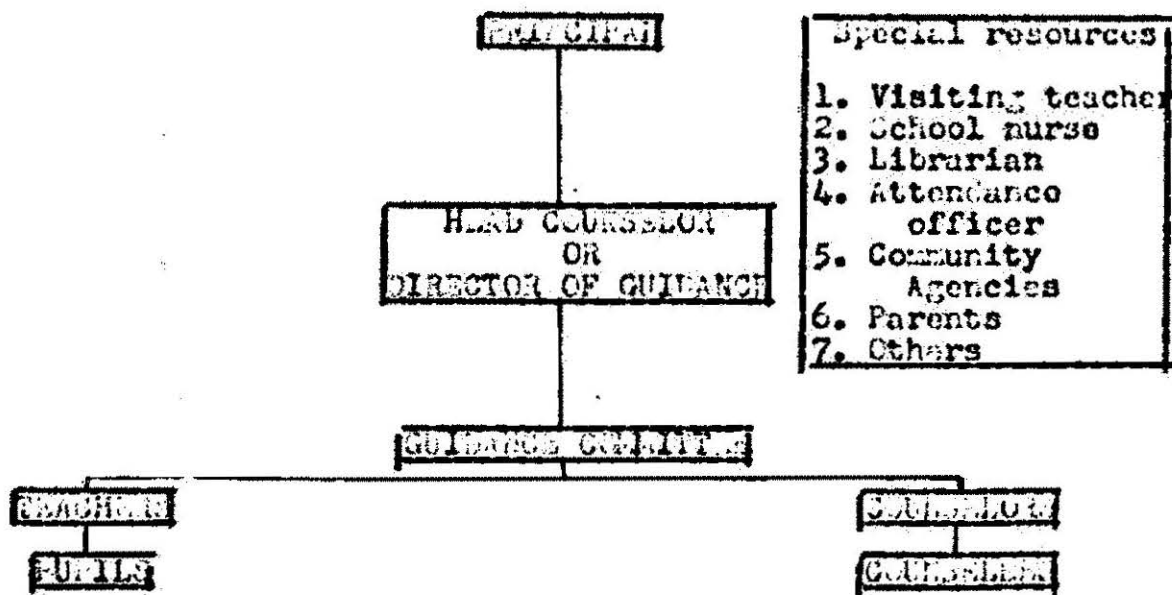
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<sup>1</sup>Hamrin and Erickson, op. cit., pp. 333-334.



its many ramifications, the adoption of a philosophy for his school should prove relatively easy.

Figure 5  
ORGANIZATION CHART  
FOR  
SMALL HIGH SCHOOLS<sup>1</sup>



While the principal heads up the guidance program he should delegate the duties and responsibilities for the effective functioning of the program to a head counselor or director of guidance. Among his many duties he will find himself administering discipline and authorities are in agreement that discipline and counseling functions must be

<sup>1</sup>Erickson, op. cit., p. 179.

kept apart. According to Williamson and Hahn the principal has several duties to perform to enable the program to function smoothly and effectively. He should:

1. Foster proper faculty attitudes.
2. Help with in-service training.
3. Give advice when asked.
4. Help shape the program through active participation.<sup>1</sup>

In addition, he must see to the necessary financing of the program, the selection of the personnel workers, make general policy, and evaluate the guidance program. It will be necessary for him to assist counselors with problems that arise from time to time, and to assign counselees to the counselor. He must assign the necessary time to counselors for guidance to groups and to individuals. He may find it necessary to make a thorough reorganization of the school program and curriculum in order to meet the needs of his pupils and the community of which they are a part.

Much of the present literature on guidance stresses the need for in-service training for guidance personnel. Staff meetings for the discussion and dissemination of information pertinent to the guidance program and to help solve the problems of the counselors may be very effective and helpful. Current literature should be made available to the staff with opportunity to visit other schools to see what they

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<sup>1</sup>Williamson and Hahn, op. cit., p. 236.

are doing to make an effective program. Consultation and co-operation with interested local agencies will enhance the value of the program to the community.

Allen's list of the activities of the various school employees in guidance work will give excellent assistance to the administrator when planning his guidance program.

A. Guidance functions of the principal.

1. Organization of Guidance Program and department.
2. Selection, training and supervision of advisers.
3. Supervision of subject and home room teachers.
4. Spirit and morale of the school.
5. Continuous revision of school program and curriculum.
6. Development of extra-curricular activities.
7. Problem cases referred by advisers.

B. Guidance functions of each subject teacher.

1. Arouse interests and develop right attitudes.
2. Stress occupational information of the subject.
3. Arrange tryout projects in the subjects.
4. Encourage and develop special abilities.
5. Remedial instruction in subject handicaps.
6. Lead a club or activity.
7. Cooperate with adviser and homeroom teacher.

C. Guidance functions of each home room teacher.

1. Helpful, friendly, personal interest in each pupil.
2. Orientation in school life and routine.
3. Records, reports, and attendance.
4. Develop school citizenship, leadership and personality.
5. Cooperate with advisers and subject teachers.<sup>1</sup>

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<sup>1</sup>R. D. Allen, "Guidance Activities of Various School Employees, Review of Educational Research, III (June, 1933), p. 216.

Allen also recommends the use of outside specialists such as health specialists, mental health clinic, placement offices and others.

Adequate supplies of up-to-date materials such as, tests, forms, informational materials, and other guidance tools must be on hand to assist in making the program a success.

Selection of Personnel. The efficiency of the guidance program cannot rise higher than the ability or intellect of the persons who organize and conduct the program. Since the counselor is one of the most important persons in the guidance program the administrator should check his qualifications very carefully. Reeder states ". . . the duties of each counselor demand a high standard in personality, in vision, and in training."<sup>1</sup> The error is often made of assuming that men and women with many years of successful teaching experience will necessarily make the most successful counselors. It is true teachers with experience may make better counselors, but teaching alone is not sufficient--the counselor should have a broad comprehensive knowledge of occupational possibilities and requirements through first-hand contacts. "The diagnoses and recommendations must be based upon accurate knowledge,

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<sup>1</sup>W. G. Reeder, Public School Administration. New York: The MacMillan Company, 1942, p. 546.

both of the individual whose case is under consideration and of the conditions affecting the individual's decision."<sup>1</sup>

Every school has the responsibility of ". . . helping pupils plan for the future and helping pupils solve their problems."<sup>2</sup> Therefore, if the school has the above responsibilities they must provide someone to care for them, and this person is called a counselor. He should be a person selected by ". . . virtue of interest, training, experience, and ability to carry on the delegated responsibilities of counseling."<sup>3</sup>

The counselor is necessary to the proper functioning of the guidance program. He assists in the problem of orientation of entering students, provides information to staff members, administers tests, confers with students who plan to enter the school, assists in the selection of subject matter, talks with parents, and a multitude of other duties will keep the counselor occupied during his counseling period.

The counselor should be selected on the basis of successful teaching experience, should have some non-school work experience, adequate training for the job, and the ability to develop good working habits or relationships with other staff members. He must have a real interest and genuine ability to become a counselor, he must have a great deal of insight

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<sup>1</sup>Reeder, op. cit., p. 546

<sup>2</sup>Erickson, op. cit., p. 159

<sup>3</sup>Erickson, op. cit., p. 159

into human nature and be interested in people and their welfare. In addition, he should be willing to study, work extra hours, and improve his ability.

These qualifications for a counselor are extensive and a small high school may not be able to employ a person with all these qualifications, but the selection of a counselor should be based on these points. The counselor in the small high school is required to teach part of the day.

The question of the number of students to be assigned to a staff member for individual counseling, must be answered in terms of availability of time, amount of clerical work to be performed by counselors, whether cumulative records are adequate and easily accessible, and whether group activities are used to advantage. A recommendation of the North Central Association of Colleges and Secondary Schools list approximately 100 pupils per counselor.<sup>1</sup>

In California a recent survey of 1289 counselors in secondary schools revealed that 85 per cent were part-time counselors who also had teacher experience.<sup>2</sup> Experience indicates that effective guidance programs may be organized with either part-time or full-time counselors or with a combination

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<sup>1</sup>"Improving Guidance Programs in Secondary Schools," California State Department of Education Bulletin, Volume XIX, No. 8. (Sacramento: California State Department of Education, December, 1950).

<sup>2</sup>Ibid



of the two. In small high schools, a part-time counselor will suffice. In schools enrolling 150 pupils, one counselor devoting one full period per day to his duties can carry on a minimal guidance program. He would need to have the following facilities and equipment.

1. A private (and, if possible, a comfortable) place for interviewing.
2. Easy access to cumulative records.
3. A file for personnel folders (under lock).
4. Easy access to educational and occupational information rooms and files.
5. A room for testing and for small group conferences.
6. A storage space for tests and other material.
7. A phone, to call pupils, parents, and community agencies.<sup>1</sup>

These are minimum requirements for high schools. If finances warrant a greater outlay for physical facilities and equipment, it is highly recommended for more effective guidance.

Planning the Orientation Program. Each school in this study should include in their curriculum an orientation course. Orientation activities are intended to help prospective or entering students become familiar with a new school and understand the opportunities, requirements, and practices to be found there. They also help to develop a positive motivation toward the school on the part of new students and their

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<sup>1</sup>Erickson, op. cit., p. 185.



parents and thus to assist in laying the foundations for good student morale and sound public relations. The guidance staff will be responsible for providing leadership in planning and carrying out orientation activities.

The basic points to consider in orientation activities are:

1. All students entering a school need assistance to make a good start.
2. Parents of new students learn about the school and its program, and may assist their children in making important decisions.
3. Advantageous to provide counseling service to members of incoming groups as soon as possible.
4. Cumulative personnel records are especially useful when students are transferring from one school to another.<sup>1</sup>

There are many techniques to be used in orientation work. The counselor should visit schools sending students to his school to acquaint the entering or prospective students with problems and procedures when entering the new school. It is an excellent way to bridge the gap for new students. Students may visit the school they intend to enroll and observe the school at work. Student handbooks are excellent sources of information to incoming students. Other devices used during the first week of school may include: get-acquainted social affairs, homeroom programs, class meetings, and assembly programs.

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<sup>1</sup>State Department of Education, op. cit., p. 14.

Group Guidance Activities. Many problems arising in the minds of pupils may be solved by group participation. Problems common to all students may be discussed and in this manner much time and duplication of effort is saved for individual counseling. The topics and units included in group guidance activities should be based upon problems of real importance to the pupils. The program should be planned so that all pupils may take a part in the activity. Leaders of group activities must have the training and personal characteristics necessary for success in this type of activity. Discussions of problems common to all will lay the foundations for individual counseling. Some problems common to the group and which will make for group discussion include: orientation to the school, effective study habits and use of the library, educational and occupational planning, effective human relationships in the school, on the job, and in the community, applying for a job, use of leisure time, good mental and physical health practices, and others. For discussions of this type the counselor would take advantage of his community resources, by inviting outside speakers, experts in the respective vocations and occupations, health officers, and successful business and professional people. Students would be given a chance to ask questions to learn more about their particular interest in the vocational or professional field.

The Role of Testing in the Guidance Program. Tests provide an objective and time-saving method of appraising a pupil's abilities, interests, aptitudes, achievement, and intelligence. Tests must be administered and scores used intelligently if the guidance program is to be a success. Tests serve to supplement the counselor's investigative ability and experience. "The guidance of boys and girls without scientific psychometric aids is like sailing a boat without a compass."<sup>1</sup> Testing if administered scientifically will enable the counselor to secure information about his counselee which will be extremely helpful in assisting the counselee in making decisions. A testing program should be used as a supplement in obtaining information for the over-all guidance of the students. It should be pointed out clearly, however, that testing is not counseling. "It is merely one device which the counselor uses to help interpret to the counselee and himself the relationship of capabilities and interests within that individual."<sup>2</sup> The use of standardized tests makes possible more accurate judgments than subjective methods alone.

Traxler points out that test results may be very important instruments when used properly by the counselor to:

1. Identify weaknesses of individual pupils and provide for long-time study and treatment.

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<sup>1</sup>Science Research Associates, "Practical Handbook for Counselors," 1946, p. 38.

<sup>2</sup>Ibid., p. 34.

2. To discover special abilities that should be developed.

3. To confer with pupils from time to time about achievement.

4. Confer with pupils about problems of adjustment.

5. Confer with parents about the ability, achievement growth, and school adjustment of their children.

6. To guide pupils into or away from certain courses and thus reduce failures.

7. Help pupils and parents make plans for the pupil's career after graduation.

8. Confer with teachers about individual pupils. (one of the most important aspects of guidance adjustment)

9. Make case studies of certain pupils.<sup>1</sup>

Tests may reveal many causes of failure in subject matter and may assist the counselor to make correct decisions for his counselee. Tests should be given for the purpose of diagnosis. Counselors cannot give expert assistance to the individual unless he knows the real reason for the failure of the student.

A series of tests must be given to each entering student to enable the counselor to have a thorough knowledge of the counselee. Tests should be given in intelligence, achievement, interest inventories, aptitudes, and personality adjustment. These tests would give the counselor and the student a

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<sup>1</sup>A. E. Traxler, Techniques of Guidance, Tests, Records, and Counseling in a Guidance Program. New York: Harper and Brothers, 1930, pp. 194-199.

clear picture of the students' abilities, interests, and aptitudes. When the student is permitted to view his own test results on a graph he is able to discuss more intelligently his shortcomings and abilities, and thus arrive at a solution to his problem which may lead to future success.

The counselor should have the following tests for each individual as a beginning and may add others to this list as occasion may warrant.

1. A good group intelligence test, the scores not given in terms of I. Q., but rather in percentile rank.
2. A reading test with college and adult norms.
3. An interest test. Something to crystalize vague interests.
4. A clerical aptitude test.
5. A mechanical aptitude test. We must remember that doctors as well as plumbers need this.
6. A personality adjustment inventory.<sup>1</sup>

These tests may be supplemented from time to time to measure progress of the student, and to determine whether the student needs help in any other phase of his education. This testing program should be carried on during the high school career of each student.

Cumulative Records. The cumulative record of a pupil is an indispensable guidance tool. Traxler points out that

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<sup>1</sup>Chapman, op. cit., p. 2.

one of the primary functions of the counselor is to ". . . obtain from the cumulative record a developing picture of the student as a whole that has unity and proper emphasis on factors which may dominate the individual's whole adjustment."<sup>1</sup> The cumulative record must contain data on every aspect of life of the student. The periodic, concise recording of all aspects of a pupil's career in and out of school serves not only as a challenge to the school to consider the individuality of each of its pupils but also as an evaluation of the school's services to that individual. Traxler further states, that the ". . . most important purposes of personnel records is to improve the instruction and guidance of each individual pupil."<sup>2</sup> These records should be continuous over the whole school history of the pupil, and should follow the pupil from school to school.

Kettler includes in his cumulative record such items as ". . . school awards, scholarship honors, elementary and junior high school grades."<sup>3</sup>

Records must be kept under lock and key. They should be made available to all teachers to enable them to administer to the needs of the pupils more effectively. Files must be furnished and should be maintained in the counselors room for

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<sup>1</sup>Traxler, op. cit., p. 20.

<sup>2</sup>Ibid., p. 203.

<sup>3</sup>Kettler, op. cit., p. 19.



ready reference when needed for consultation about the students' problems. The thesis is now widely accepted that the "... backbone of any guidance program worthy of the name is an individual cumulative record"<sup>1</sup> and a "... well organized testing program."<sup>2</sup>

Cost of Guidance Program. Costs of the guidance program may be grouped under three main heads:

1. Personnel
2. Clerical services for the maintenance of records.
3. Testing programs<sup>3</sup>

In our small high schools the guidance functions may be absorbed by the staff as is, with the addition of one trained guidance leader, who may absorb some of the teaching functions in addition to directing the guidance program. It is entirely possible to eliminate one course in the curriculum and substitute in that period counseling services.

Clerical services may be held to a minimum by employing clerical help or by using the school secretary if one is available.

The testing program will probably require the greatest sum of money. The basic testing program should consist of at

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<sup>1</sup>Traxler, op. cit., p. 12

<sup>2</sup>Ibid., p. 12.

<sup>3</sup>Ibid., p. 9.



least five tests per year with the cost at about one dollar for each group of five tests. If test scoring machines are used the tests may be used again and again, thus lowering the cost of that service. A recommendation that the state institute a state-wide testing program, with machines to do the scoring, would be a tremendous help to the small high schools in meeting the cost of this operation.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

In making this study of the guidance programs in effect in the small high schools of California, five administrators of high schools enrolling 150 pupils or less, and five administrators of high schools enrolling 400 pupils or more were interviewed. In the small high schools it was found that organized guidance programs existed in name only, in each case the administrator was the guidance director as well as the disciplinarian.

No extra time was allotted for counseling in the program, cumulative records were incomplete, testing was a technique used merely because it was one of the educative processes. Test scores were used in a few cases for counseling purposes, but in others, scores were simply tabulated on the cumulative record folder of the student.

In the larger high schools guidance was carried on in an organized form. Each school had a director of guidance whose function it was to provide the staff with information relative to guidance procedures, and to assist the students to discover their abilities, needs, interests, and aptitudes. Time was allotted on the program for individual counseling. Courses in some cases were being offered in the occupations,

and several of the large schools provided a course in orientation to all incoming pupils. Counselors in these schools were provided with physical facilities; such as conference rooms and equipment, including files, folders, and the necessary supplies to carry on a complete program. Each counselor served approximately 200 pupils. Extensive testing programs were in effect in all schools and results of the tests were used to assist the student in selecting such subjects or courses which would be of greatest value to him in preparing for his future work. Lodi Union High School and the Sonoma Union High School proved to have an effective guidance service according to an evaluation criteria chart issued by the Vocational Guidance Department of the State of California. They also provided placement service, and in some cases used a follow-up system to aid the student after he graduated or left school.

In addition to the interviews and visits to several schools in the Mother Lode and San Joaquin area, an examination of the October, 1948 Reports of school principals to the State Department of Education, Secondary Division, Sacramento, California, was undertaken. A total of 147 schools averaging up to 300 average daily attendance were studied and tabulations made from their programs. There were 74 schools in the small high school group with which this study is concerned, and 73 in the group enrolling from 151-300. A study of this

latter group was made to compare the groups relative to the guidance services offered their students.

In the small school group, 10-150 pupils, it was found that only 13 schools, or 17.5 per cent of the schools in that group listed time in their program devoted to guidance work. In the larger group, 17 schools, or 24 per cent, listed time dedicated to guidance services. Considering the fact that there were 74 schools in the lower classification and 73 in the larger classification examined, the percentage is very low. Approximately 21 per cent of all high schools enrolling up to 300 pupils engage in some form of guidance, and 79 per cent make no provision for such services.

Orientation courses were offered in six small high schools, or 8 per cent, and in only five of the larger schools, or approximately 6 per cent. The processes of acquainting incoming students with the rules and regulations of the school, helping to orient the student to the campus, and other vital points of behavior about the school are very important, but most of our schools seemingly take it for granted that a course incorporating these things is unnecessary.

Another important aspect of guidance service is the testing program. Schools reporting testing programs on their schedules included two in the small group, and only one in the larger group. It may be fair to assume, however, that other schools are engaged in testing programs but did not

provide the time on their program for such activity, but in interviews with principals in the Kether Lodge area it was found that an effort was being made to carry on a testing program, and that results were studied by the administrator for the purpose of improving his instructional program.

One small high school listed a period for individual aid to students, and also one period for health activities. More time should be made available for health programs in our schools--mental as well as physical. Many of the students who are at present maladjusted in their social and intellectual life could be given assistance which would help them to a greater enjoyment of their surroundings.

One fact discovered in the examination of the October Reports to the Secondary Division of Education in the small high school group was that thirty-four schools or 46 per cent offered no course indicating some personal assistance to the student. However, twenty-four schools in the larger group of high school constituting 34 per cent, gave no assistance. We may with some degree of accuracy conclude that larger schools are more adequately financed and staffed to carry on guidance activities.

Many of the high schools in both groups offered courses in the vocations, such as commerce, agriculture, shop, (metal and wood) and auto mechanics. In these courses the pupil may discover hidden talents or abilities which he could develop in the years to come.

Group activities were carried on quite generally in both groups of high schools. Assembly programs, including student activities and outside speakers were a part of the program. Few group activities included the more serious aspect of preparing the student to meet actual life conditions after they left school. Occupational information was lacking in most programs. Educational advancement or college entrance information seemed to dominate the group activities. Problems common to the entire group could be profitably discussed while leaving individual questions to private conferences.

Most administrators interviewed indicated improvement in their programs was needed and were making plans toward that objective. Others indicated satisfaction with what they were doing, blaming lack of finances, trained personnel in counseling procedures, and overcrowding of students which made room space for individual counseling nonexistent. Administrators generally agreed that counseling services were highly desirable and hoped that the State Department of Education could in some way provide the needed impetus for a guidance program on a state wide basis. The hope was also expressed by the administrators that our teacher training institutions would insist on candidates for teaching credentials taking such courses in guidance as were being offered by the colleges. This would assure some training. However, only such candidates as indicated an understanding and



sympathetic feeling for youth should be given consideration for the position of counselor.

While administrators may have a philosophy of education in mind, no case was discovered where this philosophy was in written form for the guidance of the staff. How then can the teachers direct their teaching and guidance of youth when they do not know the aims and objectives of the school in which they work? Unless they are given the aims and objectives of the program, they must stagger along blindly hoping that progress is being made in educating the student and preparing him for his place in society.

With no criteria to follow it is rather a difficult process to evaluate the educational program of the school. While some administrators used tests to measure the progress of the student in some course or courses, a yardstick to measure the overall educational program was lacking.

Personal visitation with the business and professional leaders of the community should be made to provide the pupils with an opportunity to explore the various occupations and professions. This will help them select the type of work for which they are best suited. Placement programs for students desiring jobs or positions were found in the large high schools, but in our small high schools this service was only incidental. It is important for administrators to know how their program of education is preparing their students for life situations and to achieve this, a periodic reevaluation is necessary.



### Conclusions

While this study has been neither intensive nor extensive enough to base any definite conclusions on either the factors or problems involved, certain general conclusions may be drawn with a fair degree of safety. Among them are the following:

1. Guidance is recognized as an important function of the small high school of California and is being given some attention by all of the administrators of the high schools investigated.

2. Guidance programs are not being carried on in an organized manner in our small high schools.

3. Only a few of our small high schools have made a serious effort to study their students' needs for guidance and have evaluated their present programs.

4. Group guidance and testing programs are being neglected due to lack of finances and trained personnel to administer such activities.

5. Due to increased enrollments, inadequate budgets, and lack of physical facilities and equipment, guidance has been neglected.

6. Testing programs should be increased to aid in the discovery of the needs of the pupils and to provide means for the improvement of the educational program.

7. Personnel trained in guidance procedures and in testing are needed to head up these programs.

#### Recommendations

Since the problem of developing and administering an adequate guidance program is common to the small high schools of California, and since very little work has been done on the evaluation of the programs in effect at present, it is recommended that:

1. The State Department of Education should sponsor the development of a guidance program and a system for evaluation of the program.
2. Teacher training institutions should provide a well rounded program for the training of guidance personnel.
3. Work shops, clinics and other methods of improvement should be held (preferably during the summer) to assist those teachers desiring to enrich their knowledge and abilities in guidance work.
4. All small high schools should reexamine their programs with a view to improving guidance procedures through the addition of the following: personnel trained in guidance, adequate physical facilities and supplies, and testing programs to discover pupils' needs.
5. A study should be instituted of the amount and type of in-service training being offered to counselors in our small high schools.

6. A study should be made of the amount and type of training of counselors currently engaged in counseling practices.

7. The counseling loads of the various high schools of the state should be studied.

8. The State Department of Guidance should issue a monthly publication of guidance activities in our state. This would provide a medium for the exchange of ideas and possibly up grade the guidance procedures used in the high schools of our state.

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