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A survey of guidance services presently functioning in the schools represented by the twenty-five members of the Atlanta University first academic year guidance and counseling institute 1962

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A SURVEY OF GUIDANCE SERVICES PRESENTLY FUNCTIONING IN THE SCHOOLS REPRESENTED BY THE TWENTY-FIVE MEMBERS OF THE ATLANTA UNIVERSITY FIRST ACADEMIC YEAR GUIDANCE AND COUNSELING INSTITUTE 1962

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY
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SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
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The Enrollees of the Institute for lending assistance in many ways, for their congeniality and their cooperativeness in helping to gather information.

S. S. T.
DEDICATED TO

MY WIFE,

Mrs. Daisy Thomas
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEDICATION</strong></td>
</tr>
<tr>
<td><strong>ACKNOWLEDGEMENTS</strong></td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

- Rationale
- Evolution of the Problem
- Contribution to Educational Thought and Practice
- Statement of the Problem
- Limitation and Scope of the Study
- Purpose of the Study
- Definition of Terms
- Locale of the Study
- Method of Research
- Description of Instrument
- Description of Subjects
- Procedural Steps
- Review of Related Literature

### II. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

- General Statement Concerning Presentation of Data
- Interpretative Findings

### III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

- Introduction
- Problem and Methodology
- Summary of the Pertinent Literature
- Summary of Findings
- Conclusions
- Implications
- Recommendations

### BIBLIOGRAPHY

### APPENDIX

- Specimen of Questionnaire

### VITA
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Items Relating to Personal Guidance</td>
<td>26</td>
</tr>
<tr>
<td>2. Items Relating to Vocational Guidance</td>
<td>30</td>
</tr>
<tr>
<td>3. Items Relating to Student Records</td>
<td>33</td>
</tr>
<tr>
<td>4. Items Relating to General Operational Procedures</td>
<td>38</td>
</tr>
<tr>
<td>5. Items Relating to Students' Use of Guidance Services</td>
<td>42</td>
</tr>
<tr>
<td>6. Items Relating to the Use of Community Resources</td>
<td>45</td>
</tr>
<tr>
<td>7. Items Relating to the Schools' Testing Program</td>
<td>47</td>
</tr>
<tr>
<td>8. Items Relating to Cooperation Existing Among Administrators, Teachers and Counselors</td>
<td>51</td>
</tr>
<tr>
<td>9. Items Relating to Aspects of the Guidance Program Currently Being Studied</td>
<td>56</td>
</tr>
<tr>
<td>10. Items Relating to Identifying and Guiding Able Students</td>
<td>61</td>
</tr>
</tbody>
</table>
Rationale.-- The American society and its schools, being dynamic, have undergone great transformations, each of which has had its impact upon education. The American people have given more and more responsibility to education for fostering the growth and development -- intellectual, social, emotional, civic, and personal -- of their children.

It has become evident, within the most recent two decades, that specialized services are essential if schools are to meet the broad responsibilities society has imposed on them. It may be argued that in a very real sense, good teaching aims at the same end as does a specialized guidance service: the assisting of youth to develop ways of thinking and behaving that will effect their maximum adjustment and responsibility as members of society yet, in a far more practical sense, a specialized society demands that people specialize in discrete areas.

It is true of course, that schools have always provided some type of guidance for pupils even though they may not have used the word guidance when referring to the particular services. The very routine of enrolling pupils, holding classes, and carrying on the work of instruction makes it inevitable that pupils will be guided to some extent. In the past, however, schools have infrequently taken full advantage of their opportunities for guidance because they have not clearly recognized their responsibility in this respect and because they have often been more concerned over the details of curriculum than over the adjustment of young people to the school environment and to the broader...
environment of post school life. Until recently the guidance afforded by most schools has not been based on an organized, well planned program but has been left largely to the individual initiative of the principal and the teachers.

To meet the needs of a changing world and a changing society, an organized guidance program is a must in our schools from kindergarten through college. Some of the changes in our society that are calling for improved levels of functioning are vocational changes, industrial changes, population shifts, diminution of parental control, changes in standards of living, periods of unemployment, school drop-outs, increase in juvenile delinquency, and military demands. The above changes bring about adjustmental needs of students which may be either intellectual, emotional, physical, or social. Incidentally satisfying these needs represent the core around which formal guidance programs are structured.

The successful launching of the first Sputnik by Soviet Russia gave a boost to the guidance movement in this country. Politicians began to heap severe criticism on the educational systems of this country. Although President Eisenhower tried to assure Americans that the country had not become a second rate power, the public wanted a re-examination of our schools. The main objective was to re-define the goals of education to determine to what extent they are consistent with the demands of a world that is changing at a faster rate than at any other time in history. Evidence of this may be seen in the recently published Taxonomy of Educational Objectives in which a committee of college and university examiners attempted, with some success, to provide a means of classifying educational goals.
The change and criticism that are being hurled at the school is that it has not successfully prepared youth to maintain America's leadership position in the areas of science and technology, now a matter of national survival.

The implications of this re-assessment for guidance are extremely important. Guidance programs have been asked to help identify and utilize students' talents so that they may attain an optimal degree of self-realization and make a maximum contribution to the preservation of our way of life.¹

Such demands raise basic questions for the professional guidance worker, such questions as: What is his responsibility to the individual and to society? Is it possible that in our society there is a need for more direction and channeling of talent into specific vocational and occupational areas than have been considered heretofore? The answer to these questions are the basis upon which the Federal government is providing thousands of dollars for the identification, guidance and motivation of academically talented young people into professional, technological and scientific pursuits. Guidance workers are obligated to see that this job is done.

Evolution of the Problem.-- As an enrollee in the first Atlanta University academic year Counseling and Guidance Institute, the writer became interested in finding out something about the programs of guidance and counseling that existed in the schools which were taking advantage of the NDEA by sending persons to school for professional counselor education.

These schools had demonstrated definite interest in improving their programs by giving certain key persons a year's leave of absence for this purpose. The writer is interested in finding out what type of development these institutions had already achieved in their counseling programs.

The study also evolved from the amount of concern shown by fellow enrollees in the Institute over what actions were needed in their schools so as to provide the quality of guidance and counseling which was emphasized in the Institute's training program.

Many able high school graduates do not go to college. A great number of students drop out before they finish college. Thus, when talented or capable students fail to receive training that will enable them to make contributions to our society, the security of our nation is at stake. Since NDEA Institutes were primarily concerned with identification of counseling of able students, these problems were given priority in the thinking of the enrollees.

The National Defense Education Act of 1958 has given new impetus to the evaluation of the guidance services, an intensified search for talented young people, a concern that these young people will be found, trained, and placed in positions so that our country can remain secure.

This national concern gives rise to three questions:

1. Are the guidance services meeting the needs of young people?

2. Why are many qualified young people not going to college?

3. What improvements should be made in the guidance services to improve the existing programs in the schools represented in the Atlanta University Guidance and Counseling Institute?

It was felt that a knowledge of the guidance programs in these schools would help to answer the question, "Where do we go from here?"
Contribution to Educational Thought and Practice.-- The writer wishes that this study will be valuable for guidance workers and administrators in their attempts to evaluate and improve existing guidance services. This study will probably be of most value to the twenty-five Institute enrollees whose programs were the subjects of the investigation. Secondly, it is hoped that institutions which are contemplating the initiation of guidance programs will be able to make use of the methodology employed in this study in surveying existing facilities and programs so as to make maximum use of what they have in the development of the new program.

Statement of the Problem.-- The problem involved in this study was to determine the extent to which guidance services had been developed in the schools represented by the twenty-five members of the first Atlanta University academic year Guidance and Counseling Institute prior to their attending the Institute.

Limitation and Scope of the Study.-- This study was limited by two factors which must be recognized. The first limiting factor was the size of the sample. Only twenty-five schools were used in the study, and these schools were located in different geographic sections of the United States. No claim is made that these schools are representative of secondary schools in general. Therefore, the findings of the investigation cannot be applied indiscriminately to other institutions.

The other limiting factor was imposed upon this study by the type of instrument employed in collecting data. The questionnaire has been found useful for the collection of quantitative data. Its value in the collection of qualitative data is subject to question and at best the number and nature of items on the questionnaire imposes a limitation upon the responses.
This is true in spite of the provision of space for additional comments by the respondent. No attempt was made to measure changes in the behavior of students in the respective schools. It is generally recognized that the ultimate evaluation of guidance and counseling are changes that occur in the behavior of students.

**Purpose of the Study.**—The major purpose of this study was to describe and evaluate the programs of guidance and counseling as found in the schools represented by the twenty-five enrollees in the NDEA Guidance and Counseling Institute at Atlanta University during the 1961-1962 academic year. More specifically, the purpose of this study was characterized by the following objectives:

1. To determine to what extent the schools were offering personal guidance.
2. To determine to what extent the schools were offering vocational guidance.
3. To determine the adequacy of records kept as a part of the guidance services in the school.
4. To ascertain the general operational procedure employed in meeting the guidance needs of students.
5. To determine the extent to which the students used the guidance services available.
6. To determine the extent to which community resources were used by the guidance personnel.
7. To determine the nature of the schools' testing programs.
8. To ascertain the amount of cooperation existing among administrators, teachers and counselors in matters pertaining to guidance.
9. To identify the aspects of the guidance program that were currently being studied by the faculties of the schools.
10. To determine to what extent provisions have been made for the identification and counseling of able students.
Definitions of Terms.— Significant terms used throughout this study are characterized as follows:

1. Guidance Services - Those specialized services which are used to enhance learning, adjustment, identification, and motivation of students in the secondary schools.

2. Guidance Worker - A specially trained person whose function in the school is to assist students with those problems which facilitate learning.

3. The Gifted Student - The gifted secondary school student is one who shows consistently remarkable performances in any worthwhile endeavor which can rightfully be facilitated by the school. This broad definition includes not only the intellectually gifted and the academically talented, but also those students who show relatively high ability, aptitude, or promise in music, the arts, creative writing, dramatics, social leadership or in any other worthwhile endeavor which will enable one to make outstanding contributions to the social order with which he is in interaction.

Locale of the Study.— This study was conducted at Atlanta University Atlanta, Georgia and in Swainsboro, Georgia during the period 1962-1964. The data were collected in Atlanta, and compiled and treated in Swainsboro.

Method of Research.— The descriptive survey method of research was used to collect the data for this survey.

Description of Instrument.— A questionnaire was prepared by the researcher which attempted to elicit responses which shed light upon the objectives of the study. The questionnaire was patterned after Section "G" of the Educative Criteria and embodied some modifications which rendered it more appropriate for use in this study. Before the questionnaire was administered to the enrollees, a pilot group of graduate and counseling students was administered the questionnaire. After the questionnaires were received from the pilot group, a follow-up interview was conducted with each member of the pilot group to determine whether or not
consistency of response existed between the data obtained by the question-
naire and that obtained during the interview. It was found that the per-
sons in the trial group gave responses in the interview which agreed with
their questionnaire responses. It was also found that the trial respond-
ents interpreted the items as the researcher intended. A copy of the
questionnaire is carried in the Appendix.

Description of Subjects.— The subjects of the investigation were
twenty-five persons (14 male and 11 females) who were participating in an
academic year Guidance and Counseling Institute sponsored by Atlanta Uni-
versity under the authority of the National Defense Education Act of 1958
during the 1961-1962 academic year. Their chronological ages ranged from
twenty-four to forty-two years. Their modal age group was within the in-
terval thirty-one to thirty-five years, while sixty-four per cent of the
group were more than thirty years of age. Only eight per cent of the en-
rollees began their counselor preparation before the age of twenty-five.

On the matter of training and experience, no enrollee had earned a
degree in Counseling and Guidance. Six enrollees had attended Summer NDEA
Counseling and Guidance Training Institutes. All enrollees had taken at
least one course in the general area of Counseling and Guidance. Eight
enrollees had earned master's degrees in other areas than Counseling and
Guidance. In reference to certification status, seven enrollees held
temporary certificates in guidance and counseling, four enrollees were
from a State which makes no provision for counselor certification. Four-
teen enrollees held no certificates even though their States provided for
such certification.

All of the twenty-five enrollees were employed in public secondary
schools. None of the enrollees served more than one school. Five enrollees had served for one year of half-time or more counseling and five had served for one year or less than half-time counseling. Two persons had counseled for two years for less than half-time and five enrollees had counseled for five or more years for less than half-time. Data were also collected from the chief administration officers of the twenty-five secondary schools in which the enrollees were employed prior to their attendance at the Institute.

Both groups of respondents, the enrollees and the principals, supplied information which described their secondary school guidance programs and certain related functions. The geographic locations of the schools studied were as follows: Georgia, nine; Florida, three; North Carolina, three; Alabama, four; Mississippi, three; South Carolina, two; and Indiana, one.

It should be added that the schools represented had a combined total enrollment of 20,120. It is evident that the guidance programs studied exerted some influence upon a considerable number of American youth and therefore must accept responsibility for contributing to the welfare of the nation and world.

Procedural Steps.-- The procedural steps employed in conducting the research were as follows:

1. Permission to conduct the research was secured from the Director and Staff of the NDEA Guidance and Counseling Institute.

2. The related literature was reviewed, summarized and presented on pages ten to twenty-two of this thesis.

3. A questionnaire was designed by the researcher, tested with a
pilot group of graduate students, modified and administered by the twenty-five enrollees of the Institute.

4. The responses to the questionnaire items were tabulated, presented and analyzed in Chapter II.

5. Findings were extracted from the data collected; conclusions and implications were drawn from the findings; and recommendations for making improvements on the conditions found and for additional research were made. Findings, conclusions, implications and recommendations are presented in Chapter III.

Review of Related Literature.—Basically, evaluation is the process of determining worth, and an evaluation of a guidance program is simply an effort to determine its worth.

The primary purpose of the evaluation of guidance services is improvement of the program. To achieve the improvement, exact knowledge of points of weakness and of strength is required. Failure of guidance workers to assess the value of their efforts from time to time means, among other things (1) that they did not know whether they are succeeding or failing in the over-all achievement of the purpose of their program or of any of its parts, and (2) that they plod along using devices and techniques which may be outmoded or completely unadapted to newly developed situations within their school or student body.¹

The writer feels that before the presentation of evaluative studies it is necessary to say a few words about the four dimensions to the evaluation problem.

According to Roeber, Smith, and Erickson, there are four dimensions

or aspects that require careful consideration when a program of evaluation is being planned:

1. The criteria for evaluation.
2. The general design or method for evaluation.
3. The sources of data.
4. The specific techniques of collecting data.¹

Criteria

The first step is to set up criteria, which are standards for making judgments. But before developing a set of criteria, it is necessary to formulate a list of objectives stated as specifically and as narrowly in scope as possible. Otherwise, usable criteria cannot be established if the standard or "measuring" stick becomes so vague and indefinite that meaningful evaluation is impractical.²

The construction of sets of usable criteria for the evaluation of guidance services is extremely difficult and fraught with danger. There are almost as many suggestions for criteria as there are writers on the subject and committees that have attempted the task. Moreover, there have been few studies that have attacked the problem of validation of the criteria themselves. This is an aspect of guidance work that must be developed and improved to assure its future existence as an ongoing function. Otherwise, guidance programs cannot achieve the status they deserve among other functions and disciplines in educational institutions.³

¹Edward C. Roeber, Glen E. Smith, and Clifford E. Erickson, Organiza-
²Ralph W. Tyler, "An Appraisal of Technics of Evaluation - A Cri-
Methods of Evaluation

Second, there is the problem of the method of evaluation to be used. Travers has pointed out that there are essentially two basic methods of making evaluative studies: survey methods and experimental methods.¹

In the survey method, information, attitudes, opinion, and other data concerning the effect of guidance procedures on the adjustment and behavior of pupils are collected and analyzed.

In regard to the experimental method, the following statement by Roeber, Smith and Erickson is representative:

Experimental methods are the planned attempts to study one or more groups of individuals in terms of one or more variables, such as exposure to counseling or to occupational information. It usually involves (1) the determination of objectives and methods of attaining these objectives; (2) the development of some ways to measure the attainment of these objectives; (3) the selection of one or more groups for experimentation; (4) the process of carrying out necessary steps for reaching the objectives and (5) a measurement of the outcomes of experimentation.²

Sources of Data

The third aspect in a program of evaluation is sources of needed data. A review of evaluative studies shows that sources of data have been pupils in schools, college students, parents, teachers, and school administrators, members of school boards, employers, and people in the community.³

Techniques for Collecting Data

Fourth, the most commonly used devices for gathering data are the questionnaire, the inventory, the interview, pencil and paper tests, sociometric devices, systematic observation of behavior and rating scales.⁴

²Edward C. Roeber, op. cit., p. 266.
³J. Anthony Humphreys, op. cit., p. 231.
Forehlich writes concerning suitable criteria:

The lack of suitable criteria has been the greatest difficulty of evaluation to date.¹

O'Dea and Zeran in 1953 tried to set up suitable criteria for evaluating guidance programs by reviewing 80 references. They selected from the literature ten criteria which had been used in studies of counseling and asked fellow in Division 17 of the American Psychological Association to select the five they considered most useful and to indicate their order of preference. The forty-eight usable replies were assigned weighted scores. On this basis the rank-order of preference was as follows:

1. Counselee satisfaction (student opinion)
2. Counselor understanding of opportunities, test data, "advice," at termination of sessions.
4. Judgement of an "outside-expert counselor (from case records).
5. Social adjustment.
6. Congruence of objectives (counselor and counselee).
7. Grades, academic achievement.
8. Continuance in college training.
9. Counselor's judgment of progress.
10. Observation of student training.

As a result of reviewing the literature, O'Dea and Zeran concluded that there was lack of suitable criteria.²


Myers in 1926 made the first recorded proposal for evaluation of a program of vocational guidance in a city school system. Myers suggested four criteria: (1) Completeness, as measured by the number of activities carried on, (2) distribution of emphasis as shown by the time and attention devoted to each activity (3) thoroughness as shown by the kinds and quality of work done, and (4) consistency of organization.¹

Zeran and Jones have reported the results of an evaluation study based on criteria developed by a sub-committee of the Commission on Research and Services of the North Central Association of Colleges and Secondary Schools. These criteria include 15 characteristics ranging from "The Role of Guidance Services" through "Placement and Follow-up."

Data received from 2,177 high schools participating in the study revealed that 39.5 per cent were moving toward or had reached, the extended or optimum practice as measured by the criteria and three out of four schools had attained the essential or minimum practice when all 15 of the characteristics were considered together.

At least, 50 per cent of the schools rated themselves as having attained the essential practice or above each of the 15 characteristics. There was a noticeable tendency for the activities and practices to increase in efficiency with an accompanying increase in the size of the schools.²

In the 1940's Ting Hsuan Chen made a study of the guidance services in the secondary schools of California. The purposes of his study were

1. To what extent the different conceptions of guidance are held by high school staffs.

2. To what extent general guidance practices are specially designed for various groups of students.

3. To what extent social, civic, vocational, health, and recreational guidance practices are provided.

4. To what extent guidance publications are distributed to students.

5. To what extent guidance procedures such as the classification of students, test administered, individual counseling, group conferences, etc., are employed.

6. To what extent the organization of the guidance staff is developing particularly with reference to the number of full-time and part-time counselors in California secondary schools from the years 1917-1918 to 1936-1937.

An inquiry form was sent to 497 California schools to collect the data for the study. Replies were received from 311 schools or 62.6 per cent.

The findings of the study were:

1. About one school in four had a guidance counselor.

2. In small schools the principals, homeroom teachers, and classroom advisers are often members of the council while in large schools, the committee is frequently composed of vice-principal, Deans of boys, and or girls, full-time and part-time counselors.

3. About one school out of every ten had a placement bureau or committee.

4. Most schools kept records of scholastic attainment, mental test results, health conditions, and achievement test results.

5. Method of contact would be securing the cooperation of alumni organizations rather than to keep systematic correspondence with individual students.1

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Another study of California schools was made by Kreman who evaluated the schools of Fresno, California. In the familiar pattern, a check-list was employed with items drawn from the Criteria for Evaluating Guidance Programs in Secondary Schools by the North-Central Association of Colleges and Secondary Schools. The self-study made by committees from the schools were followed by visits by consultants who discussed programs with administrators and committees. A final evaluation was then reached jointly. The Fresno County study is noteworthy not only for the results achieved, but also, because the report provides a particularly clear statement of purposes for such an investigation:

1. To identify strength and weaknesses in individual school programs.

2. To present constructive suggestions concerning the next steps which might be undertaken.

3. To identify areas of service which might be emphasized in an inservice training program and to set up such a program.

4. To stimulate and to motivate school administrators and guidance personnel to further improve upon the services offered.

The results or findings of this study were:

1. Less than one third of the counselors were doing an adequate job of recording and filing interview results. Lack of time was the reason for this condition.

2. The high schools collected a variety of information about the students (a) home and family background, (b) educational development, (c) physical and (d) development of vocational objectives.

3. Information services to the students were inadequate.

4. The schools did not make a periodic follow-up of graduates and drop-outs.

5. None of the schools provided for the placement of graduates and drop-outs.
6. All of the schools used resource persons and special services in varying degrees, but only about one fourth of them used such services to an average or better degree.

7. A little less than one-half of the schools were allotting adequate time for counselors to perform guidance duties during the scheduled day.

8. Administrative and supervising duties were assigned to the counselors to be carried on during counseling time in two-thirds of the schools.¹

Wren and Dugan conducted a survey of guidance practices in the non-metropolitan high schools of Minnesota in 1947 and subsequently made some recommendations based upon their findings. Sixty-six per cent of the 485 schools outside the cities of Minneapolis, St. Paul, and Duluth, responded to a six page printed form in which they set forth a descriptive analysis of the specific practices which they followed. The findings of the Minnesota study are of particular interest from the standpoint of current guidance practices. Some of the findings were:

1. Slightly more than two-thirds of the schools reported the utilization of assemblies and pre-entrance interviews as the most common means of orienting pupils to the new school environment.

2. Two-thirds of the schools indicated that the test results formed the basis of their counseling, yet a closer look revealed that the utilization of test results lagged noticeably.

3. One-third of the schools have someone other than the teacher responsible for counseling, but only one-eighth relieve teachers of class periods for this purpose.

4. One-third or less of the schools provide any kind of placement or follow-up service.

5. One-third of the schools have definite assignment of each student to a specific teacher-counselor.

6. About two-thirds of the schools have homeroom or other group guidance in name at least.

7. About three-fourths of the schools have cumulative records for each student.

8. Less than one-third provide annual physical examinations, only one-third of the examinations are by medical doctors and one-third of the schools provide nurse services and health counseling.¹

Wimmer studied the nature of guidance in the schools in one of the largest surveys of its kind ever made. A questionnaire was mailed to elementary and secondary schools, junior colleges, universities, counseling centers, libraries and non-school organizations. Over 700 replies were received of which 447 were from secondary schools. All of the 447 secondary schools indicated that they treated all areas of guidance services, at least, to some extent. Ranking high on the list were such topics as getting along with people, information about the schools, information about courses, choosing a career, and information about occupations. The study revealed that thirty per cent of the schools had orientation or career classes. It was also brought out in this study that vocational problems of students are most frequently handled by the counselor or advisor. This study also revealed that certain areas such as family activities, boy-girl activities, relations, and etiquette, which the counselor might be expected to handle are not covered by anyone in the school.²

Koos and Kefauver made a study which pointed out that twenty-eight per cent of the schools with enrollments of one thousand and over had counselors and that an even lower percentage of the schools with smaller

enrollments had counselors.¹

Rothney in a study of interpreting test scores to counselors concluded that simply telling sophomores, juniors and senior high school students their test scores and interpreting these scores to them during counseling interviews seems not to cause significant negative nor disturbed reactions. The enthusiasm of most of the students about the counseling process, in which interpretation of the test scores played a prominent part, suggests that they want to know about their performance.²

Bennett, Seashore, and Wesman made a study to reveal the ability patterns of high school students who achieved success in various educational and occupational undertaking. Through the cooperation of six public school systems, questionnaires were sent to 2,900 former high school students who had been given the eight parts of the Differential Aptitude Test in the spring of 1947 when they were high school juniors and seniors. The test measured verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy and language usage. The questionnaire called for a statement of what the former students had done either at work or in school following his graduation.

The conclusion drawn from the data supported in general the present practice of counselors. Thus, those students who tended to show superiority in their knowledge of words and the mechanics of English while in high


school comprised the bulk of the groups now seeking college degrees. Another conclusion drawn from the study is that within a career group there exists a variety of talent.

Aptitude testing can contribute to the best and most efficient use of human resources. Counselors by these tests results can identify able students and channel them into areas suitable for their talent.

Many administrators give the lack of funds as the reason for not having guidance services. Clifton Emery in a study gives a description of the determination of how much money is being spent for student personnel or guidance services in the public school systems in the metropolitan Boston area. His inquiry included 25 cities and towns in the metropolitan Boston area with varying populations, sociological structures and geographical locations.

The study revealed that guidance directors are willing and able to provide information on the cost of their programs and therefore a more comprehensive investigation would seem worthwhile. In order to evaluate thoroughly the adequacy of present guidance expenditures, it would be necessary to make an intensive study of the extent to which needs and problems of students are being met by existing facilities.

The last two studies deal with guidance services in Negro secondary schools.

Himes and Manley made a study of Negro secondary schools of the

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southeastern states during the winter of 1946-47.

The purpose of this study was to seek answers to the following questions:

1. What is the present status of guidance program and services in secondary schools for Negroes in those states in which separate schools for Negroes are required by law?

2. Does experience, though limited or fragmentary, confirm or contradict the judgment that guidance is a valuable addition to the total services of secondary schools?

3. What specific problems and difficulties loom largest in carrying out an effective program of guidance and child development in these schools?

Questionnaires were sent to 267 secondary schools in 11 states in the southeastern region of the United States. Eighty-six of the schools replied.

Of the 86 schools participating in the study, 16 had no guidance programs, 10 of these were urban and six rural. The remaining 70 schools reported some kind of guidance program but 16 of them did not consider it to be formally and officially organized.

Forty-eight of the total number of schools employed either the home-room or informal counseling as the major guidance technique. A total of 1,226 teachers were employed in the 86 schools but 882 had no guidance training of any kind. Forty of these schools had from 6 to 14 faculty members. In these the untrained out numbered the trained by three to one. Thus almost two-thirds of the teachers had no guidance training, yet two-thirds of the schools operated guidance programs in which all the teachers had to participate.

The general conclusion of the study was that the root of the problem lay in school board indifference and inadequate funds. Because of this,
there was a lack of realistic orientation and students seeking answers to
problems became lost in a maze of unrealistic ambitions, confused values
and limited opportunities.¹

In 1959, Dr. Carlton H. Morse made a study of Negro secondary schools
in Georgia to determine the extent of guidance services in those schools.
The findings of the study reveal the following:

1. Some form of guidance services was found in all the schools.

2. Much attention was given to group guidance.

3. Considerable efforts were made by the schools to provide
orientation services, counseling services, and informal
services.

4. Guidance programs, for the most part, were insufficiently
organized.

5. There were too few trained certified counselors and guidance
workers.

6. Physical facilities and literature for adequate guidance
programs in most schools were limited.

7. Insufficient time is allowed for counseling.

8. In general, some in-service training programs for teachers
were carried on.

9. Most schools had planned testing programs but many of them
were limited.

10. Cumulative records were kept by a majority of the schools,
but often very little information was recorded.

11. As schools increased in size each service was usually
provided by a greater proportion of the size group.²

¹Joseph S. Himes and Albert E. Manley, "Guidance in Negro Secondary
Schools in the Southeastern Region," The Journal of Negro Education,

²Carlton H. Morse, "Guidance Services and Practices in the Negro
CHAPTER II
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

General Statement Concerning Presentation of Data.-- The data presented in this chapter are the results of the tabulation of 104 item responses made by twenty-five counselors and twenty-five principals of twenty-five schools represented in the first academic year Guidance and Counseling Institute at Atlanta University, 1961-62.

The guidance services in these schools were evaluated under ten general areas: personal guidance, vocational guidance, student records, general operational procedures, students' use of guidance services, community resources, the schools' testing programs, cooperation existing among administrators, teachers and counselors, aspects of the guidance program currently being studied, and identifying and guiding able students.

Ten tables were used to show the responses which pertained to these areas of guidance. Table 1 contains fourteen items relating to personal guidance. Table 2 contains ten items relating to vocational guidance. Table 3 contains fourteen items relating to the student records. Table 4 contains twelve items relating to the general operational procedures of the program. Table 5 contains five items relating to students' use of the guidance services. Table 6 contains four items relating to the use of community resources. Table 7 contains ten items relating to the schools' testing programs. Table 8 contains eleven items relating to the cooperation existing among administrators, teachers and counselors. Table 9 contains fifteen items relating to aspects of the guidance program currently being studied. Table 10 contains nine items relating to the identifica-
tion and guiding of able students.

These tables give the frequencies of responses given by the enrollees and by the school principals. Also shown are the per cents of "yes" responses given by the two groups. A "yes" response indicates that the item is a part of the guidance program, a "no" response indicates the absence of the item. A "no response" indicates that the counselor or principal was unable to answer the particular question. The difference between per cents of "yes" responses indicates the extent of disagreement between the counselors and the principals on the various items.

To determine the validity of the responses made on the questionnaires, and to assure completeness, a follow-up interview was held with each member of the enrollee group. In addition, a comparison was made between the responses of principals and those of counselors, and conclusions of assurance were drawn from them.

It should be kept in mind that these data have to do with the guidance programs in the schools studied before they sent their counselors to school for one year of professional counselor education. It was hypothesized that the schools which possessed enough interest in guidance to grant a one-year leave of absence to the counselor would tend to have already developed a fairly extensive guidance program.

Interpretative Findings.-- The first purpose of the study was to ascertain the extent to which personal guidance was being given in the schools of the twenty-five enrollees in the first academic year Atlanta University Guidance and Counseling Institute, 1961-62. Personal guidance was interpreted to include those items which are directly related to the individual student's adjustment or development.

An analysis of Table 1 reveals that according to the enrollees,
seventy-two per cent of the schools kept individual inventory records for students. Seventy-six per cent of the principals reported having such records. One principal and the enrollee from the same school disagreed on the use of the individual inventory. This and subsequent disagreement may be due to the fact that some of the enrollees had been classroom teachers prior to attending the Institute and may not have been aware of some office records and/or procedures.

The enrollees and their principals were in complete agreement on the matter of providing for orientation of new students. That is, eighteen enrollees and eighteen principals reported that their schools provided such services. However, seven principals reported that they did not provide orientation services, while five enrollees gave negative reports and two failed to answer positively or negatively.

Seventy-two per cent of the principals reported that students had access to counseling for discussion of problems and selecting courses; only fifty-six per cent of the enrollees felt that the schools provided for this type of counseling. On the items relating to provisions for group guidance in homerooms, eighteen counselors replied "yes", five reported "no," and two gave no response; the principals reported twenty-one "yes" responses and four "no" responses. The difference in per cent of "yes" responses was twelve, which means there is some doubt as to the validity of the responses. Fifteen counselors replied that they had the services of the staff in developing an understanding of the student, nine said "no", and one gave no response. The difference of opinion between counselors and principals was twelve per cent, indicating doubt. Only eleven counselors reported satisfactory physical facilities, and thirteen gave
TABLE 1

ITEMS RELATING TO PERSONAL GUIDANCE

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Resp. %</td>
</tr>
<tr>
<td>1. Individual Inventory Records on Students</td>
<td>18</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2. Orientation of New Students</td>
<td>18</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3. Counseling which provides for discussing problems and selecting courses</td>
<td>14</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>4. Provisions for group guidance in homerooms, student activities, groups, etc.</td>
<td>18</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>5. Services of the staff in developing understanding of students</td>
<td>15</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>6. Satisfactory physical facilities</td>
<td>11</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>7. Co-curricula activities encouraged for student growth</td>
<td>20</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Questionnaire Item</td>
<td>Counselors' Responses</td>
<td>Principals' Response</td>
<td>Difference in Opinion</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp.</td>
</tr>
<tr>
<td>8. Referral agencies for students needing special attention</td>
<td>8</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>9. Preparation of case histories and conduct of cases conferences</td>
<td>7</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>10. Periodic progress check on each counselor</td>
<td>12</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>11. Record of periodic physical examinations on each child</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>12. Student freedom in seeking counseling</td>
<td>18</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>13. State certified counselors</td>
<td>16</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>14. Regular consultations with other staff members on students</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
no answers, one gave no reply. Only nine principals said that the facili-
ties were satisfactory. The difference in agreement was only eight per cent. Twenty counselors reported that co-curricular activities were en-
couraged for student growth. Four gave "no" answers and one gave no reply. The percentage of difference in agreement between counselors and principals was only four per cent, indicating relative agreement on this item. There were eight counselors who reported that their schools had referral agencies for students needing special attention, seventeen said "no." The difference of opinion between counselors and principals was twelve per cent. Seven school counselors prepared case histories and conducted case conferences, seventeen did not, and one gave no response. The difference of opinion was twelve per cent, which indicate some doubt as to truth.

Twelve counselors reported that periodic progress checks were made on each counselee, thirteen said "no", and one gave no response. Fifteen principals reported that periodic checks were made on each counselee, eight said "no" and two gave no response. The difference in the opinion of counselors and principals was only four per cent, indicating assurance of truth on this item. Eighteen counselors reported that students had freedom in seeking counseling, seven said "no". The difference in opinion was eight per cent, indicating assurance of truth on this item. There were sixteen certified counselors, and none who were not. The difference of opinion between the two groups was twenty-four per cent. We may as-
sume that there is no valid opinion on this item. Eighteen counselors reported that they held consultations with the staff members on students. The difference in opinion was only eight per cent, thereby indicating assurance of truth.
It was found that the highest concentration of personal guidance was done in the following areas:

1. Individual inventory records
2. Orientation of new students
3. Homeroom guidance activities
4. Encouraging co-curricula activities
5. Regular consultations with students on problems
6. Freedom of students in seeking guidance

From the data presented in Table 1, we may assume that although the majority of the schools are providing an acceptable program in personal guidance, there are some areas that need strengthening:

1. Satisfactory physical facilities
2. Referral agencies for students needing special attention
3. Case conferences should be used as a method of reaching problems
4. More periodic progress checks should be made as well as periodic physical examinations.

The second purpose of the study was to determine to what extent vocational guidance was being provided by the twenty-five schools being studied. Ten items in Table 2 relate to vocational guidance.

According to the data presented in Table 2, thirteen counselors indicated that there was adequate provisions for educational and occupational literature, twelve did not have it. Sixteen principals indicated that there was adequate provisions for educational and occupational literature, nine did not have it. The difference of opinion between counselors and principals was ten per cent, indicating relative assurance. Only seven schools made placements of graduates and dropouts, eighteen
TABLE 2
ITEMS RELATING TO VOCATIONAL GUIDANCE

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No  Resp %</td>
<td>Yes  No  Resp %</td>
<td>Per Cent</td>
</tr>
<tr>
<td>1. Adequate provisions for educational and occupational literature</td>
<td>13  12  54</td>
<td>16  9  64</td>
<td>10</td>
</tr>
<tr>
<td>2. Placement of graduates and drop-outs</td>
<td>7  18  28</td>
<td>11  14  44</td>
<td>16</td>
</tr>
<tr>
<td>3. Conduct of Career Days or similar programs</td>
<td>18  6  1  72</td>
<td>15  8  2  60</td>
<td>12</td>
</tr>
<tr>
<td>4. Community and Occupational survey</td>
<td>11  14  44</td>
<td>9  15  1  36</td>
<td>8</td>
</tr>
<tr>
<td>5. Vocational interest tests given to students</td>
<td>8  14  3  32</td>
<td>10  15  40</td>
<td>8</td>
</tr>
<tr>
<td>6. Educational lectures by college and school representatives</td>
<td>19  5  1  76</td>
<td>18  7  72</td>
<td>4</td>
</tr>
<tr>
<td>7. Provisions for vocational lectures by outside speakers</td>
<td>16  8  1  64</td>
<td>17  7  1  68</td>
<td>4</td>
</tr>
<tr>
<td>8. Experience of counselor in business or industry</td>
<td>13  11  1  52</td>
<td>8  15  2  32</td>
<td>20</td>
</tr>
<tr>
<td>9. Use of test profiles in setting up vocational goals</td>
<td>11  13  1  44</td>
<td>12  11  2  48</td>
<td>4</td>
</tr>
<tr>
<td>10. Follow-up of students after they leave school</td>
<td>5  18  2  20</td>
<td>8  16  1  32</td>
<td>12</td>
</tr>
</tbody>
</table>
said "no," but the difference of opinion between the two groups was sixteen per cent, so there is little assurance of truth in this item.

There were eighteen counselors who reported that they conducted Career Days or similar programs, six said "no," and one gave no response. Fifteen principals reported that they conducted "Career Days" or similar programs, eight said "no," and two gave no response. The difference in opinion was twelve per cent. As for community and occupational surveys, eleven counselors replied "yes," fourteen said "no." The difference in opinion between the groups was only eight per cent. When asked if vocational interest tests were given to students, eight counselors said "yes," and fourteen said "no," and three gave no response. The difference in opinion was eight per cent. Nineteen counselors reported that educational lectures by colleges and school representatives were held, five said "no," and one gave no response. The percentage of difference in opinion was only four per cent, indicating assurance of truth. Sixteen schools made provisions for vocational lectures by outside speakers. Eight schools did not make this provision, and one gave no reply. Only a four per cent difference in opinion existed indicating validity in this response. Thirteen counselors stated that they had had some experience in business or industry. Eleven had not, and one gave no reply; eight principals stated that their counselors had some experience in business and industry. Fifteen had not, and two gave no reply. However, there existed a twenty per cent difference in opinion between the two groups. We can assume that there is no validity to this response. Eleven counselors showed that they used test profiles in setting up vocational goals. Thirteen schools did not, and one gave no reply. There was only a four
per cent difference in opinion between counselors and principals, indicating relative assurance of truth.

Only five schools made a follow-up of students after they leave school. Eighteen schools did not, and two gave no reply. There was a twelve per cent difference of opinion, indicating some doubt as to the validity of the response to this item.

From the data presented in Table 2, it seems that the guidance programs are not doing adequate programs in the area of vocational guidance. These areas which should be strengthened are:

1. More educational and occupational literature
2. Placement service for graduates
3. Community and occupational surveys
4. Vocational interest tests
5. Use of test profiles in setting up vocational goals
6. Follow-up students after they leave school.

The third purpose of the study was to determine the adequacy of records kept as a part of the guidance services in the schools.

Table 3 contains fourteen items relating to student records. According to the data shown in Table 3, it was found that eighteen of the twenty-five schools kept individual inventory records, five had none, and two gave no response. Only a four per cent difference of opinion between counselors and principals was noted, indicating assurance of truth. It was noted that seventeen schools included in student records reports of conferences of students with teachers and counselors. Eight schools did not include them. A twelve per cent disagreement was noted between the groups, thus indicating some doubt as to the truth of the matter. When
TABLE 3

ITEMS RELATION TO STUDENT RECORDS

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>1. Individual Inventory Records</td>
<td>18</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2. Do student records include reports of conferences with teachers and counselors?</td>
<td>17</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3. Are teachers provided with test results and interpretations about students?</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>4. Do records indicate that counselees have been followed up after the original session of conference?</td>
<td>9</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>5. Do counselors keep records of all counseling interviews?</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>6. Are personal data blanks used for all students?</td>
<td>20</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>7. Are complete records of periodic physical examinations available?</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>8. Do records show that information is kept up-to-date, particularly on cumulative records?</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Questionnaire Item</td>
<td>Counselors' Response</td>
<td></td>
<td>Principlals' Response</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>9. Does the school pursue a follow-up study of students who have left school?</td>
<td>5</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>10. Do the records indicate that teachers sometimes refer students to counselors for special help?</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>11. Do teachers participate in making rating scales, observation and anecdote records?</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>12. Do records include reports of conferences of teachers and counselors with parents?</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>13. Do counselors prepare case studies and conduct case conferences with staff and other counselors with records being kept on file?</td>
<td>7</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>14. Do counselors develop test profiles, summaries or psychographs to help students in setting up appropriate educational and vocational plans?</td>
<td>11</td>
<td>13</td>
<td>1</td>
</tr>
</tbody>
</table>
asked if teachers were provided with test results and interpretations about students, seventeen counselors answered "yes," and eight said "no."

There was also a twelve per cent disagreement noted, so we can assume some degree of doubt here.

Only nine counselors reported that counselees had been followed up after the original session of counseling. Twelve did not follow-up after counseling sessions, while four gave no reply; six principals reported that counselees had been followed up after the original session of counseling. Fifteen did not follow-up after counseling sessions, while four gave no reply; however, there was also noted a twelve per cent disagreement in the responses, indicating some doubt as to complete truth. It was reported that counselors keep records of all counseling interviews, in twelve schools. One gave no reply. There was only a four per cent disagreement noted between counselors and principals, which indicated relative assurance of truth.

Twenty counselors reported that they used personal data blanks for all students. Five did not use them. Twenty-one principals reported that they used personal data blanks for all students. Four did not use them. The four per cent difference of opinion indicated validity on this item.

It was found that twelve schools had complete records of physical examinations, and twelve did not keep records, one gave no reply. Only a four per cent disagreement was found, so it is assumed that this item is true. There were eighteen schools to show that information on cumulative records is kept up-to-date, six did not, and one gave no reply. But in comparing responses between the two groups, a twenty per cent disagreement was found, thereby indicating doubt as to truth.
There were only five schools which pursued a follow-up study of students who left school; eighteen did not follow-up and two gave no reply. There was twelve per cent disagreement on this item, indicating some measure of doubt as to accuracy of truth.

Eighteen counselors reported that the records indicated that teachers sometimes referred pupils to counselors for specialized help. Six said no and one gave no response. Nineteen principals reported that records indicated that teachers sometimes referred pupils to counselors for specialized help. Five said no and one gave no response. Only a four per cent disagreement was shown between counselors and principals in their responses, indicating relative assurance of truth. Sixteen counselors revealed that teachers participated in making rating scales and anecdotal records. Eight reported that they did not, and one gave no response; however, in comparing responses between the two groups, there was found a thirty-six per cent difference in opinion, which shows a marked degree of doubt as to truth.

Twelve counselors indicated that records include reports of conferences of teachers and counselors with parents, twelve did not, and one gave no reply. But in comparing the responses on this item, a twenty-three per cent difference of opinion was noted. This also shows a marked degree of doubt as to truth. Only seven counselors showed that they prepared case studies and conducted case conferences with other counselors and staff with records being kept on file. Seventeen did not and one gave no reply. There was also noted a twelve per cent difference in agreement between counselors and principals.

Eleven counselors revealed that they developed test profiles, summaries,
or psychographs in setting up appropriate educational and vocational plans; thirteen schools did not, and one gave no reply. Twelve principals revealed that they developed test profiles, summaries, or psychographs in setting up appropriate educational and vocational plans; eleven did not, and two gave no reply. It was noted here that only a four per cent difference of opinion was shown, indicating relative assurance of truth.

According to the data presented in Table 3, we may assume that some degree of record keeping is done in all of the schools, but there are areas which should be improved:

1. Follow-up of counselees after the original session of counseling
2. A record of counseling interviews
3. Record of periodic physical examinations
4. Follow-up of students who have left school
5. Reports of conferences with parents and teachers
6. Preparation and use of case studies, test profiles, summaries and psychographs.

The fourth purpose of the study was to ascertain the general operational procedures employed by the schools. Twelve items in Table 4 relate to the general operational procedures of the schools.

When asked if there were definitely assigned responsibilities for guidance, nine counselors replied "yes," thirteen said "no," and three gave no response. Eight principals reported that there were definite assigned responsibilities for guidance, seventeen said no. In comparing responses with principals and counselors, only a four per cent difference of opinion was noted, indicating relative assurance of truth. Only two counselors indicated that there was only incidental and informal contacts. Only three
### TABLE 4

**ITEMS RELATING TO GENERAL OPERATIONAL PROCEDURES**

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors’ Response</th>
<th>Principals’ Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes No</td>
<td>%</td>
<td>Yes No</td>
</tr>
<tr>
<td>1. Are there definite assigned responsibilities?</td>
<td>9 13 3</td>
<td>36</td>
<td>8 17 32</td>
</tr>
<tr>
<td>2. Incidental and informal contacts</td>
<td>2 20 3</td>
<td>.08</td>
<td>3 21 12</td>
</tr>
<tr>
<td>3. Homeroom organization only</td>
<td>2 20 3</td>
<td>.08</td>
<td>4 21 16</td>
</tr>
<tr>
<td>4. Part-time teacher counselors</td>
<td>9 13 3</td>
<td>36</td>
<td>11 14 44</td>
</tr>
<tr>
<td>5. A guidance committee of teachers</td>
<td>6 16 3</td>
<td>24</td>
<td>7 18 28</td>
</tr>
<tr>
<td>6. Only incidental counseling provided by teachers</td>
<td>3 21 1</td>
<td>12</td>
<td>3 21 12</td>
</tr>
<tr>
<td>7. Do homeroom teachers have sufficient time for performing guidance functions?</td>
<td>16 8 1</td>
<td>64</td>
<td>19 5 76</td>
</tr>
<tr>
<td>8. Is an orientation program for incoming students a part of the guidance program?</td>
<td>18 6 1</td>
<td>72</td>
<td>19 6 76</td>
</tr>
</tbody>
</table>
TABLE 4 -- Continued

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>9. Does the school pursue a follow-up service?</td>
<td>5  18</td>
<td>2  20</td>
<td></td>
</tr>
<tr>
<td>10. Does the school maintain a placement service?</td>
<td>2  21</td>
<td>2  .08</td>
<td></td>
</tr>
<tr>
<td>11. Does the school provide a full-time counselor for each 500-600 students enrolled?</td>
<td>8  16</td>
<td>1  32</td>
<td></td>
</tr>
<tr>
<td>12. Is there a continuing program on the part of counselors and staff to revise and improve the guidance program?</td>
<td>18  6</td>
<td>1  72</td>
<td></td>
</tr>
</tbody>
</table>
principals indicated that there were only incidental and informal contacts. The difference of opinion was four hundredths per cent. When asked if there was homeroom guidance only, two counselors reported "yes," and twenty said "no," three gave no response. Four principals reported that there was homeroom guidance, twenty-one said no. There was a difference of eight per cent in agreement on this item. Nine schools had part-time teacher counselors; thirteen did not, and three gave no response. There was an eight per cent difference in agreement between principals and counselors. Only six schools had a guidance committee of teachers; sixteen did not, and three gave no response. A four per cent difference of opinion was noted, indicating accuracy in this response. There were three schools which had incidental counseling provided by teachers; twenty-one replied "no," to this question, and one gave no reply. There was complete agreement between the two groups on this item.

When asked if there was an orientation program of incoming students and teachers as a part of the guidance program, eighteen counselors replied "yes," six said "no," and one gave no reply. Nineteen principals reported that they had orientation programs for incoming students and teachers, and six said they had none. Only a four per cent difference of opinion was noted, indicating the validity of the statement. Only two schools noted that it maintained a placement service; twenty-one did not, and two gave no responses. The difference of opinion was four hundredths per cent. Only five schools indicated that it pursued a follow-up service; eighteen did not, and two gave no response; however, there was a twenty-one per cent difference of opinion between the two groups, indicating some doubt as to the truth of the matter. Eight schools provide a full-time counselor for
each 500-600 students enrolled; sixteen did not have a full-time counselor, and one gave no response. There was found a twelve per cent difference of opinion on this item.

When asked if there was a continuing program on the part of counselors and staff to revise and improve the guidance program, eighteen counselors said there was; six said "no," and one gave no reply. Nineteen principals reported that there was a continuing program by the counselors and staff to revise and improve the guidance program. Five said that there was not. There was only a four per cent difference of opinion, which indicates relative assurance of truth.

From the data presented in Table 4, the general operational procedures of most of the schools followed such activities as:

1. Definitely assigned responsibilities
2. Part-time teacher counselors
3. Homeroom guidance functions
4. Orientation programs for in-coming students.

It was further noted that in the majority of the schools there was a continuing program on the part of the staff to revise and improve the guidance services.

The fifth purpose of the study was to determine the extent to which the students use the guidance services that are available. Table 5 contains five items relating to students' use of guidance services. According to the data found in Table 5, twenty-two counselors reported that pupils are aware of the guidance services that are available; two did not, and one gave no reply. Nineteen principals reported that pupils are aware of guidance services available; five did not, and one gave no reply. There was a twelve per cent difference of agreement between counselors and principals,
TABLE 5
ITEMS RELATING TO STUDENTS' USE OF GUIDANCE SERVICES

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Principals' Response</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Difference in Opinion</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are pupils aware of the guidance services available?</td>
<td>22 2 1 88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19 5 1 76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>2. Do students voluntarily seek assistance of counselors?</td>
<td>21 4 84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19 5 1 76</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>3. Do school rules permit students to seek counseling at any time they may be in need of it?</td>
<td>17 7 1 68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20 3 1 80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>4. Are all pupils encouraged to participate in co-curricula activities as a measure of social and personal guidance?</td>
<td>20 4 1 80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21 4 84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5. Do records indicate that most counselors have made &quot;follow-up&quot; after the original session of counseling?</td>
<td>9 13 3 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6 15 4 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
indicating some doubt as to validity of responses. Twenty-one counselors reported that students voluntarily seek assistance from counselors; four did not. Nineteen principals reported that students voluntarily seek assistance from counselors; five said no and one gave no reply. There was only an eight per cent difference of opinion between the two groups.

Seventeen counselors reported that rules permitted students to seek counseling at any time they may need it. Seven did not permit freedom of students, and one gave no response. Twenty principals reported that school rules permitted students to seek counseling at any time they may need it. Three did not permit freedom of students in seeking counseling services and two gave no responses. A twelve per cent difference of opinion was found on this item. Twenty counselors indicated that all pupils were encouraged to participate in co-curricula activities as a measure of social and personal guidance; four did not, and one gave no response. Twenty-one principals indicated that all pupils were encouraged to participate in co-curricula activities, four did not. Only a four per cent difference in opinion was noted, indicating relative assurance of truth. Nine counselors reported that most counselees had been "followed-up" after the original session of counseling; thirteen answered "no," and three gave no responses. Six principals reported that there had been follow-up conferences with counselees; fifteen answered "no," and four gave no reply. But in comparing responses between counselors and principals, there was noted a twenty-four per cent difference of opinion, showing some doubt as to the truth of these responses.

It was revealed in Table 5 that in the majority of the schools the students used the guidance services that are available.

The sixth purpose of the study was to determine the extent to which community resources are used by the guidance personnel. Table 6 contains
four items relating to the use of community resources. Ten counselors reported that the staff was provided with the results of community and occupational surveys and other pertinent occupational data. Fourteen schools did not, and one gave no response. Twenty principals reported that the staff was provided with the results of community and occupational surveys and other pertinent occupational data. Five did not; however, there was revealed a forty per cent difference of opinion between counselors and principals on the responses, indicating some doubt as to assurance of truth. Only eight counselors reported that a qualified person was available and consulted to administer individual tests of intelligence, mental health, etc., which required special training. Sixteen schools did not have this service, and one gave no response. Eleven principals reported that a qualified person was available and consulted about administering tests of intelligence, mental health, etc., which required special training. There was found a twelve per cent difference of agreement on this item.

When asked if the schools provided educational lectures by colleges and school representatives, twenty counselors reported "yes," five did not provide this service. Eighteen principals said that the schools provided educational lectures by college and school representatives. Seven said "no," There was found an eight per cent difference of opinion on the responses of counselors and principals indicating relative assurance of truth. Sixteen schools were found to provide vocational lectures by outside speakers, field trips, and work experiences for the benefit of the student. Nine schools did not provide for these lectures; however, in comparison, a twenty-four per cent difference of opinion was noted. So there is a high degree of doubt as to the truth of these responses.
# TABLE 6
## ITEMS RELATING TO THE USE OF COMMUNITY RESOURCES

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Responses</th>
<th>Principals' Responses</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>1. Is the staff provided with the results of community and occupational surveys and other pertinent occupational data?</td>
<td>10</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>2. Is a qualified person available, and consulted to administer individual tests of intelligence, mental health, etc., which require special training</td>
<td>8</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>3. Does the school provide educational lectures by colleges and school representatives?</td>
<td>20</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>4. Does the school provide vocational lectures by outside speakers, field trips, and work experience for the benefit of the students?</td>
<td>16</td>
<td>9</td>
<td>64</td>
</tr>
</tbody>
</table>
The data in Table 6 revealed that little use is made of community resources; the weakest areas being in the fact that there is not qualified persons available to administer individual intelligence tests, and the staff is not provided with community and occupational surveys and other pertinent occupational data. There is some doubt as to the schools' provision of vocational lectures by outside speakers, field trips, etc., for the benefit of the student.

The seventh purpose of this study was to determine the nature of the schools' testing programs. Table 7 contains ten items relating to the schools' testing programs.

Twenty-one counselors responded affirmatively to the question of whether or not there was a systematic and planned program of testing. Three did not, and one gave no response. Twenty principals reported that there was a systematic and planned program of testing. Five said "no." In comparing responses, only a four per cent difference of opinion was found between the counselors and principals. It was noted that there is at least one group intelligence test administered to each pupil in an eight per cent difference of opinion on this item. Only eight schools showed that individual intelligence tests were used for cases where results of group tests are conflicting or unsatisfactory. Seventeen of the schools administered no individual intelligence tests. There was only a four per cent difference of opinion in agreement on this item, indicating relative assurance of truth. Twenty-one counselors reported that achievement tests were used and recorded on pupil records. Twenty-one principals reported that achievement tests were used and recorded on all pupil records. Four said no. Complete agreement was found between the two groups. Only seven counselors reported that a test of
<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th></th>
<th>Principals' Response</th>
<th></th>
<th>Difference in Opinion %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
<td>%</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Is there a systematic and planned program of testing?</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>84</td>
<td>20</td>
</tr>
<tr>
<td>2. Is there at least one group intelligence test administered to each pupil in school?</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>80</td>
<td>22</td>
</tr>
<tr>
<td>3. Are individual intelligence tests used for cases where results of group tests are conflicting or unsatisfactory?</td>
<td>8</td>
<td>17</td>
<td>32</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4. Are achievement tests used and recorded on pupil records?</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>84</td>
<td>21</td>
</tr>
<tr>
<td>5. Is a test of vocational interest administered to each pupil?</td>
<td>7</td>
<td>14</td>
<td>4</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>6. Are tests of special aptitude available?</td>
<td>8</td>
<td>16</td>
<td>1</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>Questionnaire Item</td>
<td>Counselors' Response</td>
<td>Principals' Response</td>
<td>Difference in Opinion</td>
<td></td>
<td></td>
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<td>----------------------------------------------------------------------------------</td>
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<td>----------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes  No  Resp %</td>
<td>Yes  No  Resp %</td>
<td>Per Cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is a test of personality, mental health, or adjustment administered to each pupil?</td>
<td>4  21  16</td>
<td>1  23  1 .04</td>
<td>15.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do counselors develop test profiles, summaries or psychographs to help in setting up appropriate educational and vocational plans?</td>
<td>11 14 44</td>
<td>12 11 2 48</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Is a qualified person available, and consulted to administer individual tests of intelligence, mental health which requires special training?</td>
<td>9 16 36</td>
<td>11 13 1 44</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Are teachers provided with test results, interpretations, and other types of information about pupils?</td>
<td>17 8 68</td>
<td>20 5 80</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
vocational interest was administered to each pupil, fourteen schools did not use them, and four gave no reply. Fifteen principals reported that a test of vocational interest was administered to each student. Five replied "no." However, there was a twelve per cent difference of agreement between principals and counselors, indicating some doubt as to the validity of the responses.

Only eight counselors reported that special aptitude tests were available, sixteen schools did not have them, and one gave no response. Ten principals reported that special aptitude tests were available. Thirteen said "no" and two gave no response. There was an eight per cent difference of opinion on this item. Four counselors reported that tests of personality, mental health or adjustment were administered on each pupil. Twenty-one schools used no tests of this nature. One principal reported that they used tests of personality, mental health or adjustment. Twenty-three answered "no" and one gave no reply. It was found in eleven schools that counselors develop test profiles, summaries or psychographs in setting up appropriate educational and vocational plans; fourteen did not develop such. Twelve principals reported that the counselors did develop test profiles, summaries or psychographs in setting up educational and vocational plans. Eleven said "no," and two gave no reply. There was only a four per cent disagreement on this item.

Counselors reported nine qualified persons to administer individual intelligence tests; sixteen schools did not have such a person. Eleven principals reported that they had qualified people to administer individual intelligence tests. Thirteen said "no," and one gave no reply. There was an eight per cent difference of agreement on this item; indicating some assurance of truth. Seventeen counselors indicated that teachers were
provided with test results, interpretations, and other types of information about pupils. Eight made no provisions for these results to be made known. Twenty principals reported that teachers were provided with test results, interpretations, and other types of information about pupils. Five said "no." There was a twelve per cent difference of opinion on this item.

According to the data presented in Table 7, we may conclude that some testing is done in most of the schools, but it usually is done in most of the schools in the following areas: (1) Group intelligence tests; (2) Achievement tests.

It was found that teachers were provided with test results, interpretations, and other information about pupils. The areas of least concentration were in vocational interest tests, special aptitude and personality tests. No qualified person was available for administering individual intelligence tests.

The eighth purpose of this study was to ascertain the amount of cooperation existing among administrators, teachers, and counselors in matters pertaining to guidance.

Table 8 contains eleven items relating to the cooperation existing among administrators, teachers, and counselors.

Twenty-four counselors reported that provisions were made for group guidance in homerooms, student activities, special classes and group conferences; one did not. Twenty-one principals reported that provisions were made for group guidance in homerooms, student activities, special classes and group conferences, four answered "no." There was only an eight per cent difference in opinion between the two groups on this item, indicating a degree of truth. Complete agreement between counselors and
<table>
<thead>
<tr>
<th>Questionnaire Item</th>
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<th>Principals' Responses</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>1. Provisions for group guidance in home-rooms, student activities, special classes, group conferences</td>
<td>23</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Services of the staff in developing and understanding of the student</td>
<td>18</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>3. Do teachers make rating scales, observations and anecdotal records?</td>
<td>17</td>
<td>8</td>
<td>68</td>
</tr>
<tr>
<td>4. Do teachers make case studies and participate in case conferences?</td>
<td>7</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5. Do teachers confer with principals and counselors about pupils who need special attention?</td>
<td>24</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>6. Do teachers assist in the conduct of &quot;Career Days&quot;, college days, or similar programs?</td>
<td>18</td>
<td>6</td>
<td>72</td>
</tr>
</tbody>
</table>
### TABLE 8 — Continued

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference in Opinion Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>7. Is the staff provided with results of community and occupational surveys and other pertinent occupational data?</td>
<td>10</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>8. Is there a continuing program on the part of counselors and staff to revise and improve the guidance program?</td>
<td>19</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>9. Are homeroom teachers allowed sufficient time for performing guidance functions?</td>
<td>16</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>10. Does the counselor regularly consult with the other staff members concerning general problems of individual students?</td>
<td>18</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>11. Do counselors, principals, homeroom teachers periodically review with each counselee the progress he is making?</td>
<td>12</td>
<td>13</td>
<td>48</td>
</tr>
</tbody>
</table>
principals was found on the question of having services of the staff in developing an understanding of the student. Eighteen schools did have this service, and seven did not. There were seventeen counselors reporting that teachers participated in making rating scales, observations and anecdotal records; eight did not. Seventeen principals reported that teachers participated in making rating scales, observations and anecdotal records; four did not and four gave no response. There was complete agreement on this item between the two groups. Only seven counselors reported that teachers make case studies and participate in case conferences; eighteen did not have the participation of the teachers on this item. Eight principals reported that the teachers make case studies and participate in case conferences; fifteen did not and two gave no response. Only a four per cent difference of opinion was noted. Complete agreement between counselors and principals was found on the question of whether or not teachers conferred with principals and counselors about pupils who need special attention. Twenty-four counselors reported affirmatively and one negatively. Twenty-four principals reported affirmatively and one negatively.

Eighteen counselors indicated that teachers do assist in the conduct of Career Days, College Days, or similar programs. Fifteen principals reported that teachers do assist in Career Days, College Days or similar programs. Eight said no and two gave no response. A twelve per cent difference of opinion was noted on this item, thereby indicating some doubt as to the truth of the matter.

Ten counselors revealed that the staff was provided with the results of the community and occupational surveys; fourteen was not, and one gave no response. Nine principals revealed that the staff was provided with
the results of community and occupational surveys; fifteen was not, and one gave no response. Only a four per cent difference of opinion was found on this item. There was found in nineteen schools a continuing program on the part of counselors and staff to revise and improve the guidance program; six schools did not have this program. Complete agreement between the two groups was found on this item.

Homeroom teachers were allowed sufficient time for performing guidance functions in sixteen of the schools according to counselors, eight were not, and one gave no reply. But the principals reported that homeroom teachers were allowed sufficient time for performing guidance functions in nineteen schools; five were not, and one gave no response. A twelve per cent difference of opinion was noted on this item. Counselors regularly consult with the other staff members concerning general problems in eighteen of the schools according to reports of counselors; seven did not. But the principals reported twenty staff members as consulting with counselors concerning general problems; five did not. There was an eight per cent difference of opinion on this item. In twelve of the schools it was found that counselors, principals, and homeroom teachers periodically review with each counselee the progress he is making according to counselors. Thirteen did not provide this service. Fifteen principals reported that it was found that counselors, principals, and homeroom teachers periodically review with each counselee the progress he is making. Eight did not provide this service. Two gave no response. A twelve per cent difference in agreement was noted on this item.

According to the data presented in Table 8, we may assume that the cooperation existing among administrators, teachers, and counselors is relatively adequate in most areas; however, it is noted that there are some
areas of weakness:

1. Case histories made by teachers

2. Provisions for the staff to have pertinent occupational information about the community

3. Teachers and counselors making periodic reviews of each counselee's program.

The ninth purpose of the study was to identify aspects of the guidance programs that are currently being studied by the faculties of the twenty-five schools.

Table 9 contains fifteen items relating to aspects of the guidance program currently being studied. Nineteen counselors indicated that they were studying reasons why students fail to adjust to school requirements; six counselors said no; thirteen principals reported that they were studying reasons why students fail to adjust to school requirements; ten said no and two gave no response; however, in comparing responses, a twenty-four per cent difference of opinion was found, so there is doubt as to the validity of this response. According to counselors, twenty-two of the schools were studying marks, promotions, and awards; three were not. According to principals, twenty of the schools were studying marks, promotions, and awards; five gave no response. Only an eight per cent difference of agreement was noted on this item. Seventeen counselors were concerned about the relationship of students' abilities and achievement; six were not, and two gave no reply. A four per cent difference of opinion was found on this item. According to the principals sixteen of the schools were concerned about the relationship of students' abilities and achievement; and nine gave no response. According to counselors in twenty-one of the schools, the reading problems of the students were being studied; four were not. According to the principals in twenty-three of the schools the reading problems
<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselor's Response</th>
<th>Principal's Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>1. Reasons why students fail to adjust to school</td>
<td>19</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Marks, Promotion, awards</td>
<td>22</td>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td>3. Relationship of students' abilities and</td>
<td>17</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>achievements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reading problems of students</td>
<td>21</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>5. Disciplinary problems of the school</td>
<td>21</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6. Attitude of the graduates toward the guidance service</td>
<td>16</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>7. Problems of social adjustment among students</td>
<td>19</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8. Needs and program for the gifted students</td>
<td>12</td>
<td>13</td>
<td>48</td>
</tr>
<tr>
<td>Questionnaire Items</td>
<td>Counselors' Responses</td>
<td>Principals' Responses</td>
<td>Difference in Opinion</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>9. Needs and program for the slow-learner</td>
<td>18</td>
<td>7</td>
<td>72</td>
</tr>
<tr>
<td>10. Availability of work experiences appropriate to students' interest and ability</td>
<td>12</td>
<td>13</td>
<td>48</td>
</tr>
<tr>
<td>11. Relationship of work experience with school success</td>
<td>12</td>
<td>13</td>
<td>48</td>
</tr>
<tr>
<td>12. Opportunities for developing wholesome boy-girl relationships</td>
<td>21</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>13. Community facilities for supplementing the guidance program</td>
<td>13</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>14. Effectiveness of the counseling program</td>
<td>14</td>
<td>11</td>
<td>56</td>
</tr>
<tr>
<td>15. Follow-up study of dropouts</td>
<td>14</td>
<td>11</td>
<td>56</td>
</tr>
</tbody>
</table>
of the students were being studied; and two gave no response. An eight per cent difference in opinion was noted on this item. Complete agreement between the two groups was found on the study of the disciplinary problems of students; twenty-one schools were concerned; three were not, and one gave no response. According to counselors sixteen schools were studying the attitudes of graduates toward the guidance services; two were not, and seven gave no reply to this item. According to the principals ten schools were studying the attitudes of graduates toward guidance services; fifteen gave no response; however, a twenty-four per cent difference of opinion was noted here, so there is no assurance of truth. According to counselors there were nineteen schools that are concerned about problems of social adjustment among students; one was not, and five gave no response. According to principals there were twelve schools that are concerned about problems of social adjustment among students; thirteen gave no response. But, in comparing responses between the two groups, a twenty-eight per cent difference in opinion was found, indicating doubt as to validity of responses. There were twelve schools studying the needs and programs for the gifted. Complete agreement was found on this item.

According to counselors eighteen schools were concerned about needs and programs for the slow-learner; seven gave no response to the question. According to principals nineteen schools were concerned about needs and programs for slow-learners; six gave no response. Only a four per cent difference of opinion was noted on this item. Complete agreement was found between counselors and principals concerning availability of work experiences appropriate to students' interest and ability. Twelve school counselors and twelve principals answered in the affirmative, while thir-
teen gave no response to the question. According to counselors twelve schools were found to be studying the relationship of work experience to school success; thirteen gave no response to this question. According to principals only nine schools were found to be studying the relationships of work experience to school success; sixteen gave no response. A twelve per cent difference of opinion was noted on this item. According to counselors twenty-one schools were studying opportunities for developing wholesome boy-girl relationships; four gave no reply. According to principals twenty schools were study opportunities for developing wholesome boy-girl relationships; two said that they were not, and three gave no response. Only a four per cent difference of opinion was found on this item. According to counselors there were thirteen schools concerned about community facilities for supplementing the guidance program; eight were not, and four gave no reply. According to principals there were thirteen schools concerned about community facilities for supplementing the guidance program, twelve gave no response. Complete agreement on this item was found between the two groups.

As for the effectiveness of the counseling service, fourteen schools were studying this item, eleven gave no reply, with only an eight per cent difference of opinion noted between counselors and principals. According to counselors fourteen schools were concerned about a follow-up study of drop-outs; eleven gave no reply. According to principals thirteen schools were concerned about a follow-up study of dropouts; twelve gave no response. Only a four per cent difference of opinion was found between the two groups.

According to the data in Table 9, it may be concluded that all of the schools are currently studying some aspects of the guidance program for improvement, but the majority of the schools are concerned with the fol-
lowing problems:

1. Reasons why students fail to adjust to school requirements
2. Marks, promotions and awards
3. Reading problems of students
4. Problems of social adjustment
5. Needs and programs for slow-learners
6. Opportunities for developing wholesome boy-girl relationships

The tenth purpose of the study was to determine to what extent provisions have been made for the identification and direction of able students. Table 10 contains nine items relating to identifying and guiding able students.

Thirteen counselors reported that they had the services of the staff in developing an understanding of the able students through conferences, in-service education, etc., nine did not, and three gave no response. Eighteen principals reported that they had the services of the staff in developing and understanding of the able student through conferences, in-service education, etc., seven did not, but, in comparing responses a twenty per cent difference of opinion was found, indicating some doubt as to the truth of the responses. According to counselors it was found that teachers in eighteen schools made referrals to counselors and teachers with parents of able students; six did not and one gave no response. According to principals it was reported that teachers in nineteen schools made referrals to counselors and teachers with parents of able students; five said that they did not, and one gave no response; however, a thirty-two per cent difference of opinion was found between counselors and principals, indicating little assurance of truth on the item.
### TABLE 10
ITEMS RELATING TO IDENTIFYING AND GUIDING ABLE STUDENTS

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>Counselors' Response</th>
<th>Principals' Response</th>
<th>Difference in Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Resp</td>
</tr>
<tr>
<td>1. Services of the staff in developing an understanding of able students through conferences in-service education, etc.</td>
<td>13</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2. Teacher referral to counselor for specialized help with able students</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3. The records include reports of conferences of teachers and counselors with parents of able students</td>
<td>12</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>4. Test results and interpretation made available to teachers of able students</td>
<td>17</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>5. Continuous improvement of guidance program to meet the needs of all students</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>6. Individual tests used when group test results are contradictory with other performances of able students</td>
<td>8</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>7. Use of special aptitude tests for able students</td>
<td>8</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>8. Regular consultation of counselors with staff members concerning problems relating to able students</td>
<td>18</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Questionnaire Item</td>
<td>Counselors' Response</td>
<td>Principals' Response</td>
<td>Difference in Opinion</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>8. Regular consultation of counselors with staff members concerning problems</td>
<td>Yes 6 1 72</td>
<td>Yes 20 5 80</td>
<td>8</td>
</tr>
<tr>
<td>relating to able students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teachers use of pupil inventories to become better acquainted with their</td>
<td>Yes 5 2 72</td>
<td>Yes 18 4 72</td>
<td>0</td>
</tr>
<tr>
<td>able pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seventeen counselors reported that test results and interpretation of able students were made available to teachers, seven did not, and one gave no response. Twenty principals reported that test results and interpretation of able students were available to teachers; five said that they were not. There was a twelve per cent disagreement on this item. Eighteen counselors reported that there was a continuous improvement of the guidance program to meet the needs of all students; six did not, and one gave no response. Nineteen principals reported that there was a continuous program to meet the needs of all students; five did not, and one gave no response. A four per cent difference of opinion was found on this item, indicating validity of the responses. According to counselors only eight schools used individual tests on able students when group test results are contradictory or unsatisfactory; sixteen did not, and one gave no reply. According to principals only seven schools used individual tests of able students when group test results are contradictory or unsatisfactory; seventeen did not and one gave no response. Only a four per cent difference of opinion was noted on this item. Eight counselors reported the use of special aptitude tests for able students; sixteen did not, and one gave no reply. Ten principals reported the use of special aptitude test for able students; thirteen said that they did not and two gave no response. There was an eight per cent difference of opinion on this item.

According to counselors it was found that eighteen schools had regular consultation of counselors with staff members concerning problems relating to able students; six did not, and one gave no response. According to principals it was found that twenty schools had regular consultation of counselors with staff members concerning problems relating to able students;
five said that they had no such program. Only an eight per cent difference of opinion was noted on this item. Eighteen counselors reported that teachers use pupil inventories to become better acquainted with their pupils; five did not, and two gave no response. Eighteen principals reported that teachers use pupil inventories to become better acquainted with their pupils; four said they did not and three gave no response. Complete agreement was found between counselors and principals.

From the data presented in Table 10, we may conclude that there is no organized program especially for able students, but counselors are moving in direction of organization in other areas which will have emphasis for the able student. It was revealed that few schools use individual tests of intelligence or special aptitude tests. Few schools had the services of the staff in developing an understanding of the student through conferences, etc., but the majority of the schools indicated that continuous improvement was being made to meet the special needs of all students.
CHAPTER III
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction.— The chaotic situation in world affairs, with war selected as the only means of settling differences, national problems of unemployment, wretched housing, poverty amidst plenty, lack of respect for individual human rights and dignity, a country in which the most frequent age of criminals is nineteen, epithets of hate being hurled into action daily, a demonstrable lack of intelligent planning on the part of youth; these are some of the troubles that man has created for himself.

All about us is ample evidence that most people are in need of some kind of guidance. No individual is sufficient unto himself. No person, no community, and no nation can proceed unmindful of its dependence upon others for wholesome and worthwhile existence. Schools are attempting to enrich their curriculum to meet the needs of modern day youth.

Democracy has widened the opportunity for youth to make his own choices, but, social changes have confronted him with problems which are far beyond his ability to solve unaided and alone; therefore, an effective guidance program in the secondary schools is urgently needed.

Problem of Methodology.— The problem involved in this study was to determine the extent to which guidance services had been developed in twenty-five schools represented by persons in attendance at the Guidance and Counseling Institute at Atlanta University during the 1961-1962 academic year, at the time that they granted one-year leaves of absence to their counselors or counselors-to-be for the purpose of attending the Institute. The purposes of the investigation were characterized by ten major objectives:
1. To determine to what extent the schools were offering personal guidance.

2. To determine to what extent the schools were offering vocational guidance.

3. To determine the adequacy of records kept as a part of the guidance services in the schools.

4. To ascertain the general operational procedure employed by the schools.

5. To determine the extent to which students made use of the services that were available.

6. To determine the extent to which community resources were used by the guidance personnel.

7. To determine the nature of the schools' testing programs.

8. To ascertain the amount of cooperation that existed among administrators, teachers, and counselors in matters pertaining to guidance.

9. To identify aspects of the guidance programs that were currently being studied by the faculties of the schools.

10. To determine to what extent provisions had been made for the identification and direction of able students.

The questionnaire method was employed to collect the data from the twenty-five enrollees at the Institute and the chief administrative officers of the twenty-five secondary schools. On the questionnaire, fourteen items related to personal guidance, ten items related to vocational guidance, fourteen items to students' records, twelve items to the general operating procedures of the guidance programs, five items to student use
of available services, four items to the use of community resources, ten items to the testing program, eleven items to cooperation or support from administrative officers and teachers, fifteen items to aspects of programs currently being studied, and nine items to identification and guidance of able students.

A difference of more than ten per cent between the opinions of counselors and principals was considered large enough to invalidate the findings in reference to any particular item. Definite conclusions and specific recommendations were restricted to those aspects of the guidance programs in which there was a substantial agreement between the principal and the enrollee.

Summary of the Pertinent Literature.—A review of literature pertinent to the problem of this study has led to the following overall generalization by the writer.

1. It is necessary that guidance workers evaluate their programs so that they will know whether they are succeeding or failing in the over-all achievement of the purposes of their program.\(^1\)

2. That there are four dimensions that require careful consideration when a program of evaluation is being planned, namely; (1) the criteria for evaluation, (2) the general design or method for evaluation, (3) the source of data, (4) the specific techniques of collecting data.\(^2\)

3. Too many schools are using non-certified persons as counselors.

4. Administrative and supervising duties were assigned to counselors to be carried out during counseling time.

5. Many administrators give the lack of funds as the reason for not having more guidance services.

\(^1\)Humphreys, Traxler and North, op. cit., p. 229.

\(^2\)Roeber, Smith, and Erickson, op. cit., p. 262.
6. Most schools had planned testing programs but many of them were limited.

7. Aptitude testing can contribute to the best and most efficient use of human resources. Counselors by these test results can identify able students and channel them into areas suitable for their talent.¹

8. Most schools keep records of scholastic attainment, mental test results, health conditions and achievement test results.

9. A great number of schools use or employ either the homeroom or informal counseling as the major guidance technique.

10. Some form of guidance services was found in all the schools.

11. Slightly more than two-thirds of the schools reported the utilization of assemblies and pre-entrance interviews as the most common means of orienting pupils to the new school environment.²

12. Very few schools provided for the placement of graduates and dropouts.

13. Very few schools provide for annual physical examinations by medical doctors or provide nurse services and health counseling.

14. Many schools provide vocational guidance only by Career Day Programs.

15. In general, some in-service training for teachers were carried on.

Summary of Findings.— Conclusions were drawn from those items having not more than a ten per cent difference of opinion between the counselors and their principals. However, these findings include those items on which there was substantial agreement between the two groups, and also those items on which a majority of the two groups concurred.

1. Findings Related to Personal Guidance.— The majority of the

¹Bennett, Seashore and Wesman, op. cit., p. 584.
²Wren and Dugan, op. cit., p. 8.
principals and counselors agreed that personal guidance was satisfactory in the following areas:

   a. Individual inventories kept on students
   b. Each student experiences an orientation process
   c. Co-curricula activities were encouraged for all students
   d. Students enjoy freedom in seeking counseling
   e. Regular consultations are held with other staff members.

It was found that the following items relative to the personal welfare of students were not satisfactory to the majority of agreeing counselors and principals:

   a. Physical facilities
   b. Records of periodic physical examinations

The majority of counselors and principals, though not in agreement to a high degree, felt that considerable effort was given to counseling for courses and the staff cooperated with the counselor in developing an understanding of students. The two groups responded in a similar fashion to the lack of referral agencies and the failure to use case studies and case conferences.

2. Findings Related to Vocational Guidance.-- The majority of the principals and counselors agreed that vocational guidance was satisfactory in the following areas:

   a. Provisions for educational and occupational literature
   b. Educational lectures by college and school representatives
   c. Provisions for vocational lectures by outside speakers other than school or college personnel.
It was found that the following items relative to Vocational Guidance were not satisfactory to the majority of the counselors and principals:

a. Community and occupational surveys
b. Administration of vocational interest tests to students
c. Use of test profiles in setting up vocational goals.

Over fifty per cent of the counselors and principals reported that use was made of Career Days; they also reported that the schools did not provide for placement of graduates and drop-outs nor did the schools conduct regular follow-up studies of students after they leave school. A slight majority of counselors reported that the counselors had working experiences in business or industry; sixty-eight per cent of the principals reported that the counselors did not have that type of experience.

3. Findings Related to Student Records.— The majority of the principals and counselors agreed that the following items pertaining to student records were satisfactory:

a. Individual inventory records
b. Records of conferences of students with teachers and counselors
c. Adequate use of personal data blanks
d. Records indicating that teachers sometimes refer students to counselors for special help.

It was found that the following items were not satisfactory to the majority of the counselors and principals in determining the adequacy of records kept:

a. Keeping records of all counseling interviews
b. Availability of records of periodic physical examinations.
c. Development of test profiles, summaries or psychographs in helping students set up educational and vocational goals.

Though differing in per cent of agreement, the majority of principals and counselors reported that teachers were provided with test results and that records were kept up-to-date. They also reported that counselors do not follow-up counselees after a counseling session so as to evaluate outcomes, the schools do not conduct follow-up studies, counselors do not prepare case studies nor conduct case conferences.

4. Findings Related to Operational Procedures.—The majority of the principals and counselors agreed that the General Operational Procedures were satisfactory in the following areas:

   a. Orientation of incoming students as a part of the guidance program

   b. A continuous effort on the part of counselors and staff to revise and improve guidance programs.

It was found that the following items relating to General Operational Procedures were not satisfactory to the majority of the counselors and principals:

   a. Assignment of definite responsibilities

   b. Incidental and informal contacts

   c. Homeroom guidance

   d. Part-time teacher counselors

   e. A guidance committee of teachers

   f. Incidental counseling provided by teachers

   g. Placement Service maintained by the school

   h. A full time counselor for each 500-600 students.

5. Findings Related to Student Use of Guidance Services.—The
majority of the principals and counselors agreed that the students' use of Guidance Services were satisfactory in the following areas:

a. Students voluntarily seeking counseling assistance

b. Encouragement of all pupils to participate in co-curricula activities as a measure of social and personal guidance.

There were no items relating to students' use of the Guidance Services that were not satisfactory to the majority of counselors and principals. It was generally agreed that students make use of whatever services the schools provided.

6. Findings Related to the Use of Community Resources.-- The majority of the principals and counselors agreed that the use of Community Resources were satisfactory in the following area:

a. Providing of educational lectures by college and school representatives.

There were no items relating to the use of Community Resources that were not satisfactory to the majority of the counselors and principals, as far as the items on which there was general agreement is concerned. However, it was found that the majority of both principals and counselors responded negatively to items pertaining to the availability of a trained person to administer individual psychological tests and the use of field trips and work experiences as aspects of vocational guidance.

7. Findings Related to the Schools' Testing Program.-- The majority of the principals and counselors agreed that items relating to the schools' testing program were satisfactory in the following areas:

a. Systematic planned testing program

b. Administration of one group intelligence tests to each pupil
c. Recording of achievement test results on pupil records.

It was found that the following items relating to the Schools' Testing Program were not satisfactory to the majority of the counselors and principals:

a. Use of individual intelligence test results when results from group tests are unsatisfactory

b. Availability of special aptitude tests

c. Development of test profiles, summaries or psychographs to help set up educational and vocational goals

d. Availability of qualified persons to administer individual intelligence tests.

Though the counselors and principals disagreed on the extent to which occupational interest and personality inventories were used, the majority of both groups reported that those types of instruments were not in general use.

8. Findings Related to the Cooperation Existing Among Administrators, Teachers and Counselors.— The majority of the principals and counselors agreed that items relating to cooperation existing among administrators, teachers and counselors were satisfactory in the following areas:

a. Provision for group guidance, student activities and special classes

b. Services of staff in developing an understanding of the students

c. Making of rating scales, observations, and anecdotal records by teachers

d. Conferring of teachers with principals and counselors

e. Continuous effort on part of staff and counselors to revise and improve guidance program

f. Counselors conferring with staff concerning problems of individual students.
It was found that the following items relating to cooperation existing among administrators, teachers and counselors were not satisfactory to the majority of the counselors and principals:

a. Making and participation in case studies by teachers

b. Provisions of staff with results of community and occupational surveys.

The items upon which principals and counselors disagreed had to do with the adequacy of homeroom periods and teacher participation in planning Career Days. The majority of both groups felt that teachers participated in planning Career Days but the number of counselors was greater by more than ten per cent over the number of principals. On the item having to do with the amount of time available for homeroom functions, more principals than counselors felt the time to be adequate.

9. Findings Related to Aspects of Guidance Program Currently Being Studied.— The majority of the principals and counselors agreed that items relating to the aspects of the Guidance Program currently being studied were satisfactory in the following areas:

a. Marks, promotions, awards

b. Relationship of students' abilities and achievements

c. Reading problems of students

d. Disciplinary problems of the school

e. Needs and program for the slow-learner

f. Wholesome development of boy-girl relationships

g. Community facilities for supplementing the guidance program

h. Follow-up study of drop-outs.

It was found that the following items relating to aspects of the
Guidance Program currently being studied were not satisfactory to the majority of the principals and counselors:

a. Needs and program for the gifted students
b. Availability of work experiences for students
c. Effectiveness of the counseling services.

A large per cent (76) of the counselors felt that efforts were being made to determine reasons why students fail in class; only 52 per cent of the principals agreed that such investigations were underway.

There was also some uncertainty about efforts to determine attitudes of students toward the guidance program, student social adjustment and the relationship between work experience and school success.

10. Findings Relating to Identifying and Guiding Able Students.— The majority of the principals and counselors agreed that items pertaining to identifying and guiding able students were satisfactory in the following areas:

a. Referral of able students to counselors for help
b. Continuous improvement of the guidance program to meet the needs of all students
c. Regular consultations of counselors with staff members concerning problems of able students
d. Use of pupil inventories by teachers to acquaint themselves with able students.

It was found that the following items relating to identifying and guiding able students were not satisfactory to the majority of the principals and counselors:

a. Use of individual tests when group tests results are contradictory with other performances of able students
b. Use of special aptitude tests for able students.

The majority of the principals and counselors felt that services of the staff were utilized in the attempt to better understand able students, and that test results were made available to teachers. However, the two groups did not meet the ten per cent criteria in their responses to this item.

Principals felt that the records included reports of conferences with parents; the counselors disagreed on this item.

Conclusions.-- The conclusions are the specific answers to the purposes of the study.

1. The schools studied in this research are providing some personal guidance for their students. The majority of the schools show the greatest effectiveness in personal guidance, individual records kept, orientation of new students, encouraging students to participate in co-curricular activities, and regular consultations with students. All of the schools seem to allow the students the freedom of seeking individual counseling with their own problems.

2. The schools studied are not providing an adequate program of vocational guidance; however, most of the schools do conduct Career Days or similar programs, and make some provisions for educational and vocational lectures.

3. There is some degree of record keeping in all of the schools studied, the highest concentration being in that of individual inventory records, records of conferences with students, use of personal data blanks.

4. The general operational procedures of the schools followed such activities as homeroom guidance functions and orientation programs for incoming students, and a continuous effort to improve the guidance program. It may be concluded that the majority of the schools lacked a definitely organized guidance program.

5. Students in the majority of the schools used the guidance services that were available.

6. Limited use of community resources was made by the schools.

7. Some testing was done in most of the schools, more especially
in the areas of group intelligence testing and achievement testing.

8. There appeared to have been adequate cooperation existing among administrators, teachers and counselors with the guidance program.

9. All of the schools were studying some aspects of the guidance program for the improvement of it. The majority of the schools were concerned with reasons why students fail to adjust to school requirements, marks, promotions, and awards, reading problems, slow-learners and developing wholesome boy-girl relationships.

10. There was no organized programs for the "able" students, but counselors were moving in the direction of organization in other areas which will have emphasis for the academically talented students.

11. Principals and counselors did not display a high level of agreement on the presence of absence of several aspects of the guidance programs in their schools.

Implications.-- The implications for educational theory and practice resulting from the findings and conclusions of this study are as follows:

1. There is a need to improve physical facilities.

2. There is a need to conduct community surveys.

3. Students will make use of whatever guidance services they find available.

4. Counselors should be trained in the administration of individual psychological tests.

5. Principals and counselors appear not to be in agreement about the function of the home-room.

6. That the guidance programs are in need of better organization whereby the more essential services may be implemented for the benefit of all students in attendance at the schools.

7. That more concern should be given to the school graduates and the drop-outs.

8. That very little is done to diversify programs for the able student.

9. That very little use is made of community resources in the guidance program.
10. That an effective system of record keeping is not being maintained in the majority of the schools.

Recommendations.— According to the data revealed in this study the following recommendations are made for the improvement of existing guidance services offered in the twenty-five schools represented in the first academic year Guidance Training Institute held at Atlanta University, 1961-1962:

1. That the program of counselor education in NDEA Institutes be modified to include instruction in the administration of individual psychological tests.

2. That administrators, counselors and teachers continually evaluate their system of communication so as to achieve the highest level of understanding possible.

3. That school administrators make concerted effort to create a school climate which will permit trained counselors to make use of their professional expertise.

4. That expanded facilities for counseling and guidance be provided which will enhance the services for the needs of all students.

5. That all the school personnel and community resources be utilized in the guidance program so as to receive maximum benefits from all.

6. That all schools initiate an organized guidance program for the guidance of "able" students in order to reduce the waste of this segment of our natural resources.

7. That a variety of test data be collected and utilized in order to improve the effectiveness of guiding the students.

8. That a more thorough system of record keeping be initiated so that such information may be useful to the school personnel.

9. That school personnel work more closely with parents in regard to the help they may be able to give to the students.

10. That counselors continue to improve their competencies by doing further professional study in their field.

And, finally, if counselors and other school personnel are to expect
improvement in the academic standards of the students, if they would see students adjust to everyday living in a democratic social order, if they are to learn to accept themselves for who they are, and if they are to make the right choices in life, it will be through the expansion and utilization of all phases of the guidance program of the secondary schools of our country. Our students are our greatest resources; therefore, it is through them that our democratic ideals must advance.
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APPENDIX
A SURVEY OF GUIDANCE PRACTICES IN THE HIGH SCHOOLS AS REPRESENTED BY MEMBERS OF THE ATLANTA UNIVERSITY COUNSELORS TRAINING INSTITUTE

Name ______________________ Location ______________________

Directions: Kindly check all answers which best describe the guidance practices in your school.

___ Individual Inventory records on student kept.

___ Orientation of a new student provided

___ Counseling is provided for discussing problems and selecting courses of study.

___ Provisions are made for group guidance in homerooms, in student activities, in special classes, in group conferences, and in work experiences.

___ Provisions are made for occupational and educational information.

___ Placement and follow-up of graduates and drop-outs in further educational experiences are provided available.

___ Services are available to the staff in developing an understanding of the student.

___ Systematic evaluation studies of the results of the guidance services are made.

Please check below the one item which most nearly describes how the guidance program is operated in your school.

___ Incidental and informal contacts. ___ Part-time teacher-counselors.

___ Definitely assigned responsibility. ___ A guidance committee of teachers

___ Homeroom organization, only. ___ Principal in charge
1. Reasons why students fail to adjust to school requirements.
2. Marks, promotions, awards, etc.
3. Relationship of students' abilities and achievements.
4. Reading problems of students.
5. Disciplinary problems of the school.
6. Attitudes of the graduate toward the guidance services provided for them.
7. Problems of social adjustment among students.
8. Needs and programs for gifted students.
10. Availability of work experiences appropriate to the students' interests and ability.
12. Opportunities for developing wholesome boy-girl relationships.
13. Community facilities for supplementing the guidance program.
14. Effectiveness of the counseling services.
15. Follow-up study of students who have dropped out of school.
Which of the following best describes the counseling staff in your school?

**Counseling Staff** | **How Many**
--- | ---
1. Full-time certified counselor(s).....
2. Part-time certified counselor(s).....
3. Non-certified full-time counselors...
4. Non-certified part-time counselor(s)...
5. Only incidental counseling provided by teachers . . . . . . . . . . . .

Please recognize the guidance practices listed in this questionnaire by checking "yes" for those practices used in your school and "no" for those practices you do not have.

1. Are the physical provisions for counseling satisfactory?

2. Do teachers participate in making rating scales, observations, and anecdotal records? (Draw lines through those which do not apply)

3. Do teachers make at least one case study and participate in a case conference involving a pupil about whom they may have pertinent information?

4. Do the records indicate that teachers sometimes refer pupils to counselors for constructive specialized help?

5. Are pupils made aware of the guidance services available?

6. Are all pupils encouraged to participate in co-curricular activities as measure of social and personal guidance?

7. Do teachers confer with principal and counselors about pupils who need special attention?

8. Do teachers assist in the conduct of "Career Days", "College Days", or similar programs?

9. Do the records include reports of conferences of teachers and counselors with parents?

10. Are teachers provided with test results, interpretations, and other types of information about pupils?

11. Are the staff provided with the results of community and occupational surveys and other pertinent occupational data?

12. Is there continuing program on the part of the counselors and staff to revise and improve the guidance program?

13. Is there a permanent committee or other organizational plans to carry forward such study?
14. Are homeroom teachers allowed sufficient time for performing guidance 
functions? (At least one period per week)_____

15. Is there a systematic and planned program for testing?_____

16. Is at least one group intelligence test administered to each pupil 
in this school?_____

17. Are individual intelligence tests used for cases where results of 
group tests are conflicting or unsatisfactory?_____

18. Are achievement tests used and the results recorded on pupil records 
at some time during the pupil's enrollment in high school?_____

19. Is a test of vocational interest administered to each pupil?_____

20. Are tests of special aptitude available, and are they used for 
pupils whose needs many indicate the advisability of their use?_____

21. Is a test of personality, mental health, or adjustment administered 
to each pupil?_____

22. Is an orientation program for incoming pupils a part of your guidance 
program?_____

23. Do counselors develop test profiles, summaries or psychographs, to 
help counselors in setting up appropriate educational and vocational 
plans?_____

24. Is a qualified person available, and consulted, to administer indivi-
dual tests of intelligence, mental health, etc. which requires 
special training?_____

25. Do counselors prepare case studies and conduct case conferences with 
other counselors or staff members. (Are there such records on file?) 
_____.

26. Does the counselor regularly consult with other staff members con-
cerning general problems and problems of individual students?_____

27. Do counselors, principals, homeroom teachers periodically review 
with each counselor the program he is making in school?_____

28. Do counselors keep records of all counseling interview?_____

29. Have counselors had experience in other types of work, particularly 
in business and industry?_____

30. Do students voluntarily see the assistance of counselors?_____

31. Does the school provide a full-time counselor, or the equipment, 
for each 500-600 students enrolled?_____
32. Does school rules permit students to seek counseling at any time they may be in need of it, within the schedule possibilities of students and counselor?

33. Do records indicate that most counselors have been "follow-up" after the original session of counseling?

34. Are personal data blanks used for all students?

35. Are complete records of periodic physical examinations available to counselors?

36. Are individual inventory records available to all counselors, supervisors and staff members?

37. Do records show that information is kept up-to-date, particularly on cumulative records?

38. Do teachers use pupil inventories to become better acquainted with information about their pupils?

39. Does the school maintain a placement service?

40. Does the school pursue a follow-up study of students who have left school at least once every five years?

41. Does the school maintain group guidance activities (Guidance classes Homeroom guidance)

42. Are there adequate occupational reference tools for the use of counselors and counselees? (Occupational monographs, college catalogs, occupational index, etc.)

43. Does the school provide educational lectures by colleges and other school representatives?

44. Does the school provide vocational lectures by outside speakers, field trips, and work experiences for the benefit of students?

45. If you have no organized guidance program, are plans being made to provide this service to the future?

III. What aspects of your program have been studied carefully by your faculty and students for planning and improving your guidance services?
Thomas, Samuel S.


Experience: Teacher-Counselor, Emanuel County Elementary and High School, Swainsboro, Georgia.

Field of Concentration: Undergraduate - History and Education Graduate - Guidance and Counseling

Personal Information: Married. Wife: Daisy Mae (Small) Thomas of Boston, Georgia. A son, Samuel S. Thomas, Jr., age 16 and a daughter, Cassandra Emile Thomas, age 7.