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The extent and nature of in-service guidance training in the junior high schools of California

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THE EXTENT AND NATURE OF IN-SERVICE
GUIDANCE TRAINING IN THE JUNIOR
HIGH SCHOOLS OF CALIFORNIA

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

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

by
Raymond Lewis Stuck
June 1956

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CHAPTER I

INTRODUCTION

The role of guidance in the school is rapidly becoming one of the essential functions of modern education. The realization that so much depends upon right choices made in youth, gave the investigator the desire to find what others were thinking and doing about the potentialities of this subject in relation to California junior high school children.

It is the dynamic concept of guidance that resulted in a questionnaire being developed to help determine by survey if the junior high school teachers were receiving any in-service help in fulfilling their guidance responsibilities to the children. Douglass states, "Education is growth, and guidance the direction given to growth."¹ The questionnaire also sought information on how teachers responded to an in-service guidance training program, together with the administrators' feelings about teacher preparation for guidance.

It is understood by many that continuous participation in guidance work is essential if teachers are to

¹A. A. Douglass, Modern Secondary Education (Boston: Houghton Mifflin Company, 1938), p. 61.

improve their services. It is also hard to anticipate the guidance needs of individual communities; or to predict social, economic, and political changes which may affect future guidance policies. It is also known that faculty members tend to learn most effectively by participating in an in-service guidance training program.

The junior high school student today is exposed to a rich and varied curriculum from which choices must be made. This stands as a contrast to the limited offerings of the schools only a generation ago. The student body of the modern school varies in capacity from morons to potential geniuses as compared with the relatively homogeneous groups found in most older schools. This presents the student with a large measure of choice and almost certain failure as a penalty for wrong decisions.

The average modern school has increased greatly in population. Also, modern society with its many complexities has confronted the student with many problems which are beyond his ability to solve alone. Some social institutions which acted in a guidance role in the past have now shifted these responsibilities to the school. From this it may be clearly seen that if education is growth, and guidance the direction given to it, it is most imperative that the guidance program be given greater emphasis in order that the growth be wisely directed.

Interest in the problem. This problem has been of particular interest to the investigator as a result of study and observations made during the course of experience over a period of years as an elementary school teacher and principal. For example, it was observed that while guidance is important at every step of a person's educational growth from kindergarten through graduate school, its significance is particularly marked in the junior high school years. Then the child not only is passing physiologically from immaturity to maturity, but the problems he must face undergo rapid and significant changes. At this age, more than any other, he needs sympathetic and competent help from adults who have his confidence and friendship.

Purpose of the study. The purpose of this study is to determine the extent and nature of the present in-service teacher guidance training program, together with its relationship to the over-all guidance program, in the public junior high schools of California.

Limitations of the study. It was not the purpose of this study to do an evaluation of the results of in-service teacher guidance training. The evaluations that were made were in terms of the program and not to determine its effect upon the student.

Need for the study. In dealing with guidance programs that were organized almost wholly on a voluntary basis, it seems necessary to discover whether the programs were actually accomplishing the purpose for which they were set up. The purpose is to make counseling not only available but of worth for each student. It seems axiomatic that counselors are always busy. It is inevitable that the guidance personnel must depend a great deal on the classroom teacher as a first line of defense. In every school the classroom is the primary point of contact between the staff and the students.

In commenting on this matter, Froelich states:

The teacher has an important role in the guidance program. To pay his part effectively, he needs training in guidance techniques. Currently, few colleges of education are including an adequate amount of such training in their teacher-preparation curriculum. Consequently, most teachers need additional training in guidance procedures after they are on the job. Since all teachers must have a minimum of guidance know-how to function effectively as a member of the staff, the school head has a responsibility for helping them to acquire the necessary skills and understandings.²

Definition of terms. The junior high school, for the purpose of this thesis, shall consist only of schools containing grades 7-8-9.

²Clifford P. Froelich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), pp. 261-62.

Development and procedure. Chapter II will contain considerable material on what various writers have found in this field. The investigator desires to show how in-service teacher guidance training has developed. This will be done (1) by showing the need for guidance, (2) basic concepts to a guidance program, (3) policies and practices basic to modern guidance, and (4) an in-service training of staff members.

Chapter III contains a brief statement on how the questionnaire was developed and methods used for its refinements. The instrument received favorable response from officials of the junior high schools of California. Chapter IV is given to the task of showing many tables and the compiled results of the state-wide survey. The last chapter presents the summary, conclusions, and recommendations.

The questionnaire used contained thirty questions with a checklist type of responses given under each question. This served two purposes, namely, to control as far as possible the responses of the respondent and to facilitate ease of response.

The results of the questionnaire showed beyond doubt that the California junior high schools are conducting, as a whole, a very on-going and dynamic form of in-service

teacher guidance training programs. These are necessitated in part by a rapidly expanding school program, such as California is now experiencing. Many teachers hold only provisional credentials, while others possess minimum certification with no pre-service training in guidance.

Summary. This study is concerned with in-service guidance training programs as they are functioning in the public junior high schools of California. The objective was to prepare and send a questionnaire to all the junior high schools of California. From the questionnaire, facts and information will be compiled and tabulated to determine the extent and nature of the in-service guidance training program.

A brief statement of the limitations and needs for in-service training is given.

The development of the material is given to acquaint the reader with an over-view of the thesis. The content and purpose of the chapters are outlined briefly.

The following chapter gives a condensation of related literature.

CHAPTER II

REVIEW OF THE LITERATURE

Origins of guidance. Guidance is indebted to many areas of science for its present body of knowledge and techniques. It will not be the purpose of this study to trace in detail the background of guidance or to identify each experimenter and every field.

Erickson, in the opening chapter of his book, A Basic Text for Guidance Workers, makes the following observation:

Most commentators on child growth and development credit Wundt as the man who first became interested in making a scientific study of the individual. Many people were drawn to his laboratories and one of the most outstanding was Cattell. He entered Wundt's laboratory in 1880 and worked there until 1888, when he returned to the United States as Professor of Psychology at the University of Pennsylvania. From Cattell the mantle descended to the shoulders of Thorndike. Thorndike worked in Cattell's laboratories, developing his own ideas regarding the possibilities of working with animals. He made extensive studies dealing with the nature of learning. Subsequent work led to his famous, "Laws of Learning," and in 1910 published the first calibrated scale for the measurement of an educational product.¹

There are now three main approaches commonly used in making generalizations regarding the behavior of children. The first is "cross-sectional study"; the second, "longitudinal study"; and the third, "individual study."

¹Clifford E. Erickson, A Basic Text For Guidance Workers (New York: Prentice Hall, Inc., 1949), p. 18.

The need for guidance. Guidance is based upon the fact that human beings need help. Everyone needs assistance at some time in life. Some seem to need it constantly, while others may only need help in case of a crisis. Young people, especially, are not capable of solving life's problems successfully without aid. Many critical situations occur in our lives, in which important and far-reaching decisions must be made, and it is very necessary that some adequate help be provided so that these decisions may be made wisely. Although the need for help has always been present, there have been economic and social changes that have taken place in the last few decades that have made it increasingly necessary to make more definite provision for certain forms of guidance in our public schools. Arthur J. Jones in his book, Principles of Guidance, lists the following eleven points as showing a present demand for definite provision for guidance and personnel work.

1. Changing conditions of the home
2. Changing conditions of labor and industry
3. Changes in population
4. Changes in birth rate and death rate
5. Increase in amount of general education demanded
6. Elimination from school

7. Leisure time
8. Moral and religious conditions
9. The changed philosophy of education
10. The problems of minority groups
11. Necessity for a changed social program²

Nearly all conditions of modern life point to the greater necessity for organized guidance, especially for our young people. This help may be given by all phases of the social order: the home, the church, the state, and the school. Adequate guidance cannot be given unless all these agencies unite in a cooperative effort to give the assistance needed. The major responsibility for initiating and carrying on this work must fall upon the public school. It is the only agency that can provide such help in a form and to a degree that promises any adequate solution of the problem. [The school has the children most of the time] and at the most impressionable age, and its organization makes possible expert assistance of a kind that home or church cannot provide.

Jones names the following areas as typical conditions out of which problems arise. It seems to cover the major fields fairly well.

²Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1951), pp. 5-35.

1. Health and physical development
2. Home and family relationships
3. Leisure time
4. Personality
5. Religious life and church affiliations
6. School
7. Social
8. Vocational³

Since the organized guidance movement was started about a half century ago, much progress has been made in all areas of personnel work. Humphreys and Traxler give a warning note lest we become too complacent.

First, vast numbers of schools in the United States have no planned systematic guidance of any kind. Second, all too many schools that profess to give educational and vocational guidance to their pupils have programs that fall short of the mark. In fact, objective observation indicates that it is the rare public school or college that has fully adequate services for evaluating and for otherwise assisting individual students.⁴

In the early history of the guidance movement great stress was placed upon vocational guidance. Educational guidance was regarded as a concomitant and necessary phase

³Ibid., p. 58.

⁴J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 105.

of this work. As the years went by, emphasis was given to other forms of guidance. Educational leaders increasingly recognized the many forms of guidance as being closely interrelated and belonging under student guidance. Leaders began to realize that educational institutions had to accept responsibility for a program of student guidance.

This recognition was based on the fact that schools are the only institutions normally in a position to perform all of the essential guidance services for all children and youth.

Humphreys and Traxler set up the following guidance services as adequate for an educational institution:

(1) The scientific collection and interpretation of test data and other important information about the individual. (2) The provision for the students use of extensive and reliable information concerning educational and vocational opportunities. (3) The relating of the information about the individual to the opportunities available to him. (4) Counseling with the individual so that he is able to participate actively and intelligently in working out his own plans.⁵

The modern social, economic, and industrial life has produced situations of such complexity that individuals are powerless to cope with them. Problems growing out of these situations are so difficult and so completely involved in the general social and economic life of the community and the nation that the individual himself cannot solve them alone. Organized assistance in some form must be provided.

⁵Ibid.

These situations constitute the field of guidance.

Concepts basic to a guidance program. There are a number of significant concepts which should form the basis for any well-organized program of guidance in the junior high school. Gruhn and Douglass, in chapter eleven of The Modern Junior High School, set down the following nine points:

1. Guidance is not something new.
2. Guidance is broader and more important than vocational guidance alone.
3. Guidance does not consist of making decisions for young people, nor of encouraging them to make decisions of their own immediately.
4. Guidance is as legitimate an educational activity as the study of English, mathematics, and social studies.
5. Guidance is not confined to counseling alone, but is carried on in many other ways and through many channels.
6. Guidance cannot be confined to a few specialists, but must be carried on by the entire professional staff.
7. Guidance should be reserved and careful to avoid influencing pupil decisions through distorted, over-emphasized, or incomplete information.
8. Guidance is sufficiently important so that the school should be organized and administered with the guidance function prominently in the foreground.

9. Guidance must be based upon and make use of all appropriate resources in the community, directed and integrated through the program of the school.⁶

The decisions and adjustments that follow from a guidance program predicated upon these concepts will tend to influence greatly such phases of the child's life as (1) the development of attitudes toward himself and his fellowmen, (2) the development of a wholesome and effective personality, (3) success in his vocational activities, (4) the success of his home and family life, and (5) the value of his contributions to his community and to society.

The problems, decisions, and adjustments of the junior high school child, according to Gruhn and Douglass, center particularly around the following:

1. Keen concern regarding acceptance by his fellows of both sexes.

2. The choice of and preparation for a life's vocation.

3. The beginning of concern regarding vocational success.

4. Increased craving for achievement and self-expression.

5. The adolescent's feeling of dignity regarding his own personality.

⁶William T. Gruhn and Earl R. Douglass, The Modern Junior High School (New York: The Ronald Press Company, 1947), pp. 281-83.

6. Increased interest in speculative and philosophical conflicts and problems.⁷

Problems such as these, it is true, are also of concern to some children in the elementary grades, while they are confronted by others in the senior high school years. It is in early adolescence usually that they begin to be of greatest concern to the child. It is, therefore, in the junior high school years that the boy and girl demand the most help in making decisions and adjustments that grow from these problems. It is through the guidance activities of the junior high school that this help should be given.

In the four and one-half decades since the junior high school was first widely introduced into the American public school system, the concept of guidance has changed greatly. At that time our concept of guidance was confined primarily to the making of vocational decisions and adjustments; however, it has been expanded until it includes now every problem which conceivably might be faced by junior high school boys and girls.⁸ The guidance program of today is concerned not only with vocational problems but extends to educational, mental and emotional, civic and social, character, and personal problems of adolescent youth also.

⁷Ibid., pp. 283-84.

⁸Ibid., p. 309.

This broader concept of guidance has created a need for new guidance services, a larger guidance staff, and better qualified guidance workers. Much progress has been made in the junior high school to meet these demands.

The greatest need in the immediate future, however, is a staff of teachers in the junior high school who are well qualified by personality, interest, training, and experience to carry on guidance activities.⁹

This is where the greatest emphasis should be placed as we continue to improve the guidance program in the junior high school.

Policies and practices basic to modern guidance. The philosophy held by members of the community, the governing board of the school district, and personnel of the school determines the type and quality of the guidance program offered in the community. The role of the teacher as the key person in the guidance of children in the junior high school and the success with which he plays this role depends upon a multiplicity of conditions. Although the classroom teacher is in a key position to help a child in solving his problems, there are children whose problems are much too complex to be solved without intensive work beyond the

⁹Ibid., p. 311.

classroom. In such cases, guidance specialists may properly relieve teachers of these responsibilities.

Practically all of the services which are provided by the guidance specialist have implications for curriculum. Whether the guidance activity be a child-study program to study the characteristics of children at various age levels, designed to help teachers and parents know what they can expect of children at different ages, or whether it be a study of individual children, the findings are of importance to all who are concerned with the school curriculum. If the curriculum is inflexible, if it disregards individual differences, if it is not properly geared to what research has shown should be expected of children at various age levels, the guidance services of the school cannot function satisfactorily in meeting the individual needs, abilities, and interests of boys and girls.¹⁰

All guidance is of one piece, so to speak. To understand children at any age level, a longitudinal view of

¹⁰Despite this rather obvious dynamic interrelationship of guidance and the curriculum, a review of recent literature indicates "that curriculum books almost ignore mention of the organized guidance program, while guidance textbooks have been written as if what the school teaches is of no concern to the specialists." Henry B. McDaniel, "Organization and Administration of Guidance in Elementary and Secondary Schools," Review of Educational Research, 14:109, April, 1954.

child development is needed. One cannot guide the junior high school child wisely unless he understands the pre-school and elementary years, in which the foundations of personality and behavior are laid. Counselors and guidance specialists, whatever may be the age level at which they specialize, need full understanding of what happens as the child grows and develops from birth to adulthood.

Up-to-date knowledge of child growth and development is essential to successful teaching, but as yet only a limited number of teacher-training institutions provide adequate background in this area.¹¹ Continuous opportunities for in-service training of teachers and parents in the area of child growth and development should be provided through the services of a guidance specialist. The 1955 NEA yearbook states that this may be done in the following manner:

This may be done in a variety of ways, such as organized programs of lectures followed by discussion, or through informal study-discussion groups in which teachers and parents participate. One of the most valuable types of in-service training is carried on informally as teachers seek assistance over the weeks and months from a genuinely helpful guidance consultant.¹²

¹¹Association for Supervision and Curriculum Development, Guidance in the Curriculum, 1955 Yearbook of the Association, a Department of the National Association (Washington, D.C.: National Education Association, 1955), pp. 109-10.

¹²Ibid., p. 110.

Faculty and staff need to be engaged in constant evaluation of the school guidance program to determine whether its offerings are actually meeting the needs of the students. In the light of such appraisal they should be working together on whichever aspects of the school program may need improvement. This is one of the very best kinds of in-service teacher education and one in which the counselor should take a leading role. A committee of teachers could be set up to work with the counselor and the supervisory staff in selecting areas for study and in planning the guidance program.

The counselor who centers his major effort in helping teachers acquire the background and gain knowledge needed to handle directly many of the personal problems which arise in the classroom, will find that his own case load will become materially reduced. He will also be able to shift some of his former emphasis upon remedial work to the developmental aspects of an active in-service guidance program.

In-service training of staff members. It is the responsibility of the administrator to plan a definite program of in-service training for all persons who are to participate in the activities of the guidance program.

Erickson and Smith suggest that an administrator should anticipate that staff members may raise some objections to the suggestion that the school improve its guidance program. Some of the attitudes common among staff members with respect to the beginning guidance program may be:

1. Fear that the development of a guidance program will tend to imply criticism of what the school has already been doing
2. Doubt of their ability to carry out these new responsibilities
3. Fear that the new program will mean more work--records to keep, tests to score, etc.
4. Reluctance to depart from the established routine
5. A tendency to regard the guidance program as "another fad"
6. Uncertainty about the attitude of administrators, parents, and the community toward the guidance program.¹³

In-service training permits the adaptation of training methods and materials so that it can correspond to the present needs of the staff members as they work in a developing guidance program. An in-service training program will be more effective if staff members are able to secure training and experience simultaneously. Erickson and Smith

¹³Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, 1947), p. 209.

also state the entire program of faculty stimulation should be based on the following principles:

1. The program should start with the problems which concern the faculty and which they consider important.
2. The program should begin at a point consistent with the faculty's present degree of guidance training.
3. The program should be planned in consultation with the faculty members who are to participate in it.
4. The program should attempt to reveal desirable practices and activities now being carried on in the school.
5. The program should attempt to find out and build on the interests of teachers.
6. The principal should arrange the in-service training program so that a reasonable part of it can be held during the school day.
7. The principal should show an interest in the program and participate in it to the fullest extent that his other duties will permit.
8. The program should permit theory and practice to be carried on at the same time.
9. The program should be parallel, insofar as possible, the daily duties of the staff.
10. The program should provide for the continuous professional growth of teachers.
11. The program should include special training activities for the counselors.
12. The administration should assume the major responsibility for organizing and carrying on the in-service program.¹⁴

¹⁴Ibid., p. 212.

Erickson and Hamrin feel that guidance and in-service training in this field should be built around the life and work of the school. The school should adapt and not adopt guidance practices.¹⁵ The program should be developed co-operatively. It should begin with all of the people interested in guidance. Around this common core of interest should come the building of the program by all members of the school staff. The in-service guidance program should be an active program of doing. It should be characterized by activity. Teachers learn by doing, just as children learn in this way.

The guidance program must be made to fit the conditions found in the individual school. It should be built carefully and must be planned so that it may develop over a period of time. The program should be extensive enough in scope so that only a few of the student's needs are neglected. It must be sufficiently inclusive to involve nearly all the staff. Student participation in the planning and carrying on the program should be provided. Erickson and Happ find that a good guidance program must

¹⁵Clifford E. Erickson and Shirley A. Hamrin, Guidance Manual for Teachers (Bloomington, Illinois: McKnight and McKnight, 1939), p. 110.

use the best of the tools and techniques available.¹⁶

Finally, a good in-service guidance program will not succeed unless it has the support, the encouragement, and the leadership of the school administration.

As a part of the in-service training program, it may be advantageous for the faculty to study the handicaps that reduce the effectiveness of the teachers. Erickson and Smith list the following factors as faculty handicaps:

1. It is difficult for teachers to get acquainted with pupils. Their teaching loads may be too heavy. They may have too many different pupils. Pupil turnover may be too great, or some teachers may teach too many different subjects. Sources of information about pupils may be inadequate.

2. Teachers do not understand their functions in the guidance program. The objectives and desired outcomes of the total educational program may not be clearly defined in the school.

3. Teachers may have too many fears: insecurity of tenure, inadequate salaries, and critical elements or pressure groups in the community.

4. Teachers may be restricted in their personal lives: inadequate family experiences, lack of opportunities for participation in community activities, inadequate living arrangements.

5. Personality distortions may result from continuous pupil-teacher relationships.

6. Teaching aids and other facilities may be inadequate.¹⁷

¹⁶Clifford E. Erickson and Marion Crosley Hupp, Guidance Practices at Work (New York: McGraw-Hill Book Company, Inc., 1946), pp. 312-13.

¹⁷Erickson and Smith, op. cit., p. 313.

The following in-service training suggestions may be helpful in developing a program for staff stimulation. The active administrator will work and adapt techniques which will provide adequate results in his own local system. Erickson and Smith give thirty-nine suggestions, of which fifteen will be listed, on in-service guidance training.

1. Survey the opinions of teachers and pupils to determine the additional services that they feel are needed.

2. Make a survey of pupil problems.

3. Make a survey to locate existing school practices most effective in meeting the needs of pupils.

4. Secure professional reading materials in the field of guidance and make them available to teachers.

5. Survey the present program and attempt its improvement.

6. Encourage preschool conferences for staff members, centered on the problems related to the continuous development of the guidance program.

7. Plan a series of conferences devoted to the study, discussion, and observation of counseling procedures.

8. Plan some faculty meetings for the review of recent literature and research in the field of guidance.

9. Make a study of community agencies and organizations interested in rendering guidance services to students.

10. Visit other agencies, organizations, and institutions carrying on guidance and personnel programs.

11. Use an idea or question box to get teacher reaction to the activities of the guidance program.

12. Encourage the formation of committees to work on important aspects of the guidance program.

13. Encourage participation in conference and other guidance meetings.

14. Use guidance consultants from universities, industries and businesses, and State Departments of Education.

15. Organize teacher groups to study significant areas of the guidance program. Have them report their findings to the faculty at staff meetings.¹⁸

It is of great importance that the interests of the teachers be found and encouraged. Some of them will be found to have an interest in specific functions of the guidance program, such as, record keeping, educational or occupational information, tests, mental hygiene, or some other important activity. Every faculty member should have a part in the guidance program.¹⁹ Many teachers in this manner can become very proficient in the field of their major interest. As the program grows the school can develop a fine number of faculty members able to make a substantial contribution through the use of their specialized abilities and interests.

Every American school of today has the responsibility of helping pupils plan for the future and helping these

¹⁸Ibid., pp. 213-15.

¹⁹Ibid., p. 217.

pupils solve their problems. Erickson²⁰ states that these responsibilities cannot be avoided. It is of the greatest importance that the school attempt to help pupils in these two areas. Guidance is concerned with these two responsibilities. One of the most important services of the guidance program is to develop, under the leadership of the administrator, an in-service guidance training program to help the faculty play a greater role in student guidance.

An active in-service program will do much to encourage teachers to participate in this vital area. Some teachers, through unfounded fears or lack of complete understanding, may be reluctant to enter unreservedly an active on going in-service guidance training program.²¹ If teachers can be encouraged to develop their abilities and special interests in certain phases of the local guidance program, they are usually soon able to be of greater service. Some of the failures of in-service programs have been due to the lack of comprehension and support by the teaching staff. When faculty members understand the significant role they can play, the important contribution the counselors can

²⁰Clifford E. Erickson, Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949), p. 159.

²¹Ibid., p. 142.

make to students, and the fact that they are laboring together toward common ends, there need be no conflict as the in-service program grows with the school. Thus the program can be very helpful to the teacher by assisting him when he encounters a problem he finds himself unable to solve. In-service training on the part of the teacher can materially help the counselor play his professional role. Erickson states, "The worth of the counselor's work is measured in terms of the teacher growth."²²

In developing an in-service program for the entire staff, the particular problems with which members of any given faculty are concerned forms a good basis for the in-service training program. Co-operative work on problems which are recognized by teachers themselves provides other promising grounds for a good program.²³ The administration should provide adequate leadership toward the development of a school which is interested in every pupil as an individual. He must execute policies determined by the in-service training group and, in some cases, delegate such execution to the group. The administrator should make a deliberate attempt to create the kind of environment which encourages

²²Ibid., p. 143.

²³Ibid., p. 205.

co-operative planning in guidance training.²⁴ In many schools it is advisable to provide some on the job training program for faculty members selected to serve as counselors.

Santaviceca makes the following observation:

In-service training in the area of distributive guidance should be made available to homeroom teachers in our schools. The in-service training should make clear the responsibilities of the teacher in the guidance function. The availability of such in-service training is a responsibility of the school administrators and the school counselors.²⁵

There should be a close working relationship between counselors and teachers in the distributive guidance service. More thought should be given to the guidance program as it relates to the school personnel.

Peters, in writing on in-service guidance training services, gives the following conclusion:

Consideration of the size of enrollment is essential in the appraisal of guidance services. In the small and medium schools, guidance services are the responsibility of the administrators and the teacher rather than guidance specialists. In-service training in guidance seems to be the key to the development of extended guidance services in most schools. Organize faculty committees to study school needs and plan an organized guidance program. . . . Promote a workshop in the school to study the achievable guidance functions suggested by this research. Select classroom teachers to obtain additional training in guidance.²⁶

²⁴Ibid.

²⁵G. G. Santaviceca, "What Homeroom Teachers Should Know," Occupations, 30:351, February, 1952.

²⁶Herman J. Peters, "Guidance Services in Indiana Public High Schools," Occupations, 29:528-30, April, 1951.

Not much has been done to help staff members know how to understand their pupils better. The common philosophy of guidance held by the school counselors makes this role of the teacher an important one in the guidance of pupils. Unfortunately, many teachers have had very little training for their responsibilities in this area. Until such a time as all teachers have pre-service training in guidance, schools will have to provide this service for them.²⁷

Every teacher involved in the training should have a part in the planning. No teacher should be required to participate in any activity planned. Participation should be on a voluntary basis.²⁸ In this way teachers will not look upon this as additional work, and those who participate will count it a privilege.

The planning process is an important part of the guidance training program. Planning should be based upon definite needs discovered in some systematic manner.²⁹ With local leadership the program can be continuous, rather than spasmodic. Needs for training will also change with the growth of guidance in its relationships in the school program.

²⁷Ernestine Bledso, "Counselors Plan In-Service Training," Occupations, 30:495, April, 1952.

²⁸Ibid., p. 496.

²⁹Ibid.

The professional library is the backbone of the in-service program.³⁰ Attractive, comfortable reading centers for the staff are one of the ways of motivating teachers. A variety of techniques should be used in order to make the training interesting.

In-service guidance training programs must be evaluated continuously to determine if they are meeting the needs. In evaluating the effects of in-service education, one can consider changes in attitudes, understandings, and abilities of the staff. The ultimate criterion, says Bledso,³¹ is whether or not it has a good effect on the adjustment of the student to his individual problems.

Gray and Bretsch make the following observation:

Guidance services need to be studied to determine whether they are achieving their goals. Some schools may have been too eager to set up forms--instead of first developing among the staff--an understanding of the need for, and the proper functioning of the services.³²

Summary. The thinking of most people who work in the field of guidance and counseling is that guidance is a function both of the classroom teacher and the guidance

³⁰Ibid., p. 497.

³¹Ibid., p. 499.

³²Roland F. Gray and Howard S. Bretsch, "Formal Guidance Programs Deserve Study," The School Review, 60:236, April, 1952.

specialist. There must also be an interested and sympathetic administrator who will facilitate the training, and be willing to make provisions in the school for doing as many of the things learned as practical. Training should be carried on in accordance with modern concepts of learning.

In-service guidance training seems to be the key to the development of extended guidance services. These services need to be carefully surveyed periodically to determine whether they are achieving their goals.

When guidance specialists are generous in giving teachers, through an on-going in-service guidance training program, the benefit of whatever special experience or skill they may possess, then both guidance and instruction are almost certain to bring maximum benefits to school children.

The next chapter gives a detailed account of how the questionnaire was developed and tested before it was sent to the junior high schools of California.

CHAPTER III

PROCEDURES USED IN THIS SURVEY

In this survey the questionnaire method of securing data was used. The investigator secured a list of all the California junior high schools by writing to the State Department of Education. They replied by letter that in the school year of 1955-1956 there were 222 public junior high schools of grades 7-8-9 in California. A questionnaire was prepared for this survey and sent to all of the school administrators. All of the junior high schools of grades 7-8-9 were included, which made unnecessary any selection of some particular group or area of schools.

Technique employed. The investigator constructed a questionnaire after considerable research and study. Upon completion of this instrument it was submitted to seven junior high school administrators for their comments and criticism. As a result of this action two points became clear. First, the scope of the questionnaire was too wide, which necessitated a reduction in the number of questions used. Second, some of the individual questions needed clarification and internal revision to lessen ambiguity.

Following its revision the questionnaire was submitted to another junior high school administrator and his

guidance director. Each advised some modifications in both form and order of questions. They also suggested a short note of explanation be attached to the beginning of the questionnaire. This note would help to give the right frame of reference to the respondent. This note was later incorporated into the letter of introduction.

Organization of the questionnaire. In preparing the questionnaire, much literature was surveyed on the subject of in-service guidance training to determine the salient factors which should be covered. A study was also made of a number of questionnaire surveys in other related interest areas. This was done in order to gain insight concerning the type and form of questions used and the general organization of the instrument.

It seems evident that in even the most carefully prepared and worded form of this type, flaws will be revealed when it is subjected to wide usage. It was revealed that in some cases it was a possible misinterpretation of a question by a respondent. However, it seems that in reviewing the results of the questionnaire, the main purpose of the survey was accomplished. In calling attention to this conclusion, it should be noted that the primary purpose of the survey was to attempt to determine the general extent and nature of the in-service teacher guidance program in the

junior high schools of California by means of a questionnaire sent to all of the schools in the state. The investigator did not intend that the survey go into numerous details except as they related or gave insight to the main purpose of the study.

Most authorities on research question the validity of many findings obtained by the questionnaire method. Brief questions, no matter how well worded, mean different things to different people. In addition, a question, by reason of its brevity and objectivity, may leave little room for the informer to explain or interpret his answer in light of his own situation.

The investigator was cognizant of the preceding problems. Two points were incorporated to help strengthen the validity of the questionnaire used in this thesis. The first was the fact that it would be better to cover all of the 222 junior high schools in California by questionnaire than to interview only a small number. Secondly, the instrument was set up in a checklist fashion (see Appendix B, page 104) which made answering relatively easy and helped give some uniformity to the responses. The threshold of rigidity was lowered by leaving the respondent a place to enter a subjective choice of his own if he desired. Any such entries, when pertinent, have been compiled and tabulated into the findings of this thesis.

After the instrument had gone through various revisions and had reached its final form, it was sent to the printers. By a process of off set printing the questionnaire and the letter of introduction were made ready for mailing.

Response to the questionnaire. The questionnaire was sent to the 222 junior high schools in California, together with a letter of introduction (see Appendix A, page 102), explaining the general purpose of the survey. Enclosed with the above was a stamped, self-addressed envelope for the return of the completed questionnaire.

A record was kept of the mailing and return date of the questionnaire. If a reply was not received within three weeks, a reminder was mailed. (See Appendix C, page 108.) A total of 222 questionnaires were sent out in this state-wide survey. Compilations were closed on April 9, 1956. Of the 222 junior high schools who, it may be assumed, received the Survey Form, responses were received from 120 or 54 per cent.

At the time of the final compilation and summarization, all of the material was carefully reviewed. As a result, the replies to certain questions which were either incomplete or inaccurate and contributed little or nothing to the understanding of the problem were omitted. In still

other cases, the additional remarks have suggested areas for further study. As much of this material as seemed relevant or valuable has been incorporated into the discussion of the data found in the following chapter. However, every effort has been made to insure that this information has not detracted from either the validity of the collected data or the conclusions derived from them.

Summary. This chapter is concerned with the development of the questionnaire upon which this survey was based. After construction on a checklist basis, the questionnaire was given a trial test on two different occasions.

It was found that the instrument was too broad in scope and some of the questions needed internal revision to remove ambiguities. This was done in the interest of the study.

The questionnaire in its refined form was printed, and 222 were mailed. Responses were received from 120, or 54 per cent.

The data secured from these respondents constitute the basis for this study and will be developed in the following chapter.

CHAPTER IV

THE QUESTIONNAIRE RESULTS

The data were accumulated by sending questionnaires to administrators in a complete state-wide survey. From the 54 per cent of usable responses which pertained directly to the study, there emerged a wide range of significant reactions, opinions, and data.

The questionnaire returns came from all of the main geographical areas of the state. One school system representing 68,000 children, sent a reply from its guidance research department. The largest single school to reply had an enrollment of 2,650, while the smallest school reported an enrollment of 155.

Schools having an in-service guidance training program. A total of 120 schools responded to this question. A summary of the responses is given in Table I. It will be noted that 85 per cent of these schools conduct an in-service guidance training program. Responses indicated 12 per cent will start soon, leaving only 3 per cent with no guidance program for the faculty.

Comments on this question were numerous, but for the most part they concerned an explanation of what each respondent meant by his in-service guidance training program.

TABLE I
SCHOOLS NOW CARRYING AN IN-SERVICE GUIDANCE PROGRAM

Responses	Number of Schools	Percentage of Schools
Yes	102	85
No	14	12
Starting soon	4	3

The following comments were made by respondents:

We have had in-service training for new teachers. We hope to have plans next year for all.

Guidance problems considered in regular faculty meetings.

Provision for a rather flexible program through released time for curricular meetings which involve guidance.

Not as a formal program. In-service training results from teacher-counselor conferences, parent teachers conference, regular teachers meetings.

No formal program. The faculty meets twenty-five to thirty times during the year. The main purpose of the meetings is guidance.

We do carry on many in-service activities, but we do not have an in-service guidance training program as such. We need to do more. We are looking forward to the day when more of our time and efforts can be given to the problem of guidance training for teachers. There is a great need for this.

The responses to the question would seem to reveal that the in-service program in many schools includes several things of which guidance is a part.

Administration of the program. Responses to the question, "How is the program administered?" as shown in Table II, indicated that in sixty-one schools, representing 61 per cent of the total reporting on this question, the in-service programs were administered from both district and local levels. Thirty-four schools reported local school administration, while only five schools, or 5 per cent, gave the district office as the source of administration.

TABLE II
HOW THE PROGRAM IS ADMINISTERED

By whom administered	Number of Schools	Percentage of Schools
From both levels	61	61
Local administration	34	34
District administration	5	5

This would seem to imply that most administration comes from the level nearest the problem.

Subjects faculty felt were basic. Responses to the question, "If we think of the following subjects as basic to teacher in-service guidance training, on which did the faculty lay the most importance?" was divided into seventeen subheadings, as shown in Table III, with the respondents adding three more.

The respondents were asked to rank the highest five by number in order of importance.

- I. First order of importance:
 - A. Philosophy of guidance.
 - B. Discipline.
 - C. Individual counseling.
- II. Second order of importance:
 - A. Guidance in the curriculum.
 - B. Attitudes of students.
 - C. Individual counseling.
- III. Third order of importance:
 - A. Cumulative record.
 - B. Guidance in the curriculum, discipline.
 - C. Student programing and orientation, educational planning.
- IV. Fourth order of importance:
 - A. Reports to parents.

TABLE III

SUBJECTS BASIC TO IN-SERVICE GUIDANCE TRAINING ON
WHICH THE FACULTY LAID THE GREATEST IMPORTANCE

Subjects	Order of Importance					Checked But Not Ranked	Totals
	1st	2nd	3rd	4th	5th		
Discipline	14	9	9	4	10	10	56
Student programing and orientation	6	9	8	7	8	12	50
Individual counseling	12	10	5	9	6	7	49
Guidance in the curriculum	10	13	9	5	4	7	48
The cumulative record	1	6	10	7	10	9	43
Testing	3	3	5	6	12	11	40
Attitudes of students	7	11	5	5	4	8	39
Philosophy of guidance	18	3	5	3	2	7	38
Reports to parents	2	6	5	10	5	10	38
Observation and anecdotal records	1	8	5	5	3	7	29
Educational planning	8	1	8	6	2	2	27
Mental and physical health guidance	2	2	3	3	2	3	14
Personality development	1	2	3	3	4	1	14
Interviewing		1	3	3		5	12
The case study			2	1	4	2	9
Vocational information	1			1	3	4	9
Leisure time			1	1	1		3
Presenting subject matter				1	1		2
Moral and spiritual values				1			1
Homeroom program			1				1

B. Individual counseling.

C. Student programing and orientation, cumulative record.

V. Fifth order of importance:

A. Testing.

B. Cumulative record, discipline.

C. Student programing and orientation.

The column headed "checked but not ranked" in Table III, page 41, contains the responses of those who checked but did not rank the highest five by number. The last column to the right contains the totals of each subheading. These are significant to show what the respondents feel are important aspects of the in-service guidance training program. It seems worth noting that some subheadings received only a few responses.

Program continuing for next term. An examination of the question, "Is the in-service guidance training program continuing for next term?", as found in Table IV, shows that ninety-three schools, representing 95 per cent of the response on this question, are continuing the in-service guidance training program for next term. Four schools are uncertain, with only one reporting they will not continue next term.

TABLE IV
THE IN-SERVICE GUIDANCE TRAINING PROGRAM
IS CONTINUING FOR NEXT TERM

Responses	Number of Schools	Percentage of Schools
Yes	93	95
Uncertain	4	4
No	1	1

Program continuing by popular demand. Table V presents data to indicate how the respondents replied to the question, "If the program continues, is it by popular demand?" In 70 per cent of the schools, the in-service guidance training program is being extended by popular demand. Ten per cent of the schools replied they were uncertain, and 20 per cent reported it was not by popular demand.

Some of the comments are as follows:

Principal has to take the initiative and maintain it.

Not by demand but by tradition. Just the accepted thing to do. Faculty changes make it desirable.

Per cent of faculty regularly attending program. The respondents were asked to indicate, "What percentage of the whole faculty regularly attended the in-service guidance training program?" Seventy-five responses were given to this question. A summary of the response in percentage is given in Table VI, page 46. It will be observed that thirty-nine of the schools, or 53 per cent, had from 91-100 per cent regular attendance in the program; eight had 81-90 per cent regular attendance in the program; four had 71-80 per cent; and only twenty-five schools fell below 70 per cent regular attendance in the in-service guidance training program. It seems significant that thirty-six of the above respondents indicated that faculty attendance was 100 per cent.

TABLE V
THE IN-SERVICE GUIDANCE TRAINING PROGRAM
IS CONTINUING BY POPULAR DEMAND

Responses	Number of Schools	Percentage of Schools
Yes	61	70
No	18	20
Uncertain	9	10

TABLE VI

PERCENTAGE OF WHOLE FACULTY THAT REGULARLY ATTENDS
THE IN-SERVICE GUIDANCE PROGRAM

Range of per cent in intervals of ten	Number of Schools	Percentage of Schools
91-100	39	53
81- 90	8	10
71- 80	4	5
61- 70	--	--
51- 60	--	--
41- 50	4	5
31- 40	5	6
21- 30	5	6
11- 20	7	9
1- 10	4	5

Regularity of attendance. A total of ninety-one schools responded to the question. Ninety schools indicated that the faculty attended with regularity the in-service guidance training program. This represents 99 per cent of the respondents. One school, or 1 per cent of the respondents, indicated that the faculty did not attend with regularity. Sixteen schools responded to the second part of the question, which asked the number starting and number completing a given in-service guidance training program. The highest percentage of decrease in attendance was 12.5 per cent. Eighty-six per cent of the responding schools indicated that the same number completed the program as started the program.

Faculty voicing expansion of program. Respondents were asked, "Is there a voiced need from the faculty for further expansion of the in-service guidance training program?" Replies in Table VII indicate that eighty-nine schools responded. Forty-eight schools indicated that the faculty did not desire further expansion of the in-service guidance training program. This represents 54 per cent of the respondents. Forty-one schools, or 46 per cent of the respondents, indicated that the faculty desired further expansion of the in-service program.

TABLE VII
FACULTY VOICES NEED FOR EXPANSION OF
IN-SERVICE PROGRAM

Responses	Number of Schools	Percentage of Schools
No	48	54
Yes	41	46

In case the faculty desired further expansion, the respondent was asked, "If so, approximately what per cent?" The responses to this question are shown in Table VIII. There were only thirty-one responses to this part of the question. The following comments by respondents seem to indicate a reason for the type of responses to this question:

Yes, but not too sure. From the counseling staff yes, others no.

From those who wish to become grade counselors.

Faculty is growing in guidance mindedness.

It will be noted that out of eighty-nine responses given to the first part of this question, only thirty-one were given to the second part.

Semester hours the program is conducted. In reply to the question, "The in-service training program is conducted for how many hours per semester?" seventy-eight schools, or 65 per cent of them, responded, as indicated by Table IX, page 51. The range was from three to fifty hours. The table gives no indication that a definite amount of time per week was allotted. This idea was expressed by various respondents in the following manner:

Hours vary according to interest and need.

Not definite as to hours.

TABLE VIII
PERCENTAGE OF THE FACULTY THAT DESIRES
EXPANSION OF THE GUIDANCE PROGRAM

Range of per cent in intervals of ten	Number of Schools	Percentage of Schools
91-100	2	6
81- 90	--	--
71- 80	11	35
61- 70	3	10
51- 60	1	3
41- 50	4	13
31- 40	3	10
21- 30	4	13
11- 20	1	3
1- 10	2	6

TABLE IX
HOURS PER SEMESTER THE IN-SERVICE
PROGRAM IS CONDUCTED

Range of hours in intervals of five	Number of Schools	Percentage of Schools
48 - 52	1	1
43 - 47	--	--
36 - 42	--	--
33 - 37	2	2
26 - 32	3	3
23 - 27	1	1
18 - 22	7	9
13 - 17	14	18
8 - 12	30	38
3 - 7	20	26

Irregular hours at various faculty and orientation meetings.

At first a course of two hours weekly for eighteen weeks followed with permanent committees.

Activities planned from faculty's needs. As indicated in Table X, in answer to the question, "Do your in-service activities grow out of the needs of the faculty and are they planned by them to give the help they desire?" eighty-three respondents replied yes. Fifteen respondents registered no. This question could have been worded differently and thus avoided some confusion on the part of the respondents. The following comments help illustrate this point:

They grow out of the needs of the faculty but responsibility for planning falls on the principal.

Planned by the principal, assistant principal, and head counselor from suggestions of the teachers.

Planned by them in conjunction with the principal and consultants.

Voluntary attendance. Responses were given to the question, "Is attendance in any in-service guidance training program entirely on a voluntary basis for regular faculty members?" by one hundred schools. Table XI, page 54, shows a total of forty schools indicating that attendance was on a voluntary basis. This represented 40 per cent of the respondents. Sixty schools, or 60 per cent of

TABLE X

IN-SERVICE ACTIVITIES GROW FROM FACULTY
NEEDS AND ARE PLANNED BY THEM

Responses	Number of Schools	Percentage of Schools
Yes	83	65
No	15	15

TABLE XI

ATTENDANCE IN THE IN-SERVICE PROGRAM IS ON A VOLUNTARY
BASIS FOR REGULAR FACULTY MEMBERS

Responses	Number of Schools	Percentage of Schools
No	60	60
Yes	40	40

the respondents, indicated that attendance was not on a voluntary basis.

All comments concerning voluntary attendance were similar to the following:

All must attend. All teachers urged to attend.

Sometimes later it breaks down to committee members who voluntarily attend.

Guidance program is part of the faculty's over-all in-service program. All attend.

Faculty members for which the course is required.

The respondents were asked to check four subheadings under this question as to what faculty members were required to take the in-service guidance program. A summary of the responses, concerning various faculty groups, is given in Table XII. The respondents added three subgroups to the question. As indicated in the table, 39 per cent of the schools required all teachers each year to attend the in-service guidance training program, 20 per cent asked counselors, 17 per cent insisted on first-year teachers attending, 16 per cent responded that homeroom teachers were asked to attend, and other groups, comprising 7 per cent, required to attend were core teachers, teachers of special groups, and those requested by faculty policy committee.

TABLE XII
FACULTY MEMBERS FOR WHICH THE COURSE IS REQUIRED

Faculty Members	Number of Responses	Percentage of Responses
All teachers each year	36	39
Counselors	19	20
First-year teachers	16	17
Homeroom teachers	15	16
Core teachers	4	4
Requested by faculty policy committee	2	2
Teachers of special groups	1	1

Comments on required groups, who were to attend in-service guidance training, were numerous. The following statements were taken from these comments:

First-year teachers are urged to go. Counselors once every two weeks.

Teachers have a choice as to what group they want to join and study. To attend that group meeting in the morning is compulsory and after school is voluntary.

Required by Board of Education Policy that all teachers attend each year.

Some sessions for various groups. All teachers sign up for some special group. Teachers of special groups such as "very superior pupils."

City-wide for counselors. Some sessions for various groups. All teachers and homeroom teachers in some meetings.

Teacher adequacy for classroom guidance. To the question, "Is the average teacher prepared to adequately handle classroom guidance work without in-service training?" the replies were from definitely yes to definitely no on a five-point rating scale. The summary in Table XIII reveals that one school responded definitely yes; twenty-three schools considered probably yes; sixteen schools indicated uncertain; sixty schools, representing 55 per cent of the total responses on this question, reported probably no; and eight other schools listed definitely no as a response.

Significant comments added to the question were as follows:

TABLE XLII

ABILITY OF THE AVERAGE TEACHER TO ADEQUATELY
HANDLE CLASSROOM GUIDANCE WITHOUT
IN-SERVICE GUIDANCE TRAINING

Statement of Degree	Number of Schools	Percentage of Schools
Definitely yes	1	1
Probably yes	23	21
Uncertain	16	15
Probably no	60	55
Definitely no	8	8

None know all the answers, hence we must constantly seek guidance for growth.

For discipline and class activity most teachers rate a fair mark, but no so for individual counseling.

Some of these questions apply to only some groups of teachers within the faculty. Depends on the teacher.

Adequate teacher preparation. On the question,

"Has preparation of teachers for the guidance responsibilities which they may be expected to assume in junior high school been adequate?" respondents indicated their selection on a four-point rating scale from excellent to poor. Table XIV shows that no school responded to excellent; twenty-one schools considered adequate; sixty-nine schools, or 64 per cent of the total responses on this question, indicated fair; and nineteen other schools responded poor.

Some of the schools commented as follows:

Some of our teachers are very good while our choice on the rating scale was marked only fair.

Our school is striving for a better program each year.

Major causes for teachers not being prepared to handle guidance problems. Data on the question, "If the teacher was not prepared to handle guidance problems, what may have been some of the major causes?" are indicated by respondents in Table XV, page 61. This question was divided into five topics, with respondents adding five more. The

TABLE XIV

ADEQUACY OF PREPARATION OF TEACHERS TO HANDLE
GUIDANCE WITHOUT IN-SERVICE TRAINING

Statement of Degree	Number of Schools	Percentage of Schools
Excellent	--	--
Adequate	21	19
Fair	69	64
Poor	19	17

TABLE XV

MAJOR CAUSES WHY SOME TEACHERS WERE NOT PREPARED TO
HANDLE GUIDANCE WITHOUT IN-SERVICE TRAINING

Causes	<u>Order of Importance</u>			Checked but not Ranked	Totals
	1st	2nd	3rd		
No practical guidance experience	48	25	5	5	83
Took no adequate guidance courses in college	18	20	15	2	55
No personal interest	9	14	15	1	39
Personality maladjustments	8	12	15	2	36
Lacked empathy	4	4	19	1	28
Inadequate knowledge about human relations	5	--	--	--	5
Subject teaching more important	1	1	3	--	5
Lack understanding of teen-age problems	3	--	--	--	3
Pressure of other work	2	--	--	--	2
Lack of local leadership	1	--	--	--	1

respondents were asked to rank the highest three by number in order of their importance.

I. First order of importance:

- A. No practical guidance experience.
- B. Took no adequate guidance courses in college.
- C. No personal interest.

II. Second order of importance:

- A. No practical guidance experience.
- B. Took no adequate guidance courses in college.
- C. No personal interest.

III. Third order of importance:

- A. Lacked empathy.
- B. No personal interest. Took no adequate guidance courses in college; personality maladjustment.
- C. No practical guidance experience.

The column headed "checked but not ranked" in Table XV, page 61, contains the responses of those who checked but did not rank the highest three by number. The last column to the right contains the totals of each topic. These are significant to show what the respondents feel are important causes why some teachers are not prepared to handle guidance problems.

Comments on this question were numerous. Examples are listed as follows:

No practical guidance courses in college. Impractical college outlook. College guidance courses were ineffective.

Too much emphasis on subject content. Considered subject matter teaching more important than guidance. Took required courses for credentials and had too little time for special guidance work.

Inadequate knowledge about human relations. Has little or no background on characteristics and needs of the adolescent child.

Often high school teachers are sent down to the junior high level and they usually do not understand how to teach and expect too much in subject matter.

Sources of impetus for guidance programs. Responses to the question, "The impetus for the in-service guidance programs stem from what source?" are contained in Table XVI. The question was divided into six topics. Those replying were asked to rank the highest three by number in order of importance.

I. First order of importance:

- A. Local school administration.
- B. School faculty.
- C. Members of the guidance staff.

II. Second order of importance:

- A. Local school administration.
- B. Members of the guidance staff.
- C. School faculty.

III. Third order of importance:

- A. Local school administration.

TABLE XVI
SOURCES OF IMPETUS FOR THE IN-SERVICE
GUIDANCE TRAINING PROGRAM

Sources of Impetus	Order of Importance			Checked But Not Ranked	Total
	1st	2nd	3rd		
Local school administration	44	24	17	7	92
Members of the guidance staff	16	23	13	8	60
School faculty	18	17	16	3	54
Student problems	11	13	13	2	39
District Superintendent's Office	13	6	9	2	30
Department heads	--	3	5	3	11

B. School faculty.

C. Student problems; members of the guidance staff.

The following comments were made by respondents:

Some direction and coordination should come from the district director of curriculum and guidance. A supervisor of attendance and district psychologist work with vice-principal, dean of girls, and counselors.

Our school has a well-planned program from guidance supervisors. Others feel it comes from the school faculty due to necessity.

The column headed "checked but not ranked" in Table XVI, page 64, contains the responses of those who checked but did not rank the highest three by number in order of importance. The last column to the right contains the totals of each topic. These are significant in how they show what the respondents feel are important sources of impetus for the in-service guidance training program.

Subjects resulting from student problems. In answer to this question, "Have any subjects covered in your in-service training resulted from studies of problems faced by individual students and groups of students?" eighty-one respondents replied, "yes." This represented 87 per cent of those replying to this question. Thirteen schools, or 13 per cent, gave a negative response.

How program is conducted. As indicated in Table XVII, the question, "How is the in-service guidance training program conducted?" possessed eight subheadings with the respondents adding four. An examination of the table shows that group discussions rated highest with ninety-one responses. This represented 28 per cent of those replying to this question. Individual conferences was placed next with talks from outside speakers taking third place among the respondents. Panel discussions in fourth position polled forty-one responses placing interest groups in a close fifth position. Assigned readings was next with thirteen responses. Other methods listed as bases for conducting the program but receiving only a minor number of responses, were lectures, preparing papers, demonstration of techniques, presentations by principal and guidance staff, workshops, and faculty council.

It is interesting to note among the many group methods mentioned that sixty-one respondents placed the individual conference in second place as a method to conduct the program.

The following comments were made by respondents:

We have an in-service course given by the district administration. Since then we have continued the study by committees in our own school.

Group discussion is usually first step in organizing the program each year.

TABLE XVII

HOW THE IN-SERVICE GUIDANCE PROGRAM IS CONDUCTED

Method Used	Number of Responses	Percentage of Responses
Group discussion	91	28
Individual conferences	61	19
Talks from outside speakers	52	15
Panel discussions	41	12
Dividing into interest groups	37	11
Assigned readings	13	4
Lectures	11	3
Preparing papers	7	2
Demonstration of techniques	6	2
Workshops	3	1
Faculty council	2	1
Presented by principal and guidance staff	2	1

School psychologist studies a case, discusses the problem with the faculty on how to deal with it and the generalizations.

Our district of eight schools gives released time of two hours per day for two days per month. One meeting is for the faculty to discuss guidance and administrative details. The counselors have district-wide meetings.

Committee studies problem and comes up with a report.

Conferences with members of the district child guidance service.

Summer workshops and pre-school meetings in the fall.

Group discussion is usually first step in organizing program each year.

When in-service meetings are held. The question, "If an in-service guidance training program is conducted when are the meetings held?" had six subheadings with the respondents adding threes. As indicated by Table XVIII, the regular faculty meeting received sixty-six responses. This represented 31 per cent of the respondents. Sixty-two indicated they held in-service guidance training meetings at the close of the regular day. This represented 29 per cent of those responding to this question. District in-service meeting days only received 17 per cent. Other times used, but receiving only a minor number of responses, were before school, on regular school hours, during the evening, close of a minimum day, lunch periods, and during conference periods.

TABLE XVIII
WHEN IN-SERVICE GUIDANCE TRAINING MEETINGS WERE HELD

Times Used	Number of Responses	Percentage of Responses
Regular faculty meeting	66	31
Close of regular day	62	29
District in-service meeting days	35	17
Before school	12	6
On regular school hours	11	5
During the evening	11	5
Close of minimum day	8	4
Lunch periods	3	2
During conference periods	2	1

It would seem the regular faculty meeting held at the close of the school day is still the predominate time for holding in-service training programs. The respondents wrote many interesting comments concerning this question. The more significant comments are as follows:

During the one-half hour teachers are supposed to stay after school.

District of eight schools gives a minimum day two days a month for faculty meetings of which guidance plays a vital part.

Mornings and lunch periods. Conference periods. Before school hours.

During school day when need for conferences arise.

In-service guidance needs to be given as programs and situations create the need for it.

Special meetings preceding opening day, guidance week, and evaluation survey.

Value derived from program. Replies to the question, "what is your opinion with respect to the value derived from an in-service training program?" were grouped on a five-point rating scale from well satisfied to very dissatisfied. Table XIX shows that seventy-one respondents, representing 69 per cent of the total responses to this question, indicated fairly well satisfied. The second place on the point scale only shows nineteen responses, or 20 per cent of those responding.

TABLE XIX

OPINION WITH RESPECT TO THE VALUE DERIVED FROM AN
IN-SERVICE GUIDANCE TRAINING PROGRAM

Statement of Degree	Number of Schools	Percentage of Schools
Well satisfied	19	20
Fairly well satisfied	71	69
Uncertain	10	10
Dissatisfied	1	1
Very dissatisfied	--	--

An examination of the table would seem to indicate that most schools are satisfied with the values received from their in-service guidance training programs. This question drew only a very few comments.

Changes in faculty's philosophy of education. Respondents to the question, "Has in-service guidance training evidenced any change in the faculty's philosophy of education?" were asked to rank the highest three by number in order of importance. There were four sub-topics with the respondents adding two more. Responses are indicated in Table XX.

I. First order of importance:

- A. Interest in problems of the student.
- B. More understanding of total guidance program.
- C. Interest in curriculum revision and expansion.

II. Second order of importance:

- A. More understanding of the total guidance program.
- B. Interest in curriculum revision and expansion.
- C. Interest in problems of students.

III. Third order of importance:

- A. More understanding of total guidance program.
- B. Interest in curriculum revision and expansion.
- C. More interest in parent problem.

TABLE XX

CHANGES IN THE FACULTY'S PHILOSOPHY OF EDUCATION THAT
WERE DUE TO IN-SERVICE GUIDANCE TRAINING

Changes Made	Order of Importance			Checked But Not Ranked	Total
	1st	2nd	3rd		
Interest in problems of the student	62	22	4	4	92
More understanding of total guidance program	18	26	25	4	73
Interest in Curriculum revision and expansion	10	24	24	1	59
More interest in parent problem	3	18	12	3	36
Better relations between counselor and teachers	--	--	2	--	2
Improved teaching techniques	--	--	2	--	2

The column headed, "checked but not ranked" in Table XX, page 73, contains the responses of those who checked but did not rank the highest three by number of importance. The last column to the right contains the totals of each topic. These are significant to show what the respondents feel are important as to any cause for change in the faculty's philosophy of education due to in-service guidance training.

The following comments were offered on this question:

More understanding of the resources available to help them.

Change in attitudes toward pupils with problems.
Change in attitudes toward administration and guidance office.

More interest in professional growth.

Our 1956-57 program is now being divided to concentrate in the area of curriculum revision and expansion.

Program evaluation in terms of student needs. In answer to this question, "Has any serious attempt been made by your school to evaluate the results of the in-service training to determine whether the services offered are meeting needs and reducing adjustment problems of the students?" twenty-four respondents replied "yes." This represented 24 per cent of those replying to this question. Forty-one replied "no" which represents 41 per cent. Thirty-six responses were registered "some," or 35 per cent.

TABLE XXI

METHODS OF EVALUATION FOR THE IN-SERVICE
GUIDANCE TRAINING PROGRAM

Methods Used	Number of Responses	Percentage of Responses
Faculty opinion polls	42	40
Evaluation based on changes in pupil experiences because of program	24	23
Surveys by guidance department	20	19
Student opinion polls	11	11
Follow up surveys in senior high	4	4
Parent opinion polls	3	3

Evaluation of guidance program. Table XXI, page 75, presents data on the following question, "If you have made any attempt at an evaluation of the in-service guidance training program, of what did it consist?" This question possessed five subheadings with respondents adding one. As indicated by the table, the faculty opinion polls were given forty-two responses, or 40 per cent of those responding to this question. The next highest was evaluation based on the changes in pupil experiences because of the guidance program. This received 23 per cent, or twenty-four responses. The table indicates that twenty replies were given to surveys by the guidance department, which represents 19 per cent of those responding to the question. The following sub-topics in order of importance were: student opinion polls, 11 per cent; follow-up surveys during senior high, 4 per cent; and parent opinion polls, 3 per cent.

The following comments are some of the feelings written by the respondents:

Relationship of conferences with students and parents to total number of problem children and failures helps give a good evaluation of the in-service guidance training.

Parents' satisfaction with the guidance program because of the results.

By number of referrals for disciplinary action.

Yes, and it resulted in a "Behavior Code."

Improvement of services in areas of training. Replies to the question, "If some evaluation has been made was there any noticeable improvement of services in the areas in which the training was given?" were in answer to three subheadings. Table XXII indicates that sixty-six schools responded to the question. A total of forty schools indicated that they felt there was noticeable improvement of services in areas where training had been given. This represented 61 per cent of the respondents. Twenty-six schools, or 39 per cent, stated that they did not have data on this question.

It will be noted that no negative responses were received from any of the respondents replying to this question.

Factors motivating an in-service program. The results presented in Table XXIII, page 79, on the question, "what factor seemed the greatest in motivating the faculty to desire an in-service training program?" are grouped around three of the six subheadings. The question was divided into four headings with respondents adding two more, and they were asked to rank the highest two by number in order of importance.

TABLE XXII

EVALUATION TO SHOW ANY NOTICEABLE IMPROVEMENT OF SERVICES
IN AREAS WHERE TRAINING WAS GIVEN

Responses	Number of Schools	Percentage of Schools
Yes	40	61
No	--	--
No data	26	39

TABLE XXIII

FACTORS THAT WERE SIGNIFICANT IN MOTIVATING THE FACULTY
TO DESIRE AN IN-SERVICE TRAINING PROGRAM

Significant Factors	Order of Importance		Checked But Not Ranked	Total
	1st	2nd		
Cooperative work on teacher recognized problems	39	17	3	59
Democratic leadership on part of administration	22	22	3	47
Stress of practical student prob- lems for study	20	21	1	42
Giving of school day time for this study	6	5	--	11
Point credit for salary increment	1	2	--	3
Required	1	--	--	1

I. First order of importance:

- A. Cooperative work on teacher recognized problems.
- B. Democratic leadership on part of administration.
- C. Stress of practical student problems.

II. Second order of importance:

- A. Democratic leadership on part of administration.
- B. Stress of practical student problems.
- C. Cooperative work on teacher recognized problems.

The column headed "checked but not ranked" in Table XXIII, page 79, contains the responses of those who checked but did not rank the highest two by number. The last column to the right contains the totals of each topic. These are significant to show what the respondents feel are important factors in motivating the faculty to desire an in-service guidance training program in the near future.

Some of the comments were as follows:

Practical problems that arise for discussions.

Need of points or units for salary increment.

Faculty conference periods during the school day given for this purpose.

Policy changes contemplated. The replies to the question, "Are you contemplating any major policy changes in your in-service guidance training program in the near

future?" are summarized in Table XXIV and reveal that ninety-nine schools responded to the question. A total of sixty-eight schools indicated that they were not contemplating any major policy change in the near future. This represented 68 per cent of the respondents. Eight schools, or 8 per cent of the replies, indicated they were contemplating a major policy change. Twenty-three per cent, or twenty-three schools, responded that they were uncertain about any policy changes in the near future.

In general, the results of Table XXIV seem to indicate that the present in-service guidance training program has a factor of stability and gives some evidence of satisfaction.

Changes contemplated in the program. The respondents were asked to list the three most important changes they were contemplating making in the near future. Table XXIV indicates only eight respondents who are making major policy changes. Some of the comments and suggestions offered are quoted as follows:

We are building additional classrooms so teachers will have one period to counsel and work in their rooms.

We plan a follow-up program in the senior high. Also a survey of our testing results to help the teachers.

There is a plan to continue the standing committees in the school on guidance for the purpose of evaluating and revising our written work.

TABLE XXIV

POLICY CHANGES CONTEMPLATED IN THE NEAR FUTURE FOR
THE IN-SERVICE GUIDANCE TRAINING PROGRAM

Responses	Number of Schools	Percentage of Schools
No	68	68
Uncertain	23	23
Yes	8	8

Expanding our program in terms of number of meetings. More planning and a wider scope. Teacher cooperation through a guidance council. Revision of our guidance philosophy.

Grade counselors are going to meet with the faculty to discuss problems.

Homeroom teacher to remain with the group for its entire three years.

~~Counselor to direct a periodic evaluation of the guidance program and plan for surveys and special studies.~~

A workshop is being set up for the summer with university credit of two units. Six districts in our county will participate. Guidance will be a major unit of study. We hope to have more voluntary meetings with more local control.

More time for grade chairmen to work with homeroom teachers. We are asking for a minimum day each month to allow time for training. Also the completion of a teacher handbook.

A more regular program and attempting to involve more new people.

Hope to inaugurate a better program for next year. Planning after school workshops for the faculty, also a workshop for grade counselors.

More emphasis on student-centered evaluation. A survey among counselors on the value of more time for counselor activities. A breaking-in of other suitable teachers on the staff for part-time counseling.

Comments by respondents to add value to this study.

The respondents were asked to state any comments based on current practice which might add to the significance of this study. The following is the more significant material offered by respondents:

The guidance material is presented and explained at faculty meetings, when necessary, by the head counselor. Orientation meetings for teachers are required before registration of students by homeroom teachers.

Our in-service program consists of a variety of types of organization such as specially called meetings, regular faculty meetings, and informal group conferences.

A great deal of good in-service growth takes place incidentally through committee and staff meetings without a definite label or highly planned program limited in scope.

I have little faith in an in-service guidance training program as separate from lifetime situations and school activities. It seems you are merely repeating college courses.

Our program is a city-wide in-service training program which trains grade counselors who are a great assistance in our guidance program, and our own school in-service training program which is for the faculty as a whole. Frequently the school in-service program will not consist of a regular workshop, but will consist of meetings preceding guidance services which the faculty as a whole is to render for all pupils, such as preparing to administer standardized tests, and participation in case conference and other allied fields.

One respondent states the best type of program is that which is held within your own faculty with wide participation by all members.

There are so many activities and things to do that alert teachers should be careful not to spread themselves too thin. It is difficult to do an adequate job at every point for the field is so large.

Permission to bring problems to the administration for study is important. This is done here by a liaison committee of the faculty.

The assumption that in-service training programs grow from the expressed desire of the faculty is frequently unjustified. Results of this study will be influenced by the percentage of guidance personnel filling out this questionnaire. Their philosophy and opinion may differ from the administrator.

The best help to any school guidance program would be thorough and practical mental hygiene courses taken during teacher training.

Our teacher committees have written guidance units suitable to interests of students of each level in the junior high. They include suggested activities which might be used in several ways. We plan to continue our committees for the purpose of keeping this material up to date and to review new literature which is available.

~~Teachers must be made aware of their need to study in~~ guidance areas without making such a study a burden. In-service training programs must be developed with teacher needs and desires in mind. It is not something to be forced upon them with the appearance of "busy work."

We use grade level counselors who teach three periods and are available for counseling three periods. We have two counselors per grade. We use a rotating system in which a counselor begins with a seventh grade and follows them clear through the ninth grade and then goes back into the classroom as a regular teacher. Grade level counselors must be on the job two weeks early and remain two weeks after school is out.

Teachers need a great deal of help in conducting parent conferences. Guidance workshops are planned by the central office and are available to teachers in the spring semester and during the summer. Attendance is voluntary. Guidance workshops are held when teachers request one.

It will be observed that "comments from respondents to add value to this study" related for the most part to specific guidance practices in the schools of the respondents. It seems that responses to the questionnaire and comments on this study have much in common. There seems to be a great deal of sincere effort given to the field of guidance in the California public junior high schools. Some differences of opinion can be noted, but the larger

majority of school personnel seem to be doing a good work in giving the youth full advantage of guidance services.

The following chapter will contain a summary of this survey form along with conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The purpose of this study was to determine the extent and nature of the California junior high school in-service teacher guidance training program.

A questionnaire was prepared and mailed to all California junior high schools with grades 7-8-9. Included in it were items concerning organization, nature, and extent of the general in-service guidance training program. From replies of the junior high schools contacted through this study, the following summaries are made. These were numbered to correspond, in general, to the questionnaire:

1. A total of 120 schools responded to this survey, representing 54 per cent of all schools replying to the questionnaire. Eighty-five per cent conduct some form of in-service guidance training. Three per cent indicated they will start soon, leaving 12 per cent with no guidance program for the faculty.

2. A large majority of schools had their in-service guidance program administered from both district and local levels. Five per cent reported the district office as the source of administration.

3. The distribution of responses in Table III, page 41, shows the results of ranking the highest five

subjects which teachers felt were basic to in-service guidance training. The philosophy of guidance ranked highest in the first order of importance. It may be observed that discipline, while ranking highest in the totals, was also ranked second highest in the first order of importance. It seems apparent that teachers rate discipline as very significant in the field of guidance.

4. Results of the survey indicated that 95 per cent of the schools are continuing the in-service guidance training program for next term. Four schools are uncertain, with only one reporting they will not continue next term.

5. Information given by respondents regarding whether the program continues by popular demand, stated that the program was continuing in 70 per cent of the schools. Ten per cent replied they were uncertain, while 20 per cent reported it was not by popular demand.

6. School responses regarding percentage of faculty regularly attending program reveals that 53 per cent had from 91-100 per cent regular attendance in the program. Only twenty-five schools fell below 70 per cent regular attendance.

7. One interesting point developed from the question regarding the regularity of attendance. Ninety schools out of ninety-one schools responding indicated that the faculty attended with regularity the in-service guidance training

program. Replies indicated that 86 per cent of those starting to attend a program of in-service guidance training also finished the course.

8. The replies concerning expansion of the program indicated a sharp division of opinion by the faculties of eighty-nine schools. Forty-eight replied no desire for further expansion. This represented 54 per cent, with 46 per cent responding in some degree in favor of expanding the in-service guidance program. The degree of responses for further expansion ranged from 10 to 100 per cent. It seems that there is a significant group who realize the potentials in guidance.

9. There was no apparent uniformity in the number of semester hours the in-service guidance program was conducted. Sixty-five per cent of the schools who replied gave a range of three to fifty hours.

10. Responses from the survey indicated that 85 per cent of the schools definitely felt that in-service activities grew from the needs of the faculty. Some indication was given that the planning of the program falls on the administration.

11. Replies indicated that 60 per cent stated that attendance to in-service guidance programs was not on a voluntary basis. Forty per cent stated that their attendance was voluntary.

12. Information given by respondents regarding for what faculty groups the course is required, indicated 39 per cent of all teachers each year, 20 per cent of counselors, 17 per cent first-year teachers, and 16 per cent homeroom teachers. The remaining 7 per cent was divided among three other groups.

13. With reference to teacher adequacy for classroom guidance, 55 per cent of the respondents indicated probably no. Another group of 15 per cent felt uncertain, and 21 per cent stated probably yes, while only one school favored definitely yes. It is interesting to note the large percentage that indicated probably no as a response.

14. An effort to evaluate the adequacy of teacher preparation was reported by 109 schools. This was done on a rating scale with no response for excellent, 19 per cent stated adequate, 64 per cent said fair, and 17 per cent indicated poor. It should again be noted that 64 per cent said fair with no response for excellent. It seems significant that both inadequacy of preparation, in Table XIV, page 60, and lack of ability, in Table XIII, page 58, should each receive such a large number of responses.

15. The distribution of responses in Table XV, page 61, shows the results of ranking the highest three subjects of what administrators felt were the major causes for teachers not being prepared to handle guidance problems.

In general, it may be observed that while no practical guidance experiences received the highest total or cumulative score, it also ranked first in both the first and second orders of importance. It seems apparent that administrators rate lack of experience as very significant.

16. The distribution of responses in Table XVI, page 64, again shows the results of ranking the highest three sources of impetus for the guidance program. The results here are significant in that the local school administration not only received the highest total or cumulative score, but was placed first in each of the three orders of importance.

17. Results of the survey concerning student problems that became subjects covered in the guidance program, indicate that eighty-one respondents, representing 87 per cent, replied yes. Thirteen schools, or 13 per cent, gave a negative response.

18. The favored methods for conducting an in-service guidance program were: (1) group discussion, 28 per cent; (2) individual conferences, 19 per cent; (3) talks from outside speakers, 15 per cent; (4) panel discussions, 12 per cent; (5) dividing into interest groups, 11 per cent; the remaining 14 per cent was divided among seven other methods.

19. The survey revealed that the following three "times used" for in-service guidance training meetings received about 77 per cent of the responses. Times used are: (1) regular faculty meeting, 31 per cent; (2) close of regular day, 29 per cent; (3) district in-service meeting days, 17 per cent. The remaining 23 per cent was divided among six other "times used."

20. Values derived from the in-service guidance program were grouped on a five-point scale. Indications showed that 69 per cent of the total responses were fairly well satisfied. Those who were uncertain or dissatisfied totaled only 11 per cent, with no response on very dissatisfied.

21. The distribution of responses in Table XX, page 73, indicates the results of ranking the highest three changes in the faculty's philosophy of education as a result of the in-service guidance program. Interest in the problems of the student received the largest total or cumulative score, and also placed highest in the first order of importance. More understanding of the total guidance program took first place in both the second and third orders of importance.

It might be significant to note that curriculum revision and expansion, while not the highest in aggregate

responses, yet consistently placed high in all three orders of importance.

22. An effort to evaluate the guidance program in terms of student needs, received the following responses: faculty opinion polls rated 40 per cent; evaluation based on changes in pupil experiences because of program received 23 per cent; surveys by guidance department polled 19 per cent; student opinion polls rated 11 per cent; follow-up surveys in senior high received 4 per cent; and 3 per cent went to parent opinion polls.

23. Replies to the question on improvement of services in the areas where training was given show the following results. Sixty-six schools responded to the question. Forty schools, or 61 per cent, indicated there was noticeable improvement of services when training was given. Twenty-six schools, or 39 per cent, stated they had no data on the question. No respondent indicated that no improvement results from in-service training.

24. A survey of the responses in Table XXIII, page 79, shows the results of ranking the highest two factors in motivating an in-service program. Co-operative work on teacher-recognized problems received the highest total score and also highest rank in the first order of importance. Democratic leadership on the part of the administration was first in the second order of importance.

25. An attempt to determine how many schools were contemplating policy changes in their in-service guidance program was made. Ninety-nine schools responded to the question. Sixty-eight schools indicated no contemplated changes. Twenty-three schools declared they were uncertain, while eight respondents were planning policy changes. A summary would seem to show the present policies of in-service guidance have a factor of stability and give some evidence of satisfaction.

26. Of the eight schools contemplating changes in their in-service guidance training program, some respondents included expansion of the program, more effective follow-up program in senior high school, and homeroom teachers to remain with same group the whole three years. Other respondents indicated after school workshops with summer workshops giving university credit of two units and the involvement of more teachers on the staff.

27. Suggestions from respondents to add significance to the study were largely confined to specific guidance practices in the schools of the respondents. There seems to be a great deal of sincere effort given to the field of guidance in the California public junior high schools.

Conclusions. While this study has been neither intensive nor extensive enough to warrant any definite conclusions on both the extent and nature of the present in-service teacher guidance training program, certain general conclusions may be drawn with a fair degree of safety. Among these are the following:

1. Since this survey indicates that guidance was a part of the in-service program of 85 per cent of the 120 respondents to the questionnaire, it would seem to indicate a wide recognition of the role and importance of in-service guidance training in the junior high schools of California.

2. One of the most important needs is that of better teacher training in the field of guidance.

3. In-service guidance training appears to be an acceptable and widely used method of providing for many teachers a practical course of study and experience in guidance.

4. Trained leadership in the administration combined with teacher-counselors are essential for success.

5. There were some differences of opinion among faculty members on subjects basic to in-service guidance training. However, there was considerable total agreement on the following: discipline, student programing and orientation, individual counseling, guidance in the curriculum,

and cumulative record.

6. Teachers do not have an opportunity to get practical guidance experience before accepting a teaching position.

7. Respondents indicated a fairly high attendance, by the faculty, at in-service teacher guidance training programs.

8. Personality maladjustments and no personal interest or empathy represents a significant proportion of major causes why teachers are not prepared to handle guidance without in-service guidance training.

9. According to the responses, there seemed to be no indication that the faculty used a definite amount of time for guidance study per week.

10. Further thought should be given to the area of testing as a technique to better understanding of the child.

11. School administrators indicated that teacher preparation to adequately handle classroom guidance was not satisfactory. The two major causes as indicated by the survey were no practical guidance experience and took no adequate guidance courses in college.

12. All teachers should have at least a basic course in the philosophy of guidance and adequate preparation in the practical application of guidance to the classroom situation.

13. In-service guidance training seemed to change the attitudes of many teachers in such areas as interest in student problems, more understanding of the total guidance program, and more interest in curriculum revision and expansion. Faculty opinion polls and evaluations based on changes in pupil experiences because of the program, were methods used to evaluate the guidance training.

14. Again, in-service guidance training was best developed from needs found within the faculty with planning and organization left to the democratic leadership of the local school administration. To conduct the guidance program, group discussions, individual conferences, and talks from outside speakers were the methods largely employed at faculty meetings held at the close of a regular day and at district in-service meetings.

15. A guidance program built on the local school problems and needs of the pupils is a well-accepted procedure.

16. Survey results showed only a small minor group of schools who were contemplating any major policy changes in their in-service guidance training program for the near future.

Recommendations. As a result of analyzing the responses to the in-service guidance training questionnaire

sent to all the junior high schools in California, the following recommendations are made:

1. That more time should be made available for guidance training activities than is now given in most junior high schools.

2. That a comprehensive state-wide study be undertaken to determine teacher adequacy to handle classroom guidance and further determine whether the state should set higher guidance requirements for its certificated school personnel.

3. That the state request a re-evaluation of the guidance courses offered to teachers in training by all teacher colleges. The purpose of this endeavor would be the re-emphasizing of the practical aspects of guidance.

4. That teacher training colleges set up workshops and practicum courses to give practical guidance experience to the teachers in the junior high schools of California.

✓ 5. That more junior high schools have a more thoroughly planned and more definitely organized in-service guidance training program. This program should be conducted and planned as a whole to give teachers a practical understanding of the personal, educational, and vocational problems of junior high school students.

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APPENDIX A

COLLEGE OF THE PACIFIC

STOCKTON 4, CALIFORNIA

OFFICE OF THE
SCHOOL OF EDUCATION

February, 1956

Dear Colleague:

The School of Education of the College of the Pacific is sponsoring a study to determine the extent and nature of in-service guidance training in the Junior High Schools of California.

We are surveying all of the Junior High Schools in the state through the use of the enclosed questionnaire. In connection with this investigation would you be willing to complete the questionnaire and return it to us in the enclosed stamped, self-addressed envelope.

In-service teacher guidance training in this questionnaire shall be understood to mean any type of program, large or small, that is given during the school year to help teachers have a better understanding of guidance and its application to their students.

The writer would appreciate your completion of this instrument whether your district assists your school with a teacher in-service guidance training program of its own, or in absence of such program, the local school administers one of its own.

If you are interested in the results of this study, we will be glad to send you a copy of the summary when it is completed.

Please accept our expression of appreciation for your consideration in this study.

Sincerely yours,

Raymond L. Stuck
Principal, Farmington School

Approved:
George Ingebo
Chairman of Thesis Committee
College of the Pacific

APPENDIX B

AN INQUIRY REGARDING THE EXTENT AND NATURE OF TEACHER
IN-SERVICE GUIDANCE TRAINING IN CALIFORNIA JUNIOR HIGH SCHOOLS

By Raymond L. Stuck

Name of Junior High Reporting

Address

Name of Official Responding

Title

1. WHAT WAS YOUR TOTAL ENROLLMENT DURING 1954-55? -----
2. DO YOU CARRY ON AN IN-SERVICE GUIDANCE TRAINING PROGRAM FOR THE FACULTY?
____ Yes ____ No ____ Will start soon
3. HOW IS THE PROGRAM ADMINISTERED?
____ a. By district administration
____ b. By local administration
____ c. From both levels
4. IF WE THINK OF THE FOLLOWING SUBJECTS AS BASIC TO TEACHER IN-SERVICE GUIDANCE TRAINING, ON WHICH DID THE FACULTY LAY THE MOST IMPORTANCE? (Rank highest five by number)
- | | |
|---|---------------------------------|
| ____ a. The philosophy of guidance | ____ j. Leisure time |
| ____ b. Observation and anecdotal records | ____ k. Reports to parents |
| ____ c. Guidance in the curriculum | ____ l. Individual counseling |
| ____ d. Student programing and orientation | ____ m. The cumulative record |
| ____ e. Mental and physical health guidance | ____ n. Personality development |
| ____ f. Discipline | ____ o. Educational planning |
| ____ g. Testing | ____ p. Vocational information |
| ____ h. Interviewing | ____ q. Attitudes of students |
| ____ i. The case study | ____ r. Others, as ----- |
5. IS THE IN-SERVICE GUIDANCE TRAINING PROGRAM CONTINUING FOR NEXT TERM?
____ Yes ____ No ____ Uncertain
6. IF THE PROGRAM CONTINUES, IS IT BY POPULAR DEMAND?
____ Yes ____ No
7. WHAT PERCENTAGE OF THE WHOLE FACULTY REGULARLY ATTENDS THE IN-SERVICE GUIDANCE PROGRAM? ----- %
8. DID THOSE WHO ATTENDED THE IN-SERVICE PROGRAM, ATTEND WITH REGULARITY?
____ Yes ____ No ____ Number started ____ Number completing
9. IS THERE A VOICED NEED FROM THE FACULTY FOR FURTHER EXPANSION OF THE IN-SERVICE GUIDANCE TRAINING PROGRAM?
____ Yes ____ No If so, approximately what percent? ----- %
10. THE IN-SERVICE TRAINING PROGRAM IS CONDUCTED FOR HOW MANY HOURS PER SEMESTER? ----- Hours
11. DO YOUR IN-SERVICE ACTIVITIES GROW OUT OF THE NEEDS OF THE FACULTY AND ARE THEY PLANNED BY THEM TO GIVE THE HELP THEY DESIRE?
____ Yes ____ No.

12. IS ATTENDANCE IN ANY IN-SERVICE GUIDANCE TRAINING PROGRAM ENTIRELY ON A VOLUNTARY BASIS FOR REGULAR FACULTY MEMBERS?
____ Yes ____ No
13. IF NOT VOLUNTARY, FOR WHAT FACULTY MEMBERS IS THE COURSE REQUIRED?
____ a. All teachers each year ____ c. Counselors
____ b. Home room teachers ____ d. First year teachers
____ e. Others, as _____
14. IS THE AVERAGE TEACHER PREPARED TO ADEQUATELY HANDLE CLASSROOM GUIDANCE WORK WITHOUT IN-SERVICE TRAINING?
____ a. Definitely yes ____ d. Probably no
____ b. Probably yes ____ c. Uncertain ____ e. Definitely no
15. HAS PREPARATION OF TEACHERS FOR THE GUIDANCE RESPONSIBILITIES WHICH THEY MAY BE EXPECTED TO ASSUME IN JUNIOR HIGH SCHOOL BEEN ADEQUATE?
____ a. Excellent ____ c. Fair
____ b. Adequate ____ d. Poor
16. IF THE TEACHER WAS NOT PREPARED TO HANDLE GUIDANCE PROBLEMS, WHAT MAY HAVE BEEN SOME OF THE MAJOR CAUSES? (Rank highest three by number)
____ a. Took no adequate guidance courses in college
____ b. Personality maladjustments ____ d. No personal interest
____ c. No practical guidance experience ____ e. Lacked empathy
____ f. Others, as _____
17. THE IMPETUS FOR THE IN-SERVICE GUIDANCE PROGRAMS STEMS FROM WHAT SOURCE? (Rank highest three by number)
____ a. District Superintendent's office ____ d. Department heads
____ b. Members of the guidance staff ____ e. Student problems
____ c. Local school administration ____ f. School faculty
____ g. Others, as _____
18. HAVE ANY SUBJECTS COVERED IN YOUR IN-SERVICE TRAINING RESULTED FROM STUDIES OF PROBLEMS FACED BY INDIVIDUAL STUDENTS AND GROUPS OF STUDENTS?
____ Yes ____ No
19. HOW IS THE IN-SERVICE GUIDANCE TRAINING PROGRAM CONDUCTED?
____ a. By dividing into interest groups ____ e. By assigning readings
____ b. By talks from outside speakers ____ f. By group discussion
____ c. By individual conferences ____ g. By preparing papers
____ d. By a panel discussion ____ g. By lectures
____ i. By other methods, as _____
20. IF AN IN-SERVICE GUIDANCE TRAINING PROGRAM IS CONDUCTED WHEN ARE THE MEETINGS HELD?
____ a. District in-service meeting days ____ d. On regular school hours
____ b. Regular faculty meeting ____ e. At close of regular day
____ c. Close of a minimum day ____ f. During the evening
____ g. By other means, as _____

21. WHAT IS YOUR OPINION WITH RESPECT TO THE VALUE DERIVED FROM AN IN-SERVICE TRAINING PROGRAM?
- ____ a. Well satisfied ____ d. Dissatisfied
____ b. Fairly well satisfied ____ c. Uncertain ____ e. Very dissatisfied
22. HAS IN-SERVICE GUIDANCE TRAINING EVIDENCED ANY CHANGE IN THE FACULTY'S PHILOSOPHY OF EDUCATION?
(Rank highest three by number)
- ____ a. More interest in problems of students
____ b. More interest in parent problems
____ c. More interest in curriculum revision and expansion
____ d. More understanding of the total long range guidance program
____ e. Others, as _____
23. HAS ANY SERIOUS ATTEMPT BEEN MADE BY YOUR SCHOOL TO EVALUATE THE RESULTS OF THE IN-SERVICE TRAINING TO DETERMINE WHETHER THE SERVICES OFFERED ARE MEETING NEEDS AND REDUCING ADJUSTMENT PROBLEMS OF THE STUDENTS?
- ____ Yes ____ No ____ Some
24. IF YOU HAVE MADE ANY ATTEMPT AT AN EVALUATION OF THE IN-SERVICE GUIDANCE TRAINING PROGRAM, OF WHAT DID IT CONSIST?
- ____ a. Student opinion polls ____ c. Surveys by guidance departments
____ b. Faculty opinion polls ____ d. Follow-up surveys during senior high
____ e. Evaluation based on the changes in pupil experiences because of the guidance program
____ f. Other methods, as _____
25. IF SOME EVALUATION HAS BEEN MADE WAS THERE ANY NOTICEABLE IMPROVEMENT OF SERVICES IN THE AREAS IN WHICH THE TRAINING WAS GIVEN?
- ____ Yes ____ No ____ No data
26. WHAT FACTOR SEEMED THE GREATEST IN MOTIVATING THE FACULTY TO DESIRE AN IN-SERVICE TRAINING PROGRAM? (Rank highest two by number)
- ____ a. Cooperative work on teacher recognized problems
____ b. Giving of school day time for this study
____ c. Democratic leadership on part of administration
____ d. Stress of practical student problems for study
____ e. Others, as _____
27. ARE YOU CONTEMPLATING ANY MAJOR POLICY CHANGES IN YOUR IN-SERVICE GUIDANCE TRAINING PROGRAM IN THE NEAR FUTURE?
- ____ Yes ____ No ____ Uncertain
28. IF SO, WOULD YOU KINDLY LIST THE THREE MOST IMPORTANT CHANGES YOU ARE CONTEMPLATING MAKING?
- a. _____
b. _____
c. _____
29. IF YOU WOULD LIKE A REPORT OF THE FINDINGS OF THIS STUDY, PLEASE CHECK THIS SQUARE: ☐
30. Will you please offer any comments or suggestions which you feel would add to the significance of this study? Such comments based upon current practice in your school will increase the value of this report. This may include mimeographed or printed material now used in your district.
- _____

APPENDIX C

COLLEGE of the PACIFIC, Stockton, Cal. March 1, 1956

Dear Colleague:

On February 10 a Questionnaire concerning IN-SERVICE TEACHER GUIDANCE TRAINING was mailed to you. Perhaps you have already completed it; if so, please disregard this notice. The success of this study depends upon the return of the completed Survey Forms. Will you kindly complete it and return it at your earliest convenience. Your help will be deeply appreciated.

Sincerely yours,

RAYMOND L. STUCK
Principal, Farmington School

APPENDIX D

ENROLLMENT DURING 1954-1955 OF CALIFORNIA JUNIOR
HIGH SCHOOLS REPLYING TO QUESTIONNAIRE

Name of School	County	Number Enrolled 1954-55
Adams	Los Angeles	1300
Adams	Los Angeles	1350
Addams	Fresno	155
Airport	Los Angeles	1484
Aptos	San Francisco	1560
Arrowview	San Bernardino	1392
Audubon	Los Angeles	1888
Bancroft	Los Angeles	1730
Bancroft	Los Angeles	--
Bell Gardens	Los Angeles	--
Bret Harte	Los Angeles	1875
Burbank	Los Angeles	1440
Burbank	Alameda	1000
Carmelita	Los Angeles	360
Castle Park (new)	San Diego	--
Chemawa	Riverside	1175
Chino	San Bernardino	570
Chula Vista	San Diego	1674
Claremont	Alameda	850
Coalinga	Fresno	369
Crozier	Los Angeles	740
Culver City	Los Angeles	1200
Davis	Yolo	225
Del Paso	Sacramento	950
Denman	San Francisco	1565
Downey (South)	Los Angeles	1070
Downey (East)	Los Angeles	886
Eastmont	Los Angeles	1295
Ells	Contra Costa	1357
Elmhurst	Alameda	1356
Emerson	Los Angeles	2433
Enterprise	Los Angeles	1114
Eureka	Humboldt	1677
Foshay	Los Angeles	1349

Name of School	County	Number Enrolled 1954-55
Francisco	San Francisco	--
Franklin	Solano	--
Fremont	Orange	1200
Fulton	Los Angeles	1850
Gage	Los Angeles	--
Garfield	Alameda	1353
Golden Gate	Alameda	300
Golden Valley	San Bernardino	537
Granger (new)	San Diego	--
Hamilton	Fresno	--
Halsdeburg	Sonoma	550
Helms	Contra Costa	1950
Hollenbeck	Los Angeles	1700
Hoover	Santa Clara	640
Jurupa	Riverside	858
Kern Avenue	Los Angeles	--
King	Los Angeles	1630
La Canada	Los Angeles	1113
Lassen	Sacramento	1000
Lathrop	Orange	1080
Lincoln	Los Angeles	1175
Lindberg	Los Angeles	1011
Lindsay	Tulare	880
Longfellow	Contra Costa	625
Los Angeles City Schools	Los Angeles	68000
Marina	San Francisco	800
Marshall	Los Angeles	1100
Marston (new)	San Diego	--
Martinez	Contra Costa	693
Matilija	Ventura	--
McKinley	Los Angeles	975
Montebello	Los Angeles	1410
Montgomery	San Diego	1080
Muir (new)	Alameda	--
Napa	Napa	1200
National City	San Diego	1180
Nevada Union	Nevada	480
Nightingale	Los Angeles	1100
Orange	Orange	450
Paramount	Los Angeles	1520
Petaluma	Sonoma	900

Name of School	County	Number Enrolled 1954-55
Portola	Contra Costa	1478
Presidio	San Francisco	1350
Redlands	San Bernardino	1300
Richardson	San Bernardino	540
Richmond Union	Contra Costa	7072
Ridgeview	Napa	900
Rio Linda	Sacramento	860
Roosevelt	Contra Costa	1384
Roosevelt	San Francisco	1075
Roosevelt	Alameda	752
San Diego City Schools	San Diego	12180
Santa Barbara	Santa Barbara	1070
Santa Rosa	Sonoma	1025
Sequoia	Los Angeles	1575
Slater	Sonoma	1000
Smedley (new)	Orange	--
Solano	Solano	550
South Gate	Los Angeles	1900
South Pasadena	Los Angeles	635
Southwest	San Diego	625
Stanford	Sacramento	850
Stanford	Los Angeles	808
Stevenson	Los Angeles	1450
Sturges	San Bernardino	1200
Sun Valley	Los Angeles	2650
Sutter	Los Angeles	2550
Toll	Los Angeles	--
University Heights	Riverside	650
Vallejo	Sonoma	1060
Van Nuys	Los Angeles	2450
Victor Valley	San Bernardino	500
Washington	Monterey	1040
Washington Irving	Los Angeles	1150
Washington	Los Angeles	1329
Webster	San Joaquin	1050
Western	Orange	950
Westlake	Alameda	900
Whaley	Los Angeles	987
Willard	Orange	1050
Willowbrook	Los Angeles	1250
Wilson	San Diego	1790
Wilson	Alameda	695
Yosemite	Fresno	900
Yucaipa	San Bernardino	435