

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree)

in EDUCATION presented on May 5, 1967  
(Major) (Date)

Title: AN ANALYSIS OF GUIDANCE SERVICES IN SELECTED  
HIGH SCHOOLS IN OREGON

Abstract approved: Redacted for Privacy  
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The purposes of this investigation were: (1) To attempt to determine how well programs of guidance services were felt to be functioning in meeting the needs of pupils through an analysis of guidance services in selected high schools in Oregon, and (2) To develop recommendations for improving programs of guidance services in secondary schools based upon the findings of this study.

The investigation focused on eight major areas of the total guidance program in 46 Oregon high schools of three size-ranges: Type 1, 1,000 or more pupils; Type 2, 500 to 999 pupils; and Type 3, 499 pupils or less. The analysis was based upon data secured through rating scales and check lists. Rating scales were completed and returned by four groups of respondents from each of the schools. These four groups were: 44 principals for a 95 percent return; 113 vocational instructors for an 81 percent return; 103 counselors for a 90 percent return; 3,720 senior boys and 3,247

senior girls, a total of 6,967 pupils representing approximately 92 percent of all the seniors in these schools. One hundred fourteen student rating scales were eliminated as not contributing to the study and were not included in the total shown. Check lists of guidance facilities and materials were completed for all 46 schools included in this study. From the 7,227 respondents and the data from the checklists, the following findings were determined:

1. Type 1 schools rated their total programs of guidance services as functioning "good" while Type 2 and Type 3 schools gave a rating of "fair" to their total programs.
2. The findings showed the functioning of five of the eight major areas of the guidance program were ranked in the same order by all three types of schools.
3. The counselor-student ratio was found to be 1:382, 1:361, and 1:365 in schools of Type 1, Type 2, and Type 3 respectively. The counseling space provided was considered adequate in the schools of all three types. The clerical assistance for counselors was considered adequate by 75 percent, 50 percent, and 40 percent of the counselors in schools of Type 1, Type 2, and Type 3 respectively. Occupational and informational materials were generally considered adequate in the schools of all three types.
4. Either the Basic Norm (4 year) or Standard Norm (5 year) counselor certification is currently held by 55 percent, 48 percent

and 27 percent of the counselors in schools of Type 1, Type 2, and Type 3 respectively.

### Recommendations

1. That schools utilize organizations within the community for their unique services to create a cooperative partnership and positive publicity and establish guidance committees to advise and coordinate the total team approach and up-grade this team through in-service programs.
2. That schools recognize orientation as a continuous service provided for all pupils through pre- and post-admission practices. A council of committees should plan and coordinate these various activities. Group procedures should provide for needed learning experiences, led by qualified personnel utilizing activities and materials appropriate to the maturation of the pupils.
3. That schools follow a planned program of individual inventory through an accurate, current record, which contributes to understanding each pupil and maintaining a balance between testing and other data-collecting methods. Intensive testing with accurate interpretation to individual pupils is preferred to extensive testing with insufficient personal interpretation.
4. That schools utilize all persons who possess competencies to give first-hand information to pupils, which is accurate and

current, or who can provide contact-experiences in educational, occupational, and training opportunities. Placement assistance should be extended within and without the school for present pupils, school leavers, and graduates.

5. That schools pursue regularly scheduled studies of all former pupils. A suggested sequence would be at one, two, and five years following the pupil's departure.
6. That further research be undertaken to seek means of overcoming weaknesses determined by this study. Special attention should be given to follow-up services. The development of valid criteria for the qualitative assessment through follow-up could reveal inadequacies and suggest innovations for curriculum and guidance practices.

An Analysis of Guidance Services in  
Selected High Schools in Oregon

by

Robert Morrison Foster

A THESIS

submitted to

Oregon State University

in partial fulfillment of  
the requirements for the  
degree of

Doctor of Education

June 1967

APPROVED:

Redacted for Privacy

                      
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Date thesis is presented                     May 5, 1967                    

Typed by Gwendolyn Hansen for                     Robert Morrison Foster

## ACKNOWLEDGEMENT

The writer expresses sincere appreciation and gratitude to Dr. Franklin R. Zeran, Dean, School of Education, for his guidance and counsel during my graduate program and in the preparation of this thesis.

Grateful acknowledgement is also made to Dr. William R. Crooks, Dr. Lester M. Beals, Dr. Anna Meeks, and Dr. William G. Loomis for their encouragement, support, and advice.

Appreciation is also expressed to Mr. Glen L. Weaver, State Supervisor of Guidance, Counseling, and Testing for his suggestions.

Special appreciation is expressed to my wife, Katrine, for her constant encouragement and support during my entire graduate program and also the consideration given to me by my children, Michele and Robert, during the tension of study and thesis preparation.

A further word of appreciation is extended to Mr. Wendell Heintzman for his diligent proof of the copy.

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# AN ANALYSIS OF GUIDANCE SERVICES IN SELECTED HIGH SCHOOLS IN OREGON

## I. INTRODUCTION

### Background Of The Problem

To make the statement that the secondary school is changing and will continue to change may sound trite and merely be noting the obvious. However, innovations or modifications do indicate the effort by schools to adapt programs of the institutions to meet the ever changing needs of the school population. This population reflects a much different economic and social picture than was on the American scene when the secondary school was devised to meet the needs of that day. As a dynamic social institution, the secondary school has made changes in its organization, curricular offerings, teaching methods, and instructional materials; but it has retained as its purpose--assistance to young people.

As the social and economic order has picked up the pace, quickened by industrialization and accompanied by a very mobile society, new problems have risen to challenge the schools. Scientific discoveries and the resultant technological changes have forced a review and re-evaluation of educational programs as well as training for industry and other occupational areas.

Very closely associated with this rapidly evolving technology has come the necessity for assisting young people to determine their abilities, limitations, aptitudes, interests, and opportunities. Those in need of specific skill training or further education should be assisted by providing them with the necessary information for realistic planning, by continuing assistance while pursuing the plan, by aiding in placement within and without the school; and by conducting follow-ups to determine the effectiveness of the instructional and guidance programs. Note of this need was made by Farwell and Peters in speaking of "What Is Guidance?" when they stated, "In recent years, guidance services have come to be recognized as an integral part of the modern on-going school system. These services are viewed as facilitating the adjustment of the individual so that he may approach the daily task of being his optimal best--psychologically, sociologically, and physiologically" (14, p. 13).

Since 1917 the Federal Government has recognized some of these problems and authorized financial assistance to aid our public schools in an effort to prepare people for jobs by passing the following major vocational education statutes: Smith-Hughes Act, 1917; George-Deen Act, 1937; George-Barden Act, 1946; Practical Nurses Amendment, 1956; Fishery Training Amendment, 1956; National Defense Education Act, 1958; Area Redevelopment Act, 1961; Manpower Development And Training Act, 1962; and the

Vocational Education Act, 1963. The most recent legislation, the Elementary-Secondary Education Act of 1965, although not a vocational education act, provides funds far beyond authorization by the earlier acts and makes provision for improving educational programs not previously covered by those acts.

Recognition of the important contributions to programs of guidance services by Frank Parsons in 1908 at the Vocational Guidance Center in Boston and the National Vocational Guidance Association since 1913 should be noted here. Also, those provisions through the George-Barden Act and through interpretation of the Smith-Hughes and George-Deen Acts (in fact, all pieces of vocational education legislation since 1936), should be acknowledged by the entire guidance movement.

The importance of guidance services in education were specially noted in the National Defense Education Act of 1958 and expanded the program through Title V-A, to all elementary grades, public junior colleges, and technical institutes when, in October of 1964, the Senate extended the National Defense Education Act for three years. Further, Title V-B was expanded to include preparation of counselors at these levels.

Some public secondary schools did not wait for such legislation to stimulate them into action. Others have either failed or been much slower to recognize how urgently this personal assistance is

needed by many students, or even to develop programs when the financial assistance is an added incentive. In a study of school guidance services from 1949 through 1961, Niehaus indicated that data did not reveal the quality of guidance services during the time surveyed and that there is a need for studies to determine the quality of guidance under Title V influence (40, p. 793). The writer feels that he might well have included the need to study the quality of all guidance programs.

In schools where programs of guidance services are functioning, it may be that only too frequently these services are assumed to be functioning positively toward meeting the needs of their youth with little or no appraisal procedures being followed to make this determination. Perhaps there is a necessity for examining these efforts. An attempt to determine whether these services are a part of a planned developmental process of long-term assistance, or whether they are merely assistance offered at a decision-making moment. Are these services designed to continue to aid the student in understanding his responsibilities and opportunities for becoming the person his potential indicates he can become? Rothney, in the introductory chapter to the report of his eight-year longitudinal study, noted that good counselors do not wait until problems reach the acute stage. "They are concerned with the development of youth and they are aware that, in the process, many problems arise. They

try to help youth to anticipate problems and plan ahead so that these can be avoided or adroitly met" (50, p. 27).

This brings the focus of the problem sharply upon the need for a soundly organized, administered, and functioning program of guidance services. Thus, it appears there is a real necessity for ascertaining how well these programs are functioning in meeting the needs of pupils in our schools today. As Wellman and Twiford suggest, in guidance program evaluation, surveys of consumer opinion may serve useful purposes in selected comprehensive studies (60, p. 24).

### The Problem

The purposes of this investigation are: (1) to attempt to determine how well programs of guidance services are felt to be functioning in meeting the needs of pupils through an analysis of guidance services in selected high schools in Oregon, and (2) to develop recommendations for improving programs of guidance services in secondary schools based upon the findings of this study.

### Definition Of Terms

#### Program Of Guidance Services

As used in this study, the program of guidance services refers to the total program of services offered as assistance to students



beyond that which is regularly given through subject-matter class instruction and routine clerical and custodial services. The study will focus on the following major areas in the analysis:

- I General Organization
- II Orientation
- III Group Guidance
- IV Individual Inventory
- V Informational Services
- VI Counseling
- VII Placement
- VIII Follow-up

#### Limitations Of Study

1. The schools and personnel included in this study are limited to those selected high schools in Oregon, and, as such, may not be representative of schools in other states.

2. This study is limited to a determination of how well programs of guidance services are felt to be functioning in meeting the needs of students based upon a sampling of responses to rating scales completed by principals, vocational instructors, counselors, and high school seniors. Additional data are to be collected through the use of check lists of guidance facilities and materials.

3. To get staff participation in this study, other than principals

and counselors, some limitation had to be established to secure a reasonable number of personnel. The selection of vocational instructors to provide this limited number of personnel may need to be recognized as an additional restricting factor.

4. It was felt that to involve all students in the selected schools in this study would be asking too much so a limitation became necessary. Seniors only were selected to respond concerning the functioning of the program of guidance services on the assumption that, among students, they would be the best qualified to judge. The groups responded in the second semester and should theoretically be in the best position to analyze their guidance programs, having the advantage of looking back over almost four years experience in the school.

#### Procedure

To determine how well programs of guidance services were felt to be functioning in meeting the needs of pupils, the writer felt that a valid approach would be to get responses to rating scales from four groups within selected secondary schools. High school principals who have the overall responsibility for all programs within their schools. Counselors who have the more direct responsibility for guidance services and work closely with the pupils. Vocational instructors who could fill the need for providing responses

from staff members, and high school seniors whose responses might well be the most significant as they represent the group for whom the program of guidance services was designed.

The writer next developed rating scales to which these four groups would be asked to respond. Following a review of related literature an analysis was made of a set of "check-lists" for evaluating the guidance program presented in Guidance Services for Oregon Schools (42, p. 80-88). These had been reproduced by permission of the authors, from the bulletin, Improving Guidance Programs in Secondary Schools, published by the California State Department of Education. The checklists were then drawn upon rather extensively and modified to fit the purpose of this study.

#### Construction Of The Rating Scales

Rating scales were devised to seek responses from all the groups to as many identical items as possible to provide for comparisons of ratings later in the study. Rating scales for principals and counselors were identical except for one item concerning experience as a paid school counselor and certification currently held. The rating scale for vocational instructors was the same as for the counselors except for eight items under the area of counseling services for which they would not be expected to possess the knowledge to respond. Rating scales for high school seniors were

developed to cover the same items to which the other groups would respond, but wording was simplified to some extent while retaining the same meaning. They were coded to indicate responses by sex. The proposed instruments were discussed with members of the writer's committee and certain revisions made. Some difficulty was encountered in attempting to devise instruments which would secure ratings to common items from all groups yet provide for a wide range of expected differences existing in programs of guidance services among approximately fifty schools with broad geographical and enrollment distribution. In anticipation of this difficulty, especially with seniors, the rating scale was administered to over three hundred pupils with the result that thirteen items were eliminated as being beyond their reasonable ability or knowledge for responding. Some items were retained which might prove difficult for students in some schools but which were considered to be concerned with essential guidance services existing in most schools.

The rating scales were designed with the first page giving the title of the study, the purpose, the provision for coding by school and type, the criteria for evaluating each item for rating and the specific instructions for indicating the rating of the provision or conditions described in each item. The rating scales listed eight major areas in a program of guidance services with related items in each area. These instruments as revised and used in this study are reproduced

in Appendix A, p. 212-263.

#### Other Sources Of Data

A check list of guidance facilities and materials was devised after suggestions of items to be included had been discussed and agreed upon with the State Supervisor of Guidance, Counseling, and Testing. A copy of this check list is reproduced in Appendix A, p. 211.

The writer felt that for a principal to have had experience as a paid school counselor would perhaps influence his guidance viewpoint and that this might be reflected in the ratings of the guidance program in his school. Therefore, an item to elicit this information on counseling experience was included in the principals rating scales. These data are treated in Table XI, p. 335 of Appendix B.

It was also felt that certification currently held by vocational instructors and counselors might be of value in this study; therefore, items to determine this were included in each of their rating scales. These data are given in Tables XII and XIII, p. 336-337 of Appendix B.

#### Selection Of Schools For This Study

Following several considerations as means for the selection of participating schools, along with suggestions from the writer's committee, it was agreed that to secure a representative sampling of schools and personnel the following criteria would be used in the

**selection of schools:**

1. Schools should have one or more counselors, each assigned to a minimum of three periods of counseling responsibility daily.
2. Schools should have two or more Federally reimbursed vocational education programs to assure vocationally prepared staff participation.
3. Participating schools should be chosen in such a manner as to offer as wide a geographical distribution over the state as possible and still meet other criteria.
4. The number of schools selected to participate in the study should approximate fifty, selected on a size-range basis as follows:
  - a. Twenty schools with an enrollment of 499 pupils or less. (designated as Type 3 schools for purposes of this study)
  - b. Fifteen schools with an enrollment of 500 to 999 pupils. (designated as Type 2)
  - c. Fifteen schools with an enrollment of 1,000 or more pupils. (designated as Type 1)

A letter, (Appendix A, p. 198-199) was sent to principals of fifty high schools which met all criteria for selection. The letter explained the proposed study and asked the cooperation of the principal,

indicating also that rating scales were to be mailed to his counselors and vocational instructors, and that a vital part of this study would involve a visitation to his school in January or February to administer a rating scale to all seniors. A card (Appendix A, p. 199) was enclosed on which he was to indicate his approval of the visitation. The rating scales for counselors and vocational instructors were not mailed until approval had been received from their principals.

Upon receiving the cards from the principals of selected schools approving participation, letters (Appendix A, p. 200-204) were mailed to counselors and vocational instructors with rating scales and other enclosures (Appendix A, p. 225-250), encouraging their cooperation in the study.

Eight principals indicated they could not participate in the study. Six were Type 1 schools, one was a Type 2 school, and one was a Type 3 school. The following reasons were stated for not participating: "We are already committed to a study," "We participated in a similar type study with the sad results that our staff morale was badly shaken," "We have a policy against seniors responding to questionnaires," and "We feel the results from such a study would not be pertinent to our school."

#### Participation By The Selected Schools

The writer was able to find qualifying schools to replace four of those which did not choose to participate. This resulted in

participation by twelve Type 1 schools, fourteen Type 2 schools, and twenty Type 3 schools for a total of forty-six schools.

Six of the forty-six schools--two Type 1, three Type 2, and one Type 3 were quite interested in participating in the study but indicated it was impossible for them to have the writer in and administer on a total senior class basis. However, they volunteered to administer the rating scales under guidance personnel direction if they were made available with a set of instructions for administering. After securing permission from the committee to do so, the researcher revised the instructions for administration (Appendix A, p. 207-210), which had originally been written for use by the investigator, in an effort to assure, in so far as possible, the same structuring of the response situation by whoever administered the schedules. The rating scales with instructions for administering were delivered to these schools.

As the researcher traveled over the state to administer the schedules to seniors, it was found that four schools had failed to schedule the visitation as previously approved. The writer secured the cooperation of the school and left rating scales to be administered under the direction of the guidance personnel, according to the set of instructions provided.

A further circumstance concerning the writer's administration of the schedule should be explained at this point. In one large school



approval had been given by the principal for the researcher to visit, take seniors from study halls throughout the day, and in this manner secure approximately eighty percent of the seniors as respondents. It was felt that this would yield an adequate sample from this school. However, upon arrival the writer learned that only those seniors who wished to volunteer were to participate. As a result, only sixty-six pupils completed rating scales out of a senior class of five hundred fifty. Not knowing why or what prompted participation by these few and since it represented such a small sampling of the senior class, the first thought was to eliminate them from the study. Following a discussion of this circumstance with some members of the committee, the writer decided to retain this limited sample as it would afford an opportunity for comparison of these ratings with the observed ratings of the population. However, it is to be kept in mind that in making comparisons there are two significant variables involved. First, that there are differences in programs of guidance services among the various schools involved in the study and second, that there may be differences between responses from such a limited volunteer group and responses from non-volunteer groups from all other schools. Thus, the tabulations shown in Appendix B, p. 265-280. do not include the limited sample from school 13, Type 1, as this tabulation is treated separately in Appendix B, p. 327.

### Treatment Of Data

The presentation of the findings from this study is discussed in detail in Chapter III and presented in tabulated form in Appendix B, p. 265-337. Conclusions and recommendations drawn from the findings will be presented in Chapter IV.

### Summary

This chapter reviews the background for the provision of a program of guidance services and the need for an analysis to determine how well these programs are functioning in meeting the needs of pupils in secondary schools. The writer has stated the problem with purposes of the study, defined the program of guidance services as used in this study, listed the limitations, and explained the procedure followed in conducting this investigation.

The following chapter is a review of the literature related to this study.

## II. REVIEW OF THE RELATED LITERATURE

In this chapter the review of the literature pertaining to programs of guidance services in secondary schools is presented by major areas in the same sequence as these areas are handled in the writer's rating scales. In this manner the reviewed literature can be related directly to summaries of responses to the rating scales used in this study. A review of research studies will be made first followed by beliefs and recommendations of writers in the field.

Much has been written concerning the kind and quantity of services which should be offered in guidance programs and they appear to be reasonably well determined.

Research studies have largely been limited to a determination of what constitutes an adequate program of guidance services, the duties and responsibilities of those involved in providing services, or follow-up studies of former pupils. Some of these studies have been concerned with the evaluation of counseling programs but more frequently involve comparisons of predictions or choices made while in school in relation to the individual's current endeavor.

There appears to be a paucity of research in the area of qualitative appraisal of current guidance practices, involving those persons most directly concerned in the program--school administrators, counselors, teachers and pupils.

### General Organization

From a study of pupil opinions of high school guidance programs, Gibson noted in this study, that in general, students gave overwhelming indication they liked their schools, were proud of their schools, and felt they knew a great deal about them. Ninety-four percent of the students indicated they felt the guidance program added something of value to their schooling, although 27 percent said it had not assisted them personally in any way, and an additional 18 percent were not certain they had been assisted. Fifty-six percent reported they were not sure of the activities of their school's guidance program and approximately one-third responded that the program had not been described, explained, or outlined to them in any way during the three or four years in high school (19, p. 453-454).

Gibson reported on an extension of the earlier study mentioned in which he sought teacher opinions of high school guidance programs. In general, these secondary school teachers were overwhelmingly of the opinion that school guidance programs make a positive contribution to the instructional program of the school. Almost one-fourth, however, indicated the guidance program of their school had never been described, explained, or outlined to them specifically for informational purposes (20, p. 416-422).

Russell and Willis made a survey of teachers' opinions of guidance services in which the participants were given statements and were asked to rate them. From this study these researchers drew the implication that guidance programs do not get the support of a large majority of teachers. They also raised the question as to whether this lack of support for the guidance function stems from failure on the teachers part to understand the role of guidance services or whether the guidance department is really ineffective in carrying out its objectives (53, p. 707-709).

Anderson noted that 35 percent of the ninety schools in his study indicated no plan of coordination or supervision of the guidance program. He considers this to mean a serious neglect of administrative responsibility as well as a regrettable neglect of opportunity to utilize the resources of the school and program in meeting student needs. The effectiveness of the program would generally be increased if there were an over-all plan in existence known to all staff members and obviously supervised by the administrator (1, p. 54-55).

He reported further, in his conclusions, that approximately one-half the schools surveyed have no operational plan of organization of guidance services. In others the incompleteness of the program reveals inadequate planning and supervision. In general, with notable exceptions, organizational aspects are better worked out among larger schools than among smaller ones. The study also revealed

that not more than one-fourth of the schools have programs based upon a local survey of student needs and interests (1, p. 89).

Hitchcock, reporting on his study of secondary school counselors and their jobs, observed that counselors are working with teachers on various guidance activities in the majority of the cases; but a large number do not believe they should work in this capacity. The majority of counselors are working cooperatively with other counselors, but a large percentage feel these activities are not their function. Furthermore, 35 percent do not feel they should help in planning the school's guidance program. The study also revealed that a majority of counselors are working with administrative officers, but a large percentage are of the opinion they should not serve in this capacity. Twenty-six to 37 percent of the respondents believe they should not cooperate with administrative officers in the school guidance program (24, p. 176).

Among Hitchcock's recommendations based upon his study were: In-service training programs dealing with basic philosophy underlying the job of counseling should be set up for counselors now on the job. Also, administrators should be included in an in-service training program stressing basic philosophy as well as organization and administration of guidance services in order that they may specifically understand the role of counselors in secondary schools (24, p. 181).

In expressing the necessity for organizing a program of guidance services, Froelich stated: "Some schools provide a number of separate guidance services without making an effort to coordinate them. They have, in fact, no guidance program" (18, p. 47).

Stoops indicates that any type of undertaking requires a plan. "A plan in education is referred to as the educational program. Philosophy, needs, policies and experiences provide a dynamic educational program, ever changing with the objectives and experiences of the many planners" (54, p. 108). Farwell and Peters noted that "the adequacy of good guidance work cannot be left to chance or incidentalism" (15, p. 145).

Zeran and Riccio indicated that organization and administration were essential ingredients in distinguishing between a program of guidance and incidental guidance (62, preface). McCabe expresses a similar concern for guidance programs in terms of steady, lasting growth rather than sporadic expediency. He suggests that perhaps there is a word missing which might be headed--implementation. "There is frequently a gap between any organizational plan as it appears on paper and its actual performance and completion. . . . implementation, then, infers methods, techniques, or personal skills used to insure the success of an operation" (34, p. 89-91).

It is the belief of Peters and Shertzer that "In every good organizational process. . . . there is of necessity a coordinating

relationship between structure and function, which would provide for all concerned a blend of participation at the proper level" (44, p. 32). Thus, "the guidance function in the school extends to all phases of the educational program and is an integral part of the total school plan. . . . is a process rather than a series of discrete events" (44, p. 14). Zeran and Riccio note that "To be effective, a guidance program must be an integral part of the total educational program and must be available to all individuals at all grade levels" (62, p. 5). Kelley also shares the view that guidance cannot function except as a part of the whole school and that it should exist in all places--in classes, clubs, teams, and in social areas. "It helps the student to know himself as a person, as a member of a group, and as a member of society" (30, p. 417-418).

An interrelationship is indicated by Zeran and Riccio as they state, "The school, as an institution, functions through three major components: instruction, administration, and service. The guidance program is classified as service. It is inherently very closely associated with the instruction and administration of the school" (62, p. 204).

There must also be a guidance point of view according to Humphreys and Traxler. They say, "The guidance point of view may be defined more specifically as the attitude that aims to help the individual--to understand himself, to make the most of his



capacities, interests and other qualities, to adjust himself satisfactorily to the situations in his total environment, to develop the ability to make his own decisions wisely and to solve his problems independently; and to make his own unique contributions to society to the fullest extent possible" (26, p. 4-5). Farwell defined professional guidance as "That assistance given to boys and girls which helps them to understand and accept themselves and to reach their optimum development" (13, p. 338).

The crux of guidance as expressed by Zeran, Lallas, and Wegner is, "All guidance procedures exist to enable the personnel worker to understand individual behavior, to react intelligently to that behavior, and to assist the individual in the ongoing process of making decisions and choices (63, p. 4) . . . teachers and counselors must become sensitive to the behavior of students, attempt to understand and explain this behavior, and use this knowledge of human behavior to direct learning activities" (63, p. 6).

Moser and Moser consider guidance as a term with many meanings; but if they had to choose one of the emphases of guidance, service would predominate. They contend that "Guidance services enter into the entire school situation; they implement the development of the student in every area of life. . . . Guidance services focus the goals of education on the individual" (37, p. 8-10).

Zeran, Lallas, and Wegner capped the reason for having a

functional organization as the foundation for a program of guidance services when they said,

The goal of education, while yet to be achieved, must nevertheless prevail; each individual must be given the opportunity to grow so that he gains a sense of self-worth and realizes his uniqueness and his responsible role in the community. This goal is based on a belief in the value and worth of each pupil. Instruction in the school has long been accepted as the avenue for achieving a sense of self-realization. Less readily accepted but equally significant is the fact that increasingly the teacher cannot possess or provide all the information or talent necessary to afford optimum learning. A guidance program is made functional through the participation of the entire school staff (63, p. 115).

Barry and Wolf agree with this and believe the trend today is toward an all-inclusive type of guidance-personnel program which is generally divided into three functions. The gathering and giving of information, counseling, and the provision of practical and exploratory experiences are the functions (3, p. 137-139).

Zeran and Riccio suggest eight bases upon which the foundation of the organization and operation of a program of guidance services must rest:

- (1) The administration must believe in, understand, and want a program of guidance services. . . .
- (2) The staff must feel the need for an organized program of guidance services and be willing to participate in the activities. . . .
- (3) The guidance services are designed for a specific school. . . .
- (4) The guidance services are for all boys and girls. . . .
- (5) The program of guidance services must be predicated upon the competencies possessed by the existent staff and the time available for the performance of these services. . . .
- (6) The existent guidance services should be evaluated and a program designed to meet local needs as well as to utilize the staff skills. . . .
- (7) One individual, by virtue of preparation, personal and other characteristics, and acceptance by the

staff, should be responsible for the program of guidance services. . . . (8) A program of guidance services will not meet all pupil difficulties (62, p. 205-208).

Froelich (15, p. 49), Andrew and Willey (2, p. 39-42), and Kelley (30, p. 418) present similar views in regard to the organizational structure of the guidance program in any school, large or small. They indicate that it must be suited to local conditions, regardless of the organizational plan adopted. Each individual school system has its own needs; and the innovations it decides to make will be unique to its own setting, environment, and cultural composition.

A note of caution in this connection was added by Humphreys, Traxler, and North when they warned that in starting a program schools might wish to study other plans of organization but should never try to copy the organization used in some other institution. It should work out a plan based on its own unique purposes, size, existing personnel, financial resources, and other characteristics (27, p. 363).

Most writers agree that in attempting to set up an organizational pattern care should be exercised to assure total school personnel involvement in the planning and development. Hutson points this out by saying,

The ways and means of getting a program carried out with economy, efficiency, and orderliness should be the object of constructive appraisal, if not creation, by all who have responsibility for the function. Viewed in this light, all teachers need orientation in the organization and administration

of the guidance function. They are the workers at the professional level, just as counselors, deans, and principals. They have too much to offer to be ignored in organizational decisions. And full respect for their talents is the best assurance of their enthusiastic participation in the program (28, p. 625).

Seldom do writers make an attempt to formalize an organizational pattern other than to note the existence of line organization, staff organization, or the combined line-and-staff types. However, most writers do stress the importance of a cooperative organization in which roles, responsibilities, and working relationships are defined.

Zeran and Riccio take note of this when they indicate most writers recognize the success of guidance services

is dependent to a large extent upon the clarity with which each staff member understands his own role in the program. The program must be set up to reflect the conditions within each school and can best be designed by staff members within that school. If one thing stands out above everything else, it is the movement from the one person, one authority, to that of the all-encompassing where the entire staff works cooperatively in assisting each pupil to identify and utilize his potentials (62, p. 204).

According to Humphreys, Traxler, and North, "good organization and administration means assigning specific guidance tasks to staff and members on the basis of their ability to perform these tasks--thus each staff member knows exactly what his responsibility is." Coordination and integration do not derive spontaneously or automatically but result from willing cooperation of all personnel (27, p. 362-363).

Similar concerns for working relationships are expressed by Kelley (30, p. 419), and by Zeran and Riccio (62, p. 173-176) when they consider guidance as an all-inclusive program aiding pupils to achieve their optimum growth wherever they are, with their total needs by a total staff. There is a difference between an incidental approach in guidance activities, where individuals perform as individuals and the program approach to guidance activities, where individuals pool their competencies and perform as a coordinated, cooperating team.

Stoops writes, "By delegation, the superintendent is responsible for the entire school system, and the principal is responsible for what goes on in his school plant. Guidance services are good or poor depending upon the training and vision of the superintendent and principal" (54, p. 2).

Leavitt and Hinds suggest that the responsibilities of administration in educational planning include many basic aspects of guidance. These writers noted some areas common to all schools such as, reporting pupil progress, conferences with parents, teachers, and pupils, discipline, pupil records and accounting, health and safety, school recreational programs, and the use of community resources (32, p. 12-17).

Quite similarly Hollis and Hollis view the school administrator as being legally responsible for all programs and activities in the

school, including guidance. They suggest a guidance committee be established to serve in an advisory capacity, or even become a policy-making body for the guidance program. Thus, the guidance committee should have composition representing the faculty, guidance staff, other service personnel, and the administration (25, p. 87).

Humphreys and Traxler agree with these other writers as to the function and the responsibility for an integrated program. They suggest logical steps for accomplishment. First, the administrative head of the school should appoint a guidance committee. This committee in turn surveys the guidance services already existing, surveys student's needs to determine which of these shall be served and surveys staff members to determine interest, willingness, and qualifications to work in guidance services. Second, the committee drafts a suggested program and organizational plan and works out objectives. Third, the committee submit the recommended program and organization to the entire staff, then revising these proposals in keeping with the suggestions of the faculty (26, p. 386).

Zeran and Riccio are even more inclusive in regard to those responsible for a total program of guidance services. They start with the school board members who act as the elected representatives of the community. They include the superintendent, the school principal, the guidance specialists, and the classroom teacher who is directly and intimately involved in all of the guidance activities

and should be a member of the guidance team. Others involved are the guidance director, the student, the parent, and the community (62, p. 173-203).

A concern for sound organization and implementation, along with functional working relationships, was expressed by Barry and Wolf. They feel that in most institutions there is a trend toward centralization in organization, with a tendency to have an organization within an organization. Wherein centralization of personnel work may be an administrative and budgetary fact, it is more often than not a geographical fallacy (3, p. 75-79).

The important position of the classroom teacher in the guidance function is brought out by Farwell and Peters. The sole responsibility for helping individuals to improve should not be left to the discretion of the specialist. The teacher can serve in a screening role and in the role of a friend to students (14, p. 496-499).

Kelley believes that the guidance field too often has been lacking in a teacher and classroom orientation--a matter of "getting the faculty acquainted with" rather than "working with." She contends that, as curriculum has moved from a subject-matter centered approach to a student-centered approach, the guidance and curriculum personnel must realize their responsibility becomes one of helping the teacher to help the pupil to learn, to adjust, and to be competent (30, p. 33-47).

As these writers have set forth their views on organization, administration, and implementation, they discussed patterns of organization, roles and responsibilities, as well as working relationships. Others are indicating the necessity for additional research and encouraging improvements in educational programs.

Dugan notes that research in organization and administration of guidance services continues to be scanty. Guidance services in the last two decades has aimed primarily at self-realization of the individual, basic concern for individual differences, and making appropriate adjustments. Currently, guidance has come to mean an early identification of talent, motivation of talent and assistance to all youth in the attainment of their fullest potential. But he expresses a concern as he notes that, in spite of the acceleration of organized guidance services, "it is startling to find so few studies on facilities, budget and resources" (11, p. 105-107).

Wolfe also expressed concern for educational services when writing about guidance and educational strategy. He urged the necessity for educational services to keep pace with the rapid scientific and technological advancements if utilization of human talent is to be achieved. As one of his five educational improvements in attaining this accomplishment, he suggested an integration of courses, curricula, and educational guidance to improve the basic, liberal education of students (61, p. 17-25).



### Orientation

Reporting the results from his study, Anderson indicated that one-half or more of the schools in each of the four-size categories provide printed orientation materials to all students. This was greater or more general in larger schools. The materials used were rated equally between "Good" and "Outstanding." More than half of all schools organize group conferences involving three-fourths or more of the students prior to high school admission. A smaller number also arrange individual pre-admission interviews. These orientation devices are rated "Good" in one-half or more in each category, "Outstanding" in one-third to one-fourth, and "Poor" in only a few cases.

Further results noted were that nearly all schools provide pre-admission visits to the high school for at least some of the prospective students. Approximately three-fourths in each group think they are doing a "Good" job of providing orientation. Adding the schools who rate their practices "Outstanding," there were but four who acknowledged doing a "Poor" job.

Anderson concluded his report on orientation with the indication that one-fourth of all schools surveyed are not offering systemized orientation to their students. Smaller schools particularly could advantageously develop printed materials. Most need to broaden

their definition of "Orientation" to include new situations encountered subsequent to registration in the new school (1, p. 23-25).

According to Froelich, "Starting in a new school is not a happy experience for all pupils." He noted that orientation is no longer considered as an extra frill that makes pupils a little happier, but rather, "The current view of most educators is that orientation is a necessary service, one that pays dividends in pupil adjustment" (18, p. 87).

In an earlier writing Froelich listed three principles which he felt could be summarized in a single statement such as, "The school's orientation procedures should be a continuing service to all students, each of whom is in need of assistance in making a wide variety of adjustments in a new school situation. In essence, this statement describes an adequate orientation program" (17, p. 82-84).

According to Bennett, guidance has come to be recognized as a learning process. This leads her to point out, "Orientation is a mutual process of learning on the part of new students, the faculty, and student body of an institution. Each group becomes better acquainted with the other and participates in an ongoing process, which will help the new students to become an effectively functioning part of the institution and help the institution to become responsive to the needs of a changing student body" (4, p. 134).

Kelley expressed the opinion that the orientations receiving the most energy were those presented upon the students' entry into

school. But that orientation has a much greater import than just introduction to a setting. "Orientation is a continuous process which is going on all the time for pupils. . . . The central purpose of any orientation is the growth of the people involved in it . . . orientation needs of pupils are unique with the individual" (30, p. 177).

Stoops envisions orientation to include plans for providing continuity from one school level to another. His plan would also call for establishing the pupil in school and that methods should be devised for orienting two types of pupils: those established in the community and those who are new to the community and the school. He feels this could be accomplished through tours of the buildings, introductions to, and welcome by key students and faculty. Through special group activities for students, along with parent visitation programs involving principals, counselors, teachers and parents, much could be done to develop a sense of sharing in the responsibility for assisting the new student (54, p. 240-241).

Andrew and Willey feel that orientation should be planned around four areas of assistance. They are: (1) Acquainting students with the new school, the physical facilities, curriculum, rules and regulations, student government, and student activities. (2) Acquainting students with new classmates through mixers, information groups, and recreation activities. (3) Acquainting students with new teachers, counselors, and administrators. (4) Providing means of gathering

information about the students. Orientation should be so designed to assist the students in adjusting to new situations with a minimum of frustration and conflicts and is a continuous process (2, p. 232).

Bennett suggested that orientation might be offered through pre-admission and post-admission activities. She believes that frequently anxiety on the part of both children and parents is associated with entrance into a new school. She proposed several techniques which could be helpful in allaying these fears prior to entrance into school. Use bulletins or brochures to give information to prospective students and parents concerning the school's program. Hold meetings of administrators, counselors, and student leaders with prospective pupil and parents and invite pupils and parents to visit the school. Use movies or film strips to bring glimpses of the new school to pupils and parents. The use of such media as radio and television, along with visitations to the feeder schools by administrators, counselors, or student leaders would assist in giving information to pupils and parents.

Under post-admission activities she suggested that the home-room or core group is usually the center for orientation. In addition, schoolwide assemblies and social events, Big Brother or Big Sister parties, Girls League, and Boys Federation were good devices to welcome new pupils into the wider life of the school. She further noted that each teacher and each club leader has an orientation

responsibility in his individual field and that there should be councils of committees to plan and coordinate the various phases of orientation (4, p. 136-140).

Humphreys, Traxler, and North are also in agreement with pre-admission orientation. They express it by suggesting that some orientation activities should occur prior to the end of the previous school year, by getting acquainted with prospective pupils while they are in the second semester of the last year in the feeder school. This affords deliberate decisions on the part of parents and counselors in matters of dealing with the pupil's orientation (27, p. 243).

Hutson noted that publications have been found useful to help students to acquire the necessary information for making wise choices and easy adjustment. When used for the purpose of information and orientation, they aid students "to move with poise across the break between elementary, secondary, and higher education" (28, p. 159).

#### Group Guidance

Reporting on his study concerned with teacher opinions of guidance programs, Gibson noted that 38 percent of the teachers felt the guidance department should identify pupil interest and organize appropriate group activities. The remaining 62 percent were either not sure or felt this was not the guidance department's responsibility

(20, p. 420).

In his earlier study on pupil opinion of guidance services, Gibson reported that most students had participated in group activities as much as they desired, but they also wished their school had activities beyond those currently available. Students feel that faculty advisors are helpful and encourage group activities. Sixty-five percent of the students belonged to student organizations they were not interested in because their friends did or were encouraged to belong by the faculty (19, p. 456).

McKinney, reporting on his study of the effectiveness of small group counseling, noted several values. It was concluded that small group counseling was effective for mildly disturbed eighth graders. Small group counseling proved to be less time consuming than individual counseling. Particularly for the very suspicious, group counseling appeared to be more effective than individual counseling. Small group counseling improves the attitudes toward the faculty and other adults. The group members develop a cohesiveness which transcends meeting time and is carried over into mutual support in other school situations (35, p. 158-159).

Presenting the results from a guidance experiment to develop special educational provisions for slow learners, Rusalem and Darer noted greater realism and maturity in vocational planning, increased freedom from parental domination in making career choices, better

understanding of work responsibilities, and greater participation in part-time work experiences. These writers note that the findings of this study indicate that group and individual guidance must be considered as one of the essential school experiences. The slow-learning student can be expected to show accelerated social and vocational growth as a consequence of curriculum modifications, group vocational guidance, and individual vocational counseling (52, p. 110-116).

Various terms are used by different writers to describe or denote counselors working with students in groups to assist themselves. Humphreys and Traxler feel "group guidance" has the greatest specificity of meaning and note that it is frequently used to orient students to guidance services in a new school or to new aspects of these services in the present school. It is also used to broaden horizons of students with reference to occupations available to them. Group guidance can lead to discussions of common problems of students, and it can be conducted in student extracurricular activities (26, p. 184-185).

Humphreys, Traxler and North say, "Whatever name is applied to the technique, the counselor's role in using the technique is to help students learn more about themselves and the educational and vocational opportunities available to them. The counselor guides the students to help themselves and each other by working together

as a group" (27, p. 185).

Farwell and Peters prefer to call this activity, group procedures in guidance. They encourage the concept that group procedures are utilized at those times when a number of individuals with similar concerns or needs can be assisted together. Also, there are instances and types of concerns when group considerations and group forces provide for more meaningful assistance than does counseling. They endorse the principle that group procedures in guidance and counseling go hand in hand, and they must complement and supplement each other (14, p. 329-330).

A very similar belief is expressed by Stoops when he says, "As peer loyalty is so strong in the adolescent, the individual approach can be supplemented at the junior or senior high level. The group method may not be substituted for the individual approach, but it is an essential complementary service to individual counseling" (54, p. 240).

Group procedures offer one means of assisting large numbers of students in the face of a shortage of adequate counseling and guidance personnel, according to Zeran, Lallas and Wegner; but they cautioned that efficiency should not be the rationale for developing group procedures. Rather, group procedures could increase the level of readiness of an individual for counseling through interviewing and that there probably are some kinds of problems confronted by



individuals, which could be better resolved in a group setting than in an individual interview. These writers consider group guidance as a term used for those activities which promote distribution of broad kinds of information for students to use as the basis for taking action. They consider group counseling as a group arrangement, whereby pupils are chosen on the basis of having rather specific emotional problems which could be considered as the focus of attention by each member of the group. Furthermore, in these usually small groups, personal behavior and problems of the group members could be given close examination (63, p. 224-226).

Belief that group counseling is problem centered and feeling-oriented, was proposed by Cohn, Combs, Gibian, and Sniffen. They consider group counseling as an educational process conducted primarily in an educational setting. Individuals tend to learn and adapt through the process of interaction, which provides the opportunity to live through personal experiences and to find personal meanings. Also, certain characteristics should be common to all members of student groups, and there should be common-presenting problems such as difficulty in making social adjustments, continued educational plans, and vocational plans (8, p. 355-358).

Bennett uses the term "group guidance" to refer to any phase of a guidance or personnel program carried on with groups of individuals rather than between counselor and counselee in the

face-to-face interview. She states, "Purposes, techniques, and the relationship to counseling, rather than content, are basic in classifying a group activity as guidance . . . one of the most significant developments in the personnel or guidance point of view in recent years is the recognition that guidance is a learning process for both the guidance worker and the individual. This learning for both parties occurs through both counseling and group procedures" (4, p. 2-6).

The fact that too often guidance groups seem to differ from subject-matter classes only in their content is expressed by Goldman. This may be the reason for failure of so many homeroom and other guidance enterprises. He questions whether many classroom teachers, even with training, would be able to make the transition from processes which are appropriate to teaching to those which are more appropriate to guidance. Goldman goes so far as to indicate that it appears to him that it is necessary that group guidance and group counseling be done only by those who do not concurrently have normal classroom activities (21, p. 518-522). On the other hand, Humphreys and Traxler indicate they believe the logical persons to carry on the formal aspects of the group guidance program in a high school are teachers in charge of homerooms, teacher counselors, class sponsors, directors of guidance services, and the school psychologist (26, p. 185).

Andrew and Willey gave six reasons for using group activities. These were as follows: they can supplement individual counseling, they can provide all students with more personal contact with adult members of the school--providing mature background, they can be used to efficiently perform certain services, such as informational services, they can provide for social interaction and development. Also, the democratic process can be learned through group activities. Group discussions and projects allow students to talk about their problems and express their anxieties. These writers further noted that most of these activities can best be carried out through the use of the homeroom, career days, orientation, occupations courses, and extra-curricular activities (2, p. 218-219).

Humphreys, Traxler and North listed very similar values derived from group guidance. Another use of group guidance noted by them was the increased attention being given to meeting the individual's personal needs by group therapy. They expressed the opinion that counselors have benefitted from group therapy techniques of psychiatrists, mental hygienists, and other clinicians, and they have developed their own techniques, employing mainly the methods of group therapy and group activity (27, p. 188-195).

Hutson contends that the homeroom is considered the most important recognized feature of the guidance program. It affords the opportunity to offer information to the whole group at once and

avoids needless repetition for each individual. Also, group programs widen the area in which the members think, feel, and act as a group--by pooling their efforts in seeking problem solutions. Still another advantage expressed was that group programs offer the opportunity for motivation of the highest type if they are derived from the pupils' own felt needs (28, p. 287-293).

Super classified group guidance methods under two headings according to their purpose: orientation activities and therapeutic activities (55, p. 345-346). To him, the purpose of orientation is dual. He summed up his belief by stating, "Most factual orientation work should be integrated with the curriculum, giving students the facts they need for decisions. As the need to make decisions heightens the emotional value of facts, formal orientation activities provided at the choice points of development need to be not only factual but also attitudinal" (55, p. 355).

In writing of group guidance, Kelley sees this as an activity which deals with a challenge that has an "ego-relevance" for the pupil, one in which adolescents are interested and that meets their needs and desires. It should be an activity in which pupils participate in sharing, planning, doing, and evaluating. She states, "the role of youth in a peer group becomes a determinant in the formation of his concept of self" (30, p. 207-209).

Roeber believes that a school counselor finds some of his goals

can be achieved with group procedures, and they can be defended on the basis of economy and the large numbers of pupils who can thus benefit directly from a guidance program. However, he feels that in spite of these inducements, research regarding the relative merits of group procedures and counseling has been inconclusive. He notes that there is little evidence that they can be indiscriminately substituted for each other although combinations of the two show more promise than exclusive use of either one. He agrees with other writers when he says, "Effective group work generally seems to increase the demand for counseling, so that many counselors assume that these two approaches complement each other" (49, p. 31-32).

Similarly, Bennett indicated that experience and research seem to have demonstrated the soundness of several considerations for group procedures in the guidance program. She feels that group procedures are an integral and essential part of guidance and they have a complementary relationship to the counseling function but cannot substitute for individual interviews. As most other experts in the field have written, she believes that adequate guidance of individuals, with self-direction as an objective, requires the provision of planned opportunities for learning self-appraisal, education and vocational planning, school and life adjustment, and personal development. Also, some of these can be best provided on

a group basis while others require individual counseling (5, p. 339-340).

### Individual Inventory

In that portion of his study dealing with analysis of the individual, Anderson reported that practices rated "Good" to "Outstanding" by half or more of the schools in each group included: using of test and inventory results, keeping inventories up to date, using all inventory results in counseling, maintaining an inventory for each student, having inventories accessible to teachers, attempting to discover special aptitudes of students, attempting to learn students' special interests, having information available on students' hobbies and work experience, having educational plans information available, and having occupational plans information available (1, p. 28-33). In his conclusions, Anderson noted that among practices which appear to be fairly well developed in a majority of the schools was the analysis of the individual through tests and inventories. On the other hand, the analysis of the individual through such techniques as anecdotal records, rating scales, sociograms and work experience, were less well performed and greatly in need of expansion (1, p. 89-90).

Hitchcock reported in his study that the majority of counselors now work with tests, but scoring and recording of test results were

not looked upon with favor. Thirty-eight percent of counselors now working with tests feel that interpretation of test results is not their responsibility. He further reported that working with teachers on various guidance activities is a function in which a majority of the counselors are participating, but a large number do not believe they should work in this capacity. Thirty-three percent do not feel they should interpret test results to teachers (24, p. 174-176).

According to Gibson, pupil opinions on individual analysis, showed 52 percent reporting they had not had an opportunity to examine their cumulative records or have them explained. Students who were interviewed desired to see their complete school record. Students received the results of their guidance tests and interpretations although 34 percent of those surveyed were not at all sure what their test results mean in so far as they were concerned and would have liked further interpretation. While eighty-six percent thought they could identify their special abilities and aptitudes as well as their interests and that they knew their own strong and weak points, 56 percent reported they did not know themselves well enough. Further, 47 percent said they did not feel that most of their teachers understood them although 75 percent felt there was at least one teacher in the school who knew them well enough to help them in working with their personal problems. He reported that pupils seemed to feel especially "shortchanged" when they did not receive

interpretation of guidance testing data or were informed in such vague terms as to be unable to discern what the results could mean to them (19, p. 455-457).

In his later study, Gibson reported that teacher opinions concerning individual analysis, were almost unanimous in that pupil cumulative records assisted them in working more effectively with students and that these records and interpretations should be available and accessible to them at all times. One-third of the teachers said they were not informed of the guidance test results and should not be involved in administering or scoring of tests (20, p. 418).

Gibson posed this question. Are too many secondary school guidance programs in these days of guidance testing abundance, testing beyond their means to appropriately interpret each administered test to all parties who have a right to such interpretation? He feels that evidence from both of his studies seem to substantiate the suspicion that many schools are "over-testing." Many teachers interviewed indicated a desire to better acquaint themselves with test interpretation (20, p. 420-421).

Zeran, Lallas, and Wegner believe that to understand the individual and help him, we need a personalized look at the many persons, places and events which contributed to his unique personality. This personalized look at the individual, his environment, and his experiences is individual analysis. It is a basic tool for



collecting and recording those facts about a pupil which are most useful in analyzing his behavior in the educational setting (63, p. 120-154).

They are joined by Moser and Moser in this belief, and they emphasize the nature of counseling work in the schools demands a system for keeping and maintaining detailed information about each student. The inventory is a special responsibility of the guidance staff, but its utility is school-wide; and for this reason, the records should be centrally located and accessible to all qualified personnel. It should concentrate on those areas that can be helpful to the student's growth and development, avoiding, as much as possible, petty grievances against students. On this point they expressed concern for the ethics of confidentiality which must be kept in mind by all who have access to these records. These writers listed data which are usually included in the cumulative folder as being: census information, health information, test information, anecdotal records, autobiographies and samples of work, academic grades, and rating scales. They further expressed the necessity for this being a continuous record and that it be kept current (37, p. 24-28).

Andrew and Willey suggested that information from essentially these same areas of student life be gathered about each student. For this information to be of value, it must be recorded and used systematically. It must be complete, logically arranged, useable,

and accessible to those concerned (2, p. 164).

Froelich would add teacher ratings of pupils, pupils' rating of themselves, and testing to round out his list. In this connection he presented two basic principles regarding the place of tests in the guidance program. Tests should not be incorporated into the guidance program until proper use is assured and should be introduced to provide information not otherwise readily available or attainable. He also suggests that test results can serve as a gauge of the significance of other items in the cumulative record and are more useful when reviewed in the light of other data from the individual inventory (18, p. 185-200).

Information obtained from tests and other measurement devices should be integrated and personalized through individual analysis and are considered indispensable to other guidance services according to Hollis and Hollis. This is emphasized when they say, "The service offered by the guidance personnel is of primary importance only to the extent that they make use of the results of standardized tests, for these professional activities are what make the results vital and significant" (25, p. 300-301).

Hutson focused on the task of aiding students in the interpretation of test data as a clear-cut guidance task and responsibility of the school to the individual. However, he also believes that these measurements serve the instructional function and the

curriculum-making function and, as such, require the cooperation of the principal and teachers in establishing the measurement program (28, p. 375-433). It is his conviction that all of these efforts to analyze the individual are important, but they have little value unless they are understood to be but steps leading to a higher purpose. "That of getting to know the pupil as an individual and communicating this information to him in a meaningful manner that he may realize his potential for becoming" (28, p. 470).

Tyler considers individual inventory or diagnosis as an effort to see the whole picture and states:

From the moment he first encounters a client, a counselor begins to form what may be called a 'working image' of the person. What he finds out through interviews, tests, observations, and background sources serve to modify this image, filling details, making it more complex and accurate. By means of it he is able to organize large amounts of information in an organic, personal way, and understand in a manner so direct as to appear almost intuitive what alternate courses of action are really possible for the client (58, p. 63-64).

The overemphasis of testing appears to be a concern of Dupont when he indicates the importance of the school principal recognizing "that good guidance is never just testing, it is a part of guidance, as test results can help a teacher to know a child, but good guidance is first of all a desire to understand so that one can help . . . achievement, aptitude, interest and adjustment tests can add to a teacher's understanding of the child so she can guide wisely" (12,

p. 482).

The growing interest in what goes into the student's record is not limited to parents and the school according to Tennyson, Blocher, and Johnson. These writers referred to a popular writer of today, David Riesman who, in his introduction to Friedenberg's, "The Vanishing Adolescent," urged school teachers and guidance people to take steps to prevent what he calls "abuses of their ability to find out more about youngsters than previous generations of teachers had time for, cared about, or knew about" (48, p. 13). These writers suggest that educators may be abusing the practice of appraisal, and this should not be passed over lightly. These criticisms reflect a growing fear of our schools' efforts to accumulate information on students to the point that it is a concern of the public (56, p. 888-893).

Belief in the importance of individual inventory, however, is stressed by Humphreys and Traxler when they state: "All guidance services properly begin with an understanding of the individual." It is their contention that to acquire and apply this understanding, the school, the students, and the home must conduct a cooperative project--the thorough study of the individual student. An understanding of the individual will result from objective and subjective data being collected through such a well organized and functioning program (26, p. 119).

A somewhat similar attitude toward the testing program in the

individual inventory was also emphasized by Peters and Shertzer.

The testing program, like other parts of the guidance program, should be developed on a foundation of educational objectives. The testing program is an extension of the staff powers of observation of pupil behavior. To accurately insure a proper testing program in terms of pupil needs and school goals, a school counselor or psychometrist must be in charge of the testing program. The technical side of testing requires it; the proper use of test results demands it. Tests may be used for administrative, instructional and guidance purposes . . . when used primarily to assist individual pupils in their educational progress, career development, and personality fulfillment, tests are then guidance centered (44, p. 297).

They also feel that every staff member has a professional responsibility to apply his ethical principles in the use of records. The counselor needs to know his responsibilities in keeping the confidentiality of selected record data (44, p. 364). Farwell and Peters also expressed concern over unnecessary information and invasion of privacy in connection with the individual inventory service and cumulative record. They stated that the record should be "one that is functional and provides us with necessary information but not information that is of no value or use. As a precaution, it is desirable to continually ask ourselves, 'What right do I have (as a guidance worker) in ascertaining this information?' 'Does this violate the privacy of the individual's rights?'" (14, p. 15).

### Informational Services

Reporting from his study of pupil opinions of high school guidance programs, Gibson noted that two-thirds of the students felt they had enough opportunity to learn about occupations in general and their occupations of specific interest in particular. Nearly everyone had made at least tentative occupational choices. Seventy-six percent had serious doubts about them. Eighty-eight percent had discussed their occupational plans with faculty, and 90 percent had knowledge of occupational information available in their schools. But only 24 percent reported opportunities to discuss training problems and job opportunities with people in these jobs. Only 8 percent had participated in field trips of occupational and educational information nature even though they believed these experiences most vital. Too frequently, career days and college days were "one shot" affairs without preparatory, follow-up or coordinating activities (19, p. 455-456).

Gibson reported, from his later study of teachers' opinions of high school guidance programs, that teachers felt the occupational and educational information service was an important service; and the primary responsibility for this rested with the guidance staff. But they felt they could and should make contributions to their pupils. Teachers also felt "Career Days" and "College Days" were

valuable if prepared for and followed up. Not a single teacher, however, had been involved in discussions or in-service training programs with their counseling staff regarding theories of vocational choice (20, p. 420).

Hitchcock noted in his study that with the exception of conducting community surveys and conducting tours of business and industry, the majority of counselors do carry out duties in the area of occupational and educational information. Large percentages of counselors feel they should not be expected to secure or file occupational and educational information, organize career or college days, or teach occupational classes. He further noted that 34 percent do not feel they should counsel with parents concerning the pupil's vocational problems, while 38 percent do not feel they should work with parents concerning pupil's choice of college (24, p. 177).

In his study Anderson noted, that in general, those informational services which can be operated through the medium of printed materials, motion pictures, and speakers were more commonly used by large numbers of schools in each group in the study. On the other hand, those services which require special curricular arrangements or special scheduling or field trips are less commonly used. Much more use could be made of other informational techniques -- radio, field trips, occupational courses, or occupations units in other courses. He also noted the importance of these techniques as

a channel for interpreting the guidance program to the community. In schools having an occupations course, the training of teachers was generally "Good." Several of the larger schools considered their teacher training "Outstanding." Success of teachers relating occupations to their teaching fields was also rated "Good," in general. School libraries made a favorable showing in so far as having informational materials is concerned. Among large schools the majority were "Outstanding" (1, p. 33-37).

The school is traditionally a place where American youth acquire knowledge, factual information, and skills, according to Moser and Moser. There is much information needed by pupils for the solution of individual problems that does not find treatment in any of the formalized academic study in the school curriculum. This, they believe, is information necessary to insure that modern education promotes an adjusting to life for these young people. They suggest the provision of vocational choices and current material concerning educational opportunities. These writers suggest that this file should contain materials dealing with course offerings and other opportunities at the school being attended as well as those of colleges and various types of training schools. Other types of information cited by these writers as a necessary part of information service should be an armed services file and a social behavior file (37, p. 47-51).



Zeran, Lallas, and Wegner consider informational services to include personal-social, occupational, and educational information. Occupational information provides an excellent opportunity for teachers of subject matter to become involved in identifying occupations related to the subject matter being studied (63, p. 122-123). In offering educational information as with occupational information, these writers consider the teacher to be a key person as she knows pupils' potentials, aspirations as well as the hopes of parents (63, p. 129).

Bennett classifies informational service under two headings-- occupational and educational and believes there should be an awareness to the ramifications of both on the part of the student. It is her conviction that every educator in the school should be able to contribute to such a program of information service, and the administrator is the most important key person in achieving it (4, p. 284-285).

According to Stoops, "The organization of an information program about the individual involves three important operations: (1) gathering and recording data about the pupil, (2) planning for the interpretation of data to the pupil, and (3) keeping a record to maintain the data needed in a continuing program" (54, p. 168). It is here that "Principals, counselors, and teachers find in information services the key to their scientific, diagnostic, and objective

approach to better guidance for all pupils" (54, p. 174).

Froelich is in general agreement with other writers but states that the guidance information service is concerned with four areas: occupational information, social skills, attitudes, and self-understanding. He considers this service to be especially adaptable to group procedures, but he insists that such methods are not a complete substitute for individual handling (18, p. 111-112).

"Information service is that part of the guidance program which, by making available a wide range of material assists individuals in developing their occupational, educational, and personal-social attitudes and plans," according to Hollis and Hollis, and "is provided as a basis for making immediate decisions as well as long-range choices" (25, p. 273). While Tyler notes, "If we think of counseling as an experience that leads to choices, decisions, and life plans, we can include them under two main headings. The first of these is the formulation of alternatives" (58, p. 155). "Another use of occupational information in counseling is in the elaboration of a plan after it has been chosen" (58, p. 158). She further notes the essential characteristics of information and gives this advice, "As well as accuracy and recency, a counselor must of course consider the availability of various information sources" (58, p. 181-183).

Andrew and Willey visualize educational and occupational services as including accurate and usable information about jobs and

occupations, industries, occupational trends, and the supply and demand of labor. It is their contention that informational service entails assisting the individual in his efforts to choose his occupation, to prepare for entrance into it, to enter it, and to make progress in it (2, p. 168).

The provision of accurate, realistic information is expressed in the following words from the Yearbook of the Association for Supervision and Curriculum Development:

The adequate personality requires accurate, realistic information about himself and the world. He needs dependable data, current facts, sure knowledge and a broad perspective on which to base his behavior. Without such information he is not able to act efficiently, to make wise choices, to judge accurately, or to predict the results of his action. Indeed, information true to reality and not distorted by personal fears and anxieties is the only basis on which an individual can make a sensible adjustment. One cannot move from what he is not; one can only move effectively from the facts. Effective behavior can begin only from reality (39, p. 130).

Hutson refers to two components of what he terms distributive guidance in an effort to facilitate the pupil's educational and vocational choices. They are: to acquaint the pupil with the educational and vocational opportunities of the world, and to keep the school fully and continuously acquainted with educational and vocational opportunities. He sees this service as a two-way effort which may be accomplished through such activities as, courses in occupations, group study, career conferences, life-career clubs, references and

publications, local surveys, observation--first and second hand, interviewing workers, and listening to talks by workers (28, p. 245-248).

Farwell and Peters consider informational services as three-fold, providing facilities and materials for educational, occupational, and social-personal information. Informational services are concerned with providing information that will enable the individual with insight to develop toward meeting the criteria of self-realization, social competence, civic responsibility, and economic efficiency (14, p. 15).

Peters and Shertzer believe that when pupils have the knowledge of sound information, coupled with the knowledge of themselves, it should be easier for them to achieve directionality. They note, "information of the following kinds are needed by senior high school students:

1. Curricular offerings and subjects available within each curriculum area.
2. Graduation requirements.
3. Improvement of study skills.
4. Opportunities for post-high school education.
5. Requirements for post-high school education.
6. Educational requirements for occupational choice.
7. Scholarships and other financial aids.
8. Methods of meeting military obligations (14, p. 175).

### Counseling

Gibson noted from his study that teachers recognize counseling as the heart of the guidance program. Interviews confirmed their belief that this was the unique and most important contribution of school counselors. Seventy-six percent of these teachers felt counseling records should be available to them. Teachers also want help of counselors in handling pupil problems of a disciplinary nature, but sided--in this old traditional argument--with those guidance workers who believe you cannot "mix" counseling and discipline (20, p. 419-420).

From his earlier study, Gibson reported that students still prefer to be "counseled" by their fellow students. "We know they can be trusted" and "they understand our problems." As a second choice they preferred to talk to their parents about personal problems rather than with teachers. Notwithstanding, 49 percent stated there were occasions when they would have liked to discuss matters, personal and otherwise, with members of the counseling staff but couldn't for various reasons--the main one--counselors and teachers didn't seem to have sufficient time. Gibson posed this question as an implication of the study: Are guidance workers functioning less in their primary roles as counselors and more in peripheral activities? Student concepts of the roles counselors seem to serve in the school

environment indicate that they see the counselor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian and so forth. In fact, interviews indicated that many students did not recognize the counseling function as a major duty of the secondary school guidance worker (19, p. 455-457).

Anderson, in his study, reported no significant differences among counseling programs of different sized schools. The pattern which is customary ran along these lines: the goal is counseling available at all times to all students. Because of time (and, basically, expense) limitations, certain groups of students are selected for extra attention--as failing students and problem cases, drop-outs, and new students. All but four schools in the entire survey indicated their provision of counseling for all students was either "Good" or "Outstanding." The training of counselors appeared with a rating of "Good" to "Outstanding" in most groups except the middle sized group (1, p. 37-40).

Reporting on his study dealing with counselors and their duties, Hitchcock noted that the majority are now working with pupils individually on a variety of problems, but a large percentage of counselors do not believe they should work with pupils on these problems. Percentages ranged from 33 percent in assisting pupils with moral and religious problems and referring pupils in need of specialized help to 41 percent in assisting pupils who are failing

course work (24, p. 174). While a large percentage of respondents are working with other youth-serving workers and agencies, large numbers of these counselors feel they should not cooperate with these workers. This is particularly true in working with public welfare agencies, state employment agencies, and scouts (24, p. 178). As a result, Hitchcock recommends counselor trainers emphasize the guidance point of view and counselor duties in the training program. Administrators should select counselors on the basis of their guidance point of view in addition to their other qualifications. A higher relationship should exist between the training of counselors and the duties they should expect to perform (24, p. 181-182).

Purcell reported on a survey of counselor duties from one hundred six counselors in a centralized area and found: (a) 71 percent were employed full-time; (b) the median load was between 500 and 599 pupils; (c) individualized counseling was a priority duty; (d) 55 percent were responsible for actual assignment of pupils to particular class sections; (e) 64 percent counseled on chronic attendance problems; and (f) 75 percent administered tests (47, p. 109). This is in some contrast to Hitchcock's reporting that an average counselor spends four periods per day in counseling activities and 37 percent are employed in full time counseling. The average counseling load was 376 students, with 88 percent of the counselors doing general counseling (24, p. 173).

Weeks, Sander, and Miller gave results of a study designed to throw some light on the question of a unique contribution which school counselors could make to education. In a summary they noted that the results of this study could be described as indicating there is a unique function for the school counselor in the area of promoting student self-knowledge and making career-oriented choices and plans. In the area of personal and social adjustment, the counselor is seen as a member of the educational team. It was also assumed that the counselor has a role in facilitating, coordinating, and administering the guidance efforts of the entire school faculty. They further suggested that differences in the perceptions of counselors, teachers, and principals regarding the appropriate and unique roles of the counselor, although statistically significant, were found to be in degree rather than in kind (59, p. 144-145).

Reporting on the effectiveness of high school guidance services, Caravello made an examination of differential counseling--the different kinds or types of counseling given by teachers, teacher-counselors, homeroom teachers, counselors, and guidance specialists. He noted that these studies suggest counseling of high school students by a guidance specialist or a full-time counselor during the senior high school years might produce the following results: More high school graduates would continue training beyond high school and more students would make decisions about their vocational goals



earlier in their high school careers. His final summation was that the findings generally appeared to indicate that trained and experienced guidance specialists who have sufficient time for counseling could meet more effectively the basic guidance needs of high school students (7, p. 323-325).

"Counseling is the application of the personal resources of the school or other institution to the solution of the problems of individuals," according to Humphreys and Traxler (26, p. 159). Hollis and Hollis noted that the term counseling has a variety of connotations in guidance. In addition to counseling sessions, the most generally recognized activity, the counseling service usually includes referral, record keeping, report preparation, consultation both inside and outside the school, and various other activities. However, the primary function of the counseling service is the same as that of the total guidance program--to assist in development of the individual (25, p. 333).

Froelich pointed out that counseling was defined in terms of its function. He sees counseling as providing "a relationship in which the counselee is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice." Counseling is just one of the services in a guidance program and could not operate without some of the other

services (18, p. 205).

Hutson finds the term, "Counseling," an inadvisable limitation as he feels the word "counseling" connotes a one-to-one relationship between an advisor and client. He notes the major consideration in this process is the welfare of the student. The wide range of ultimate action--steps to be taken by the pupil, seems to be appropriately be designated as "counseling and treatment" (28, p. 506-507).

Andrew and Willey (2, p. 193) are joined by Farwell and Peters (14, p. 15-16) in noting that the counseling service was frequently referred to as the heart of the guidance program. Through counseling the student is given assistance in analyzing his problems, making decisions, and devising plans. Counseling provides a private, confidential setting whereby the counselee is helped toward self-understanding and action resulting in an evolving adjustment. Andrew and Willey defined it this way,

Counseling is a mutual learning process involving two individuals, one who is seeking help from a professionally trained person, and the other, who by reason of his breadth of training and background, uses many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society (2, p. 196).

Combs indicates that counseling, in essence, is a learning process. Modern education has shifted its emphasis from subject matter to children, from process to people, and therefore, counseling, too, is a problem of people rather than process. He states, "if it is

true that behavior is a function of perception, then the goal of counseling must be to assist the client to change his perceptions" (7, p. 366). He concludes, "then counseling is indeed a function of learning" (7, p. 368). He is joined by Zeran, Lallas, and Wegner in this belief when they express that counseling service is characteristic of the basic philosophy of guidance; and they see this service as the counselor assisting the counselee in resolving his problems and learning more adaptive behavior. Thus, counseling is a learning process (63, p. 200).

Goodstein and Grigg indicate that client satisfaction is important in any over-all evaluation of the counseling process. Client satisfaction is related to many other counseling variables, and counseling or therapy is most usefully regarded as a learning phenomenon (23, p. 1924).

Kelley, Rogers, and Maslow noted, "the guidance worker who operates as if the cause of behavior is in the immediate present is concerned with how the student is, how he feels, with letting him be what he deeply is and become what he can be . . . the student in turn feels the concern and is thereby enabled to see himself more precisely . . . the counselor's job is that of helping students to see themselves and to function more fully and adequately. He can spend less time diagnosing and more time helping" (39, p. 80).

Barry and Wolf explained a number of views on

guidance-personnel work and placed considerable emphasis upon the developmental view which they believe stresses making the process continuous and cumulative, not merely operative at choice or crises points or trouble spots. Noting that since the process of learning is continuous, guidance-personnel activities must also be continuous (3, p. 39-50). According to these writers, "Much of counseling, adjustment and problem-centered views, deal with individual or group problems as they arise--but do not take a long-range preventive approach" (3, p. 121). Conant stated, "In a satisfactory school system the counseling should start in the elementary school, and there should be good articulation between the counseling in the junior and senior high schools if the pattern is 6-3-3 or between the counseling in the elementary schools and the high school if the system is organized on an 8-4 basis" (10, p. 44).

Zeran, Lallas, and Wegner (63, p. 209), Humphreys, Traxler, and North (27, p. 165-166), along with Froelich (18, p. 209), bring out that the operating school counselor should not be overly concerned with identifying with a particular school of counseling, but that an eclectic orientation is a feasible approach. However, the counselor should have an understanding of the development of personality, human behavior and the learning process. A variety of approaches and techniques will need to be used according to indications to assist with the counselee's problem.

With respect to the functions performed in the interview, Humphreys and Traxler believe the counselor's main functions should be to establish rapport, to secure information about the counselee, to impart information to the counselee and otherwise instruct him, to motivate the counselee, and to help the counselee in the fields of adjustment and long-term planning (26, p. 173-174). Hollis and Hollis consider the functional roles of the counselor to be informational, interpretive, diagnostic, supportive, and therapeutic (25, p. 336-337).

Froelich expresses concern over the quality of counseling and considers this to be a greater problem than that of finding time for counseling. He states, "The only justifiable basis for selection of counselors is the quality of service they can provide. This is as true for teacher-counselors as it is for full-time counselors" (18, p. 211-214). Conant seeks sufficient time for counseling when he suggested as a reasonable student-counselor ratio one full-time counselor for every two hundred fifty to three hundred pupils in the high school (10, p. 44).

Zeran, Lallas and Wegner see the necessity of teachers becoming involved in counseling as they will have to provide information, advice, and in some instances counseling, whether they wish to or not. It is virtually impossible for the teacher not to do some individual work with the pupil (63, p. 129). These same writers also

see the necessity of involving people outside of the school when they make mention of referral problems where counselors are forced to act outside of their competence--as personnel for referral services are not always available (63, p. 219). Other problems may dictate involvement in parent education (63, p. 251) and community and inter-agency referrals (63, p. 264). Peters and Shertzer believe that intelligent selection and utilization of these outside referral resources can be realized through the establishment of closer working relationships with them and furnish an avenue for good public relations and information (44, p. 384-385).

Moser and Moser also noted the use of referral sources and suggested they be thought of as both "from" and "to," from teaching staff to counseling staff. Other referrals may come from outside the school, such as medical personnel, ministers, law enforcement officers, social agencies, and parents. Referrals to others might be indicated as the result of students' problems outside the counselors' competencies and could include many agencies, thus making referral services truly cooperative (37, p. 241-242).

Pierson and Grant believe that the counseling function demands higher and more specific professional competencies than the other phases of the guidance program (46, p. 207-210). Tyler makes a distinction between counseling and psychotherapy to help clarify the work of the counselor. She uses counseling to refer to a helping

process, the aim of which is not to change the person but to enable him to utilize the resources he possess for coping with life. Whereas, the aim of therapy is generally considered to be personality change of some sort. "The outcome we would then expect from counseling is that the client do something, take some constructive action on his own behalf" (58, p. 12). "What gives counseling its specific emphasis is that information is treated as a resource to be used by the client rather than as a background for the therapist" (58, p. 16).

Odell, however, expressed a concern for vocational guidance in our schools as he feels it is being eclipsed by the preoccupation of counselor trainers and counselors who aspire to be clinical psychologists, lay analysts, or social case workers. He believes that counselors, in their zeal for professional acceptance, place so much emphasis upon "permissiveness in counseling that reference to such mundane matters as occupational demands, or a job description, is regarded as entirely too directive" (41, p. 51).

Stoops suggested specific planning go into counseling through interviews. He noted the minimum number of individual conferences should include an initial interview, a programming interview, an evaluation conference, preferably with the parent present, after the first semester in school, and a final evaluation before completion of graduation. In addition to these regularly scheduled conferences, he felt provision should be made for interviews at the request of the

pupil and referral by the faculty or parents. He emphasized the importance of preparation for these interviews when he stated, "In preparing for all interviews the counselor should review all the pertinent information available" (54, p. 238-239).

The importance of records, counseling, and tests was pointed out by Kelley. She feels they must become more curriculum-centered and more meaningful to the teacher and guidance counselor in planning a pupil's learning experiences and must also be meaningful to the student in analyzing his weaknesses and strengths in relation to his learning experiences and to his own growth as a learner. Records should consist of constructive, positive data rather than negative reports (30, p. 374-379).

Moser and Moser brought out the point that counseling has always emphasized the longitudinal approach of administering tests to gain a more accurate picture of the client's abilities and behavior. They also believe that tests are not panaceas but estimates, and they feel that test scores are more meaningful when utilized with other information found in the cumulative record (37, p. 204). These writers stated, "If reasonable answers are not derived from the test scores by means of interpretation, it becomes difficult to justify reasons for giving the tests" (37, p. 206).

Concern with the test user and with operations involved in using tests with individuals and groups was indicated by Goldman.



He believes that if test users cannot attain the minimal level of training received in accredited programs, there is question as to whether they are likely to do more harm than good with tests (20, p. 4).

Consideration for the ethical use of tests was injected by such writers as Goldman (20, p. 32), Froelich (18, p. 227), and Hutson (28, p. 551). Principles such as the following were referred to by these writers: professional competence; welfare of the client, the institution, the community, and society; ethical considerations should permeate all the work of the counselor; testing is the up-building of individuals to be effective persons, so it must be founded on ethical concepts. Zeran, Lallas, and Wegner brought out that counselors find themselves in a difficult position with regard to ethics. They must maintain confidence in the counselor-counselee relationship, but they also find they have an institutional responsibility in supplying information which would be used wisely (63, p. 217).

Roeber stated, "A counselor's task is at least two-fold: he must understand decision-making expectations which are appropriate to various levels of maturity, and he must help others--such as parents and teachers--to understand these expectations" (49, p. 29).

Knapp and Denny pointed out that while counseling service has been receiving increasing support, no such general agreement exists

as to the nature of the counselor's role in a public school. They suggest that typical programs of counselor preparation exposes the prospective counselor to the varied guidance services and seeks to enlarge his understanding of numerous guidance tools and techniques. Most of these are student-centered and related to the counselor's responsibility in facilitating self-direction. However, in most school situations he is faced with many duties which he may feel to be only remotely related to his position and preparation (31, p. 48-50).

Tyler sums up the counseling service by saying,

The psychological purpose of counseling is to facilitate development. Thus it can be considered a part of the whole broad educational process that extends from the earliest months of infancy to the declining years of old age. One way of defining development is to think of it as patterned change, moment, year by year, the process continues. A person is continually being transformed, but there is order and a measure of predictability in the transformations themselves. The more a person becomes aware of the structures that he has built up through previous development--abilities and talents, social assets and liabilities, emotional strengths and weaknesses, wishes, values, and aspirations--the more he is able to influence his own subsequent development by the choices he makes. The main purposes of counseling are to promote this kind of awareness, to facilitate this kind of choice (58, p. 17).

#### Placement

Anderson reported that his study showed practically all schools in each group provide assistance to students in selection of schools

and colleges. A much more restricted effort was made by schools in the job-placement of drop-out students. Schools in all groups felt they were doing a "Good" job of assisting students in adjusting to new courses, and the same pattern generally held true for job-placement. His study showed comparatively little being done by schools in assisting graduates with on-the-job adjustment. The study indicates too little concern is shown for students who are not successful in the regular academic program and suggests work experience programs might help bridge the gap (1, p. 40-41). Hitchcock reported from his study that 35 percent of the counselors did not feel they should assist teachers with in-school placement of pupils. Thirty-seven percent do not feel they should assist teachers with pupil's problems (24, p. 176).

Loughary and O'Brien described a guidance oriented occupational placement service as an integrated aspect of a developmental guidance program. They summed up their report on the program by indicating that it demonstrated several things. Responses of students, employers, and teachers provided evidence of a real need for occupational placement assistance. The majority of the vocational instructors saw it as a much needed aid to their various vocational education programs. The fact that they were involved in the planning and design contributed to its appropriateness and stability. The project served as an example of how school and

non-school agencies can develop cooperative programs; and, as a result, provide guidance service to students that neither group could provide independently (33, p. 155-157).

Andrew and Willey view placement as all of the activities performed in assisting the pupil to make an adequate adjustment to the next step in his training, whether he be taking a full or part-time job or making a choice of additional educational training (2, p. 246-247). Hutson points out that no guidance program is adequate which does not have placement as one of its features serving every pupil, "for, if the school is to get its charges ready for life, placement is the final evidence that the school is carrying out its responsibility" (28, p. 605).

Zeran, Lallas, and Wegner also see the placement service in guidance as the satisfactory adjustment of the individual to the next situation in school or on the job, thus the teacher is automatically on the guidance team. The teacher must interpret individual differences and attempt to place pupils in appropriate learning experiences. They suggest this could involve ability grouping or sectioning when knowing abilities, attitudes, and interests. It could also mean helping pupils to secure jobs that will offer work experience (63, p. 133-134).

Humphreys, Traxler, and North see the major purpose of placement as assistance to counselees in obtaining position in

keeping with their interests, needs, and capabilities (27, p. 334-335). They consider job-placement to be a school obligation--"job placement is one of the last practical steps in the formal education process--a step that helps make the student's education socially effective" (27, p. 318). Moser and Moser contend that job placement is not only practical, but it has an inherent appeal to students. If the guidance office becomes identified with practical situations, confidence in the counseling function as a whole is established. Students who seek and obtain help for a part-time placement will tend to come for other types of counseling (37, p. 61).

Stoops visualizes placement services in the secondary schools to be generally concerned with, "(1) those pupils who do not continue their education in college, (2) those who withdraw from school before they graduate, or (3) those who work while going to school" (54, p. 248). Hollis and Hollis say, "A comprehensive guidance program includes job, social, and educational placement service to assist individuals while enrolled in school, upon leaving school, and possibly when entering a later phase of life" (25, p. 355).

Froehlich believes that placement, as generally used in schools, has a broader meaning than "job placement." He contends that placement "is concerned with helping pupils to take the next step whatever it may be . . . . Placement is a service which helps pupils carry out their plans and act upon their choices" (18, p. 231).

He considers placement to include placing pupils within the school in regular courses and extra-curricular activities. For pupils leaving the school, he feels the school has an equal responsibility for placement in further education, to include pupils planning to continue in trade schools as well as those who plan to attend college (18, p. 234-242).

Farwell and Peters also agree that placement service concerns itself with part-time and full-time placement of students in institutions of higher education, in an acceptable position in the world of work, and is primarily concerned with helping the boy or girl make his next step upon leaving the school setting. Further, they advise that the activities of this service should be coordinated with those of the community and state agencies that also have as their goal adequate and realistic placement (14, p. 16).

"A good placement service has well-organized employer registration data, pupil and school-leaver registration data, and applicant referral methods," according to Kelley (30, p. 159). . . . In general, it has functional, personalized, cooperative, situational approaches in its work in order to meet the present-day needs in guidance and curriculum" (30, p. 160).

This concern of curriculum offerings dealing with guidance problems was reviewed by Miller and Jones in an effort to see the national picture. Their overview revealed a great diversity of

practice over the country with respect to guidance offerings in such subjects as community civics, occupations, orientation, psychology, group guidance, and student service. The authors of this survey estimate that enrollment in these courses is comparable with that in Latin, physics, chemistry, and French. They interpret their findings as indicating the recognition that the curriculum should contribute to pupil-personnel and guidance services (36, p. 117-118).

Placement as a contribution to school-community relations through good publicity is stressed by Moser and Moser. They consider working closely with out-of-school agencies is almost a must for counselors if placement services are to be truly effective. They suggest that the school placement service and such agencies as the state employment office and local service clubs can readily complement each other (37, p. 62).

Borow expressed a concern for the research being done in vocational development. He believes that the old, narrowly conceived view of vocational guidance as a process of matching assessable human traits to the worker requirements of jobs, compelled a research orientation anchored to the prediction of appropriate occupational choice. In the newer vocational development theory, he sees the shift of the task of prediction so that it becomes one of trying to decide how various combinations of biographical, psychometric, and other variables relate lawfully, without counselor

intervention, to the occupational sorting-out process at various strategic choice points and within a pattern of choice points (6, p. 21-25).

Murray claims that schools, along with others interested in the welfare of youth, face a dilemma. Providing youth with work-experience in their early development while retaining them in school to acquire the education which is so desirable for adequate living today, is the focus of this dilemma. She points out the need for a new curriculum for those boys and girls in non-college preparatory work and suggests that work and study seems to be one of the answers. She further suggests that schools generally have done the least for the below average group in the way of preparation for life and believes occupational placement a partial answer to the dilemma (38, p. 229-233).

#### Follow-up

Anderson noted there was a wide-spread practice in follow-up reported in his study, and was consistent among the various groups--ranging from two-thirds of the B schools undertaking no follow-up to students at all to three-fourths of the C schools following up their graduates. In the most common follow-up practice--that of graduates--only seven schools in the entire study rated their regular follow-up as "Outstanding." Even fewer schools claimed this rating



for other items of follow-up. The pattern of follow-up services was found to be consistent with that of placement. Only about one-half of the schools undertake follow-up, and in these it is largely confined to graduates (1, p. 41-43). Gibson reported teachers recognize the guidance department's responsibility to conduct periodic follow-up studies (20, p. 420).

From his study, Hitchcock reported that the majority of the counselors indicate follow-up services need their attention, yet tabulating follow-up information and conducting follow-up studies of school-leavers are the only two duties in which half of the counselors are functioning (24, p. 117).

Jensen reported on a study to gain pupil reaction to the guidance program in Phoenix Union High Schools. Student feeling was used as the criterion based on the belief that it provided an index of what students think of counseling and how they believe their self-understanding and adjustment are affected by it. From this follow-up, it was reported that 60 percent of the students felt that counseling had helped them very much, while 81 percent of the students felt they had received positive help (29, p. 498-503).

Rothney reported on a longitudinal study in which 870 students were randomly divided into control and experimental groups. The experimental group received counseling throughout the tenth, eleventh, and twelfth grades. The follow-up on 690 graduates was

conducted on six months, two and one-half years, and five years after graduation. Comparisons revealed that the experimental group showed: positive results in grades, realism of strengths and weaknesses, less dissatisfaction with high school experiences, differing vocational aspirations, more consistency in vocational pursuits, greater progress; more likelihood to go into higher education, more satisfaction with post-high school education, greater satisfaction with their status after five years, more participation in self-improvement activities, and looking back more favorably on the counseling they had obtained (50, p. 479-482).

Peters reported on a follow-up study in which two categories were used. The present vocational areas of the graduates were either related or nonrelated to their field of preparation. It did not attempt to determine whether their preparation had been of some help in their present vocations but simply whether their vocations were related to the curriculum they had pursued in high school. He noted the lowest percentage of correlation-college preparatory- 53 percent, commercial 57 percent, and a surprising fact--vocational agriculture--58.8 percent-- [a strong program but where students leave the area and thus go into a nonrelated field]. The two highest areas of related vocations were general course--88.8 percent and home economics at 100 percent. He concluded that these findings speak for terminal curriculums (45, p. 101-102).

"In education the follow-up study is the method used to find out how effective the school has been in meeting the needs of its consumers--the pupils," is the way Stoops expresses his view of this service. "There are three important aspects to a follow-up study: (1) A systematic gathering of data from former pupils (2) A presentation and interpretation of that information to all concerned: pupils, parents, faculty, school board and community (3) A planned development or modification of the educational program indicated by the findings" (54, p. 260).

Andrew and Willey consider "follow-up" as a means by which continuous information can be gathered and analyzed to determine development, activities, and adjustment of students. They also believe in-school students may be prepared for future follow-up studies by class meetings, subject classes, homerooms, and similar activities (2, p. 294-295).

A distinction between follow-up studies and follow-up services, is made by Hutson. The former is a study conducted from time to time in the nature of research. They are designed to collect information from former students, their employers, or college teachers from which the work of the school in guidance and instruction may be evaluated. Follow-up service on the other hand is that of counseling former students with a view to helping them achieve educational and occupational adjustments for greatest realization

(28, p. 616-617).

Hollis and Hollis also make a distinction between what they choose to call follow-through and follow-up. They consider follow-through to designate the guidance service, while follow-up designates a technique, frequently referred to as follow-up study that may be employed in the follow-through service. They see these follow-through activities as a personalized comprehensive service that extends each part of the guidance program to all former users. These activities may also assist the guidance workers since continued contacts with a person may yield additional information of value to the guidance staff in working with the individual and be of possible use in research and evaluation services (25, p. 381).

Moser and Moser agree that follow-up should be a research undertaking promoted by the guidance staff. It involves keeping in touch with graduates and drop-outs for several years after leaving school to find further opportunities for serving the student, and to determine the reach, influence, and value of the school program toward the improvement of the school. For best results, the follow-up program should begin when the students to be queried later are seniors (37, p. 68-69).

Peters and Kersh stated, among other suggestions, "There should be a continued effort to obtain longitudinal data on each student, including follow-up data for students who avail themselves

of guidance services. Whenever possible, more than one criterion should be used to measure the effects of counseling or other guidance services" (43, p. 562).

High priority should be assigned to research and evaluation according to Froelich. He believes the improvement of any guidance program is in a better position to conduct certain kinds of studies than any other service in the schools. The specific items must be selected in terms of their potential usefulness to the school. He feels the follow-up study results can be used to improve public relations, to increase pupil motivation, and to substantiate recommended changes in the school program (18, p. 323-337).

Kelley says, "Follow-up studies are proving their value in changing and enriching the school curriculum, in changing and improving guidance practices and counseling, and in helping the student, above all, in his development" (30, p. 159).

Rothney and Farwell noted "Guidance services, like many others in education, are still offered largely on the basis of hope and faith." They noted what they call "The Criterion Problem," and emphasized that researchers are plagued with the problem of securing adequate terminal measures or attempts to provide guidance services. At times the concern has gone beyond the problem of how to evaluate to a consideration of the very difficult problem of what to assess (51, p. 168).

### Summary

Results from other studies of guidance services along with beliefs and theories of writers in this field have been reviewed and presented in this chapter. They have been examined as they relate to the following guidance services: organization, orientation, group guidance, individual inventory, informational services, counseling, placement, and follow-up.

This review of the literature has revealed belief, by most writers, in a continuing program of guidance services offered to all students--whether still in school, as school-leavers before graduation, or as graduates, in an effort to be of the greatest benefit to each individual. A concern for the involvement and participation of pupils, the entire school staff, parents, and community has been expressed by most writers. Reports from studies appear to substantiate this concern as they indicate a wide range of results as to the degree of involvement, participating roles, services offered and their effectiveness in assistance to pupils. Consequently, further evaluation of the effectiveness of guidance services to high school youth could give additional insight into this problem which might indicate a new orientation of the school program and guidance services for the maximum realization of potential by more individual pupils.

The findings from the rating scales and other instruments used in this investigation are presented in Chapter III.

### III. FINDINGS FROM THIS INVESTIGATION

The findings from the rating scales are presented in this chapter by major areas of the program of guidance services in the same sequence as they are listed in the researcher's rating scales. The findings other than ratings, along with results from the checklists of guidance and counseling facilities, will follow under "Other Findings." Thus, the findings from the study can be referred directly to the writer's rating scales and checklists which are in Appendix A, p. 211-263.

Under each of the major areas of the program of guidance services, the findings are reported according to the three types of participating schools. For example, Type 1 schools are those with 1,000 or more pupils, Type 2 schools are those with 500 to 999 pupils, and Type 3 schools are those with 499 pupils or less. There are 12 schools of Type 1, 14 schools of Type 2, and 20 schools of Type 3 involved in the study. In the case of school number 13, Type 1, results are reported separately for reasons explained on page 14 in Chapter I.

Ratings by the four groups of respondents are presented under each type of school. These four groups are: high school principals, vocational instructors, counselors, and high school seniors. A total of 7,227 rating scales were completed by all groups in the total



schools involved in this investigation.

Responses were received from 44 principals for a 95 percent return. One principal from a Type 1 school did not respond. As a result, findings reported on Type 1 schools will show ten principals' ratings, since the eleventh principal will be reported with his school, number 13, of Type 1. All 14 principals responded from Type 2 schools. One principal from a Type 3 school did not respond; therefore, the findings will show results from 19 Type 3 principals.

One hundred thirteen vocational instructors responded for an 81 percent return. Thirty-eight of these instructors were from Type 1 schools. One of these was from school number 13. Thirty-seven vocational instructors responded from Type 2 schools, while these instructors from one school did not respond. Thirty-eight vocational instructors responded from Type 3 schools and the instructors from one school of this Type did not respond.

One hundred three counselors responded for a return of 90 percent. There were a total of 54 counselors from all Type 1 schools with four being employed in school number 13. Twenty-seven counselors from all Type 2 schools responded. On the other hand, counselors from two Type 3 schools did not respond and hence a total of 22 counselors were from these schools.

Rating scales were completed by 1,970 boys and 1,654 girls in Type 1 schools for a total of 3,624. Of this number 40 boys and

26 girls were enrolled in school number 13. From Type 2 schools, 1,050 boys and 983 girls responded for a total of 2,033. Ratings were completed by 700 boys and 610 girls in Type 3 schools. Thus, rating scales in total schools were completed by 3,720 boys and 3,247 girls for a total of 6,967 pupils, which represent approximately 92 percent of all the seniors in these 46 selected Oregon high schools. Additionally, 114 student rating scales had to be eliminated as not contributing to the study and were not included in the total shown above. Most of these rating scales were blank or with very few, scattered ratings given. In some cases the numerical scales had been completely altered. A few students had written comments to the effect, "You wouldn't want me to rate this school's program," or "What guidance program?" Some of these responses may have expressed the true feeling of these students with regard to their counseling program as it related to them. They should be considered as significant in this respect, as they may represent an honest view of services to these individuals. However, there was no provision for including such responses in the tabulation.

Provision was made for the respondent to evaluate each item on the rating scale. He was asked to indicate by a numerical rating that which most nearly indicated how he felt the provision or condition described in each item was functioning in meeting the needs of students in his school. The evaluation for each item for rating was

to be based upon a rating of -

- 5 - when provision or condition was functioning "excellently"
- 4 - when provision or condition was functioning "very good"
- 3 - when provision or condition was functioning "good"
- 2 - when provision or condition was functioning "fair"
- 1 - when provision or condition was functioning "poorly"

For this study, the sum of the ratings on each item by each group was determined. These totals were then divided by the number of respondents in each group to obtain a mean rating of each item. Next, all items in each of the eight areas of the program of guidance services were summed, and this was divided by the total number of responses in each major area to give a total mean for each of these areas by each group of respondents. These findings are reported in Table I, Appendix B, p. 265-280. Similar procedures were used to compile a summary of mean ratings in the eight areas of guidance services for each school of each type. This yielded a total mean rating for all groups and gave a total program mean for each school. These findings are reported in Table II, Appendix B, p. 281-325.

These data were then combined to give a summary of mean ratings in the eight areas of the guidance program in the total Type 1 schools in Table III, Appendix B, p. 326. The exception to this was school 13, Type 1, which was to be treated separately as

previously indicated. These findings are presented in Table III-A, Appendix B, p. 327. Summaries of the total Type 2 and Type 3 schools are shown in Tables IV and V, Appendix B, p. 328-329. A summary of the mean ratings in the eight areas of the guidance program for the total schools of all types combined is presented in Table VI, Appendix B, p. 330.

Other findings from the rating scales and checklists used in this investigation appear in Tables VII through XIII, Appendix B, p. 331-337.

### General Organization

There were eight items under this major area of guidance services to which responses were requested. They included such items as "the administration provides noticeable, positive leadership in the guidance program" and "there is a qualified person designated with direct responsibility for heading the operation of the guidance program." The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 265-280.

### Type 1 Schools

The mean ratings of general organization by each respondent group within the individual Type 1 schools is presented in Table II,

Appendix B, p. 281-291.

Comparisons of the ratings of the general organization of guidance services by respondent groups among these schools revealed that four of the ten principals rated the organization of the program of guidance services in their schools between 4.00 and 4.99. Vocational instructors in two schools rated their organization in this same range. The counselors in one school also gave this same rating to their program's organization. No senior boys or girls in any Type 1 school gave the organization of their programs a rating in this range.

The principals in two schools rated their organization within the range of 3.00 and 3.99. Vocational instructors in six schools rated their program's organization in this range while counselors in seven schools did likewise. Both senior boys and girls in eight schools rated the organization of their guidance program within the range of 3.00 to 3.99.

Within the range of 2.00 to 2.99 there were principals from four schools, vocational instructors from three schools, counselors from three schools, and senior boys from three schools who gave this rating to their program's organization. The senior girls from two schools also rated the organization of their guidance program within this range.

Not one group of respondents rated the organization of the

program of guidance services in their school less than 2.00.

A comparison of the mean ratings of all respondents in each group from the total Type 1 schools showed the following:

Principals	3.41
Vocational Instructors	3.43
Counselors	3.38
Senior Boys	3.07
Senior Girls	3.27
Senior Boys and Girls	3.17
All Groups	3.31

In general, there was rather consistent rating of their organization of guidance programs among these schools. The adults rated their organizations somewhat higher than did the seniors, either as boys or girls, or as combined. The opposite was noted from the ratings of school 13 in which the seniors rated the organization of their program higher than did the adults with the exception of the vocational instructor. In school 13, Type 1, all of whose sixty-six seniors were volunteer respondents as opposed to seniors in all other schools who were considered non-volunteer respondents, showed:

Principal	2.12
Vocational Instructor	3.37
Counselors	2.87

Senior Boys	3.18
Senior Girls	3.48
Senior Boys and Girls	3.33
All Groups	3.24

In making any comparisons between school 13 and other Type 1 schools, it must be remembered that only a limited number (sixty-six) students responded from school 13 while 3,600 responded from other Type 1 schools. Also, this limited number of students were considered volunteers and all other seniors were non-volunteers.

### Type 2 Schools

The mean ratings of general organization by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

In comparing the mean ratings of the general organization of programs of guidance services by respondent groups among these schools, it was found that only one school principal gave his school's organization a rating within the range of 4.00 to 4.99. No other group of respondents rated their organization in this range. By far the larger number of ratings fell between 3.00 and 3.99. This rating was given by principals in eleven schools, by vocational instructors in eight schools, by counselors in seven schools, and by both boys and girls in ten schools.

Ratings from 2.00 to 2.99 were given by two principals while vocational instructors and both boys and girls in four schools rated their programs in this range. Five schools' counselors also gave this rating to their organization.

Vocational instructors in one school and counselors in two schools rated their organization of the program of guidance services as less than 2.00.

A comparison of the mean ratings of all respondents in each group from the total Type 2 schools showed the following:

Principals	3.32
Vocational Instructors	2.84
Counselors	2.85
Senior Boys	3.01
Seniors Girls	3.14
Senior Boys and Girls	3.07
All Groups	3.03

Principals rated their organization of the program of guidance services higher than any other group of respondents. Vocational instructors' and counselors' ratings were somewhat lower than the principals rating but very close to each other. Senior boys and girls rated their organization between that given by the adult groups but very close to the mean rating of all groups of respondents.



### Type 3 Schools

The mean ratings of general organization by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

Comparisons of the ratings of the general organization of programs of guidance services by respondent groups among these schools revealed that principals from four schools, vocational instructors from eight schools, and counselors from seven schools rated their organization in the range of 4.00 to 4.99. No school's seniors rated their organization this high.

Within the range of 3.00 to 3.99 there were ratings from thirteen school principals, vocational instructors from eight schools, counselors from six schools, senior boys from five schools and senior girls from nine schools.

Somewhat of a reversal of these ratings was noted in the range of 2.00 to 2.99. Only two principals rated their organization this low. Vocational instructors from three schools and counselors from three schools gave ratings in this range. Senior boys from fifteen schools and senior girls from eleven schools rated their organization in this range. Counselors from two schools rated the organization of the program of guidance services as less than 2.00.

A comparison of the mean ratings of all respondents in each

group from the total Type 3 schools showed the following:

Principals	3.54
Vocational Instructors	2.65
Counselors	3.09
Senior Boys	2.85
Senior Girls	3.00
Senior Boys and Girls	2.92
All Groups	3.02

Principals rated their organization of the program of guidance services higher than any other group of respondents while vocational instructors rated their organization the lowest. Counselors and seniors gave ratings not too dissimilar. Senior boys rated their organization somewhat lower than did the senior girls. Combined ratings of boys and girls resulted in ratings similar to counselors, somewhat above the vocational instructors and below the principals but very close to the mean rating for all respondent groups.

Total Schools--All Types Combined

An examination of the mean ratings of all respondents from total schools combined showed the following ratings of program organization:

Principals	3.42
Vocational Instructors	2.97

Counselors	3.10
Senior Boys	2.97
Senior Girls	3.13
Senior Boys and Girls	3.05
All Groups	3.12

Principals rated the organization of programs of guidance services higher than any other respondent group. Vocational instructors and senior boys rated their organization the same while counselors and senior girls gave very similar ratings. When boys and girls ratings were combined, it was found that their ratings were very close to the adult group of vocational instructors and counselors and to the mean rating of all groups.

#### Orientation

There were eight items under this major area of guidance services to which responses were requested. These items dealt with the activities and efforts of the school to help acquaint incoming students with their new school's program of studies and other activities. The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 267-268.

### Type 1 Schools

The mean ratings of orientation by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

In comparing the ratings of orientation services by respondent groups it was found that principals in five schools, vocational instructors in two schools, and counselors in five schools rated these services within the range of 4.00 and 4.99. No seniors rated orientation services in this range.

Ratings in the range of 3.00 to 3.99 were found to be given by principals in three schools, by vocational instructors in two schools, by counselors in five schools, by senior boys in seven schools, and by senior girls in eight schools.

The principal in one school, vocational counselors in seven schools, counselors in one school, and senior boys in four schools, along with senior girls in two schools, rated their program of orientation services in the range from 2.00 to 2.99. One principal rated his school's program of orientation services at less than 2.00. No other group rated orientation services this low.

An examination of the mean ratings of all respondents in each group from the total Type 1 schools revealed the following ratings of their program of orientation services:

Principals	3.71
Vocational Instructors	3.60
Counselors	3.96
Senior Boys	3.11
Senior Girls	3.31
Senior Boys and Girls	3.21
All Groups	3.31

The adult groups rated their orientation services higher than did the seniors. Counselors considered their orientation services as deserving a higher rating than did any other group. Senior boys and girls disagreed somewhat as to the rating of their orientation services, but their combined rating was not too far off the mean rating given by all groups. School 13 showed fairly good agreement except for the principal. He rated orientation services considerably lower than any other group in his school while the vocational instructor gave these services a considerably higher rating than did other groups in his school. School 13, Type 1, rated its orientation services as follows:

Principal	2.25
Vocational Instructor	4.12
Counselors	3.21
Senior Boys	3.32
Senior Girls	3.73

Senior Boys and Girls	3.52
All Groups	3.45

As in other Type 1 schools, the senior girls rated this aspect of the program of guidance services somewhat higher than did the senior boys.

### Type 2 Schools

The mean ratings of orientation by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Comparisons of the ratings of orientation services by respondent groups among these schools revealed that principals in three schools, vocational instructors in one school, and counselors in two schools rated their orientation services within the range of 4.00 to 4.99. The majority of ratings by these groups fell within the 3.00 to 3.99 range. Eight principals, vocational instructors in seven schools, counselors in six schools, senior boys in seven schools, and senior girls in twelve schools gave ratings within this range.

Principals in three schools, vocational instructors in five schools, counselors in five schools, senior boys in seven schools, and senior girls in two schools rated their orientation services within the range of 2.00 to 2.99. In only one school did any group rate

orientation as less than 2.00. This rating was by the counselors.

Comparisons of the mean ratings of all respondents in each group from the total Type 2 schools showed the following ratings of their programs of orientation services:

Principals	3.34
Vocational Instructors	2.89
Counselors	3.02
Senior Boys	2.96
Senior Girls	3.15
Senior Boys and Girls	3.05
All Groups	3.07

Principals rated their orientation services higher than all other groups of respondents. Generally, all other groups were fairly consistent in their ratings. Senior boys and girls differed very little, and their combined ratings were very close to the mean rating for all groups of respondents in the total Type 2 schools.

### Type 3 Schools

The mean ratings of orientation by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

One principal gave his orientation services the highest rating possible, a 5.00. Principals in four schools, along with counselors

in three schools, senior boys in four schools, and senior girls in one school rated their orientation services between 4.00 and 4.99. Principals in ten schools, vocational instructors in six schools, counselors in nine schools, senior boys in four schools, and senior girls in four schools rated their orientation services within the range of 3.00 to 3.99.

Rating their orientation services within the range of 2.00 to 2.99 were principals of four schools, vocational instructors in eleven schools, counselors in five schools, senior boys in fifteen schools, and senior girls in fourteen schools. One school from each respondent group rated its orientation services as less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 3 schools showed the following ratings of their school's orientation services:

Principals	3.49
Vocational Instructors	2.70
Counselors	3.20
Senior Boys	2.65
Senior Girls	2.74
Senior Boys and Girls	2.69
All Groups	2.95

These comparisons showed the principals rating their orientation services higher than other groups with counselors pretty



generally agreeing. Vocational instructors were the only adult group in close agreement with the senior boys and girls. Boys and girls were quite close in agreement in their ratings. Their combined rating was slightly lower than the mean rating of all groups in the total Type 3 schools.

Total Schools -- All Types Combined

Comparisons of the mean ratings of all respondent groups from total schools of all types combined revealed the following ratings of orientation services in these schools:

Principals	3.51
Vocational Instructors	3.06
Counselors	3.39
Senior Boys	2.90
Senior Girls	3.06
Senior Boys and Girls	2.98
All Groups	3.18

Adult groups rated their orientation services higher than did the senior boys and girls, generally. Vocational instructors and senior girls gave identical ratings of 3.06. Principals rated orientation services higher than did any other group, followed rather closely by the counselors. Senior boys and senior girls, with ratings combined, were still somewhat below the mean for all groups

responding from these total schools of all types.

### Group Guidance

There were eight items under this major area of guidance services to which responses were requested. These items dealt with those guidance activities carried out on a large or small group basis rather than the one-to-one, counselor-pupil basis in the counselor's office. These on-going activities were usually being carried out as a part of a basic course program, a home room system, or special classes of a guidance nature. The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 269-270.

### Type I Schools

The mean ratings of group guidance by each respondent group within the individual Type I schools is presented in Table II, Appendix B, p. 281-291.

An examination of the ratings of the group guidance services revealed that principals in two schools, vocational instructors in one school, and counselors in two schools were the only groups to rate their group guidance service at 4.00 or better. No students rated their group guidance services this high. In the range from 3.00 to 3.99 it was noted that principals from three schools,

vocational instructors from five schools, counselors in three schools, and both senior boys and girls in four schools placed the ratings of their group guidance efforts in this range.

Ratings within the range of 2.00 to 2.99 drew the largest number of responses as principals in four schools, vocational instructors in four schools, counselors in six schools, senior boys in seven schools, and senior girls in six schools placed the ranking of their group guidance services in this range. The principal of one school and the vocational instructors in one school gave their group guidance services a rating of less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 1 schools showed the following ratings of their group guidance services:

Principals	3.06
Vocational Instructors	2.81
Counselors	3.06
Senior Boys	2.84
Senior Girls	3.01
Senior Boys and Girls	2.92
All Groups	2.96

There was fairly consistent rating of group guidance services by principals, counselors, and senior girls. The vocational instructors' and senior boys' ratings, though somewhat lower than

the other groups, were quite well agreed in their ratings of this service. All groups were rather closely clustered about the mean rating for this service. School 13 presented a somewhat different picture with a wide range of ratings. School 13, Type 1, rated its group guidance services as follows:

Principal	1.25
Vocational Instructor	3.75
Counselors	2.15
Senior Boys	2.79
Senior Girls	3.00
Senior Boys and Girls	2.89
All Groups	2.82

The principal gave this service a rather low rating while the vocational instructor rated this service higher than any other group from his school. Counselors gave the next to lowest rating; and senior boys and girls, though disagreeing somewhat, were very close to the mean rating of all groups in this school when their ratings were combined.

#### Type 2 Schools

The mean ratings of group guidance by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Examination of the ratings given group guidance services by respondent groups in these schools revealed that principals in two schools and counselors in one school were the only groups giving ratings in the range of 4.00 to 4.99. Principals in four schools, vocational instructors in three schools, the counselors in one school, the senior boys in three schools, and the senior girls in two schools rated group guidance services between 3.00 and 3.99. Principals and vocational instructors in six schools, counselors in eight schools, senior boys in ten schools, and senior girls in eleven schools rated group guidance services in the range of 2.00 to 2.99. Group guidance services received a number of low ratings among groups in these schools. Principals in two schools, vocational instructors and counselors in four schools, and senior boys and girls in one school each, rated this service as less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 2 schools gave the following ratings of their group guidance services:

Principals	2.69
Vocational Instructors	2.45
Counselors	2.35
Senior Boys	2.69
Senior Girls	2.83
Senior Boys and Girls	2.76

## All Groups

2.60

Rating of this service by all groups in the total schools of Type 2 was quite consistent. Senior girls gave the highest rating while vocational instructors gave the lowest. Student groups rated group guidance services slightly higher than did the adult groups. All respondent groups were rather closely clustered about the mean rating for this service.

Type 3 Schools

The mean ratings of group guidance by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

Ratings within the range of 4.00 to 4.99 were noted as being given by adult groups only. Principals from four schools, vocational instructors from one school, and counselors from two schools gave this rating to their group guidance services. Principals and counselors from seven schools and vocational instructors from five schools rated group guidance services between 3.00 and 3.99. Principals from six schools, vocational instructors from seven schools, and counselors from five schools rated their group guidance services between 2.00 and 2.99 while senior boys and senior girls in sixteen schools gave group guidance this same rating. A rating of less than 2.00 was noted by principals in two schools, vocational

instructors in seven schools, counselors in four schools, and by only one student group--boys--in one school.

Comparisons of mean ratings of all respondents in each group from the total Type 3 schools showed the following ratings of group guidance services in these schools:

Principals	2.87
Vocational Instructors	2.33
Counselors	2.50
Senior Boys	2.60
Senior Girls	2.72
Senior Boys and Girls	2.66
All Groups	2.60

The only adult group to rate group guidance services higher than the student groups was the principals. Vocational instructors gave the lowest rating to group guidance services. Senior boys' ratings were the same as the mean for all groups responding from the total Type 3 schools. However, when combined with the senior girls rating, which was slightly higher, this resulted in a combined rating slightly higher than the total mean of all groups. Generally, all groups were fairly consistent in their ratings of this service.

#### Total Schools--All Types Combined

A comparison of the mean ratings of all groups of respondents

from total schools--all types combined showed the following ratings of their group guidance services:

Principals	2.87
Vocational Instructors	2.53
Counselors	2.63
Senior Boys	2.71
Senior Girls	2.85
Senior Boys and Girls	2.78
All Groups	2.72

Among all groups, principals rated their group guidance services higher than any other group but only slightly above senior girls. Senior boys and girls, both separately and combined, rated this service higher than vocational instructors and counselors. The students' combined rating was slightly higher than the mean for all groups of respondents in all types of schools. The ratings were all clustered fairly close to the mean for all groups, and there were no extreme ratings shown for group guidance services.

#### Individual Inventory

There were eight items under this major area of guidance services to which responses were requested. These items dealt with the efforts by the school to compile meaningful information about individual students in an attempt to aid them in understanding



themselves, their abilities, aptitudes, interests, and skills, as an aid to assisting them with the many choices they would be making. The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 271-272.

### Type 1 Schools

The mean ratings of individual inventory services by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

Examination of the individual inventory services offered in Type 1 schools revealed that only the adult groups felt this service deserved a rating of 4.00 or better. Principals in five schools, vocational instructors in two schools, and counselors in five schools gave the individual inventory services a rating in this range.

Ratings within the range of 3.00 to 3.99 were given by principals in five schools, vocational instructors in eight schools, counselors and senior boys in six schools, and by senior girls in nine schools. Vocational instructors in one school, senior boys in five schools, and senior girls in one school were the only groups to rate this service between 2.00 and 2.99. No groups rated individual inventory services at less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 1 schools showed the following ratings of

their individual inventory services:

Principals	3.83
Vocational Instructors	3.73
Counselors	4.16
Senior Boys	2.98
Senior Girls	3.16
Senior Boys and Girls	3.07
All Groups	3.57

In this area of the guidance program, counselors rate the individual inventory service higher than does any other group. Adult groups in general, rate this service higher than do the students. Senior boys see this service as deserving of a lower rating than any other group gives it. When senior boys and girls ratings are combined, their rating is one-half point below the mean for all groups from the total Type 1 schools.

School 13 ratings show a very similar pattern, with the counselors giving this service a higher rating than does any other group. School 13, Type 1, rated its individual inventory services as:

Principal	3.50
Vocational Instructor	3.37
Counselors	3.65
Senior Boys	2.92
Senior Girls	3.14

Senior Boys and Girls	3.03
All Groups	3.07

Senior boys' and girls' ratings, separately and combined, are very close to the student ratings in all other Type 1 schools. However, their combined rating is closer to the mean of all groups in their school than is the case for combined ratings of boys and girls in all other Type 1 schools.

### Type 2 Schools

The mean ratings of individual inventory by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Comparisons of the mean ratings given individual inventory services by respondent groups in these schools show the principal from one school rating this service with the highest rating, a 5.00. Principals from four schools, vocational instructors from three schools, and counselors from two schools rated their individual inventory services between 4.00 and 4.99. No student groups rated this service this high.

The principals from seven schools, along with vocational instructors from six schools, counselors from ten schools, senior boys from seven schools, and senior girls from nine schools, rated their individual inventory services within the range of 3.00 to 3.99.

The principal from one school, vocational instructors from four schools, counselors from two schools, boys from seven schools, and girls from five schools rated their individual inventory services from 2.00 to 2.99. One principal rated this service in his school as less than 2.00.

A comparison of the mean ratings of all respondents in each group from the total Type 2 schools, gave the following results in respect to their individual inventory services:

Principals	3.75
Vocational Instructors	3.26
Counselors	3.30
Senior Boys	2.99
Senior Girls	3.09
Senior Boys and Girls	3.04
All Groups	3.28

This service was rated higher by all adult groups than by students. Principals gave higher ratings than any other group, with counselors' and vocational instructors' ratings being very near the same. Senior boys' and girls' ratings differed only slightly. When boys and girls ratings were combined they were still below the ratings given by adult groups and were approximately one-quarter of a point below the mean for all respondent groups.

### Type 3 Schools

The mean ratings of individual inventory by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

Principals from seven schools, vocational instructors from four schools, and counselors from ten schools rated individual inventory services within the range of 4.00 to 4.99 while only one student group--girls from one school--gave this service such a rating. Principals and vocational instructors from nine schools, counselors from eight schools, senior boys from nine schools, and senior girls from twelve schools rated this service between 3.00 and 3.99.

Principals from three schools, vocational instructors from six schools, senior boys from eleven schools, and senior girls from seven schools rated their individual inventory service between 2.00 and 2.99. No counselors rated this service this low, and no group rated it as less than 2.00.

A comparison of mean ratings of all respondents in each group from the total Type 3 schools reveals how these groups feel about individual inventory services in the following:

Principals	3.71
Vocational Instructors	3.35

Counselors	3.76
Senior Boys	2.93
Senior Girls	3.05
Senior Boys and Girls	2.99
All Groups	3.36

Adult groups assign a higher rating to individual inventory services than do students. Principals and counselors are in very close agreement in their ratings. Vocational instructors rate this service approximately half way between the adult and student ratings. Senior girls rate this service slightly higher than do senior boys. The combined ratings of boys and girls falls some distance below the ratings of adult groups and below the mean of all groups.

Total Schools--All Types Combined

A comparison of the mean ratings of all groups of respondents from total schools--all types combined--showed the following ratings of their individual inventory services:

Principals	3.76
Vocational Instructors	3.44
Counselors	3.74
Senior Boys	2.96
Senior Girls	3.10

Senior Boys and Girls	3.03
All Groups	3.40

Among these groups, principals and counselors gave the higher ratings to individual inventory services. They were quite closely followed by the vocational instructors. All adult groups gave higher ratings to this service than did students. Senior boys' and girls' ratings were fairly close to each other, with girls giving a slightly higher rating than boys. When their ratings were combined, students' ratings were still more than half a point lower than those of the adult groups.

#### Informational Services

There were seven items under this major area of guidance services to which responses were requested. These items dealt with the efforts by the school to provide the pupils with information about the school's program, post-high school occupational, educational, and training opportunities. In general, it is what the school does to keep the pupils informed in an effort to assist them with their planning. The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 273-274.

### Type 1 Schools

The mean ratings of informational services by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

Informational services were given a rating between 4.00 and 4.99 by principals in eight schools, vocational instructors in four schools, and counselors in seven schools. No students rated their informational services this high. Principals in two schools, vocational instructors in six schools, counselors in four schools, senior boys in nine schools, and senior girls in ten schools rated their informational services within the range of 3.00 and 3.99. No adults rated this service below this range while senior boys in two schools rated this service between 2.00 and 2.99. Girls in all Type 1 schools rated their informational services in the 3.00 to 3.99 range.

Comparisons of the mean ratings of all respondents in each group from the total Type 1 schools showed the following ratings of their informational services:

Principals	4.12
Vocational Instructors	3.84
Counselors	4.18
Senior Boys	3.34
Senior Girls	3.54



Senior Boys and Girls	3.44
All Groups	3.81

In this area of the program of guidance services, the counselors rate informational services higher than does any other group but very little higher than do the principals. Vocational instructors join the other adults in rating this service higher than senior boys and girls do. Girls rate informational services several points higher than boys; but even when their ratings are combined, they do not approach the adult ratings.

School 13 does not present the same view as the other Type 1 schools. School 13, Type 1, rated its informational services as follows:

Principal	2.85
Vocational Instructor	4.85
Counselors	3.71
Senior Boys	3.46
Senior Girls	3.61
Senior Boys and Girls	3.53
All Groups	3.54

In this school the principal rates the informational services lower than any other group while the vocational instructor gives this service a higher rating than any other group. Counselors and students rate this service somewhat similar. The combined ratings

of boys and girls as being just about the same as the mean rating of this service by all groups and are very close to the combined student ratings expressed in all other Type 1 schools.

### Type 2 Schools

The mean ratings of informational services by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Ratings of informational services are higher by all adult groups than by student groups. Principals in eight schools, vocational instructors in three schools, and counselors in five schools give this service a rating between 4.00 and 4.99 while no students rate this service this high.

Principals in six schools, vocational instructors and counselors in nine schools, along with senior boys and senior girls in twelve schools, rate informational services between 3.00 and 3.99. One school's vocational instructors, along with two schools' senior boys and one school's senior girls, rate their informational services within the range of 2.00 and 2.99. No groups rated this service as less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 2 schools revealed the following results with respect to their informational services:

Principals	3.92
Vocational Instructors	3.46
Counselors	3.74
Senior Boys	3.31
Senior Girls	3.56
Senior Boys and Girls	3.43
All Groups	3.59

Principals in these Type 2 schools rated information services higher than any other group, and this was followed rather closely by counselors. Senior girls rated this service higher than did either the vocational instructors or the senior boys. The combined ratings of boys and girls resulted in a rating very similar to that given by the vocational instructors and not far below the mean rating by all groups.

### Type 3 Schools

The mean ratings of informational services by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

All adult groups from some of these schools rated informational services within the range of 4.00 and 4.99 while only one school's student group--girls--gave it this rating. Principals in twelve schools, vocational instructors in five schools, and counselors in

thirteen schools rated their informational services in this range.

Principals in seven schools, vocational instructors in ten schools, counselors in four schools, senior boys in seventeen schools, and senior girls in eighteen schools rated their informational services between 3.00 and 3.99.

Vocational instructors in four schools, senior boys in three schools, and senior girls in one school rated this service between 2.00 and 2.99. Counselors in one school rated their informational service as less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 3 schools showed the following results with respect to their informational services:

Principals	4.06
Vocational Instructors	3.46
Counselors	3.83
Senior Boys	3.21
Senior Girls	3.48
Senior Boys and Girls	3.34
All Groups	3.61

Principals in these Type 3 schools rated their informational services higher than did any other group. Counselors gave the next highest rating to this service. Senior girls and vocational instructors gave almost equal ratings while the senior boys gave the lowest

rating to this service of all respondent groups. With senior boys and girls ratings combined, they were not far below the rating given by the vocational instructors but were some distance below the ratings given by the other adult groups.

Total Schools--All Types Combined

Mean ratings of all respondents in each group from the total schools--all types combined--revealed the following results with respect to their informational services:

Principals	4.03
Vocational Instructors	3.58
Counselors	3.91
Senior Boys	3.28
Senior Girls	3.54
Senior Boys and Girls	3.41
All Groups	3.67

All adult groups rated their informational services higher than did the students. Principals and counselors gave the higher ratings, followed by vocational instructors and senior girls. Senior boys rated this service lower than any other group of respondents. With boys and girls ratings combined, they did not reach the rating given by any adult group.

### Counseling

There were seventeen items under this major area of guidance services to which responses were requested. These items were concerned specifically with the counseling phase of the total guidance program. Included in this section were such items as the availability of counselors to pupils; facilities; materials and their usage; whether or not interviews were flexible enough to allow pupils some freedom of expression; confidentiality of interviews; and assistance to the pupils in reaching some decision. The complete list of items included in this area of the program of guidance services is treated in Table I, Appendix B, p. 275-276.

### Type 1 Schools

The mean ratings of the counseling service by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

Counseling services were given a rating between 4.00 and 4.99 by principals in five schools, vocational instructors in two schools, and counselors in four schools. No senior boys or girls from any of the schools rated this service within this range. Counseling services received a rating between 3.00 and 3.99 from four principals and from vocational instructors and counselors in

seven schools. Senior boys from four schools and senior girls from three schools also gave the counseling service this same rating. The principal from one school, the vocational instructors from two schools, and the senior boys and girls from seven schools rated this service between 2.00 and 2.99. No respondent groups rated their counseling services at less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 1 schools showed the following ratings of their counseling services:

Principals	3.76
Vocational Instructors	3.49
Counselors	3.90
Senior Boys	2.84
Senior Girls	2.97
Senior Boys and Girls	2.90
All Groups	3.39

Counselors rated the counseling service higher than did any other respondent group. All adult groups rated this service higher than the student groups did. Girls gave this service a slightly higher rating than the boys did. The combined ratings of senior boys and girls was somewhat lower than the mean rating determined for all respondent groups in the total Type 1 schools. School 13, Type 1, also showed all adult groups rating their counseling service higher

than the ratings given by either senior boys or girls. School 13, Type 1, rated its counseling services as follows:

Principal	4.05
Vocational Instructor	4.44
Counselors	3.58
Senior Boys	2.79
Senior Girls	3.05
Senior Boys and Girls	2.91
All Groups	2.97

The girls in this school gave a slightly higher rating to this service than did the boys. However, the combined rating of boys and girls was very close to the mean rating determined for all groups in this school.

### Type 2 Schools

The mean ratings of counseling by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Only one Type 2 school gave its counseling service a rating of 5.00. This rating was given by the vocational instructors in this school. Principals in four schools and the vocational instructors in one school rated their counseling services between 4.00 and 4.99. A rating between 3.00 and 3.99 was given this service by principals



and vocational instructors in ten schools and by counselors in eleven schools. Senior boys and girls did not choose to rate their counseling services very high. Boys in five schools and girls in only two schools did give this same rating to these services. No principals rated their counseling services below 3.00. Vocational instructors in one school, counselors in three schools, boys in nine schools, and girls in twelve schools rated their counseling services between 2.00 and 2.99. No respondent groups rated their counseling services below this range.

Comparisons of the mean ratings of all respondents in each group from the total Type 2 schools revealed the following results with respect to their counseling services:

Principals	3.74
Vocational Instructors	3.43
Counselors	3.40
Senior Boys	2.83
Senior Girls	2.85
Senior Boys and Girls	2.84
All Groups	3.25

The principals in these total Type 2 schools rated their counseling services higher than did any other respondent group. The vocational instructors and counselors ratings, although somewhat lower, were very similar to each other. Senior boys and senior

girls gave very near equal ratings to this service. Their combined rating was somewhat lower than the mean determined for all groups responding.

### Type 3 Schools

The mean ratings of counseling by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

The adult groups in Type 3 schools were the only groups to rate their counseling services 4.00 or above. Principals in nine schools, vocational instructors in three schools, and counselors in eight schools chose to rate their counseling services between 4.00 and 4.99. No student groups gave this service a rating this high.

Principals in eight schools, vocational instructors in ten schools, counselors in seven schools, senior boys in two schools, and senior girls in eight schools gave this service a rating between 3.00 and 3.99.

Principals in two schools, vocational instructors in six schools, counselors in three schools, senior boys in seventeen schools, and senior girls in twelve schools chose to rate their counseling services between 2.00 and 2.99.

The senior boys in one school were the only ones to rate their counseling services as less than 2.00.

A comparison of the mean ratings of all respondents from each group from the total Type 3 schools revealed the following information with respect to their counseling services:

Principals	3.87
Vocational Instructors	3.08
Counselors	3.54
Senior Boys	2.72
Senior Girls	2.85
Senior Boys and Girls	2.78
All Groups	3.21

Among all groups of respondents from the total Type 3 schools, the principals were the ones to give the highest rating to their counseling services. The counselors gave the next highest rating to this service. The vocational counselors rated this service somewhat above the rating given by the students. Boys and girls ratings, although lower than those of the adults, were very much in agreement.

Total Schools -- All Types Combined

An examination of the mean ratings of all respondents in each group from the total schools--all types combined--revealed the following ratings given to their counseling services.

Principals	3.79
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Vocational Instructors	3.33
Counselors	3.58
Senior Boys	2.79
Senior Girls	2.89
Senior Boys and Girls	2.84
All Groups	3.27

All adult groups again rated their counseling services higher than the students did. Among these adult groups, the principals gave the highest rating to this service, followed by the counselors and the vocational instructors. Senior boys and girls rated this service quite similar to each other but considerably lower than the adult groups rated it. The students' mean rating was approximately a half point below the mean rating of all groups combined.

#### Placement

There were eleven items under this major area of guidance services to which responses were requested. These items dealt with the activities and efforts by the school to assist the pupils with placement within the school--the proper courses and curriculum--whether college preparatory or occupationally oriented, the efforts by the school to assist students with occupational placement, such as part-time employment while in school, and the availability of these services to former students. The complete list of items

included in this area of the program of guidance services is treated in Table I, Appendix B, p. 277-278.

### Type 1 Schools

The mean ratings of placement by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

The counselors from one school were the only group to give a rating of 4.00 or better to their placement services. Ratings within the range of 3.00 to 3.99 were given by the principals from five schools, the vocational instructors from three schools, the counselors from two schools, senior boys from three schools, and senior girls from two schools.

The principal from one school, vocational instructors from five schools, counselors from seven schools, and the senior boys and girls from eight schools rated their placement services between 2.00 and 2.99. Principals from four schools, vocational instructors from three schools, and counselors from one school gave a rating of less than 2.00. No senior boys or girls rated their placement services this low.

An examination of the mean ratings of all respondents in each group from the total Type 1 schools revealed the following ratings of their placement services:

Principals	2.58
Vocational Instructors	2.88
Counselors	3.17
Senior Boys	2.78
Senior Girls	2.80
Senior Boys and Girls	2.79
All Groups	2.84

The counselors rated placement services higher than any other respondent groups. Among the adult groups, vocational instructors gave the next highest rating while principals among these total Type 1 schools gave this service the lowest rating of all respondent groups. Senior boys and girls gave almost identical ratings to this service. All respondent groups' ratings were closely clustered about the mean rating determined for all groups in the total Type 1 schools. School 13, Type 1, rated its placement services as follows:

Principal	1.45
Vocational Instructor	3.27
Counselors	1.95
Senior Boys	2.82
Senior Girls	2.84
Senior Boys and Girls	2.83
All Groups	2.75

In school 13, Type 1, the senior boys and girls rated their placement

services very close to that found for senior boys and girls in all other Type 1 schools. However, the adult groups' ratings differed considerably, with the principal and counselors giving this area of the guidance program in their school quite low ratings. The vocational instructor saw this service as being provided or functioning much more satisfactorily than the other groups and gave it a higher rating than any other group. The senior boys and girls were very closely agreed upon this service within their school.

### Type 2 Schools

The mean ratings of placement by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

No group of respondents among Type 2 schools rated their placement services as high as 4.00. In fact, there were only the principal, vocational instructors, and senior girls from one school each who rated this service between 3.00 and 4.00.

The principals, vocational instructors, and counselors from seven schools rated placement services between 2.00 and 2.99 while senior boys from thirteen schools and senior girls from twelve schools rated this service within this same range.

The principals, vocational instructors, and counselors from six schools rated placement services as less than 2.00. Senior

boys and girls in one school gave this same rating to their placement services.

An examination of the mean ratings of all respondents in each group from the total Type 2 schools showed the following ratings assigned to their placement services:

Principals	2.07
Vocational Instructors	2.02
Counselors	2.06
Senior Boys	2.53
Senior Girls	2.50
Senior Boys and Girls	2.51
All Groups	2.24

In general, there was rather consistent agreement among these groups within the total Type 2 schools concerning their placement services. The adult groups gave almost identical ratings while the students, although giving somewhat higher ratings than did the adult groups, were in very close agreement between boys and girls.

### Type 3 Schools

The mean ratings of placement by each respondent group within the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.



Among all groups responding, there was but one--a principal-- who rated placement services in his school as high as 4.00. The principal from one school, the counselors from two schools, and the senior girls in one school were the only groups to rate this service within the range of 3.00 to 3.99.

The principals from eleven schools, vocational instructors from seven schools, counselors in nine schools, and the senior boys and girls from sixteen schools all rated placement services within the range of 2.00 to 2.99.

Principals from six schools, vocational instructors from eleven schools, counselors from eight schools, senior boys from four schools, and senior girls from three schools rated these services at less than 2.00.

Comparisons of the mean ratings of all respondents in each group from the total Type 3 schools revealed the following ratings given to placement services in their schools:

Principals	2.19
Vocational Instructors	1.68
Counselors	2.00
Senior Boys	2.27
Senior Girls	2.35
Senior Boys and Girls	2.31
All Groups	2.10

With the exception of the vocational instructors, there were consistent ratings given to placement services by respondent groups among these total Type 3 schools. The principals' and counselors' groups were in close agreement between themselves while the senior boys and girls, although a little higher in their rating of this service, were also in close agreement between themselves.

Total Schools--All Types Combined

An examination of the mean ratings of all respondents in each group from the total schools--all types combined--showed that the following ratings were given to their placement services:

Principals	2.28
Vocational Instructors	2.19
Counselors	2.41
Senior Boys	2.52
Senior Girls	2.55
Senior Boys and Girls	2.53
All Groups	2.39

Quite consistent ratings were given to placement services by all respondent groups from total schools--all types combined--with the vocational instructors giving this service a slightly lower rating than any other group. The senior boys and girls were in very close agreement although a little higher than the mean ratings of

principals and counselors.

### Follow-up

There were five items under this major area of guidance services to which responses were requested. These items dealt with the efforts and activities of the school to follow-up former students, both drop-outs and graduates, in an attempt to determine means of improving the school's programs in curriculum, guidance, and administrative practices, and whether or not this information collected was being used to orient the present students to experiences with which they will be faced upon leaving the school, and whether or not this information was being used as an aid to the school's community relations program. The complete list of items included in this area of the program of follow-up services is treated in Table I, Appendix B, p. 279-280.

### Type 1 Schools

The mean ratings of follow-up services by each respondent group within the individual Type 1 schools is presented in Table II, Appendix B, p. 281-291.

There were no groups among the Type 1 schools who rated their follow-up service above the range of 4.00 to 4.99, and there were but two principals and counselors each, from two schools who

rated this service within this range.

Principals and vocational instructors from three schools along with the counselors from four schools rated their follow-up services within the range of 3.00 to 3.99.

The principals from four schools, the vocational instructors from seven schools, the counselors from three schools, and the senior boys and girls from nine schools each, rated their follow-up services between 2.00 and 2.99.

No student groups among these Type 1 schools gave a rating of less than 2.00 to this service. However, the principal from one school, the vocational instructors from one school, and the counselors from two schools did rate this service at less than 2.00.

An examination of the mean ratings of all respondents in each group from the total Type 1 schools revealed the following ratings of their follow-up services,

Principals	3.06
Vocational Instructors	2.69
Counselors	3.23
Senior Boys	2.60
Senior Girls	2.68
Senior Boys and Girls	2.64
All Groups	2.85

All adult groups rated their follow-up services higher than did

the student groups. However, the vocational instructors gave almost the same rating to this service as the senior girls did. Senior boys and girls were very much in agreement in rating the follow-up services in their schools. Counselors gave this service the highest rating of all groups, with the principals' ratings being the next highest.

School 13, Type 1, rated its follow-up services as:

Principal	2.00
Vocational Instructor	3.87
Counselors	1.65
Senior Boys	2.67
Senior Girls	2.33
Senior Boys and Girls	2.50
All Groups	2.47

In school 13, Type 1, the above pattern did not prevail. In this school the vocational instructor gave the follow-up service in his school a considerably higher rating than did any other group while the counselors rated this service considerably lower than any other group. The principal and the students tended to rate this service between these two high and low ratings. Senior boys and girls were not as much in agreement in rating follow-up services as they generally were in the rating of other services.

### Type 2 Schools

The mean ratings of follow-up by each respondent group within the individual Type 2 schools is presented in Table II, Appendix B, p. 292-305.

Among individual schools of this type, there appeared to be rather widespread disagreement concerning follow-up services. The principal of one school gave this service a rating of 5.00, and one principal gave follow-up services in his school a rating in the range of 4.00 to 4.99. No other group gave a rating this high to this service in any Type 2 school.

There were principals from five schools, vocational instructors from two schools and counselors from three schools who gave ratings within the range of 3.00 to 3.99; but no senior boys or girls rated follow-up services within this range.

The principals from four schools, the vocational instructors from eight schools, the counselors from six schools, and the senior boys and girls from thirteen schools rated follow-up services between 2.00 and 2.99.

Principals and vocational instructors from three schools, counselors from five schools, and senior boys and girls from one school, rated these follow-up services as less than 2.00.

Comparisons of the mean ratings of all respondents from each

group from the total Type 2 schools showed the following ratings were given to follow-up services:

Principals	2.78
Vocational Instructors	2.29
Counselors	2.27
Senior Boys	2.47
Senior Girls	2.48
Senior Boys and Girls	2.47
All Groups	2.46

In contrast to what was stated above concerning the rather widespread disagreement of ratings among individual schools of Type 2, the mean ratings of the total Type 2 respondent groups does not bear this out. In fact, there is rather general agreement when one examines these mean ratings for all groups in the total Type 2 schools. Vocational instructors and counselors are in very close agreement with each other while senior boys and girls, although slightly higher than these two adult groups, agree very closely between themselves and are not too far removed from the ratings given by the principals. The students' combined rating is almost the same as the mean for all groups.

### Type 3 Schools

The mean ratings of follow-up by each respondent group within

the individual Type 3 schools is presented in Table II, Appendix B, p. 306-325.

The highest rating given by any groups for their follow-up services was in the range of 4.00 to 4.99, and this was given by the principals in two schools and the counselors in three schools.

Ratings within the range of 3.00 to 3.99 were given by principals in five schools, vocational instructors in two schools, counselors in seven schools, senior boys in one school, and senior girls in two schools.

The majority of the ratings for follow-up services fell within the range from 2.00 to 2.99. Principals in ten schools, vocational instructors in eleven schools, counselors in five schools, senior boys in sixteen schools, and senior girls in fifteen schools gave their follow-up services this rating.

The principals in two schools, the vocational instructors in six schools, the counselors in three schools, and senior boys and senior girls in three schools rated this service as less than 2.00.

An examination of the mean ratings of all respondents in each group from the total Type 3 schools revealed the following ratings were given the follow-up services in their schools:

Principals	2.75
Vocational Instructors	2.10
Counselors	2.60



Senior Boys	2.24
Senior Girls	2.35
Senior Boys and Girls	2.29
All Groups	2.41

Among these groups from the total Type 3 schools, there is rather general agreement, with the vocational instructors giving the lowest rating to these follow-up services but not too greatly different from the rating given by students. The principals and counselors were in close agreement, with the senior boys' and girls' ratings only slightly lower. All of the mean ratings from the total groups were well within the range of 2.00 to 2.99.

Total Schools--All Types Combined

Comparisons of the mean ratings of all respondents in each group from the total schools--all types combined--revealed the following ratings were given to their follow-up services:

Principals	2.86
Vocational Instructors	2.36
Counselors	2.70
Senior Boys	2.43
Senior Girls	2.50
Senior Boys and Girls	2.46
All Groups	2.57

In general, there was quite close agreement among all groups in the ratings given to their follow-up services. The principals gave the highest rating, followed by the counselors, while the student groups were only slightly higher than the vocational instructors. The senior boys and girls were very closely agreed upon the ratings given this service. All of the ratings were rather closely clustered around the mean for all groups of respondents.

### Total Program of Guidance Services

#### Type 1 Schools

An examination of the mean ratings of all respondents in each group from the total Type 1 schools revealed the following ratings were given the total program of guidance services in these schools:

The fifty counselors, as a group, gave their total program of guidance services a mean rating of 3.63. Thus, they feel that the provisions or conditions existing in their total program of guidance services are functioning "good."

The next highest mean rating for the total program of guidance services was that of the ten principals who gave their programs a rating of 3.44. Although this rating is lower than that given by the counselors, it is approximately in the middle of the "good" range-- 3.00 to 3.99.

The thirty-seven vocational instructors gave a mean rating of 3.31 to their total programs of guidance services. This is slightly lower than that given by the principals but well within the range of "good."

The students did not see the provisions or conditions existing in their total programs of guidance services functioning as well as did the adult groups. The 1,628 senior girls gave a mean rating of 3.09, barely within the lower limit of the "good" range. The 1,930 senior boys considered the total program of guidance services to be functioning less well than did the senior girls, and they rated the total program at 2.88, in the upper range of "fair." By combining the mean ratings found for both boys and girls, it placed their combined mean rating at 2.98, at the upper limit of the "fair" range of 2.00 to 2.99.

The total program mean determined for all groups from the total Type 1 schools was 3.28, approximately the lower quarter of the "good" range.

The respondents from school 13, Type 1, did not see their total program of guidance services functioning in the same manner as did all other Type 1 schools. The vocational instructor gave the highest rating to the total program of guidance services in this school, a 3.31 and the only adult to rate his program as "good." The principal in this school rated the total program lower than any

other respondents from his school, with a total program mean of 2.43 while the four counselors rated the total program at 2.85, both in the range of "fair."

Senior boys and girls did not agree as to how well they felt their total program of guidance services was functioning. The 40 boys rated their program at the extreme upper limit of the "fair" range, at 2.99 while the 26 girls gave a low "good" rating of 3.15. The combined mean rating for boys and girls resulted in a rating of 3.07, which placed it very low in the "good" range.

The total program mean determined for all groups from school 13, Type 1, was 3.05, very close to the lower limit within the "good" range. This rating is slightly lower than the total program mean of 3.28 determined for all groups from all other Type 1 schools.

### Type 2 Schools

From an examination of the mean ratings of all respondents in each group from the total Type 2 schools, it was found that the following ratings were given to the total program of guidance services in these schools.

The 14 principals, as a group, gave a higher rating to their total program of guidance services than did any other group among these schools. Their rating of 3.20 was the only rating within the

limits of "good." The mean ratings given by all other groups placed the total program of guidance services among these schools in the range of "fair." The 27 counselors, the 37 vocational instructors, and the 1,050 senior boys gave ratings which were very close to each other--2.87, 2.83, and 2.85 respectively. The 983 senior girls' mean rating was slightly higher at 2.95. The combined mean ratings of both boys and girls was 2.90.

The total program mean determined for all groups from the total Type 2 schools was 2.94, placing it close to the upper limit, but still within the range of "fair." Thus, the total Type 2 schools see their total programs of guidance services functioning as "fair."

### Type 3 Schools

An examination of the mean ratings of all respondents in each group from the total Type 3 schools revealed how well each group felt the provisions or conditions existing in their total programs of guidance services were functioning.

The 19 principals in these schools rated their programs at 3.31, just above the lower quarter in the "good" range of 3.00 to 3.99. The 22 counselors rated their programs as functioning slightly less well and gave a rating of 3.06, close to the lower limit of the "good" range.

The 38 vocational instructors in these total Type 3 schools did

not see their total program of guidance services functioning as well as did the other two adult groups as they rate their programs with a 2.67, slightly below the upper quarter of the "fair" range.

The 700 senior boys and 610 girls from these schools feel that the provisions or conditions existing in their total programs of guidance services are functioning "fair" as they give mean ratings of 2.68 and 2.82 respectively. The combined mean ratings of boys and girls is 2.75, thus placing their rating at the upper quarter of the "fair" range of 2.00 to 2.99.

The total program mean determined for all groups from the total Type 3 schools was 2.91, close to the upper limit of the "fair" range.

#### Total Schools--All Types Combined

An examination of the mean ratings of all respondents in each group from the total schools--all types combined--revealed that the following ratings were given to the total program of guidance services in these schools.

The 44 principals, as a group, gave a higher rating to the total program of guidance services than did any other group. Their mean rating of 3.31 placed it just above the lower quarter of the "good" range of 3.00 to 3.99.

The 103 counselors, as a group, felt the provisions or

conditions existing in their total programs of guidance services were functioning well enough to be given a rating of 3.18, a little lower than the ratings given by the principals and in the lower quarter of the "good" range.

The 113 vocational instructors, as a group, gave a rating of 2.93 to their total programs of guidance services, thus placing them high in the upper quarter of the "fair" range of 2.00 to 2.99.

The 3,720 senior boys, as a group, saw their total programs of guidance services functioning slightly less well than did the 113 vocational instructors. They gave a mean rating of 2.82 to these guidance programs while the 3,247 senior girls gave a slightly higher rating of 2.95. The combined mean ratings of both senior boys and girls resulted in a rating of 2.88, placing it in the upper quarter of the "fair" range.

The total mean rating determined for the total respondents (7,227) from all groups in the total schools indicates that the provisions or conditions existing in these total schools of all types combined are considered to be functioning at the lowest limits of the "good" range. The total mean rating was 3.03.

Other FindingsCounselor-student Ratio

## Type 1 Schools

Among these schools the counselor-student ratio ranged from a high of one counselor for every 545 pupils to a low of one counselor for every 249 pupils, with a mean ratio of one counselor for every 382 pupils. This ratio was based on a full time equivalency wherein a counselor spends six periods daily on counseling duties.

## Type 2 Schools

The counselor-student ratio in these schools ranged from a high of one counselor for every 517 pupils to a low of one counselor for every 203 pupils, with a mean ratio of one counselor for every 361 pupils.

## Type 3 Schools

The counselor-student ratio in these schools was found to be one counselor for every 492 pupils for the high ratio while the low ratio was one counselor for every 188 pupils. The mean ratio was found to be one counselor for every 365 pupils.



## Total Schools--All Types Combined

The total mean counselor-student ratio proved to be one counselor for every 369 pupils among the 46 high schools involved in this study.

### Guidance and Counseling Facilities

#### Type 1 Schools

Within the counseling space in these schools, the following facilities were found to be available. All twelve schools provided private counseling space. Nine of the twelve schools also had a group conference room while three did not. Ten of the schools had a reception area, and two schools did not have a reception area. All schools provided a bulletin or tackboard in the counseling space. Ten of the twelve schools had professional libraries for their counselors. All twelve of the schools provided a typewriter, and eleven of the twelve schools provided some type of recording device.

A check with the counselors in each of these schools to determine whether or not clerical assistance was provided revealed the following. All twelve schools enjoyed non-student clerical assistance while ten of the twelve also had some student help. Seven of the twelve schools considered this assistance adequate.

Further checking with the counselors in these schools

revealed the following concerning the provision of occupational and informational materials. All twelve schools provided school and college catalogs and unbound occupational information files. Ten of the twelve schools subscribe to Job Guide For Young Workers. Eleven schools had copies of the Occupational Outlook Handbook and nine schools receive the Occupational Outlook Quarterly. Half of these schools receive the Personnel and Guidance Journal for use by their counselors. Nine of the schools have adequate Oregon State Apprenticeship materials while all twelve schools have sufficient Armed Services materials. Ten of these schools make regular use of informational posters while only eight have or use guidance films.

#### Type 2 Schools

The following facilities were found to be available within the counseling space in these schools. All fourteen schools provide private counseling space while only nine of the fourteen schools have provision for a group conference room. Thirteen of the schools have a reception area and provide a bulletin or tackboard in the counseling space. Nine of the fourteen schools provide a professional library for their counselors. Thirteen of the schools provide their counselors with a typewriter while nine provide a recording device of some type.

The counselors in eleven of these schools indicated they had non-student clerical assistance. Twelve schools provide some student clerical assistance, and seven of the fourteen schools believe this assistance to be adequate.

A check on the occupational and informational materials available in these schools revealed that all fourteen schools provide school and college catalogs as well as unbound occupational information files. Eight of the fourteen schools subscribe to Job Guide For Young Workers. Thirteen schools have the Occupational Outlook Handbook while only half of them receive the Occupational Outlook Quarterly. The counselors in eight of the schools receive the Personnel and Guidance Journal. Ten of the fourteen schools indicated they have Oregon State Apprenticeship materials available while all of these schools have Armed Forces materials available for pupils. All fourteen schools have and use informational posters, and eight of the fourteen schools have or use guidance films.

### Type 3 Schools

Checklists of the guidance and counseling facilities in these schools revealed the following to be found in the counseling space. All twenty schools provide private counseling space while only half of these schools have a group conference room. Eleven of these schools provide a reception area within the counseling space. All

counseling areas but one provide bulletin or tackboard space. Fifteen schools provide a professional library for their counselors. Sixteen of the twenty schools provide their counselors with a typewriter while only ten of them have some type of recording device.

The counselors in eight of the twenty schools indicated they have non-student clerical assistance. Fifteen of the schools provide some clerical help, and eight of these groups of counselors consider this assistance adequate.

A checklist of the occupational and informational materials available in these schools showed that all twenty provide school and college catalogs and unbound occupational information files. Eleven of the schools subscribe to Job Guide For Young Workers. All twenty of the schools have the Occupational Outlook Handbook available, but only eight of the schools received the Occupational Outlook Quarterly. The counselors in only four of the schools receive the Personnel and Guidance Journal. Only thirteen of the schools felt that they had adequate Oregon State Apprenticeship materials available while all twenty schools indicated they received adequate supplies of Armed Services materials. Fourteen of the schools have and use informational posters while nine schools have or use guidance films.

### Total Schools--All Types Combined

A summary of the checklists of the guidance and counseling facilities in the 46 high schools included in this study showed the following to be available within the counseling space. All 46 high schools provide private counseling space while 28 schools make provision for a group conference room and 18 do not. Thirty-four of the 46 schools have a reception area within the guidance and counseling space. All but two of the 46 schools provide bulletin or tackboards in the counseling area. Thirty-four of the schools provide their counselors with a professional library. Forty-one schools provide their counselors with typewriters while 30 of the 46 schools provide them with some type of recording device.

Non-student clerical assistance is provided in 31 of the 46 schools, and 37 schools provide their counseling staffs with student clerical assistance. Twenty-two of the 46 groups of school counselors consider this clerical assistance as being adequate.

All 46 schools provide school and college catalogs and unbound occupational information files. Twenty-nine schools provide Job Guide For Young Workers within the guidance and counseling area of their schools. All but two of the 46 schools have the Occupational Outlook Handbook available for their pupils, but only 24 receive the Occupational Outlook Quarterly. The Personnel and Guidance

Journal is received by the counselors in 17 of the 46 schools.

Adequate Oregon State Apprenticeship materials exist in 31 of the schools while Armed Services materials are adequately provided in all schools. Thirty-eight schools have and use informational posters as a part of the guidance program, and 25 of the schools have or use guidance films.

Experience As a Paid School Counselor, at Various School Levels, by Total High School Principals

Responses to item number three on the rating scale completed by all high school principals reveals that none of the principals in this study has had experience as a paid school counselor in an elementary school. Four principals indicated that they had experience as a paid counselor in junior high schools. One of these principals is from a Type 1 high school, two are from Type 2 high schools, and one is from a Type 3 high school.

Twenty-two principals indicated that they had experience as a paid counselor in senior high schools. Seven of these principals were from Type 1 and Type 2 schools. Eight of these principals were from Type 3 high schools.

None of these principals had ever served as a paid college counselor or had any other type of paid counseling experience.

Nine of these principals indicated they had never had

experience as a paid counselor, and fifteen did not respond to this item.

#### Certification Currently Held by Vocational Instructors

An examination of the responses to item number three on the rating scales completed by all vocational instructors shows that seven of them from Type 1 schools, four from Type 2 schools, and two from Type 3 schools--a total of thirteen--are teaching with provisional certification.

Sixteen of these vocational instructors, five each from Type 1 and Type 2 high schools and six from Type 3 high schools, are teaching with a Regular Secondary Certificate. None of the respondents indicated that they are teaching on a Basic Norm Certificate.

Seventeen vocational instructors indicated that they have the Standard Norm (5 year) certification. Nine of these instructors are from Type 1 high schools, three are from Type 2 schools, and five are from Type 3 schools.

Fifty-seven vocational instructors indicated they were teaching with a 5-year Vocational certificate. Fifteen of these were from Type 1 schools, nineteen of them were from Type 2 schools, and 23 were from Type 3 schools. Five vocational instructors indicated they were teaching with a one-year Vocational certificate. One of these instructors was from a Type 1 school, three were from Type 2

schools, and one was from a Type 3 school.

One vocational instructor from a Type 2 school indicated that he was teaching under a Life Certificate. Four vocational instructors did not respond to this item.

#### Certification Currently Held by School Counselors

Examination of the responses to item number three on the rating scales completed by all counselors shows that a total of nine counselors are under Provisional certification. Three of these counselors are from Type 1 schools, two from Type 2 schools, and four from Type 3 schools.

Thirty counselors participating in this study indicated that they hold certification as a Regular Secondary teacher.

Twenty-six counselors indicated that they hold the Basic Norm (4 year) Certificate as an Education Specialist-Counselor. Twenty-seven counselors' responses showed that they hold the Standard Norm (5 year) Certificate as an Education Specialist-Counselor. There were eleven counselors who did not respond to this item.



#### IV. CONCLUSIONS AND RECOMMENDATIONS

A purpose of this investigation was to determine how well programs of guidance services in selected Oregon high schools were felt to be functioning in meeting the needs of pupils. This was to be accomplished through an analysis of the responses to rating scales by high school principals, vocational instructors, counselors, and senior pupils in the schools involved in this investigation. Additional information was to be collected through the use of a checklist of guidance and counseling facilities.

##### Conclusions

Using the data from these findings, the investigator has drawn the following conclusions concerning programs of guidance services in these Oregon high schools.

##### Type 1 Schools

The "typical" Type 1 high school has a program of guidance services in which the provision or conditions in the total program of services are felt to be functioning "good." Each of the eight major areas of the program of guidance services is considered to be functioning as follows:

General organization	"good"
Orientation	"good"
Group guidance	"fair"
Individual inventory	"good"
Informational services	"good"
Counseling	"good"
Placement	"fair"
Follow-up	"fair"

The counselor-student ratio is one full-time counselor for every 382 students. The counseling space provided in the "typical" school is generally considered to be adequate. The clerical assistance furnished for the counselors is believed to be adequate by approximately 60 percent of the counselors in the "typical" Type 1 high school. The occupational and informational materials available in the "typical" school would be considered adequate in meeting the needs of the pupils.

Seventy-five percent of the principals in a "typical" Type 1 high school have had some experience as a paid school counselor in either junior or senior high school.

The vocational instructors in the "typical" school are teaching under a variety of certificates. Approximately 42 percent hold a valid Vocational Certificate while the remainder are teaching on certificates classified as Provisional, Regular Secondary, or the

### Standard Norm.

The counselors in the "typical" Type 1 high school also vary considerably as to the type of certification they hold. Thirty-one percent of these counselors hold the Standard Norm (5-year) Certificate while 24 percent hold the Basic Norm (4-year) Certificate for counselors. Approximately 27 percent are on the Regular Secondary Teaching Certificate and the remainder are on a Provisional Teaching Certificate.

### Type 2 Schools

The picture presented by the "typical" Type 2 high school is very similar to that of the Type 1 high school. Each of the eight major areas of the total program of guidance services is rated the same as they were in the Type 1 high schools. However, close examination of the findings revealed that the mean ratings given these eight areas of the guidance program were below the "good" range of 3.00 to 3.99 in enough schools to lower the total program mean for all schools within the "fair" range of 2.00 to 2.99. Thus, the "typical" Type 2 high school has a program of guidance services in which the provision or conditions in the total program of services is felt to be functioning "fair" in meeting the needs of its pupils.

The counselor-student ratio is one full-time counselor for every 361 pupils. The counseling space provided in the "typical"

Type 2 school is considered to be generally adequate. The clerical assistance furnished counselors in the Type 2 school is considered adequate by 50 percent of these counselors while 50 percent consider it to be inadequate.

The occupational and informational materials available in the "typical" Type 2 school are considered to be adequate.

Sixty-five percent of the principals in "typical" Type 2 schools have had some experience as a paid counselor in either junior or senior high school.

Approximately 60 percent of the vocational instructors in the "typical" Type 2 high school hold a valid Vocational Certificate while approximately 40 percent are teaching on certificates classified as Provisional, Regular Secondary, or the Standard Norm. One instructor holds a Life Certificate.

Approximately 26 percent of the counselors in the "typical" Type 2 high school hold the Basic Norm (4-year) Certificate and approximately 20 percent hold the Standard Norm (5-year) Certificate for counselors. The other 54 percent hold the Regular Secondary Teaching Certificate with the exception of two counselors who are on a Provisional Certificate.

### Type 3 Schools

The "typical" Type 3 high school has a program of guidance

services not too unlike the programs found in the Type 1 and Type 2 schools. The provisions or conditions in the total program of guidance services are felt to be functioning "fair" in meeting the needs of the pupils.

The eight major areas of the program of guidance services are considered to be functioning as follows:

General organization	"good"
Orientation	"fair"
Group guidance	"fair"
Individual inventory	"good"
Informational services	"good"
Counseling	"good"
Placement	"fair"
Follow-up	"fair"

The only major area of the total program which is considered to be functioning less well in the "typical" Type 3 school than in the other two types is Orientation, which is considered to be only "fair" in Type 3 schools.

The counselor-student ratio is very close to being the same for all three types of schools. In the "typical" Type 3 school this ratio is one full-time counselor for every 365 pupils while it is one counselor for every 382 pupils in the Type 1 school and one counselor for every 361 pupils in the Type 2 school.

The counseling space provided in the "typical" Type 3 school is considered to be adequate as is the case for schools of the other two types.

The clerical assistance provided counselors in the "typical" Type 3 school is considered as being adequate by only 40 percent of the counselors. Fifty percent of the counselors in the Type 2 schools consider this assistance as being adequate while 75 percent of the counselors in the Type 1 schools feel the clerical assistance given them is adequate.

The occupational and informational materials provided in the "typical" Type 3 school are generally considered to be adequate. Those items considered to be inadequate were the Occupational Outlook Quarterly, The Personnel and Guidance Journal, and guidance film.

Approximately 50 percent of the principals in the "typical" Type 3 school have had experience as a paid school counselor. This compares with 65 percent of the Type 1 principals having paid school counselor experience and 75 percent of the Type 2 principals who have had paid school-counselor experience.

Sixty-three percent of the vocational instructors hold valid Vocational Certificates in the "typical" Type 3 school. This compares with 60 percent of these instructors holding such certification in the Type 2 school and only 42 percent in the Type 1 school.

Approximately 27 percent of the counselors in the "typical" Type 3 school hold the Basic Norm (4-year) Certificate for counselors while approximately 23 percent hold the Standard Norm (5-year) Certificate. Thus, approximately 50 percent of the counselors in the "typical" Type 3 school hold a valid counselor's certificate as compared to 48 percent in the "typical" Type 2 school and 55 percent in the "typical" Type 1 school.

Although the findings from this study represent responses from over 7000 individuals in schools of a wide population and geographical distribution, it is worthy to note the similarity in the ranking of the eight major areas of the total program of guidance services among these three types of schools.

This is borne out when the mean ratings by all groups in the total schools rank five of the eight services in the same order. A comparison of the rankings of these services in the total schools showed the following:

<u>Major Area</u>	<u>Rank</u>	<u>Type of School</u>
Informational Services	1	Schools of all three types
Individual Inventory	2	Schools of all three types
Orientation	3	Type 1 schools
Orientation	4	Type 2 schools
Orientation	5	Type 3 schools
Counseling	3	Type 2 and Type 3 schools

<u>Major Area</u>	<u>Rank</u>	<u>Type of School</u>
Counseling	4	Type 1 schools
General Organization	4	Type 3 schools
General Organization	5	Type 1 and Type 2 schools
Group Guidance	6	Schools of all three types
Follow-up	7	Schools of all three types
Placement	8	Schools of all three types

The greatest divergence of rankings among all groups in the total schools appears in the orientation service. The Type 1 schools rank this service as number three, the Type 2 schools rank it as number four, and the type 3 schools rank Orientation services as number five.

The principals in these "typical" schools tend to give higher ratings to their total programs of guidance services than do other respondent groups. Principals in the Type 2 and Type 3 schools gave the highest ratings to their programs while the principals in the Type 1 schools gave next to the highest rating to their programs.

The vocational instructors tended to give the lowest ratings to their programs of guidance services. Vocational instructors in both Type 2 and Type 3 schools gave the lowest ratings to these programs while vocational instructors in Type 1 schools assigned next to lowest ratings to these programs.

Counselors in the Type 1 schools gave the highest ratings to



programs of guidance services in their schools. The counselors in Type 2 schools rated their programs of guidance services next to the lowest among responding groups while the counselors in Type 3 schools gave next to the highest rating to their programs.

Senior girls rated their total programs of guidance services slightly higher than did senior boys. When the ratings by senior boys and girls were combined, this resulted in the lowest rating given by any group among Type 1 schools, next to the highest rating among Type 2 schools, but next to the lowest rating by respondent groups in Type 3 schools.

The findings from this investigation generally support the findings from earlier studies. However, the criteria used for evaluation of programs of guidance services among schools in this study tended to result in slightly lower ratings than were found in some earlier studies. Only one school out of the forty-six involved in this investigation rated any of its services as functioning "very good." This rating was given to its informational services by a Type 1 high school.

In general, schools of all three types rated the major areas of their programs of guidance services as functioning "good." Not a single Type 1 school rated any of its services as functioning "poorly." Only one Type 2 school saw any of its services functioning "poorly." These services were group guidance, placement, and follow-up.

There were three schools of Type 3 which gave "poorly" as a rating to any of their guidance services. These three schools agreed in giving this rating to placement and follow-up services. Among these schools, one of them rated group guidance and counseling as functioning "poorly" as well as their placement and follow-up services. The additional Type 3 school agreed with the other two in assigning this rating to placement and follow-up services only.

The general organization of programs of guidance services was rated "good" among all three types of schools involved in this study. Studies by Gibson and Hitchcock tend to support this attitude toward this service. Their studies showed that there was belief in the positive contribution of guidance services; but many teachers and pupils indicated that the program had not been described, outlined, or explained to them. Anderson's study noted that one-half of the schools surveyed in his investigation had no operational plan of organization. In general, organizational aspects were worked out better among the larger schools than among the smaller ones. His findings are at variance with the findings of this study since all three types of schools rate the general organization as functioning "good."

This writer included an item in the rating scale for principals to determine their experience as a paid school counselor. It was felt that this might influence their guidance viewpoint and be reflected in the rating of the guidance program in their schools. The

conclusion is made that it probably has little or no affect upon general organization of their programs. The general organization of these programs was rated "good" in all three types of schools.

This experience by principals may be reflected in a school's total program of guidance services. It was found in this study that Type 1 schools rated their total program of services "good," wherein 75 percent of the principals had paid school-counselor experience. In Type 2 and Type 3 schools, the total programs of guidance services were rated as "fair." In these schools only 60 percent and 50 percent of the principals indicated paid school-counselor experience respectively. However, experts writing in this field are agreed that the guidance viewpoint should be shared by all personnel within the school.

Orientation services among the schools involved in this study were rated "good" by Type 1 and Type 2 schools while a rating of "fair" was assigned to this service by Type 3 schools. No schools rated this service as functioning "poorly." This finding is supported by Anderson's study in which he reported three-fourths of the schools in each size group in his study felt they were doing a "good" job of providing orientation. Several schools rated it "outstanding" and only four schools acknowledged doing a "poor" job. Writers in the guidance field support the belief that orientation is a necessary service which should be recognized as a continuous learning process

for students, each of whom is in need of assistance in making a wide variety of adjustments in a new school situation.

Group procedures offer a means of assisting large numbers of students and could increase the level of readiness of an individual for counseling through interviewing. It could also serve as an avenue through which some kinds of problems faced by individuals might better be resolved than in an individual interview. These are views expressed by many writers in the guidance and counseling field. However, the findings of this investigation indicate that schools generally have not taken the opportunity to satisfactorily provide these group guidance procedures. Group guidance is envisioned as functioning only "fair" in schools of all three types involved in this study and is ranked sixth among the eight major services of the guidance program among the total schools of each type.

These findings are supported by Gibson's studies in which both pupils and teachers feel the guidance department and staff are helpful and encourage group activities, but they also feel their school should organize additional appropriate group guidance activities. Rusalem and Darer concluded from their study that group and individual guidance procedures must be considered as one of the essential school experiences for pupils.

Experts in guidance are agreed upon the importance and necessity for providing an individualized picture of all that goes into

the makeup of the pupil as the unique individual he is. The results of this study tend to indicate that schools give recognition to this belief. Individual inventory services are acknowledged to be functioning "good" in the schools of all three types and are ranked second among the eight major areas of the total program of guidance services as to its effectiveness in these schools.

These findings are similar to those of Anderson, who reported that practices which appeared well developed in the majority of schools in his study and were rated "good" to "outstanding," were the analysis of the individual through tests and inventories. On the other hand, the analysis of the individual through anecdotal records, rating scales, and work experience were less well performed.

Gibson noted from his study that pupils felt shortchanged when they did not receive interpretation of guidance testing data. Better than half of the pupils involved in his study reported they did know themselves well enough.

Hitchcock reported in his study that the majority of counselors work with tests, but they feel that scoring and recording of test results were not looked upon with favor. He further reported that over one-third of the counselors feel that test interpretation is not their responsibility and that a large number of counselors do not feel they should work with teachers on various guidance activities.

This writer finds himself in agreement with Gibson when he

questions if perhaps too many schools today are "over-testing" to the point of being unable to appropriately interpret each test administered. Perhaps this accounts for students feeling short-changed and failing to rate these services any higher than they do.

Most writers in the field of guidance and counseling contend that there is much information needed by pupils for the solution of individual problems, and much of this information does not find treatment in the formalized academic study in the school curriculum. They also agree that informational services should include personal-social, occupational, and educational information. The results from this study indicate that all groups from the total schools involved consider this service to be functioning "good" in meeting the needs of pupils. The provision of this service is ranked number one among the services in the eight major areas of the total program of guidance services by all groups involved in this investigation.

These findings tend to agree with those of Gibson, Anderson, and Hitchcock. Gibson reported that two-thirds of the pupils in his study felt that they had enough opportunity to learn about occupations but did not have opportunity to discuss training problems and job opportunities with people in these jobs. These students also felt that there were limited opportunities for field trips of an occupational and educational nature. Too frequently, career days and college days were "one-shot" affairs without preparatory, follow-up, or

coordinating activities. Anderson noted from his study that many of the informational services were considered "good" to "outstanding," especially those services which could be operated through the medium of printed materials. Those services which involved special arrangements or scheduling were less commonly used. Hitchcock reported from his study that the majority of counselors carry out the duties of providing occupational and educational information but that a large percentage of them do not feel they should secure or file this information, organize career days, or teach occupational classes.

There is general agreement among writers in the guidance field that counseling is the heart of the guidance program and is a learning process for both the counselor and counselee. For counseling to be effective, it must be recognized as a central function of the school counselor; and he must have adequate time allotted to provide this service to all pupils. The findings from this study reveal that respondent groups from the total schools of all types consider the counseling service to be functioning "good" in meeting the needs of students in these schools. The Type 2 and Type 3 schools rank their counseling services as the third most effective service among the eight major areas of the guidance program. Type 1 schools rank this service as the fourth most effective service. This finding is similar to that of Anderson who reported no

significant difference in counseling programs of different sized schools among those involved in his study. All but four schools in his survey indicated counseling for all students was either "good" or "outstanding." Gibson reported that many students do not recognize the counseling function as a major duty of the secondary school guidance worker. High school seniors in this study, also tend to rate counseling service lower than do other respondent groups.

The counselor-student ratio in this study was determined to be quite similar in all three types of schools. These ratios were: one full-time counselor for every 382 students in Type 1 schools, one full-time counselor for every 361 students in Type 2 schools, and one full time counselor for every 365 students in Type 3 schools. The mean counselor-student ratio was found to be one full-time counselor for every 369 students. This is very close to the ratio found by Hitchcock in his study. He reported the average counseling load to be 376 students. Purcell reported the median load from his study to be one counselor for every 500 to 599 students.

Placement service in guidance is generally considered according to writers to be concerned with the satisfactory adjustment of the individual to the next situation, whether in school or on the job. Thus, these writers see the responsibility of this guidance service to be one of assistance to those pupils in school with both educational and occupational placement and to those leaving the school prior to



graduation as well as those pupils who have graduated. Placement service is acknowledged to be functioning only "fair" in all of the schools according to the findings in this study. Among the eight major areas of the total program of guidance services, placement is ranked eighth by schools of all three types.

These findings are similar to those reported by Anderson, wherein he noted that practically all schools are assisting students in the selection of schools and colleges, but a much more restricted effort is being made by schools in job-placement with drop-outs. He further noted that generally schools feel they are doing a "good" job of assisting students in adjusting to new courses, but the study shows comparatively little is being done by schools in assisting with on-the-job adjustment. Hitchcock reported from his study that thirty-five percent of the counselors did not feel they should assist teachers with in-school placement of pupils. In this study it was found that nearly all groups reported their school was doing a "fair" to "good" job with in-school placement. Loughary and O'Brien reported that one thing demonstrated in their study was that responses from students, employers, and teachers provided evidence of a real need for occupational placement assistance. The investigation carried out by this writer shows respondent groups in all schools feel this function is being carried out only "fair" to "good."

Writers in the field of guidance consider follow-up to be an

integral part of guidance services. They believe that, in education, the follow-up is a method used to determine how effective the school has been in meeting the needs of its consumers--the pupils. Follow-up provides a means of information to the school, pupils, parents, and the community for the mutual improvement of the total educational program.

The results of this study indicate that follow-up service is one of the weaker functioning services among the total schools involved in this investigation. Follow-up service is rated as "fair" among these responding schools and is ranked seventh among the eight major areas of the total program of guidance services as to its functioning in meeting the needs of pupils. These findings are generally supported by those of other investigators. Anderson noted a wide-spread practice in follow-up reported in his study. In the most common follow-up practice--that of graduates--only seven schools in the entire study rated their regular follow-up as "outstanding." Even fewer schools claimed this rating for other items of follow-up. In the investigation being reported by this writer, it was found that regularly scheduled studies of drop-outs and graduates was rated only "fair" in nearly all schools. This study, like Anderson's, shows the pattern of follow-up services to be consistent with that of placement. Hitchcock reported from his study that the majority of the counselors indicate follow-up services need their

attention, yet tabulating follow-up information and conducting follow-up studies of school leavers are the only two duties in which half of the counselors are functioning.

### Recommendations

As a result of this study and the determined findings, the writer makes the following recommendations.

#### General Organization

This major area of the program of guidance services was considered to be functioning "good" by all groups in the schools of all three types. A comparison of the rank order of the eight major areas of the total program of guidance services in these schools showed general organization to be ranked fifth by Type 1 and Type 2 schools and ranked fourth by Type 3 schools.

However, several aspects of general organization in programs of guidance services which were consistently rated lower than others by respondent groups in the total schools were: (1) Administrative support of the guidance program is evidenced through community organizations participating in the program; (2) Desirable publicity is given to improve school and community relationships; (3) A guidance committee has been established and serves as an advisory and coordinating group in matters of guidance policies and practices;

and (4) The entire school staff participates in up-grading the program of guidance through some form of in-service training. To overcome these deficiencies, it is recommended that:

1. The school administration should make a concerted effort to involve organizations within the community in the guidance program through utilization of the unique services which they can provide.
2. Positive publicity concerning the guidance services could be attained through a closer working relationship among the school, the parents, and community agencies. Realization of this mutual partnership should produce desirable publicity, and an improved program of guidance services should result.
3. More schools need to develop guidance committees. These committees should serve in an advisory and coordinating capacity to the guidance team of administration, guidance personnel, other school specialists, teachers, pupils, parents, and community agencies.
4. If the team approach in guidance services is to be all-encompassing, where the entire staff works cooperatively in assisting each pupil to identify and utilize his potential, then the entire team must be involved in up-grading the program of guidance services through in-service training.

## Orientation

These services were rated as functioning "good" among the Type 1 and Type 2 schools and only "fair" by the Type 3 schools. Among the eight major areas of the total program of guidance services, this function was ranked third by Type 1 schools, fourth by Type 2 schools, and fifth by Type 3 schools.

Among specific orientation activities considered to be functioning less well than others by respondent groups in the total schools were: (1) There is an orientation program for students other than those from feeder schools who enroll or transfer into the receiving school, at the beginning of, or during the year; (2) The orientation program planning is a cooperative effort among the administration, counselors, staff, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school; (3) Visitations to all feeder schools are made by some member(s) of the receiving staff qualified to assist in orientation; (4) The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools.

The following recommendations are made to improve the orientation services:

1. If schools are to effectively assist all pupils entering the new school setting, they must provide orientation activities not only for those from feeder schools, either prior to or upon entering the new school, but continue to provide these activities for other pupils who enroll or transfer into the school, at the beginning of or during the year.
2. This service could be accomplished through the recognition that orientation is a continuous process which is going on all the time for pupils. Thus, it could be offered through pre-admission and post-admission activities.
3. Several pre-admission techniques which could be helpful in allaying fears of pupils and parents prior to entrance into the school are: (1) Use bulletins or brochures to give information to prospective students and parents concerning the school's program; (2) Hold meetings of administrators, counselors, and student leaders with prospective pupils and parents and invite them to visit the school; (3) Use movies or film strips to bring glimpses of the new school to pupils and parents; and (4) Use such media as radio and television, as well as visitations to feeder schools by administrators, counselors, or student leaders.
4. Post-admission activities recommended are: (1) Home room or core group activities concerning the school's

program; (2) School-wide assemblies and social events, such as Big Brother or Big Sister parties; (3) Girls' League and Boys' Federation are good devices to welcome new pupils into the wider life of the school; (4) Each teacher and each club leader also has an orientation responsibility in his individual field; and (5) There should be councils of committees to plan and coordinate the various phases of orientation.

### Group Guidance

These services were considered to be functioning as only "fair" by the respondent groups in the total schools involved in this study. Among the eight major areas of the total program of guidance services, this function was ranked sixth by all three types of schools.

Almost all items concerning group guidance activities were acknowledged to be less than "good" by these responding groups. These included such activities as: (1) There is an on-going program of group-guidance carried out in connection with a basic course program, a home room system, or special classes of a guidance nature; (2) Whether or not the program is organized to provide needed learning experiences for all students; (3) Is there periodic assessment of student concerns made to assist in providing group guidance activities; (4) Whether or not these activities gave students

the opportunity to make decisions concerning their curricular and co-curricular programs; (5) The units included in group guidance are offered at grade levels appropriate to the physical, social, and emotional maturation of students; and (6) Teachers of these activities generally appear to have the personal traits and qualifications for effective teaching in these areas.

The following recommendations are made to assist in overcoming these deficiencies:

1. Schools should develop an effective program of group procedures which can be carried out in connection with a basic course program, in a home room system, in special classes of a guidance nature, or in special assemblies.
2. These activities should be organized to provide needed learning experiences for all pupils and should be conducted by people who possess the personal qualities and competencies to be effective with pupils.
3. Periodic assessment of the concerns of pupils should be made to assist in providing these group guidance activities. In addition, the materials used and the activities entered into need to be such that they are appropriate to the physical, social, and emotional maturation of the pupils involved.
4. These group guidance activities should give the pupils the opportunity to make decisions concerning their curricular



and co-curricular programs. The following topics should be covered by one or more units in the curriculum as a part of these group procedures: orientation to the school, effective study hints, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, effective use of leisure time, and positive physical and mental health. Special activities such as career conferences, college days, student-in-industry days, or work days could readily be carried out as a part of an effective group guidance program.

#### Individual Inventory

Individual inventory services were ranked second among the eight major areas of the program of guidance services by all three types of schools. They were consistently rated as functioning "good" in the schools involved in this study with the exception of two aspects of this service. These exceptions were concerned with the adjustment of classroom activities to meet the needs of individual pupils and in maintaining a balance between the use of tests and other methods of collecting information about pupils. Therefore, the following recommendations are made:

1. All schools should establish and pursue a planned program for securing and keeping an accurate, up-to-date record on

each pupil. This record should be concerned only with those facts which will contribute to an understanding of the pupil as an individual and should be free of petty grievances against them.

2. The information gathered from tests and other measurements should be kept in balance with other methods of collecting data such as observation, questionnaires, and interviews with students and parents. Intensive testing with accurate interpretation to the pupil concerned is recommended over extensive testing, whereby insufficient time for proper interpretation to the pupil might occur.
3. These data should be personalized through individual analysis and be accessible to all qualified personnel. Thus, teachers and other personnel could adjust their classroom and other activities to the needs of the individual pupils as the result of the information accumulated about them. In this manner the pupils could be assisted with their behavior in the school setting.

### Informational Services

Informational services were ranked first among the eight major areas of the total program of guidance services by schools of all three types. These services were acknowledged to be functioning

"good" by all respondent groups in the total schools. However, senior boys and girls believe two weaknesses exist in this service. These weaknesses are concerned with the use of resource persons from the community and the failure by teachers to provide occupational information in their respective subject-matter fields. To eliminate these felt weaknesses it is recommended that:

1. Greater utilization be made of resource persons from the larger community who possess unique competencies to give additional first-hand information to pupils concerning educational, occupational, and training opportunities. Schools could further provide this assistance through a program of actual contact-experiences by utilizing persons, businesses and industry from the community to give additional first-hand information to pupils who can benefit from these experiences.
2. Teachers should be encouraged to provide their classes with current occupational and educational information related to their specific subject-matter fields. These staff members should be considered as resource persons when they possess any competencies, unique qualifications, or have had positive experiences which could assist the school and the pupils with gaining additional information.

## Counseling

Counseling services were ranked third among the eight major areas of the total program of guidance services by the Type 2 and Type 3 schools while Type 1 schools ranked this service fourth among the major areas of their program.

The total counseling service was rated as functioning "good" by the respondents in the total schools. However, several individual aspects of the counseling service were felt to be functioning as less than "good" by various groups, especially by the senior boys and girls. These activities dealt with such items as: (1) The counselor-student ratio; (2) Counselor time being kept free from other duties; (3) Counseling facilities, equipment, and materials; (4) Counseling and adjusting patterns of pupils; (5) Counselors assisting pupils to implement decisions they had reached; (6) Counselor preparation for interviews; (7) Failure of counselors to recognize problems beyond their skill; and (8) Follow-up procedures by counselors.

Therefore, the following recommendations are made:

1. Schools should strive to reduce the counselor-student ratio from the present determined mean of one full-time counselor for every 369 pupils to a more realistic ratio of one full-time counselor for every 300 pupils if counseling service for all students is to become a reality. This

recommendation is close to the ratio suggested by Conant of one full-time counselor for every 250 to 300 pupils.

2. Efforts need to be continued toward providing more adequate time for counselors who are free from administrative and supervisory duties or serving as a substitute teacher. This could further be implemented by the provision of more adequate clerical assistance to counselors, thus, enabling these specialists to function at their optimum. Less than one-half of the schools adequately provide for this assistance at the present time.
3. Counseling facilities, equipment, and materials should be supplied to enable counselors to perform their duties effectively, to assist the staff and pupils, and be inviting to students, also.
4. Counselors need to be mindful that counseling concerns itself with the total adjusting patterns of pupils and should not be limited only to assistance at crises or choice-making moments.
5. Counseling should extend to assisting pupils with implementing decisions which these pupils have reached if positive adjustment is to be realized. This can be aided by the counselors following up on each pupil counseled.
6. Counselors must prepare for each interview by review and

study of the data pertinent to each case if it is to be meaningful to the individual pupil seeking assistance.

7. Counselors must recognize problems beyond the limits of their skill or which can be more appropriately handled by others and refer such cases to persons possessing these competencies if possible.

### Placement

This area of the program of guidance services is admittedly functioning as less than "good" by all respondent groups in the total schools at the present time. These services were ranked eighth among the eight major areas of the total program of guidance services by the total schools of all three types. The only activity rates as "good" by all respondent groups among the schools involved in this study was: "Assistance is given to all students for educational placement within the school." The following recommendations are given for improving the placement services:

1. There must be recognition by the school of the importance of placement service to pupils and the community if a truly complete and functioning program of guidance services is to evolve.
2. An organized and operating placement service should be provided and assistance given to pupils not only for

educational placement within the school but for those pupils who need it for part-time employment while in school and for pupils who have dropped out or graduated alike, who may need it for educational, occupational, and training placement on a full-time basis.

3. A concerted effort should be made by the school to keep the staff, pupils, parents, and the community at large aware of the school's placement services and problems.
4. Schools should take the initiative in developing a cooperative school placement service by utilizing the public employment services and other community resources in an effort to make this service available to potential employers of present pupils, school-leavers, and graduates.

#### Follow-up

These services were ranked seventh among the eight major areas of the total program of guidance services by the total schools of all three types. Follow-up activities were rated as functioning only "fair" by the total respondent groups participating in this investigation. Recommendations to improve this area of the guidance program are:

1. If schools are to meet their responsibility to their pupils and the community which provides for the total education

program, greater attention must be given to the follow-up service. Regularly scheduled studies of former pupils, both drop-outs and graduates, must be conducted. A suggested sequence would be at one, two, and five years following the pupil's leaving the school if at all possible.

2. Schools should recognize that this service provides an excellent opportunity to gather information from students dropping out of school and determining their reasons for doing so and what their plans are for the future. Information gathered from these drop-outs and other former pupils should be used to improve the school's programs in curriculum, guidance, and administrative practice.
3. Follow-up study data should be used regularly in orienting pupils to experiences they will face upon leaving the school.
4. The guidance personnel must be made aware of the importance of their responsibility in compiling and interpreting these data for the improvement of the school's community relations and the total educational program.
5. Further research should be undertaken to seek means of overcoming weaknesses determined by this study. Special attention should be given to follow-up services. The development of valid criteria for qualitative assessment through follow-up could reveal inadequacies in educational



programs and provide a new orientation to curriculum and guidance practices in secondary schools.

6. Approximately 75 percent of the secondary pupils in Oregon are educated in only 25 percent of the total number of high schools in the state. It is recommended that some means be devised to provide guidance services in these small schools through an interschool cooperative arrangement. The use of mobile guidance laboratories staffed with competent itinerant guidance personnel is suggested as one means of providing this needed service.

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## APPENDICES



APPENDIX A

Rating Scales and Related Material

## Letter to Principals Requesting Participation in Study

2010 South Elm Street  
Albany, Oregon

The technological changes occurring in our society today call for a review and re-evaluation of the programs for education and the training for industry and other occupational areas. Very closely associated with this rapidly evolving technology and needed educational programs, is the necessity for sound programs of guidance services, both group and individual, which provide information about and experiences in occupations, further education and training, self-understanding for personal development, job selection, and counseling, as well as placement and follow-up, if we are to effectively assist our youth in adjusting to ever-changing demands.

Under the direction of Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State University, I am making an analysis of guidance services in selected high schools in Oregon. The findings of this study should be of value to you, your counselors, your staff, the students, and high school guidance programs in general, by determining how well our guidance services are actually functioning in meeting the needs of students in our schools; thus assisting in the planning and improving of our programs of guidance services as a process through which the educational and occupational needs of students may more effectively be met.

Your school has been selected as one of the representative schools in the state to be included as contributing to this study. Your cooperation will be greatly appreciated.

You are asked to please check the enclosed rating scale and return it at your very earliest convenience. Since this is to be an inclusive study of each school, rating scales are being mailed to each of your counselors and vocational instructors. Also, a rating scale to be completed by all seniors is a vital part of this study and should be administered during January. The rating scale, although bulky in appearance, can be completed in approximately thirty minutes.

Enclosed is an itinerary of planned school visitations. It has, of necessity, been arbitrarily drawn up to enable me to cover the state with a minimum of time and travel. If I am unable to closely adhere to this schedule, my task becomes next to impossible since it would require repeated travels across the state to pick up missed schools. Thus, I most urgently request your approval of the time and date shown on the itinerary. Please indicate your approval of my visitation to administer the rating scale to your seniors on the enclosed card. If it is absolutely impossible to accept the scheduled time and date, give an alternate time that might be worked into my visitation while in your section of the state. The hour of my visit is approximate--please state in terms of your daily schedule (e. g. 8:35, 8:47, 11:10, etc.), and I will adjust accordingly.

Thank you very much for your cooperation, time, and effort to make this study a success. Upon completion of the study, the results will be made available to those requesting them.

Sincerely yours,

Robert M. Foster

Encl.

Rating scale

Itinerary

Self-addressed card

Self-addressed envelope

(Self-addressed card)

School _____	Phone _____
Address _____	
You may visit our school and administer the schedule to our seniors as shown on your itinerary, in the following place:	
____ Auditorium ____ Cafeteria ____ Little Theater ____ Gym	
____ Classroom (s)- No's. _____	Other _____
<u>Number of Seniors:</u> _____	
Person to contact: _____	
Your visitation scheduled at _____ a. m. or _____ p. m. to fit our daily schedule.	
Alternate time, (if absolutely necessary): _____	
Confirmation of your visit: _____ requested, _____ not necessary	
_____ Principal	

Letter from the State Supervisor of Guidance Services

TO : Personnel in selected high schools included in  
Robert M. Foster's study on guidance services

FROM: Glenn L. Weaver, Supervisor of Guidance  
Services

We are quite familiar with the study on guidance services being made by Robert M. Foster in fifty selected high schools in this state. We feel the results of this study will be helpful, not only to those schools in the study but to most all high schools in the state, particularly at this time when so many schools are seeking more effective ways of meeting the educational and occupational needs of students.

We encourage your participation in Mr. Foster's study.

## Letter to Vocational Instructors Requesting Participation in Study

2010 South Elm Street  
Albany, Oregon

The technological changes occurring so rapidly in our society today call for a review and re-evaluation of the programs for education and the training for industry and other occupational areas. Very closely associated with this evolving technology and needed educational programs, is the necessity for sound programs of guidance services, both group and individual, which provide information about and experiences in occupations, further education and training, self-understanding for personal development, counseling and job selection, as well as placement within and without the school, and follow-up if we are to effectively assist our youth in adjusting to ever-changing demands.

Under the direction of Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State University, I am making an analysis of guidance services in selected high schools in Oregon. The findings of this study should be of value to you as a vocational instructor, as well as the students with whom you work, and your entire school staff, along with high school guidance programs in general--by determining how well our guidance services are actually functioning in meeting the needs of students in our schools; thus assisting in the planning and improving of our programs of guidance services as a process through which the educational, occupational and personal needs of students may more effectively be met.

You and your school have been selected as being representative of those in the state to contribute to this study. Your cooperation will be greatly appreciated.

Please check the enclosed rating scale and return at your earliest convenience. Thank you for your time and effort in making this study a success. Upon completion, the results will be made available to those schools requesting them.

Sincerely yours,

Robert M. Foster

Encl.

Rating scales

List of vocational instructors

Self-addressed envelopes

Included in this packet are additional copies of the rating scale and envelopes for return mailing. Please pass on the extra copies to other vocational instructors in your school. (Names are from the most recent State Department lists; if there has been a change in personnel I would appreciate your giving the rating scale to the new instructor.)

AGRICULTURE:

BUSINESS EDUCATION:

DISTRIBUTIVE EDUCATION:

HOMEMAKING:

TRADE & INDUSTRIAL:

## Letter to Counselors Requesting Participation in Study

2010 South Elm Street  
Albany, Oregon

The technological changes occurring in our society today call for a review and re-evaluation of the programs for education and the training for industry and other occupational areas. Very closely associated with this rapidly evolving technology and needed educational programs, is the necessity for sound programs of guidance services, both group and individual, which provide information about and experiences in occupations. Further education and training, self-understanding for personal development, counseling and job selection, as well as placement within and without the school, and follow-up if we are to effectively assist our youth in adjusting to ever-changing demands.

Under the direction of Dr. Franklin R. Zeran, Dean of the School of Education, Oregon State University, I am making an analysis of guidance services in selected high schools in Oregon. The findings of this study should be of value not only to you as a counselor, but to your entire school staff, administration, your students, and to high school guidance programs in general--by determining how well our guidance services are actually functioning in meeting the needs of students in our schools; thus assisting in the planning and improving of our programs of guidance services as a process through which the educational, occupational, and personal needs of students may more effectively be met.

You and your school have been selected as being representative of doing a creditable job in guidance and are to be included as contributing to this study. Your cooperation will be greatly appreciated. The most recent information available from the State Department of Education lists you as head counselor, so I am taking the liberty of asking you to enlist the cooperation of the counselors assigned to three periods or more in your school in this study.

Please check the enclosed rating scale and return at your very earliest convenience. Thank you for your time and effort in making this study a success. Upon completion, the results will be made available to those schools requesting them.

Sincerely yours,

Robert M. Foster

Encl.

Rating scales

Self-addressed envelopes



## Follow-up Letter to Principals

2010 S. Elm Street  
Albany, Oregon

The latter part of December a letter was sent to you asking your participation, along with your counselors and vocational instructors, as well as requesting the opportunity to visit your school to administer a rating scale to all of your seniors as a part of a state-wide study in an attempt to determine how well these groups believe their school's program of guidance services is functioning in meeting the needs of students.

An enclosed card approving participation was returned and your school has been visited but as yet your completed rating scale has not been received. This may have been laid aside, as it must have arrived just prior to Christmas vacation, and been overlooked in the busy days upon your return. However, I am very much in need of a higher percentage of returns and would appreciate receiving your completed rating scale. If it has been lost, please let me know by checking the enclosed card and I will send another.

Thank you for your consideration and help in completing my study at the earliest possible date.

Sincerely yours,

Robert M. Foster

(Self-addressed card)

Encl.

Self-addressed card

Dear Bob:
_____ The completed rating scale will soon be on its way
_____ Can't find the rating scale, please send another
_____
Name
_____
Address

## Second Follow-up Letter to Principals

2010 South Elm Street  
Albany, Oregon

The latter part of December a letter was sent to your school asking the participation of the Principal, Counselors and Vocational Instructors, as well as requesting the opportunity to visit your school and administer a rating scale to all of your seniors as a part of a state-wide study in an attempt to determine how well these groups believe their school's program of guidance services is functioning in meeting the needs of students.

A card approving participation was returned and your school has been visited but as yet all completed rating scales have not been returned. These may have been laid aside, as they must have arrived just prior to Christmas vacation, and been overlooked in the busy days upon your return. However, I am very much in need of a higher percentage of returns and would appreciate your encouraging the counselors and vocational instructors, who have not done so, to complete and mail them at their earliest convenience as the data received so far is at the computer center and is being processed, so the ones not received as yet are urgently needed.

Thank you for your consideration and help in completing my study at the earliest possible date. If the rating scales have been lost, please let me know by checking the enclosed card and I will send others.

Sincerely yours,

Robert M. Foster

(Self-addressed card)

Encl.

Self-addressed card

Dear Bob:
_____ The completed rating scale will soon be on its way.
_____ Can't find the rating scale, please send -
_____ for Counselor(s)
_____ for Voc. Instructor(s)
_____
Name
_____
_____
Address

## INSTRUCTIONS FOR ADMINISTERING RATING SCALE TO SENIORS

Pass out booklet to each senior and ask them to -  
PLEASE MAKE NO MARKS IN THE BOOKLET UNTIL DIRECTED TO DO SO:

(Structure the situation by explaining the purpose, procedure, and the importance of the students' contribution to this study)

You are among approximately ten thousand seniors from fifty high schools in the state selected to participate in a comprehensive state-wide study of guidance services, in an attempt to determine how well these guidance services are functioning in meeting the needs of high school students. This is not a test, but you are asked to give serious consideration to each statement, as your responses may serve to aid schools in developing improved programs of guidance services in order that they may more effectively assist you in adjusting to the ever-changing demands of society.

PLEASE EXAMINE YOUR BOOKLET TO SEE THAT IT IS COMPLETE - there should be 6 pages with items numbered 1 through 75 - YOU WILL NOTE THAT THE ITEMS FOR NUMBERS - 10, 11, 15, 17, 31, 33, 44, 46, 55, 65, 69, 72 and 73 HAVE BEEN DELETED SO NO RESPONSE IS REQUIRED FOR THESE NUMBERS.

Now look at items 1, 2 and 3 - these are for coding purposes only but are important and necessary for machine data processing later:

- Item 1. - the number 4 indicates that this is the rating scale completed by high school seniors.
- Item 2. - this codes your school by number and group-size.  
PLEASE PLACE THE NUMBER \_\_\_\_ IN THE SPACE UNDER "SCHOOL" AND AN X BESIDE THE NUMBER \_\_\_\_ UNDER "TYPE."
- Item 3. - indicate your sex - male or female, by placing an X in the proper space provided, as the data will be processed later by boy or girl responses.

THE ONLY MARKING YOU ARE TO MAKE FROM THIS POINT ON, IS AN X IN THE APPROPRIATE SPACE UNDER EACH ITEM. IT IS IMPORTANT THAT YOU FOLLOW THIS DIRECTION.

NOTE: If it becomes necessary for someone other than the researcher to administer this schedule to seniors, please follow these directions as closely as possible to assure the same structuring of the response situation.

The person administering this schedule should read aloud while the students follow along on their copy, beginning with the paragraph starting - - - "The purpose of the following sections - - - , read down to- I General Organization. (Be certain to stress the criteria for evaluation of each item for rating) At this point explain each of the eight areas of a complete program of guidance services - by reviewing each section in the booklet, as follows:

I General Organization - items in this area will refer to the general organization and administration of the program of guidance services in your school. As an example, item 4 refers to the administrative staff in your school (Prin., V. Prin., Deans, etc.) "Will you each please read item 4 and then place an X in the space by the number which most nearly indicates how well you believe the provision described in this item is functioning in meeting the needs of students in your school." (Each student's rating should be his own). "This should serve as an example of how each item is to be handled; are there any questions?"

"Let us look at another - turn to item 8 - here members of your school faculty, other than counselors, may be used to discuss with and assist students because of their special training or experience in certain fields, thus giving special guidance assistance."

II Orientation - items in this area will deal with the activities and efforts of the school to help acquaint students or introduce them to the school's program of studies and other activities. (Explain terms - "feeder schools" - as those elementary or junior highs which feed students into this high school, which is the "receiving school."

III Group Guidance - refers to guidance activities done on a large or small group basis rather than the one-to-one, counselor-student basis in the counselor's office. These could be carried out in American Problems classes, English classes, home rooms, etc. might involve the bringing in of outside speakers, use of educational or informational films - i. e. those efforts by the school to give guidance on a group basis rather than on an individual basis.

IV Individual Inventory - the items in this area deal with efforts by the school to compile meaningful information about individual students in an attempt to aid them in understanding themselves, their abilities, aptitudes, interests, skills, etc., as an aid to assisting them with the many choices they will be making. This may take the form of questionnaires, tests, grades, biographical sketches and the like.

V Informational Services - items in this area refer to efforts by the school to provide you with information concerning the school's program, information about post-high school occupational, educational and training opportunities, and in general, what is done to keep you informed in an effort to assist you with your planning.

VI Counseling - items in this area deal specifically with the counseling phase of the total guidance program - the number of counselors, their availability to students, facilities and materials - e. g. item 52 - the efforts the counselors make to assist you in putting into action the decisions which you have reached in planning.

VII Placement - these items will deal with the activities and efforts by the school to assist you with placement within the school (educational) - the proper courses and curriculum, whether college preparatory or occupationally oriented; also, the efforts by the school to assist students with occupational placement - perhaps part time employment while in school, as well as to former students needing this assistance.

VIII Follow-up - these items refer to efforts by the school to determine what has happened to former students - the school may involve the present student body to assist in getting information on older brothers, sisters or friends and use this information from past follow-up studies to assist you, or use former student's pictures, honors received, write ups or as speakers - any or all of this information being used to further the school and community toward improvement of the program of guidance services.

REMINDE STUDENTS THAT THEY ARE TO RESPOND TO ALL ITEMS BY GIVING SERIOUS CONSIDERATION TO EACH STATEMENT FOR RATING - THEY SHOULD ANSWER TO THE BEST OF THEIR KNOWLEDGE AND BE AS FAIR, HONEST AND OBJECTIVE AS POSSIBLE.

IF A STUDENT IS NEW TO THE SCHOOL AND HONESTLY DOES NOT POSSESS THE KNOWLEDGE TO RESPOND TO ITEMS, HE SHOULD LEAVE THE ITEM BLANK, HOWEVER, IF THE REASON FOR THE STUDENT NOT KNOWING, IS THAT THE GUIDANCE SERVICE DOES NOT EXIST OR IS FUNCTIONING SO POORLY AS TO BE OF LITTLE BENEFIT TO HIM, THE STUDENT SHOULD RATE THE CONDITION OR PROVISION AS FUNCTIONING POORLY.

If there are questions as to meaning of items or terms it is permissible to explain them.

Visiting among students should be discouraged.

When everyone has completed the schedule, collect them and before dismissing the students, express appreciation for their cooperation in this study and assure them that they have made a significant contribution, not only to the study, but toward the improvement of guidance services in general, which is a purpose of the study.

Sincere thanks,

Robert M. Foster

GUIDANCE AND COUNSELING FACILITIES  
CHECKLIST

School                      Type

\_\_\_\_\_

1. Counseling Center:

\_\_\_\_\_ Periods for counseling  
\_\_\_\_\_ Counselor-student ratio

Yes      No

\_\_\_\_\_ Private counseling space  
\_\_\_\_\_ Group conference room available  
\_\_\_\_\_ Reception area  
\_\_\_\_\_ Bulletin or tackboard  
\_\_\_\_\_ Professional library  
\_\_\_\_\_ Typewriter  
\_\_\_\_\_ Recording device

2. Clerical Assistance:

\_\_\_\_\_ Non-student  
\_\_\_\_\_ Student  
\_\_\_\_\_ Adequate

3. Occupational and Informational Materials:

\_\_\_\_\_ School and college catalogs  
\_\_\_\_\_ Unbound occupational information file  
\_\_\_\_\_ Job Guide For Young Workers  
\_\_\_\_\_ Occupational Outlook Handbook  
\_\_\_\_\_ Occupational Outlook Quarterly  
\_\_\_\_\_ Personnel and Guidance Journal  
\_\_\_\_\_ Oregon State Apprenticeship materials  
\_\_\_\_\_ Armed Services materials  
\_\_\_\_\_ Informational posters  
\_\_\_\_\_ Guidance films

AN ANALYSIS OF GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN OREGON

Rating Scale  
(High School Principals)

An attempt is being made to determine how well guidance services are functioning in meeting the needs of students through an analysis of selected high schools in Oregon. You can assist by responding to the following items:

1. Rating Scale:

  1  

2. School:    Type:

               1    
               2    
               3  

3. Please indicate whether or not you have had experience as a paid school counselor and at what level, by placing an X in the proper space below:

       Elementary School  
       Junior High School  
       Senior High School  
       College

The purpose of the following sections is to secure from you a rating of each item under the eight areas of guidance services which follow. You are asked to make an evaluation of each item, using the ratings defined below, to indicate how well you believe your school's guidance program is functioning in meeting the needs of your students.

The evaluation for each item for rating is to be based upon the following criteria:

- 5   - when provisions or conditions are functioning excellently.
- 4   - when provisions or conditions are functioning very good.
- 3   - when provisions or conditions are functioning good.
- 2   - when provisions or conditions are functioning fair.
- 1   - when provisions or conditions are functioning poorly.

Please place an X in the space by the number which most nearly indicates how well you believe the provision or condition described in each item is functioning in meeting the needs of your students:

I General Organization

4. The administration provides noticeable, positive leadership in the guidance program:

       5  
       4  
       3  
       2  
       1



5. The administration supports guidance services by securing adequate budgetary provision, as evidenced by personnel, facilities and materials:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

6. Administrative support of the guidance program is evidenced through community organizations participating in the program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

7. Desirable publicity is given to improve school, home, and community relationships:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

8. Members of the school faculty are used as resource persons by delegating appropriate guidance duties to them:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

9. There is a qualified person designated with direct responsibility for heading the operation of the guidance program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

10. A guidance committee has been established and serves as an advisory and coordinating group in matters of guidance policies and practices:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

11. The entire school staff participates in up-grading the program of guidance through some form of in-service training:

5  
 4  
 3  
 2  
 1

## II Orientation

12. There is a planned and regularly conducted program of orientation activities for students, prior to their enrollment in your school, from feeder schools:

5  
 4  
 3  
 2  
 1

13. There is an orientation program for other students enrolling or transferring into the school, at the beginning of, or during the school year:

5  
 4  
 3  
 2  
 1

14. The orientation program planning is a cooperative effort among the administration, counselors, other faculty members, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school:

5  
 4  
 3  
 2  
 1

15. The program of orientation includes the transfer and use of cumulative records on all new students:

5  
 4  
 3  
 2  
 1

16. Visitations to all feeder schools are made by some member(s) of the receiving school staff qualified to assist in orientation:

5  
 4  
 3  
 2  
 1

17. The orientation program makes provision especially for students with identified learning problems:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
18. Student and/or parent handbooks and other devices are used for providing information concerning the school and its program:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
19. The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1

### III Group Guidance

20. There is an on-going program of group guidance in the school carried out in connection with a basic course program, a home room system, or special classes of a guidance nature:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
21. The group guidance program is organized to provide needed learning experiences for all students:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
22. Periodic assessment of concerns of students is made to assist in providing group guidance activities:
- \_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1

23. These group guidance activities give students the opportunity to make decisions concerning their curricular and co-curricular programs:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1
24. The units included in group guidance are offered at grade levels appropriate to the physical, social and emotional maturation of students:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1
25. Teachers of group guidance activities generally appear to have the personal traits and qualifications for effective teaching in these areas:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1
26. Most of the following topics are covered by one or more units in the curriculum as a part of group guidance program: orientation to the school, effective study habits, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, use of leisure time, and positive physical and mental health practices:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1
27. Special activities such as - career conferences, student-in-industry days, college days, work days, or special assemblies are carried out periodically as a part of the group guidance program:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

#### IV Individual Inventory

28. The school pursues a planned program for securing and filing data on the individual characteristics of all students:
- \_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

29. The information compiled about each student gives teachers, counselors, and administrators sufficient data to give individual assistance to all students:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

30. Autobiographies, student questionnaires, school marks, health and medical records, intelligence and achievement tests, and other forms are used to collect information for cumulative records:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

31. Cumulative records are readily available to teachers, counselors, and administrators for referral when they are needed:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

32. Information compiled about individual students is regularly used for interpretation and assistance to them through individual counseling:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

33. Information accumulated about students is regularly used by the school to evaluate and improve the curriculum:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

34. Teachers adjust their classroom activities to the needs of individual students as the result of information accumulated about these students:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

35. The school's program for securing information about students tries to maintain a balance between the use of tests, and other methods of collecting data, such as observation, questionnaires, and interviews with students and parents:

5  
 4  
 3  
 2  
 1

#### V Informational Services

36. The school maintains an adequate collection of school and college catalogs, and other types of information concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

37. This collection covers opportunities in such as junior or community colleges, vocational, technical, and trade schools, the armed services, adult and evening schools, and apprenticeship programs:

5  
 4  
 3  
 2  
 1

38. The school maintains a collection of books, pamphlets, monographs, and other materials relating to a wide range of occupations, which are up to date:

5  
 4  
 3  
 2  
 1

39. The collection of educational and occupational information is readily accessible to students, teachers, and counselors:

5  
 4  
 3  
 2  
 1

40. Resource persons from the larger community are utilized to give additional first-hand information to students concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

41. Teachers regularly provide their classes with occupational information related to their respective subject-matter fields:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

42. Counselors assist students in working out their educational and occupational planning through interviews:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VI Counseling

43. Counselors have been selected for their personal traits, experience, and preparation which enables them to effectively counsel individual students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

44. The administration and teaching staff recognize counseling as a definite activity involving particular knowledges and skills:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

45. Counselors are utilized as resource persons by other members of the staff:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

46. Counselors are encouraged to increase and up-date their competencies through professional study and work experience:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

47. The counselor-student ratio, makes provision for individual counseling to all students, a reality:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
48. Counselor time is kept free from administrative and supervisory duties, or serving as a substitute teacher:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
49. Counseling facilities, equipment, and materials are supplied to enable counselors to perform their duties effectively, to assist the teaching staff, and are inviting to students, also:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
50. Counseling concerns itself with the total adjusting patterns of students:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
51. Counseling is directed toward assisting the individual student in developing the ability to reach his own decisions in an increasingly mature and effective manner:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
52. Counselors assist students in implementing decisions which they have reached:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
53. Counselors prepare for each interview by review and study of data pertinent to the case:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1



54. Interviews are flexibly organized and encourage students' freedom of expression:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

55. Confidential written records of interviews are kept by the counselors:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

56. Counselors recognize problems which are beyond their skill or which can be more appropriately handled by others, and refer such cases to appropriate resources, if available:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

57. Follow-up procedures are used by counselors on each student counseled:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

58. High ethical standards are maintained by counselors involving confidential information with students:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

59. Counseling frequently involves cooperation of parents, teachers, administrators, and community resources to assist students with their problems, but always maintains student confidence in such matters:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

VII Placement

60. The school provides an organized placement service in keeping with the needs of its students:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
61. Assistance is given to all students who need it for educational placement within the school:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
62. Assistance is given to all students who need it for securing part-time employment while in school:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
63. Assistance is given to drop-outs and graduates alike who need it for securing full-time employment:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
64. All students are kept fully informed as to the placement services provided by the school:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
65. The school staff is well informed as to the school's placement problems and services:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
66. Former students are encouraged to participate in the school's placement services:  
\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

67. The school maintains a central placement office or desk:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

68. Placement activities are coordinated and publicized to keep the students, staff, and public aware of these activities:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

69. Regular and frequent contacts with potential employers of students, drop-outs, and graduates are maintained:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

70. Public employment services and other community resources are utilized in developing school placement services:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VIII Follow-up

71. The school conducts regularly scheduled studies of drop-outs and graduates:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

72. Students dropping out of school are interviewed to determine reasons for doing so and what their plans are for the future:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

73. Information concerning former students, gathered formally or informally, is used to improve the school's programs in curriculum, guidance, and administrative practices:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

74. Follow-up study data are used regularly in orienting students to experiences they will face upon leaving school:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

75. Information collected about former students is used to aid in the school's community relations program:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

AN ANALYSIS OF GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN OREGON

Rating Scale  
(Vocational Instructors)

An attempt is being made to determine how well guidance services are functioning in meeting the needs of students through an analysis of selected high schools in Oregon. You can assist by responding to the following items:

1. Rating Scale:

  2  

2. School:    Type:

                    1  
                         2  
                         3

3. Indicate teacher certification you now hold:

       Provisional  
       Regular secondary  
       Basic norm (4-year)  
       Standard norm (5-year)  
       Educational specialist - Counselor

The purpose of the following sections is to secure from you a rating of each item under the eight areas of guidance services which follow. You are asked to make an evaluation of each item, using the ratings defined below, to indicate how well you believe your school's guidance program is functioning in meeting the needs of your students.

The evaluation for each item for rating is to be based upon the following criteria:

- 5   - when provisions or conditions are functioning excellently.  
  4   - when provisions or conditions are functioning very good.  
  3   - when provisions or conditions are functioning good.  
  2   - when provisions or conditions are functioning fair.  
  1   - when provisions or conditions are functioning poorly.

Please place an X in the space by the number which most nearly indicates how well you believe the provision or condition described in each item is functioning in meeting the needs of your students:

I General Organization

4. The administration provides noticeable, positive leadership in the guidance program:

       5  
       4  
       3  
       2  
       1

5. The administration supports guidance services by securing adequate budgetary provision, as evidenced by personnel, facilities and materials:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1
6. Administrative support of the guidance program is evidenced through community organizations participating in the program:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1
7. Desirable publicity is given to improve school, home, and community relationships:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1
8. Members of the school faculty are used as resource persons by delegating appropriate guidance duties to them:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1
9. There is a qualified person designated with direct responsibility for heading the operation of the guidance program:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1
10. A guidance committee has been established and serves as an advisory and coordinating group in matters of guidance policies and practices:
- \_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

11. The entire school staff participates in up-grading the program of guidance through some form of in-service training:

5  
 4  
 3  
 2  
 1

## II Orientation

12. There is a planned and regularly conducted program of orientation activities for students, prior to their enrollment in your school, from feeder schools:

5  
 4  
 3  
 2  
 1

13. There is an orientation program for other students enrolling or transferring into the school, at the beginning of, or during the school year:

5  
 4  
 3  
 2  
 1

14. The orientation program planning is a cooperative effort among the administration, counselors, other faculty members, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school:

5  
 4  
 3  
 2  
 1

15. The program of orientation includes the transfer and use of cumulative records on all new students:

5  
 4  
 3  
 2  
 1

16. Visitations to all feeder schools are made by some member(s) of the receiving school staff qualified to assist in orientation:

5  
 4  
 3  
 2  
 1

17. The orientation program makes provision especially for students with identified learning problems:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

18. Student and/or parent handbooks and other devices are used for providing information concerning the school and its program:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

19. The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

### III Group Guidance

20. There is an on-going program of group guidance in the school carried out in connection with a basic course program, a home room system, or special classes of a guidance nature:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

21. The group guidance program is organized to provide needed learning experiences for all students:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1

22. Periodic assessment of concerns of students is made to assist in providing group guidance activities:

\_\_\_5  
\_\_\_4  
\_\_\_3  
\_\_\_2  
\_\_\_1



23. These group guidance activities give students the opportunity to make decisions concerning their curricular and co-curricular programs:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

24. The units included in group guidance are offered at grade levels appropriate to the physical, social and emotional maturation of students:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

25. Teachers of group guidance activities generally appear to have the personal traits and qualifications for effective teaching in these areas:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

26. Most of the following topics are covered by one or more units in the curriculum as a part of group guidance program: orientation to the school, effective study habits, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, use of leisure time, and positive physical and mental health practices:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

27. Special activities such as - career conferences, student-in-industry days, college days, work days, or special assemblies are carried out periodically as a part of the group guidance program:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

#### IV Individual Inventory

28. The school pursues a planned program for securing and filing data on the individual characteristics of all students:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

29. The information compiled about each student gives teachers, counselors, and administrators sufficient data to give individual assistance to all students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
30. Autobiographies, student questionnaires, school marks, health and medical records, intelligence and achievement tests, and other forms are used to collect information for cumulative records:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
31. Cumulative records are readily available to teachers, counselors, and administrators for referral when they are needed:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
32. Information compiled about individual students is regularly used for interpretation and assistance to them through individual counseling:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
33. Information accumulated about students is regularly used by the school to evaluate and improve the curriculum:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
34. Teachers adjust their classroom activities to the needs of individual students as the result of information accumulated about these students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

35. The school's program for securing information about students tries to maintain a balance between the use of tests, and other methods of collecting data, such as observation, questionnaires, and interviews with students and parents:

5  
 4  
 3  
 2  
 1

#### V Informational Services

36. The school maintains an adequate collection of school and college catalogs, and other types of information concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

37. This collection covers opportunities in such as junior or community colleges, vocational, technical, and trade schools, the armed services, adult and evening schools, and apprenticeship programs:

5  
 4  
 3  
 2  
 1

38. The school maintains a collection of books, pamphlets, monographs, and other materials relating to a wide range of occupations, which are up to date:

5  
 4  
 3  
 2  
 1

39. The collection of educational and occupational information is readily accessible to students, teachers, and counselors:

5  
 4  
 3  
 2  
 1

40. Resource persons from the larger community are utilized to give additional first-hand information to students concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

41. Teachers regularly provide their classes with occupational information related to their respective subject-matter fields:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

42. Counselors assist students in working out their educational and occupational planning through interviews:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VI Counseling

43. Counselors have been selected for their personal traits, experience, and preparation which enables them to effectively counsel individual students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

44. The administration and teaching staff recognize counseling as a definite activity involving particular knowledges and skills:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

45. Counselors are utilized as resource persons by other members of the staff:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

46. Counselors are encouraged to increase and up-date their competencies through professional study and work experience:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

47. The counselor-student ratio, makes provision for individual counseling to all students, a reality:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

48. Counselor time is kept free from administrative and supervisory duties, or serving as a substitute teacher:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

49. Counseling facilities, equipment, and materials are supplied to enable counselors to perform their duties effectively, to assist the teaching staff, and are inviting to students, also:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

50.

51.

52.

53.

54.

55.

56.

57.

58. High ethical standards are maintained by counselors involving confidential information with students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

59. Counseling frequently involves cooperation of parents, teachers, administrators, and community resources to assist students with their problems, but always maintains student confidence in such matters:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

VII Placement

60. The school provides an organized placement service in keeping with the needs of its students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

61. Assistance is given to all students who need it for educational placement within the school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

62. Assistance is given to all students who need it for securing part-time employment while in school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

63. Assistance is given to drop-outs and graduates alike who need it for securing full-time employment:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

64. All students are kept fully informed as to the placement services provided by the school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

65. The school staff is well informed as to the school's placement problems and services:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

66. Former students are encouraged to participate in the school's placement services:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

67. The school maintains a central placement office or desk:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

68. Placement activities are coordinated and publicized to keep the students, staff, and public aware of these activities:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

69. Regular and frequent contacts with potential employers of students, drop-outs, and graduates are maintained:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

70. Public employment services and other community resources are utilized in developing school placement services:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VIII Follow-up

71. The school conducts regularly scheduled studies of drop-outs and graduates:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

72. Students dropping out of school are interviewed to determine reasons for doing so and what their plans are for the future:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1



73. Information concerning former students, gathered formally or informally, is used to improve the school's programs in curriculum, guidance, and administrative practices:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

74. Follow-up study data are used regularly in orienting students to experiences they will face upon leaving school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

75. Information collected about former students is used to aid in the school's community relations program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

AN ANALYSIS OF GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN OREGON

Rating Scale  
(School Counselors)

An attempt is being made to determine how well guidance services are functioning in meeting the needs of students through an analysis of selected high schools in Oregon. You can assist by responding to the following items:

1. Rating Scale:

  3  

2. School:      Type:

	1
	2
	3

3. Indicate teacher certification you now hold:

   Provisional  
   Regular secondary  
   Basic norm (4-year)  
   Standard norm (5-year)  
   Educational specialist - Counselor

The purpose of the following sections is to secure from you a rating of each item under the eight areas of guidance services which follow. You are asked to make an evaluation of each item, using the ratings defined below, to indicate how well you believe your school's guidance program is functioning in meeting the needs of your students.

The evaluation for each item for rating is to be based upon the following criteria:

- 5 - when provisions or conditions are functioning excellently.
- 4 - when provisions or conditions are functioning very good.
- 3 - when provisions or conditions are functioning good.
- 2 - when provisions or conditions are functioning fair.
- 1 - when provisions or conditions are functioning poorly.

Please place an X in the space by the number which most nearly indicates how well you believe the provision or condition described in each item is functioning in meeting the needs of your students:

I General Organization

4. The administration provides noticeable, positive leadership in the guidance program:

   5  
   4  
   3  
   2  
   1

5. The administration supports guidance services by securing adequate budgetary provision, as evidenced by personnel, facilities and materials:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
6. Administrative support of the guidance program is evidenced through community organizations participating in the program:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
7. Desirable publicity is given to improve school, home, and community relationships:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
8. Members of the school faculty are used as resource persons by delegating appropriate guidance duties to them:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
9. There is a qualified person designated with direct responsibility for heading the operation of the guidance program:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
10. A guidance committee has been established and serves as an advisory and coordinating group in matters of guidance policies and practices:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

11. The entire school staff participates in up-grading the program of guidance through some form of in-service training:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

## II Orientation

12. There is a planned and regularly conducted program of orientation activities for students, prior to their enrollment in your school, from feeder schools:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

13. There is an orientation program for other students enrolling or transferring into the school, at the beginning of, or during the school year:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

14. The orientation program planning is a cooperative effort among the administration, counselors, other faculty members, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

15. The program of orientation includes the transfer and use of cumulative records on all new students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

16. Visitations to all feeder schools are made by some member(s) of the receiving school staff qualified to assist in orientation:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

17. The orientation program makes provision especially for students with identified learning problems:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1
18. Student and/or parent handbooks and other devices are used for providing information concerning the school and its program:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1
19. The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

### III Group Guidance

20. There is an on-going program of group guidance in the school carried out in connection with a basic course program, a home room system, or special classes of a guidance nature:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1
21. The group guidance program is organized to provide needed learning experiences for all students:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1
22. Periodic assessment of concerns of students is made to assist in providing group guidance activities:
- \_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

23. These group guidance activities give students the opportunity to make decisions concerning their curricular and co-curricular programs:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

24. The units included in group guidance are offered at grade levels appropriate to the physical, social and emotional maturation of students:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

25. Teachers of group guidance activities generally appear to have the personal traits and qualifications for effective teaching in these areas:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

26. Most of the following topics are covered by one or more units in the curriculum as a part of group guidance program: orientation to the school, effective study habits, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, use of leisure time, and positive physical and mental health practices:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

27. Special activities such as - career conferences, student-in-industry days, college days, work days, or special assemblies are carried out periodically as a part of the group guidance program:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

#### IV Individual Inventory

28. The school pursues a planned program for securing and filing data on the individual characteristics of all students:

\_\_\_ 5  
 \_\_\_ 4  
 \_\_\_ 3  
 \_\_\_ 2  
 \_\_\_ 1

29. The information compiled about each student gives teachers, counselors, and administrators sufficient data to give individual assistance to all students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

30. Autobiographies, student questionnaires, school marks, health and medical records, intelligence and achievement tests, and other forms are used to collect information for cumulative records:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

31. Cumulative records are readily available to teachers, counselors, and administrators for referral when they are needed:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

32. Information compiled about individual students is regularly used for interpretation and assistance to them through individual counseling:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

33. Information accumulated about students is regularly used by the school to evaluate and improve the curriculum:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

34. Teachers adjust their classroom activities to the needs of individual students as the result of information accumulated about these students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

35. The school's program for securing information about students tries to maintain a balance between the use of tests, and other methods of collecting data, such as observation, questionnaires, and interviews with students and parents:

5  
 4  
 3  
 2  
 1

#### V Informational Services

36. The school maintains an adequate collection of school and college catalogs, and other types of information concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

37. This collection covers opportunities in such as junior or community colleges, vocational, technical, and trade schools, the armed services, adult and evening schools, and apprenticeship programs:

5  
 4  
 3  
 2  
 1

38. The school maintains a collection of books, pamphlets, monographs, and other materials relating to a wide range of occupations, which are up to date:

5  
 4  
 3  
 2  
 1

39. The collection of educational and occupational information is readily accessible to students, teachers, and counselors:

5  
 4  
 3  
 2  
 1

40. Resource persons from the larger community are utilized to give additional first-hand information to students concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1



41. Teachers regularly provide their classes with occupational information related to their respective subject-matter fields:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

42. Counselors assist students in working out their educational and occupational planning through interviews:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VI Counseling

43. Counselors have been selected for their personal traits, experience, and preparation which enables them to effectively counsel individual students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

44. The administration and teaching staff recognize counseling as a definite activity involving particular knowledges and skills:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

45. Counselors are utilized as resource persons by other members of the staff:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

46. Counselors are encouraged to increase and up-date their competencies through professional study and work experience:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

47. The counselor-student ratio, makes provision for individual counseling to all students, a reality:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
48. Counselor time is kept free from administrative and supervisory duties, or serving as a substitute teacher:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
49. Counseling facilities, equipment, and materials are supplied to enable counselors to perform their duties effectively, to assist the teaching staff, and are inviting to students, also:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
50. Counseling concerns itself with the total adjusting patterns of students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
51. Counseling is directed toward assisting the individual student in developing the ability to reach his own decisions in an increasingly mature and effective manner:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
52. Counselors assist students in implementing decisions which they have reached:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
53. Counselors prepare for each interview by review and study of data pertinent to the case:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

54. Interviews are flexibly organized and encourage students' freedom of expression:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

55. Confidential written records of interviews are kept by the counselors:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

56. Counselors recognize problems which are beyond their skill or which can be more appropriately handled by others, and refer such cases to appropriate resources, if available:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

57. Follow-up procedures are used by counselors on each student counseled:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

58. High ethical standards are maintained by counselors involving confidential information with students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

59. Counseling frequently involves cooperation of parents, teachers, administrators, and community resources to assist students with their problems, but always maintains student confidence in such matters:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

VII Placement

60. The school provides an organized placement service in keeping with the needs of its students:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
61. Assistance is given to all students who need it for educational placement within the school:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
62. Assistance is given to all students who need it for securing part-time employment while in school:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
63. Assistance is given to drop-outs and graduates alike who need it for securing full-time employment:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
64. All students are kept fully informed as to the placement services provided by the school:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
65. The school staff is well informed as to the school's placement problems and services:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1
66. Former students are encouraged to participate in the school's placement services:  
\_\_\_\_5  
\_\_\_\_4  
\_\_\_\_3  
\_\_\_\_2  
\_\_\_\_1

67. The school maintains a central placement office or desk:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

68. Placement activities are coordinated and publicized to keep the students, staff, and public aware of these activities:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

69. Regular and frequent contacts with potential employers of students, drop-outs, and graduates are maintained:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

70. Public employment services and other community resources are utilized in developing school placement services:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

#### VIII Follow-up

71. The school conducts regularly scheduled studies of drop-outs and graduates:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

72. Students dropping out of school are interviewed to determine reasons for doing so and what their plans are for the future:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

73. Information concerning former students, gathered formally or informally, is used to improve the school's programs in curriculum, guidance, and administrative practices:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

74. Follow-up study data are used regularly in orienting students to experiences they will face upon leaving school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

75. Information collected about former students is used to aid in the school's community relations program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

AN ANALYSIS OF GUIDANCE SERVICES IN  
SELECTED HIGH SCHOOLS IN OREGON

Rating Scale  
(High School Seniors)

An attempt is being made to determine how well guidance services are functioning in meeting the needs of students through an analysis of selected high schools in Oregon. You can assist by responding to the following items:

1. Rating Scale

    4    

2. School:      Type:

                     1  
                       2  
                       3

3. Sex:

     Male  
     Female

The purpose of the following sections is to secure from you a rating of each item under the eight areas of guidance services which follow. You are asked to make an evaluation of each item, using the ratings defined below, to indicate how well you believe your school's guidance program is functioning in meeting the needs of students.

The evaluation for each item for rating is to be based upon the following criteria:

- 5 - when provisions or conditions are functioning excellently.
- 4 - when provisions or conditions are functioning very good.
- 3 - when provisions or conditions are functioning good.
- 2 - when provisions or conditions are functioning fair.
- 1 - when provisions or conditions are functioning poorly.

Please place an X in the space by the number which most nearly indicates how well you believe the provision or condition described in each item is functioning in meeting the needs of students in your school:

I General Organization

4. The administration provides noticeable, positive leadership in the guidance program:

     5  
     4  
     3  
     2  
     1

5. The administration supports guidance services by securing adequate budgetary provision, as evidenced by personnel, facilities and materials:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

6. Administrative support of the guidance program is evidenced through community organizations participating in the program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

7. Desirable publicity is given to improve school, home, and community relationships:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

8. Members of the school faculty are used as resource persons by delegating appropriate guidance duties to them:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

9. There is a qualified person designated with direct responsibility for heading the operation of the guidance program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

10.



11.

II Orientation

12. There is a planned and regularly conducted program of orientation activities for students, prior to their enrollment in your school, from feeder schools:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

13. There is an orientation program for other students enrolling or transferring into the school, at the beginning of, or during the school year:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

14. The orientation program planning is a cooperative effort among the administration, counselors, other faculty members, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

15

16. Visitations to all feeder schools are made by some member(s) of the receiving school staff qualified to assist in orientation:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

17.

18. Student and/or parent handbooks and other devices are used for providing information concerning the school and its program:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

19. The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

### III Group Guidance

20. There is an on-going program of group guidance in the school carried out in connection with a basic course program, a home room system, or special classes of a guidance nature:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

21. The group guidance program is organized to provide needed learning experiences for all students:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

22. Periodic assessment of concerns of students is made to assist in providing group guidance activities:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

23. These group guidance activities give students the opportunity to make decisions concerning their curricular and co-curricular programs:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
24. The units included in group guidance are offered at grade levels appropriate to the physical, social and emotional maturation of students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
25. Teachers of group guidance activities generally appear to have the personal traits and qualifications for effective teaching in these areas:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
26. Most of the following topics are covered by one or more units in the curriculum as a part of group guidance program: orientation to the school, effective study habits, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, use of leisure time, and positive physical and mental health practices:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
27. Special activities such as - career conferences, student-in-industry days, college days, work days, or special assemblies are carried out periodically as a part of the group guidance program:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### IV Individual Inventory

28. The school pursues a planned program for securing and filing data on the individual characteristics of all students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

29. The information compiled about each student gives teachers, counselors, and administrators sufficient data to give individual assistance to all students:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

30. Autobiographies, student questionnaires, school marks, health and medical records, intelligence and achievement tests, and other forms are used to collect information for cumulative records:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

31.

32. Information compiled about individual students is regularly used for interpretation and assistance to them through individual counseling:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

33.

34. Teachers adjust their classroom activities to the needs of individual students as the result of information accumulated about these students:

\_\_\_\_ 5  
\_\_\_\_ 4  
\_\_\_\_ 3  
\_\_\_\_ 2  
\_\_\_\_ 1

35. The school's program for securing information about students tries to maintain a balance between the use of tests, and other methods of collecting data, such as observation, questionnaires, and interviews with students and parents:

5  
 4  
 3  
 2  
 1

#### V Informational Services

36. The school maintains an adequate collection of school and college catalogs, and other types of information concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

37. This collection covers opportunities in such as junior or community colleges, vocational, technical, and trade schools, the armed services, adult and evening schools, and apprenticeship programs:

5  
 4  
 3  
 2  
 1

38. The school maintains a collection of books, pamphlets, monographs, and other materials relating to a wide range of occupations, which are up to date:

5  
 4  
 3  
 2  
 1

39. The collection of educational and occupational information is readily accessible to students, teachers, and counselors:

5  
 4  
 3  
 2  
 1

40. Resource persons from the larger community are utilized to give additional first-hand information to students concerning educational, occupational, and training opportunities:

5  
 4  
 3  
 2  
 1

41. Teachers regularly provide their classes with occupational information related to their respective subject-matter fields:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

42. Counselors assist students in working out their educational and occupational planning through interviews:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VI Counseling

43. Counselors have been selected for their personal traits, experience, and preparation which enables them to effectively counsel individual students:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

44.

45. Counselors are utilized as resource persons by other members of the staff:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

46.

47. The counselor-student ratio, makes provision for individual counseling to all students, a reality:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
48. Counselor time is kept free from administrative and supervisory duties, or serving as a substitute teacher:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
49. Counseling facilities, equipment, and materials are supplied to enable counselors to perform their duties effectively, to assist the teaching staff, and are inviting to students, also:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
50. Counseling concerns itself with the total adjusting patterns of students:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
51. Counseling is directed toward assisting the individual student in developing the ability to reach his own decisions in an increasingly mature and effective manner:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
52. Counselors assist students in implementing decisions which they have reached:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1
53. Counselors prepare for each interview by review and study of data pertinent to the case:
- \_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

54. Interviews are flexibly organized and encourage students' freedom of expression:

- 5  
 4  
 3  
 2  
 1

55.

56. Counselors recognize problems which are beyond their skill or which can be more appropriately handled by others, and refer such cases to appropriate resources, if available:

- 5  
 4  
 3  
 2  
 1

57. Follow-up procedures are used by counselors on each student counseled:

- 5  
 4  
 3  
 2  
 1

58. High ethical standards are maintained by counselors involving confidential information with students:

- 5  
 4  
 3  
 2  
 1

59. Counseling frequently involves cooperation of parents, teachers, administrators, and community resources to assist students with their problems, but always maintains student confidence in such matters:

- 5  
 4  
 3  
 2  
 1



VII Placement

60. The school provides an organized placement service in keeping with the needs of its students:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

61. Assistance is given to all students who need it for educational placement within the school:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

62. Assistance is given to all students who need it for securing part-time employment while in school:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

63. Assistance is given to drop-outs and graduates alike who need it for securing full-time employment:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

64. All students are kept fully informed as to the placement services provided by the school:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

65.

66. Former students are encouraged to participate in the school's placement services:

- \_\_\_ 5
- \_\_\_ 4
- \_\_\_ 3
- \_\_\_ 2
- \_\_\_ 1

67. The school maintains a central placement office or desk:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

68. Placement activities are coordinated and publicized to keep the students, staff, and public aware of these activities:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

69.

70. Public employment services and other community resources are utilized in developing school placement services:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

#### VIII Follow-up

71. The school conducts regularly scheduled studies of drop-outs and graduates:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

72.

73.

74. Follow-up study data are used regularly in orienting students to experiences they will face upon leaving school:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

75. Information collected about former students is used to aid in the school's community relations program:

\_\_\_ 5  
\_\_\_ 4  
\_\_\_ 3  
\_\_\_ 2  
\_\_\_ 1

APPENDIX B

Tables

Table I. Summary of Item Responses to Rating Scales by Total Groups in all Schools

I General Organization

4. The administration provides noticeable, positive leadership in the guidance program.
5. The administration supports guidance services by securing adequate budgetary provision, as evidenced by personnel, facilities and materials.<sup>a</sup>
6. Administrative support of the guidance program is evidenced through community organizations participating in the program.<sup>a</sup>
7. Desirable publicity is given to improve school, home, and community relationships.
8. Members of the school faculty are used as resource persons by delegating appropriate guidance duties to them.
9. There is a qualified person designated with direct responsibility for heading the operation of the guidance program.
10. A guidance committee has been established and serves as an advisory and coordinating group in matters of guidance policies and practices.
11. The entire school staff participates in up-grading the program of guidance through some form of in-service training.

Table I. Summary of Item Responses to Rating Scales by Total Groups in all Schools.

I General Organization															
Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	Seniors				
	1 10	2 14	3 19	1 38	2 37	3 38	1 54	2 27	3 22	1 Girls 1654	2 Boys 1050	2 Girls 983	3 Boys 700	3 Girls 610	1310
Item															
4	3.80 <sup>c</sup>	3.71	3.68	3.77	3.13	3.08	3.96	3.03	3.68	3.19	3.38	3.14	3.27	2.92	3.15
5	3.50	3.85	4.36	3.58	3.51	2.97	3.40	3.07	3.72	3.27	3.48	3.13	3.31	3.01	3.11
6	3.00	3.00	3.00	2.88	2.64	2.21	2.95	2.77	2.68	2.60	2.87	2.40	2.56	2.34	2.52
7	3.40	3.42	3.52	3.62	2.83	2.83	3.62	2.92	3.18	2.80	2.88	2.64	2.75	2.57	2.62
8	3.22	3.42	3.42	2.93	2.48	2.62	3.18	2.48	3.00	3.01	3.19	2.91	3.03	2.75	2.98
9	4.40	4.42	4.57	4.31	3.89	3.72	4.38	4.22	3.86	3.56	3.82	3.84	3.91	3.54	3.64
10	3.70	3.14	3.05	3.55	2.27	1.91	3.08	2.81	2.36	d	d	d	d	d	d
11	2.40	2.07	3.10	2.90	2.16	2.02	2.50	1.77	2.54	d	d	d	d	d	d
Total N	79	112	152	276	296	295	398	216	176	1489	9723	6266	5923	4189	3636
Total Mean	3.41	3.32	3.54	3.43	2.84	2.65	3.38	2.85	3.09	3.07	3.27	3.01	3.14	2.85	3.00

## II Orientation

12. There is a planned and regularly conducted program of orientation activities for students, prior to their enrollment in your school, from feeder schools.
13. There is an orientation program for other students enrolling or transferring into the school, at the beginning of, or during the school year.
14. The orientation program planning is a cooperative effort among the administration, counselors, other faculty members, students, and parents, which results in a program designed to assist students with problems they are frequently known to have when transferring into a school.
15. The program of orientation includes the transfer and use of cumulative records on all new students.
16. Visitations to all feeder schools are made by some member(s) of the receiving school staff qualified to assist in orientation.
17. The orientation program makes provision especially for students with identified learning problems.
18. Student and/or parent handbooks and other devices are used for providing information concerning the school and its program.
19. The orientation activities are a part of the total planned educational program, providing for a continuity of curricular and co-curricular practices among the feeder and receiving schools.

Table I (Continued)

## II Orientation

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	1 Girls 1654	Seniors		3 Boys 700	3 Girls 610
	1 10	2 14	3 19	1 38	2 37	3 38	1 54	2 27	3 22	2 Boys 1050	2 Girls 983	2033		1310	
Item															
12	3.80	3.28	3.94	3.94	3.02	3.02	4.30	3.22	3.81	3.39	3.52	3.11	3.36	2.83	3.02
13	2.70	2.57	2.84	3.27	2.24	2.10	3.12	2.48	2.81	2.68	2.78	2.47	2.61	2.26	2.18
14	3.60	2.92	3.26	2.94	2.24	2.33	3.40	2.37	2.90	2.78	2.91	2.64	2.73	2.33	2.42
15	3.90	3.35	3.89	3.80	3.21	2.94	4.02	3.59	3.36	d	d	d	d	d	d
16	4.30	4.21	3.94	3.84	2.86	2.75	4.48	3.29	3.72	2.97	3.20	2.81	2.93	2.50	2.59
17	3.20	3.14	3.26	3.17	2.43	2.24	3.62	2.62	2.86	d	d	d	d	d	d
18	4.60	4.28	3.89	4.47	4.29	3.67	4.62	4.14	3.63	3.83	4.24	3.84	4.14	3.34	3.58
19	3.60	3.57	3.31	3.57	3.08	2.75	4.18	2.77	2.86	3.01	3.21	2.88	3.10	2.61	2.67
Total N	80	112	152	281	295	293	400	216	176	11400	9658	6208	5865	4135	3623
Total Mean	3.71	3.34	3.49	3.60	2.89	2.70	3.96	3.02	3.20	3.11	3.31	2.96	3.15	2.65	2.74



### III Group Guidance

20. There is an on-going program of group guidance in the school carried out in connection with a basic course program, a home room system, or special classes of a guidance nature.
21. The group guidance program is organized to provide needed learning experiences for all students.
22. Periodic assessment of concerns of students is made to assist in providing group guidance activities. <sup>a</sup>
23. These group guidance activities give students the opportunity to make decisions concerning their curricular and co-curricular programs.
24. The units included in group guidance are offered at grade levels appropriate to the physical, social and emotional maturation of students. <sup>a</sup>
25. Teachers of group guidance activities generally appear to have the personal traits and qualifications for effective teaching in these areas.
26. Most of the following topics are covered by one or more units in the curriculum as a part of group guidance program: orientation to the school, effective study habits, self-appraisal and self-understanding, educational and occupational planning, effective human relationships, how to apply for jobs, use of leisure time, and positive physical and mental health practices.
27. Special activities such as - career conferences, student-in-industry days, college days, work days, or special assemblies are carried out periodically as a part of the group guidance program.

Table I (Continued)

## III Group Guidance

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	Seniors					
	1	2	3	1	2	3	1	2	3		1 Girls 1654	2 Boys 1050	2 Girls 983	3 Boys 700	3 Girls 610	
	10	14	19	38	37	38	54	27	22		2033		1310			
Item																
20	3.00	2.85	2.77	2.85	2.75	2.02	2.82	2.18	2.14	2.97	3.26	2.72	2.87	2.60	2.73	
21	3.22	2.21	2.52	2.70	2.32	2.14	2.74	1.88	2.33	2.78	2.96	2.65	2.78	2.53	2.68	
22	3.20	2.35	2.87	2.68	2.29	2.19	2.52	1.96	2.38	2.43	2.52	2.24	2.37	2.21	2.25	
23	3.50	2.50	2.94	2.76	2.13	2.33	3.22	2.44	2.50	2.76	2.87	2.60	2.76	2.50	2.63	
24	2.90	2.78	2.50	2.79	2.33	2.22	2.92	2.11	2.38	2.70	2.89	2.65	2.66	2.50	2.57	
25	2.88	3.00	2.72	2.51	2.63	2.36	3.22	2.62	2.52	2.95	3.09	2.95	2.98	2.81	2.91	
26	2.60	3.14	3.16	3.02	2.32	2.52	3.16	2.70	2.63	2.91	3.06	2.73	2.96	2.68	2.76	
27	3.40	3.14	3.83	3.38	3.08	3.05	3.94	3.18	3.45	3.18	3.40	3.00	3.25	2.98	3.20	
Total N	78	112	143	278	294	289	398	216	169	15269	12968	8312	7859	5569	4853	
Total Mean	3.06	2.69	2.87	2.81	2.45	2.33	3.06	2.35	2.50	2.84	3.01	2.69	2.83	2.60	2.72	



Table I (Continued)

## IV Individual Inventory

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	Seniors				
	1 10	2 14	3 19	1 38	2 37	3 38	1 54	2 27	3 22	1 Girls 1654	2 Boys 1050	2 Girls 983	3 Boys 700	3 Girls 610	
Item															
28	4.11	4.00	4.00	4.08	3.78	3.45	4.42	3.40	4.00	3.35	3.54	3.31	3.40	3.23	3.29
29	3.80	3.57	3.68	3.91	3.37	3.37	4.30	3.37	3.90	3.09	3.26	3.12	3.22	3.08	3.13
30	4.20	4.28	4.36	4.30	3.72	3.72	4.62	4.03	4.45	3.49	3.87	3.56	3.89	3.51	3.79
31	4.40	4.64	4.47	4.44	3.59	4.21	4.70	4.51	4.45	d	d	d	d	d	d
32	4.10	4.00	3.73	3.94	3.40	3.51	4.34	3.77	4.00	2.95	3.14	2.98	3.12	2.86	3.02
33	3.20	3.57	3.42	3.08	2.83	2.88	3.75	2.29	2.95	d	d	d	d	d	d
34	3.40	3.00	2.94	2.80	2.59	2.86	3.22	2.40	3.00	2.35	2.43	2.36	2.31	2.38	2.44
35	3.60	3.35	3.47	3.44	3.00	3.00	3.96	2.88	3.50	2.64	2.75	2.62	2.61	2.53	2.65
Total N	79	112	152	285	296	295	399	216	176	11426	9720	6216	5899	4172	3634
Total Mean	3.83	3.75	3.71	3.73	3.26	3.35	4.16	3.30	3.76	2.98	3.16	2.99	3.09	2.93	3.05

## V Informational Services

36. The school maintains an adequate collection of school and college catalogs, and other types of information concerning educational, occupational, and training opportunities.
37. This collection covers opportunities in such as junior or community colleges, vocational, technical, and trade schools, the armed services, adult and evening schools, and apprenticeship programs.
38. The school maintains a collection of books, pamphlets, monographs, and other materials relating to a wide range of occupations, which are up to date.
39. The collection of educational and occupational information is readily accessible to students, teachers, and counselors. <sup>a</sup>
40. Resource persons from the larger community are utilized to give additional first-hand information to students concerning educational, occupational, and training opportunities. <sup>a</sup>
41. Teachers regularly provide their classes with occupational information related to their respective subject-matter fields.
42. Counselors assist students in working out their educational and occupational planning through interviews.

Table I (Continued)

## V Informational Services

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	Seniors					
	1	2	3	1	2	3	1	2	3		1 Girls 1654	2 Boys 1050	2 Girls 983	3 Boys 700	3 Girls 610	
	10	14	19	38	37	38	54	27	22			2033		1310		
Item																
36	4.70	4.35	4.68	4.30	3.97	4.05	4.58	4.33	4.36	3.81	4.16	3.83	4.15	3.76	4.07	
37	4.60	4.35	4.57	4.16	3.83	3.86	4.64	4.33	4.36	3.72	4.12	3.72	4.07	3.65	3.98	
38	4.40	4.35	4.42	4.00	3.48	3.35	4.34	4.07	4.09	3.50	3.83	3.48	3.76	3.39	3.71	
39	4.50	4.35	4.31	3.83	3.59	3.51	4.44	4.00	3.95	3.65	4.02	3.67	4.03	3.56	3.88	
40	3.40	3.50	3.36	3.33	3.10	2.94	3.81	3.11	3.31	3.05	3.20	2.86	3.12	2.70	2.88	
41	3.20	2.92	3.26	3.50	3.05	3.08	3.10	2.66	2.86	2.59	2.54	2.56	2.60	2.50	2.61	
42	4.10	4.00	4.21	3.94	3.37	3.62	4.38	3.92	4.18	3.06	3.25	3.02	3.19	2.93	3.21	
Total N	70	98	133	252	259	259	349	189	154	13394	11386	7294	6925	4871	4264	
Total Mean	4.12	3.92	4.06	3.84	3.46	3.46	4.18	3.74	3.83	3.34	3.59	3.31	3.56	3.21	3.48	

## VI Counseling

43. Counselors have been selected for their personal traits, experience, and preparation which enables them to effectively counsel individual students.
44. The administration and teaching staff recognize counseling as a definite activity involving particular knowledges and skills.
45. Counselors are utilized as resource persons by other members of the staff.
46. Counselors are encouraged to increase and up date their competencies through professional study and work experience.
47. The counselor-student ratio makes provision for individual counseling to all students, a reality.
48. Counselor time is kept free from administrative and supervisory duties, or serving as a substitute teacher.
49. Counseling facilities, equipment, and materials are supplied to enable counselors to perform their duties effectively, to assist the teaching staff, and are inviting to students, also.<sup>a</sup>
50. Counseling concerns itself with the total adjusting patterns of students.
51. Counseling is directed toward assisting the individual student in developing the ability to reach his own decisions in an increasingly mature and effective manner.<sup>a</sup>
52. Counselors assist students in implementing decisions which they have reached.<sup>a</sup>
53. Counselors prepare for each interview by review and study of data pertinent to the case.<sup>a</sup>
54. Interviews are flexibly organized and encourage students' freedom of expression.
55. Confidential written records of interviews are kept by the counselors.
56. Counselors recognize problems which are beyond their skill or which can be more appropriately handled by others, and refer such cases to appropriate resources if available.
57. Follow-up procedures are used by counselors on each student counseled.
58. High ethical standards are maintained by counselors involving confidential information with students.
59. Counseling frequently involves cooperation of parents, teachers, administrators, and community resources to assist students with their problems, but always maintains student confidence in such matters.

Table I (Continued)

## VI Counseling

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			Seniors					
	1 10	2 14	3 19	1 38	2 37	3 38	1 54	2 27	3 22	1 Boys 1970 3624	1 Girls 1654	2 Boys 1050 2033	2 Girls 983	3 Boys 700	3 Girls 610 1310
Item															
43	4.40	4.00	4.10	3.54	3.38	3.43	4.34	3.74	3.36	3.04	3.27	3.11	3.20	2.86	3.10
44	3.90	4.14	4.26	3.94	3.89	3.64	3.88	3.66	3.68	d	d	d	d	d	d
45	3.70	3.50	3.68	3.36	2.91	3.13	3.92	3.00	3.50	2.88	3.12	2.89	3.03	2.68	2.87
46	4.30	4.42	4.31	3.75	3.59	3.18	4.32	3.85	3.68	d	d	d	d	d	d
47	2.20	3.21	3.57	2.52	2.72	2.51	2.62	2.29	3.22	2.61	2.63	2.53	2.50	2.54	2.72
48	4.20	3.92	4.05	3.33	3.32	2.83	3.44	2.77	3.22	2.54	2.62	2.65	2.41	2.62	2.72
49	3.77	3.28	3.68	3.30	3.35	2.69	3.44	2.96	3.45	2.89	3.05	2.90	2.89	2.78	2.94
50	3.77	3.92	4.05	d	d	d	4.18	3.48	3.61	2.82	2.98	2.83	2.86	2.71	2.81
51	4.00	3.92	4.10	d	d	d	4.39	3.88	3.71	2.97	3.11	3.00	3.06	2.95	3.04
52	3.70	3.57	4.00	d	d	d	4.14	3.48	3.55	2.91	3.05	2.85	2.98	2.88	2.99
53	3.90	3.46	3.89	d	d	d	3.85	3.25	3.30	2.62	2.62	2.63	2.57	2.53	2.51
54	4.10	4.21	4.00	d	d	d	4.27	3.92	4.04	2.95	3.07	2.96	3.02	2.87	2.97
55	2.80	3.50	3.15	d	d	d	3.44	2.88	3.04	d	d	d	d	d	d
56	4.20	4.21	3.94	d	d	d	4.35	4.25	4.14	2.83	2.97	2.83	2.84	2.66	2.72
57	2.90	3.28	3.47	d	d	d	3.14	2.81	3.19	2.60	2.67	2.49	2.52	2.42	2.52
58	4.30	4.35	4.47	4.00	4.21	3.48	4.36	4.22	4.36	3.19	3.34	3.17	3.18	3.03	3.20
59	4.10	3.71	3.94	3.88	3.72	3.05	4.34	3.92	3.86	2.93	3.10	2.81	2.92	2.63	2.87
Total N	168	237	323	320	332	332	832	459	364	26533	22433	14324	13670	9719	8456
Total Mean	3.76	3.74	3.87	3.49	3.43	3.08	3.90	3.40	3.54	2.84	2.97	2.83	2.85	2.72	2.85



## VII Placement

60. The school provides an organized placement service in keeping with the needs of its students.
61. Assistance is given to all students who need it for educational placement within the school.
62. Assistance is given to all students who need it for securing part-time employment while in school.
63. Assistance is given to drop-outs and graduates alike who need it for securing full-time employment.
64. All students are kept fully informed as to the placement services provided by the school.
65. The school staff is well informed as to the school's placement problems and services.
66. Former students are encouraged to participate in the school's placement services.
67. The school maintains a central placement office or desk.
68. Placement activities are coordinated and publicized to keep the students, staff, and public aware of these activities.
69. Regular and frequent contacts with potential employers of students, drop-outs, and graduates are maintained.
70. Public employment services and other community resources are utilized in developing school placement services.

Table I (Continued)

## VII Placement

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1	1	Seniors		3	3
	1 10	2 14	3 19	1 38	2 37	3 38	1 54	2 27	3 22	Boys 1970 3624	Girls 1654	Boys 1050	Girls 983	Boys 700	Girls 610
Item															
60	1.80	2.07	2.05	3.22	2.13	1.94	3.22	1.88	1.90	3.04	3.11	2.78	2.84	2.58	2.68
61	4.30	3.57	3.73	3.66	2.78	2.75	4.32	3.44	3.09	3.06	3.21	2.95	3.06	2.81	3.03
62	3.30	2.50	2.63	3.31	2.94	1.97	3.48	2.59	2.40	3.02	3.15	2.77	2.87	2.27	2.48
63	2.60	1.85	2.21	2.71	2.24	1.83	3.02	2.11	2.22	2.63	2.63	2.32	2.32	2.05	2.22
64	2.60	2.28	2.57	3.08	2.08	1.58	3.30	2.18	2.04	2.63	2.54	2.37	2.24	2.14	2.14
65	2.40	2.28	2.52	2.69	1.83	1.58	3.20	1.88	2.13	d	d	d	d	d	d
66	1.80	1.57	1.89	2.47	1.66	1.33	2.66	1.62	1.77	2.45	2.33	2.22	2.08	1.95	1.96
67	2.20	1.28	1.36	3.22	1.38	1.21	2.78	1.59	1.31	2.79	2.73	2.43	2.25	2.21	2.13
68	2.50	1.42	1.52	2.38	1.40	1.47	2.68	1.40	1.59	2.58	2.55	2.34	2.24	2.15	2.12
69	1.90	1.92	1.78	2.29	1.89	1.50	2.71	1.88	1.63	d	d	d	d	d	d
70	3.00	2.78	2.36	2.90	2.13	1.61	3.52	2.48	2.45	2.85	2.90	2.58	2.56	2.26	2.35
Total N	110	154	209	381	403	401	549	297	241	16993	14414	9264	8758	6206	5420
Total Mean	2.58	2.07	2.19	2.88	2.02	1.68	3.17	2.06	2.00	2.78	2.80	2.53	2.50	2.27	2.35

### VIII Follow-up

71. The school conducts regularly scheduled studies of drop-outs and graduates.
72. Students dropping out of school are interviewed to determine reasons for doing so and what their plans are for the future.
73. Information concerning former students, gathered formally or informally, is used to improve the school's programs in curriculum, guidance, and administrative practices.
74. Follow-up study data are used regularly in orienting students to experiences they will face upon leaving school.
75. Information collected about former students is used to aid in the school's community relations program.

Table I (Continued)

## VIII Follow-up

Group Responding Type of School n =	Principals			Vocational Instructors			Counselors			1 Boys 1970 3624	1 Girls 1654	Seniors		3 Boys 700	3 Girls 610
	1	2	3	1	2	3	1	2	3	2 Boys 1050	2 Girls 983	2033		1310	
Item															
71	2.90	2.71	2.57	2.42	2.10	1.75	3.14	2.11	2.36	2.44	2.51	2.16	2.13	1.88	2.03
72	3.80	2.92	3.05	3.00	2.58	2.36	3.52	2.70	2.59	d	d	d	d	d	d
73	3.30	2.85	3.10	2.97	2.54	2.47	3.50	2.37	2.90	d	d	d	d	d	d
74	2.50	2.85	2.57	2.42	2.21	2.00	3.00	2.18	2.68	2.75	2.85	2.74	2.78	2.52	2.64
75	2.80	2.92	2.73	2.79	2.16	2.02	3.02	2.18	2.72	2.62	2.67	2.53	2.54	2.31	2.38
Total N	50	70	95	169	184	181	248	135	110	5641	4734	3064	2890	2075	1802
Total Mean	3.06	2.78	2.75	2.69	2.29	2.10	3.23	2.27	2.60	2.60	2.68	2.47	2.48	2.24	2.35

<sup>a</sup>Wording of item modified on student rating scale

<sup>b</sup>Type 1 Schools - 1,000 or more pupils

Type 2 Schools - 500 to 999 pupils

Type 3 Schools - 499 pupils or less

<sup>c</sup>Mean ratings based on a high of five and a low of one

<sup>d</sup>Not submitted for response

Table II. Summary of Mean Ratings In Eight Areas of Guidance Program  
By Individual School

School 1 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 4	Counselors n = 4	Seniors		Mean Ratings All Groups n = 423
				Boys n = 209	Girls n = 205	
I. General Organization	2.87	3.40	2.65	2.53	2.90	2.72
II. Orientation	3.25	2.68	2.18	2.60	2.84	2.72
III. Group Guidance	1.62	2.25	2.15	2.23	2.53	2.37
IV. Individual Inventory	3.50	3.21	3.38	2.68	3.00	2.85
V. Informational Services	3.71	3.82	3.28	2.86	3.38	3.13
VI. Counseling	3.17	3.11	3.30	2.39	2.80	2.60
VII. Placement	1.72	1.93	1.84	2.15	2.35	2.24
VIII. Follow-up	1.80	2.05	1.80	2.05	2.29	2.17
TOTAL PROGRAM MEAN	2.70	2.80	2.57	2.43	2.76	
				TOTAL MEAN		2.61

Table II. (Continued)

School 2 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 2	Seniors		Mean Ratings All Groups n = 230
				Boys n = 124	Girls n = 102	
I. General Organization	2.25	2.25	2.93	3.47	3.64	3.52
II. Orientation	2.50	3.62	3.56	3.50	3.77	3.61
III. Group Guidance	4.50	3.75	4.43	3.48	3.62	3.56
IV. Individual Inventory	3.00	3.25	3.50	3.22	3.31	3.26
V. Informational Services	4.28	3.85	4.57	3.79	3.97	3.88
VI. Counseling	3.64	3.00	4.23	3.46	3.54	3.50
VII. Placement	3.45	2.00	2.45	3.30	3.38	3.32
VIII. Follow-up	3.20	2.40	4.10	3.39	3.43	3.41
TOTAL PROGRAM MEAN	3.35	3.01	3.72	3.45	3.58	
				TOTAL MEAN		3.51

Table II. (Continued)

## School 4 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 5	Counselors n = 6	Seniors		Mean Ratings All Groups n = 611
				Boys n = 289	Girls n = 310	
I. General Organization	4.57	3.78	4.21	3.08	3.41	3.27
II. Orientation	4.12	3.62	4.32	3.13	3.36	3.27
III. Group Guidance	4.75	4.06	4.51	3.11	3.53	3.35
IV. Individual Inventory	4.12	4.18	4.76	3.10	3.36	3.27
V. Informational Services	4.42	4.28	4.48	3.33	3.67	3.52
VI. Counseling	4.52	4.08	4.50	2.93	3.16	3.08
VII. Placement	1.72	3.65	3.22	2.68	2.92	2.81
VIII. Follow-up	3.80	3.90	4.25	2.64	2.88	2.81
TOTAL PROGRAM MEAN	4.00	3.94	4.28	3.00	3.28	
				TOTAL MEAN		3.17

Table II. (Continued)

School 6 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 3	Seniors		Mean Rating All Groups n = 185
				Boys n = 89	Girls n = 89	
I. General Organization	4.12	4.00	3.65	2.82	3.06	2.98
II. Orientation	4.75	3.89	3.79	2.79	3.02	2.95
III. Group Guidance	2.25	3.00	2.58	2.57	2.71	2.64
IV. Individual Inventory	4.75	3.71	3.79	2.61	3.03	2.87
V. Informational Services	4.57	3.57	3.85	2.81	3.25	3.06
VI. Counseling	4.76	4.11	3.94	2.70	2.84	2.82
VII. Placement	1.63	1.47	2.09	2.36	2.35	2.33
VIII. Follow-up	4.40	3.25	3.13	2.23	2.29	2.32
TOTAL PROGRAM MEAN	3.90	3.37	3.35	2.61	2.82	
				TOTAL MEAN		2.76



Table II. (Continued)

School 7 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 4	Seniors		Mean Rating All Groups n = 304
				Boys n = 163	Girls n = 133	
I. General Organization	3.75	3.50	3.40	3.19	3.28	3.24
II. Orientation	3.25	3.25	3.87	3.16	3.08	3.14
III. Group Guidance	2.87	3.37	3.56	3.06	3.02	3.05
IV. Individual Inventory	4.12	3.87	4.28	3.24	3.23	3.26
V. Informational Services	4.42	3.14	3.92	3.47	3.55	3.51
VI. Counseling	3.47	3.55	3.82	3.00	2.95	3.00
VII. Placement	1.36	2.81	2.77	2.94	2.84	2.88
VIII. Follow-up	2.60	2.20	3.50	2.70	2.70	2.71
TOTAL PROGRAM MEAN	3.23	3.21	3.64	3.09	3.08	
				TOTAL MEAN		3.10

Table II, (Continued)

School 8 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 4	Seniors		Mean Rating All Groups n = 299
				Boys n = 146	Girls n = 146	
I. General Organization	4.37	2.68	3.37	3.06	3.37	3.22
II. Orientation	4.75	3.31	4.37	3.41	3.86	3.65
III. Group Guidance	3.12	1.00	2.68	2.56	2.74	2.64
IV. Individual Inventory	4.00	4.00	4.18	2.88	2.99	2.97
V. Informational Services	4.14	4.35	4.25	3.33	3.63	3.50
VI. Counseling	4.23	3.72	4.10	2.66	2.79	2.76
VII. Placement	3.00	2.54	2.81	2.51	2.64	2.58
VIII. Follow-up	3.40	3.30	3.85	2.37	2.90	2.67
TOTAL PROGRAM MEAN	3.87	3.11	3.70	2.85	3.11	
				TOTAL MEAN		2.96

Table II. (Continued)

School 9 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 3	Seniors		Mean Rating All Groups n = 176
				Boys n = 79	Girls n = 92	
I. General Organization	3.62	4.00	2.87	2.90	2.98	2.96
II. Orientation	4.25	4.50	4.20	2.75	3.08	2.98
III. Group Guidance	3.87	3.37	3.37	2.58	2.82	2.74
IV. Individual Inventory	3.75	3.87	4.20	2.75	3.09	2.98
V. Informational Services	4.28	4.14	4.19	3.08	3.50	3.33
VI. Counseling	4.00	3.66	3.50	2.44	2.73	2.63
VII. Placement	3.27	2.72	2.78	2.39	2.72	2.58
VIII. Follow-up	4.00	2.60	2.93	2.35	2.59	2.51
TOTAL PROGRAM MEAN	3.88	3.61	3.50	2.65	2.94	
				TOTAL MEAN		2.82

Table II. (Continued)

School 10 Type 1

Area of Guidance Services	Principals n = 0	Vocational Instructors n = 9	Counselors n = 8	Seniors		Mean Rating All Groups n = 374
				Boys n = 357	Girls n = 0	
I. General Organization	--	3.00	3.58	3.09	--	3.22
II. Orientation	--	3.59	4.50	3.06	--	3.71
III. Group Guidance	--	2.37	3.18	2.72	--	2.76
IV. Individual Inventory	--	3.67	4.69	2.84	--	3.73
V. Informational Services	--	4.05	4.74	3.44	--	4.14
VI. Counseling	--	2.97	4.24	2.70	--	3.30
VII. Placement	--	3.60	4.85	3.12	--	3.86
VIII. Follow-up	--	2.92	3.81	2.74	--	3.16
TOTAL PROGRAM MEAN	--	3.27	4.20	2.96	--	
				TOTAL MEAN		3.48

Table II. (Continued)

School 11 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 5	Seniors		Mean Rating All Groups n = 249
				Boys n = 96	Girls n = 144	
I. General Organization	2.12	3.95	3.17	2.77	2.82	2.82
II. Orientation	1.87	4.30	3.80	2.86	2.93	2.94
III. Group Guidance	2.25	3.00	2.07	2.65	2.69	2.66
IV. Individual Inventory	3.37	3.79	3.87	2.82	2.83	2.87
V. Informational Services	3.00	3.90	4.02	3.22	3.43	3.36
VI. Counseling	2.37	3.76	3.58	2.65	2.87	2.81
VII. Placement	3.09	3.66	2.81	2.61	2.67	2.67
VIII. Follow-up	2.40	2.66	1.92	2.24	2.24	2.24
TOTAL PROGRAM MEAN	2.56	3.63	3.15	2.73	2.81	
				TOTAL MEAN		2.83

Table II. (Continued)

School 14 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 5	Seniors		Mean Rating All Groups n = 306
				Boys n = 131	Girls n = 167	
I. General Organization	2.75	2.62	3.20	3.49	3.72	3.60
II. Orientation	3.75	2.50	3.85	3.42	3.52	3.48
III. Group Guidance	2.33	2.50	2.35	3.18	3.19	3.17
IV. Individual Inventory	3.85	2.37	3.80	3.29	3.35	3.33
V. Informational Services	4.42	1.85	4.02	3.64	3.80	3.73
VI. Counseling	3.43	2.11	3.45	3.10	3.01	3.06
VII. Placement	2.90	1.81	2.69	3.02	2.93	2.96
VIII. Follow-up	2.20	2.00	2.96	3.04	2.91	2.96
TOTAL PROGRAM MEAN	3.20	2.22	3.29	3.27	3.31	
				TOTAL MEAN		3.26

Table II. (Continued)

School 15 Type 1

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 5	Counselors n = 4	Seniors		Mean Rating All Groups n = 497
				Boys n = 247	Girls n = 240	
I. General Organization	4.00	3.85	3.12	3.29	3.34	3.32
II. Orientation	4.62	3.77	4.12	3.37	3.56	3.48
III. Group Guidance	3.12	2.57	2.63	2.94	2.89	2.91
IV. Individual Inventory	4.00	3.90	3.93	3.16	3.20	3.20
V. Informational Services	4.00	3.57	3.92	3.48	3.62	3.55
VI. Counseling	4.05	3.82	3.77	3.13	2.95	3.06
VII. Placement	3.63	2.69	3.93	2.98	3.03	3.01
VIII. Follow-up	2.80	1.66	2.65	2.61	2.51	2.55
TOTAL PROGRAM MEAN	3.78	3.23	3.51	3.12	3.14	
				TOTAL MEAN		3.15

Table II. (Continued)

School 1 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 5	Counselors n = 2	Seniors		Mean Ratings All Groups n = 171
				Boys n = 70	Girls n = 93	
I. General Organization	2.87	2.62	2.25	3.20	3.21	3.17
II. Orientation	2.87	2.43	2.43	2.77	3.01	2.88
III. Group Guidance	2.12	2.75	1.87	2.76	2.67	2.70
IV. Individual Inventory	3.62	3.12	3.25	3.21	3.23	3.22
V. Informational Services	3.71	3.48	3.57	3.71	3.77	3.73
VI. Counseling	3.05	3.31	2.97	3.05	2.89	2.96
VII. Placement	2.00	2.57	1.63	2.90	2.71	2.76
VIII. Follow-up	2.20	2.60	1.30	2.85	2.69	2.72
TOTAL PROGRAM MEAN	2.80	2.86	2.41	3.05	3.02	
				TOTAL MEAN		3.01



Table II. (Continued)

School 2 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 4	Counselors n = 2	Seniors		Mean Ratings All Groups n = 197
				Boys n = 101	Girls n = 89	
I. General Organization	3.50	2.28	1.87	2.80	2.87	2.80
II. Orientation	3.37	2.65	2.00	2.87	2.92	2.88
III. Group Guidance	2.00	1.73	2.25	2.48	2.63	2.53
IV. Individual Inventory	4.25	2.81	3.12	2.77	3.10	2.94
V. Informational Services	4.00	3.14	3.92	2.98	3.28	3.14
VI. Counseling	3.58	3.25	2.94	2.62	2.63	2.64
VII. Placement	1.81	1.27	2.18	2.11	2.16	2.11
VIII. Follow-up	1.80	1.47	1.50	2.18	2.12	2.12
TOTAL PROGRAM MEAN	3.04	2.32	2.47	2.60	2.71	
				TOTAL MEAN		2.65

Table II. (Continued)

School 3 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 2	Seniors		Mean Ratings All Groups n = 117
				Boys n = 56	Girls n = 56	
I. General Organization	3.12	3.50	3.18	3.07	3.06	3.08
II. Orientation	4.00	3.31	3.06	3.12	3.07	3.11
III. Group Guidance	2.50	2.25	2.00	2.77	2.48	2.61
IV. Individual Inventory	4.50	3.81	3.12	3.18	3.03	3.14
V. Informational Services	3.85	4.14	3.92	3.45	3.48	3.49
VI. Counseling	3.82	3.94	3.67	3.04	2.69	2.91
VII. Placement	2.27	2.68	1.81	2.48	2.44	2.45
VIII. Follow-up	2.40	2.60	1.90	2.58	2.41	2.48
TOTAL PROGRAM MEAN	3.31	3.28	2.83	2.96	2.83	
				TOTAL MEAN		2.91

Table II. (Continued)

School 4 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 3	Seniors		Mean Ratings All Groups n = 150
				Boys n = 79	Girls n = 65	
I. General Organization	3.62	3.31	2.66	3.02	3.38	3.17
II. Orientation	2.75	4.50	3.37	2.96	3.36	3.17
III. Group Guidance	1.12	3.93	2.08	2.37	2.62	2.48
IV. Individual Inventory	2.62	4.12	3.58	2.90	3.09	3.02
V. Informational Services	3.71	4.21	3.61	3.07	3.41	3.25
VI. Counseling	3.47	5.00	3.15	2.69	3.10	2.91
VII. Placement	1.36	2.63	1.90	2.52	2.83	2.63
VIII. Follow-up	1.00	2.30	2.20	2.31	2.50	2.37
TOTAL PROGRAM MEAN	2.45	3.75	2.81	2.73	3.03	
				TOTAL MEAN		2.88

Table II. (Continued)

School 5 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 2	Seniors		Mean Rating All Groups n = 167
				Boys n = 81	Girls n = 81	
I. General Organization	3.37	2.75	1.75	3.06	3.23	3.12
II. Orientation	3.12	2.12	1.87	2.94	3.22	3.05
III. Group Guidance	2.37	1.62	1.37	2.60	2.74	2.64
IV. Individual Inventory	3.75	3.12	2.50	2.91	2.96	2.94
V. Informational Services	4.00	3.85	3.00	3.47	3.65	3.56
VI. Counseling	3.88	2.88	2.70	2.92	2.90	2.91
VII. Placement	2.36	1.54	1.36	2.55	2.60	2.54
VIII. Follow-up	2.60	1.30	2.00	2.22	2.31	2.25
TOTAL PROGRAM MEAN	3.18	2.39	2.07	2.83	2.92	
				TOTAL MEAN		2.90

Table II. (Continued)

School 7 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 2	Seniors		Mean Rating All Groups n = 126
				Boys n = 68	Girls n = 53	
I. General Organization	3.50	3.43	3.25	3.02	3.29	3.15
II. Orientation	4.12	3.31	3.00	3.00	3.13	3.07
III. Group Guidance	3.12	2.68	2.93	2.79	2.84	2.82
IV. Individual Inventory	4.50	4.18	3.12	3.09	3.31	3.22
V. Informational Services	4.14	3.42	3.35	3.21	3.58	3.38
VI. Counseling	4.23	3.61	3.14	2.86	2.76	2.84
VII. Placement	2.72	2.40	2.13	2.57	2.39	2.49
VIII. Follow-up	3.80	3.40	2.30	2.52	2.47	2.53
TOTAL PROGRAM MEAN	3.77	3.30	2.90	2.88	2.97	
				TOTAL MEAN		2.93

Table II. (Continued)

School 8 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 2	Seniors		Mean Rating All Groups n = 117
				Boys n = 57	Girls n = 54	
I. General Organization	3.00	3.20	2.68	3.26	3.05	3.15
II. Orientation	2.12	3.00	2.62	3.34	3.05	3.17
III. Group Guidance	1.12	3.00	1.75	3.01	2.88	2.91
IV. Individual Inventory	1.87	2.62	3.43	3.29	3.24	3.23
V. Informational Services	3.57	3.19	3.57	3.53	3.64	3.57
VI. Counseling	3.47	3.42	3.73	3.12	2.97	3.07
VII. Placement	1.72	1.87	2.04	2.87	2.48	2.63
VIII. Follow-up	2.00	2.93	1.50	2.93	2.70	2.78
TOTAL PROGRAM MEAN	2.36	2.90	2.66	3.17	3.01	
				TOTAL MEAN		3.06

Table II. (Continued)

School 9 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 100
				Boys n = 54	Girls n = 42	
I. General Organization	3.87	3.18	3.62	2.24	2.69	2.49
II. Orientation	3.87	3.25	3.50	2.28	2.83	2.58
III. Group Guidance	2.50	2.18	1.00	1.92	1.85	1.89
IV. Individual Inventory	5.00	4.50	3.87	2.29	2.47	2.48
V. Informational Services	4.14	4.00	3.28	2.35	2.62	2.52
VI. Counseling	4.56	4.05	3.47	2.07	2.38	2.27
VII. Placement	1.72	2.50	2.45	1.77	1.88	1.84
VIII. Follow-up	5.00	3.50	2.20	1.69	1.75	1.83
TOTAL PROGRAM MEAN	3.83	3.39	2.92	2.08	2.31	
				TOTAL MEAN		2.24

Table II. (Continued)

School 10 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 5	Counselors n = 2	Seniors		Mean Rating All Groups n = 156
				Boys n = 79	Girls n = 69	
I. General Organization	3.25	3.30	3.50	3.16	2.89	3.06
II. Orientation	3.25	3.07	2.81	3.16	3.10	3.13
III. Group Guidance	3.75	3.35	2.50	2.90	2.84	2.89
IV. Individual Inventory	3.25	3.42	3.37	3.28	3.32	3.31
V. Informational Services	4.14	3.60	4.21	3.46	3.68	3.57
VI. Counseling	3.52	3.48	3.88	3.00	2.77	2.93
VII. Placement	1.45	1.65	2.31	2.73	2.43	2.54
VIII. Follow-up	1.80	1.76	2.00	2.44	2.12	2.25
TOTAL PROGRAM MEAN	3.05	2.95	3.07	3.02	2.89	
				TOTAL MEAN		2.98



Table II. (Continued)

School 11 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 0	Counselors n = 3	Seniors		Mean Rating All Groups n = 164
				Boys n = 95	Girls n = 65	
I. General Organization	3.50	--	3.50	3.11	3.19	3.16
II. Orientation	3.87	--	4.16	2.88	3.14	3.03
III. Group Guidance	4.12	--	3.08	2.85	2.89	2.88
IV. Individual Inventory	3.75	--	3.58	2.99	2.95	3.00
V. Informational Services	4.28	--	4.33	3.25	3.44	3.36
VI. Counseling	3.88	--	3.98	2.85	2.98	2.94
VII. Placement	2.54	--	3.00	2.67	2.63	2.66
VIII. Follow-up	3.60	--	3.46	2.66	2.66	2.70
TOTAL PROGRAM MEAN	3.69	--	3.64	2.95	2.98	
				TOTAL MEAN		2.97

Table II. (Continued)

School 12 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 1	Seniors		Mean Rating All Groups n = 242
				Boys n = 115	Girls n = 122	
I. General Organization	3.12	1.87	2.12	2.95	3.02	2.96
II. Orientation	3.37	2.41	3.25	3.01	3.18	3.08
III. Group Guidance	3.00	1.20	2.62	2.62	2.68	2.63
IV. Individual Inventory	3.87	2.87	3.25	2.92	2.99	2.96
V. Informational Services	3.71	3.00	4.00	3.34	3.62	3.48
VI. Counseling	3.58	3.29	3.41	2.91	2.87	2.90
VII. Placement	1.90	2.45	2.63	2.48	2.45	2.46
VIII. Follow-up	3.20	2.20	1.80	2.49	2.52	2.50
TOTAL PROGRAM MEAN	3.21	2.41	2.88	2.84	2.92	
				TOTAL MEAN		2.88

Table II. (Continued)

School 13 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 69
				Boys n = 38	Girls n = 28	
I. General Organization	2.62	3.62	2.37	2.52	2.63	2.58
II. Orientation	3.12	3.62	3.00	2.38	2.69	2.55
III. Group Guidance	2.75	2.75	2.00	2.26	2.73	2.46
IV. Individual Inventory	3.87	3.50	3.62	2.80	3.23	3.02
V. Informational Services	3.71	2.85	3.00	3.12	3.32	3.21
VI. Counseling	4.00	3.11	3.05	2.50	2.52	2.55
VII. Placement	2.09	2.40	1.72	2.00	2.12	2.05
VIII. Follow-up	3.00	2.80	2.80	2.05	2.23	2.18
TOTAL PROGRAM MEAN	3.14	3.08	2.69	2.45	2.68	
				TOTAL MEAN		2.57

Table II. (Continued)

School 14 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 4	Counselors n = 2	Seniors		Mean Rating All Groups n = 192
				Boys n = 101	Girls n = 84	
I. General Organization	3.87	2.50	3.31	3.05	3.16	3.10
II. Orientation	3.87	2.65	2.87	3.03	3.03	3.02
III. Group Guidance	4.37	2.56	4.18	3.00	3.51	3.24
IV. Individual Inventory	3.75	2.65	2.93	3.05	2.98	3.01
V. Informational Services	4.00	3.25	4.28	3.50	3.58	3.54
VI. Counseling	3.76	3.02	3.97	2.83	2.80	2.84
VII. Placement	2.54	1.95	1.81	2.66	2.34	2.49
VIII. Follow-up	3.40	2.15	3.20	2.87	2.90	2.87
TOTAL PROGRAM MEAN	3.70	2.59	3.32	3.00	3.04	
				TOTAL MEAN		2.99

Table II. (Continued)

School 15 Type 2

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 2	Seniors		Mean Rating All Groups n = 143
				Boys n = 56	Girls n = 82	
I. General Organization	4.12	3.06	3.87	3.49	3.82	3.68
II. Orientation	4.12	3.25	4.50	3.43	3.92	3.73
III. Group Guidance	3.62	1.68	2.81	3.18	3.68	3.44
IV. Individual Inventory	4.62	3.81	4.06	3.18	3.36	3.33
V. Informational Services	4.71	3.71	4.07	3.74	4.13	3.97
VI. Counseling	4.47	3.33	3.70	3.02	3.30	3.21
VII. Placement	3.45	1.50	2.27	2.90	3.07	2.97
VIII. Follow-up	4.20	2.50	3.60	2.61	2.95	2.84
TOTAL PROGRAM MEAN	4.16	2.85	3.61	3.19	3.53	
				TOTAL MEAN		3.40

Table II. (Continued)

School 1 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Ratings All Groups n = 89
				Boys n = 53	Girls n = 32	
I. General Organization	4.75	3.18	4.00	3.36	3.96	3.60
II. Orientation	4.12	2.81	3.87	3.05	3.49	3.22
III. Group Guidance	4.00	3.00	4.00	3.08	3.76	3.34
IV. Individual Inventory	4.87	4.12	4.87	3.28	4.00	3.61
V. Informational Services	4.85	4.42	4.85	3.55	4.15	3.82
VI. Counseling	4.52	3.00	4.76	2.93	3.58	3.21
VII. Placement	1.27	1.86	2.00	2.51	3.04	2.66
VIII. Follow-up	4.40	2.90	4.60	2.51	3.30	2.87
TOTAL PROGRAM MEAN	4.10	3.16	4.12	3.03	3.66	
				TOTAL MEAN		3.28

Table II. (Continued)

School 2 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Ratings All Groups n = 74
				Boys n = 33	Girls n = 37	
I. General Organization	4.25	2.00	3.75	3.15	3.14	3.14
II. Orientation	3.75	2.62	3.62	3.25	3.24	3.24
III. Group Guidance	3.25	1.75	3.37	2.75	2.61	2.67
IV. Individual Inventory	3.75	2.68	3.62	3.00	2.90	2.96
V. Informational Services	3.42	3.07	3.14	3.15	3.29	3.22
VI. Counseling	3.94	2.33	4.17	2.83	2.72	2.80
VII. Placement	2.54	1.68	2.63	2.50	2.25	2.35
VIII. Follow-up	2.80	1.40	3.00	2.40	2.39	2.37
TOTAL PROGRAM MEAN	3.46	2.19	3.41	2.88	2.82	
				TOTAL MEAN		2.84

Table II. (Continued)

School 3 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Ratings All Groups n = 51
				Boys n = 24	Girls n = 23	
I. General Organization	3.50	1.81	2.31	2.63	3.15	2.82
II. Orientation	2.87	1.06	2.31	2.00	2.21	2.08
III. Group Guidance	1.75	1.06	2.06	2.63	2.66	2.54
IV. Individual Inventory	2.87	3.50	3.25	3.08	3.47	3.27
V. Informational Services	4.14	2.64	4.14	3.60	3.80	3.68
VI. Counseling	4.52	3.00	3.29	2.98	3.42	3.22
VII. Placement	1.45	1.36	1.95	2.14	2.35	2.17
VIII. Follow-up	2.80	1.40	1.50	1.98	2.26	2.06
TOTAL PROGRAM MEAN	2.99	1.98	2.65	2.63	2.91	
				TOTAL MEAN		2.81



Table II. (Continued)

School 4 Type 3

Area of Guidance Services	Principals n = 0	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 94
				Boys n = 40	Girls n = 52	
I. General Organization	--	3.12	4.00	2.83	3.15	3.03
II. Orientation	--	3.00	3.37	2.51	2.61	2.58
III. Group Guidance	--	1.00	3.00	2.24	2.37	2.30
IV. Individual Inventory	--	3.25	4.00	2.91	2.71	2.82
V. Informational Services	--	3.57	4.00	3.03	3.29	3.19
VI. Counseling	--	3.55	4.26	2.72	2.57	2.66
VII. Placement	--	2.00	2.72	2.23	2.41	2.33
VIII. Follow-up	--	2.40	4.40	2.05	2.26	2.21
TOTAL PROGRAM MEAN	--	2.73	3.72	2.75	2.56	
				TOTAL MEAN		2.65

Table II. (Continued)

School 5 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 112
				Boys n = 58	Girls n = 50	
I. General Organization	3.50	2.50	4.00	2.44	2.43	2.47
II. Orientation	4.00	2.37	3.87	2.57	2.48	2.56
III. Group Guidance	2.85	1.81	3.25	2.18	2.28	2.23
IV. Individual Inventory	4.37	2.68	4.00	2.48	2.61	2.58
V. Informational Services	3.85	4.35	4.28	2.76	2.95	2.89
VI. Counseling	3.64	3.05	3.82	2.27	2.10	2.23
VII. Placement	2.90	1.26	1.63	2.06	1.98	2.01
VIII. Follow-up	2.80	2.85	2.60	2.08	1.97	2.07
TOTAL PROGRAM MEAN	3.49	2.61	3.43	2.35	2.35	
				TOTAL MEAN		2.36

Table II. (Continued)

School 6 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 0	Counselors n = 3	Seniors		Mean Rating All Groups n = 52
				Boys n = 32	Girls n = 16	
I. General Organization	3.25	--	1.95	2.23	2.21	2.23
II. Orientation	5.00	--	2.91	2.10	2.70	2.41
III. Group Guidance	3.62	--	1.95	1.77	2.02	1.90
IV. Individual Inventory	3.37	--	3.08	2.21	2.39	2.36
V. Informational Services	4.28	--	3.33	2.23	3.07	2.60
VI. Counseling	3.35	--	2.49	1.66	2.08	1.88
VII. Placement	3.36	--	1.27	1.68	2.05	1.80
VIII. Follow-up	3.80	--	1.00	1.45	1.76	1.57
TOTAL PROGRAM MEAN	3.75	--	2.72	1.91	2.28	
				TOTAL MEAN		2.08

Table II. (Continued)

School 7 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 0	Seniors		Mean Rating All Groups n = 45
				Boys n = 18	Girls n = 23	
I. General Organization	3.62	2.17	--	2.78	2.47	2.60
II. Orientation	3.87	2.43	--	2.60	2.28	2.46
III. Group Guidance	4.25	1.73	--	2.58	2.50	2.53
IV. Individual Inventory	4.25	2.83	--	3.06	2.73	2.91
V. Informational Services	4.71	2.80	--	3.09	3.01	3.07
VI. Counseling	4.64	2.18	--	2.63	2.10	2.39
VII. Placement	4.09	1.24	--	1.97	1.84	1.90
VIII. Follow-up	3.00	1.73	--	2.07	1.69	1.88
TOTAL PROGRAM MEAN	4.05	2.14	--	2.60	2.33	
				TOTAL MEAN		2.47

Table II. (Continued)

School 8 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 52
				Boys n = 24	Girls n = 24	
I. General Organization	2.75	3.25	3.50	3.09	3.38	3.23
II. Orientation	4.00	3.60	4.62	3.03	3.03	3.12
III. Group Guidance	3.12	2.56	1.00	2.78	2.87	2.78
IV. Individual Inventory	3.25	4.13	4.75	2.98	3.25	3.21
V. Informational Services	3.28	3.85	4.28	3.16	3.42	3.33
VI. Counseling	3.76	3.77	4.70	2.85	3.43	3.21
VII. Placement	2.18	1.52	1.36	2.48	2.72	2.51
VIII. Follow-up	2.40	2.50	3.80	2.30	2.25	2.34
TOTAL PROGRAM MEAN	3.09	3.15	3.50	2.84	3.04	
				TOTAL MEAN		3.01

Table II. (Continued)

School 9 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 56
				Boys n = 32	Girls n = 21	
I. General Organization	3.62	2.62	4.00	2.80	3.31	3.03
II. Orientation	3.12	3.62	2.37	2.85	2.87	2.87
III. Group Guidance	2.25	2.25	1.25	2.42	2.54	2.44
IV. Individual Inventory	3.87	3.37	3.37	2.87	3.12	3.01
V. Informational Services	3.85	4.14	3.57	3.18	3.47	3.33
VI. Counseling	4.00	3.22	3.58	2.71	2.98	2.86
VII. Placement	2.27	2.54	1.63	2.39	2.28	2.33
VIII. Follow-up	4.00	3.20	3.20	2.32	2.58	2.51
TOTAL PROGRAM MEAN	3.37	3.12	2.87	2.69	2.89	
				TOTAL MEAN		2.79

Table II. (Continued)

School 10 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 61
				Boys n = 32	Girls n = 25	
I. General Organization	3.37	1.68	1.75	3.02	2.92	2.90
II. Orientation	3.00	2.31	2.62	2.57	2.58	2.57
III. Group Guidance	3.00	1.75	2.75	2.60	2.70	2.62
IV. Individual Inventory	4.00	4.00	3.50	3.04	3.24	3.19
V. Informational Services	4.28	3.85	4.00	3.50	3.53	3.54
VI. Counseling	2.82	2.94	2.47	2.94	3.18	3.03
VII. Placement	2.63	1.22	2.54	2.26	2.13	2.18
VIII. Follow-up	2.00	1.20	1.40	2.11	2.20	2.08
TOTAL PROGRAM MEAN	3.14	2.37	2.63	2.75	2.81	
				TOTAL MEAN		2.81

Table II. (Continued)

School 11 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 0	Seniors		Mean Rating All Groups n = 88
				Boys n = 45	Girls n = 40	
I. General Organization	3.37	3.06	--	3.55	3.61	3.40
II. Orientation	3.12	2.75	--	3.07	3.32	3.06
III. Group Guidance	2.12	2.56	--	2.98	3.45	2.78
IV. Individual Inventory	3.50	2.94	--	3.45	3.48	3.34
V. Informational Services	3.85	3.36	--	3.62	3.77	3.65
VI. Counseling	4.58	3.33	--	3.62	3.78	3.83
VII. Placement	1.18	2.18	--	2.80	2.77	2.23
VIII. Follow-up	1.20	2.20	--	3.11	3.13	2.41
TOTAL PROGRAM MEAN	2.86	2.79	--	3.27	3.41	
				TOTAL MEAN		3.09



Table II. (Continued)

School 12 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 52
				Boys n = 25	Girls n = 24	
I. General Organization	3.50	2.62	2.31	2.89	2.92	2.85
II. Orientation	2.87	2.37	3.12	2.66	2.61	2.73
III. Group Guidance	3.25	3.00	2.75	3.01	2.91	2.98
IV. Individual Inventory	2.87	3.62	3.62	2.90	3.00	3.20
V. Informational Services	4.14	4.14	4.28	3.30	3.53	3.88
VI. Counseling	3.58	4.33	4.00	2.57	2.75	3.45
VII. Placement	1.72	1.90	2.18	2.32	2.04	2.03
VIII. Follow-up	1.40	3.20	2.80	2.36	2.25	2.40
TOTAL PROGRAM MEAN	2.92	3.14	3.13	2.75	2.75	
				TOTAL MEAN		2.94

Table II. (Continued)

School 13 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 4	Counselors n = 1	Seniors		Mean Rating All Groups n = 119
				Boys n = 50	Girls n = 63	
I. General Organization	4.00	3.46	4.00	2.80	2.93	2.92
II. Orientation	3.87	3.77	3.62	2.56	2.65	2.68
III. Group Guidance	3.25	3.16	2.00	2.69	2.55	2.63
IV. Individual Inventory	3.87	3.84	4.25	2.97	3.09	3.09
V. Informational Services	4.42	3.96	4.57	3.54	3.82	3.72
VI. Counseling	4.35	4.19	4.52	2.87	3.02	3.01
VII. Placement	2.81	2.50	3.18	2.56	2.55	2.56
VIII. Follow-up	2.60	2.85	3.60	2.27	2.44	2.41
TOTAL PROGRAM MEAN	3.65	3.47	3.72	2.78	2.88	
				TOTAL MEAN		2.91

Table II. (Continued)

School 14 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 1	Seniors		Mean Rating All Groups n = 75
				Boys n = 41	Girls n = 29	
I. General Organization	3.37	3.41	3.87	2.82	3.16	3.01
II. Orientation	3.00	3.54	4.37	2.67	3.17	2.94
III. Group Guidance	4.00	3.12	4.00	2.75	3.36	3.03
IV. Individual Inventory	3.62	3.95	4.00	3.10	3.44	3.30
V. Informational Services	4.28	3.38	4.00	3.58	3.80	3.68
VI. Counseling	3.94	3.96	4.11	3.26	3.41	3.36
VII. Placement	1.63	1.48	2.09	2.26	2.73	2.39
VIII. Follow-up	2.40	2.20	2.20	2.43	2.90	2.58
TOTAL PROGRAM MEAN	3.28	3.13	3.58	2.86	3.25	
				TOTAL MEAN		3.08

Table II. (Continued)

School 15 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 103
				Boys n = 52	Girls n = 47	
I. General Organization	3.75	3.25	3.87	2.74	2.81	2.82
II. Orientation	4.37	3.12	4.12	2.47	2.65	2.62
III. Group Guidance	4.25	2.50	3.75	2.55	2.61	2.61
IV. Individual Inventory	4.62	2.62	4.62	2.75	2.79	2.81
V. Informational Services	4.14	2.57	4.57	2.81	3.07	2.96
VI. Counseling	4.64	2.55	4.58	2.38	2.45	2.47
VII. Placement	2.54	1.27	1.45	2.24	2.29	2.23
VIII. Follow-up	3.80	2.00	2.40	2.07	2.09	2.11
TOTAL PROGRAM MEAN	4.01	2.48	3.67	2.50	2.59	
				TOTAL MEAN		2.58

Table II. (Continued)

School 16 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 35
				Boys n = 20	Girls n = 11	
I. General Organization	4.12	2.75	2.37	2.40	2.86	2.63
II. Orientation	3.50	2.18	1.62	2.25	2.74	2.42
III. Group Guidance	2.37	2.56	1.50	2.52	2.48	2.48
IV. Individual Inventory	3.75	3.68	4.00	2.93	3.15	3.12
V. Informational Services	4.57	3.50	1.42	3.13	3.53	3.27
VI. Counseling	4.23	3.55	2.23	2.41	2.86	2.66
VII. Placement	2.09	2.00	1.63	1.80	2.18	1.94
VIII. Follow-up	2.80	2.60	2.40	1.76	2.00	1.98
TOTAL PROGRAM MEAN	3.43	2.85	2.15	2.40	2.72	
				TOTAL MEAN		2.58

Table II. (Continued)

School 17 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 58
				Boys n = 27	Girls n = 28	
I. General Organization	3.75	3.00	4.00	2.96	3.10	3.07
II. Orientation	2.25	2.50	2.75	1.99	1.95	2.00
III. Group Guidance	1.37	3.87	2.00	2.39	2.59	2.49
IV. Individual Inventory	4.37	4.00	4.37	2.82	3.01	3.01
V. Informational Services	4.57	4.57	4.57	3.30	3.62	3.52
VI. Counseling	4.23	3.55	3.94	2.94	3.03	3.04
VII. Placement	2.18	2.90	2.45	2.12	2.26	2.21
VIII. Follow-up	2.60	2.60	4.00	2.11	2.09	2.18
TOTAL PROGRAM MEAN	3.16	3.37	3.51	2.58	2.71	
				TOTAL MEAN		2.74

Table II. (Continued)

School 18 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 2	Counselors n = 1	Seniors		Mean Rating All Groups n = 49
				Boys n = 22	Girls n = 23	
I. General Organization	3.37	2.43	3.00	2.82	2.73	2.78
II. Orientation	3.87	2.81	3.87	2.92	2.97	2.99
III. Group Guidance	2.00	2.06	3.62	2.64	2.84	2.72
IV. Individual Inventory	3.25	2.50	3.37	2.65	3.11	2.89
V. Informational Services	3.71	3.50	3.71	3.25	3.92	3.59
VI. Counseling	3.58	2.66	3.41	2.52	2.80	2.70
VII. Placement	1.63	1.36	2.81	1.74	1.92	1.83
VIII. Follow-up	3.20	1.40	3.20	2.00	2.24	2.14
TOTAL PROGRAM MEAN	3.08	2.34	3.37	2.57	2.82	
				TOTAL MEAN		2.70

Table II. (Continued)

School 19 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 3	Counselors n = 1	Seniors		Mean Rating All Groups n = 62
				Boys n = 38	Girls n = 19	
I. General Organization	3.87	1.62	3.37	2.58	2.65	2.58
II. Orientation	3.87	1.75	3.37	2.82	2.88	2.80
III. Group Guidance	3.00	1.83	3.00	2.77	2.76	2.73
IV. Individual Inventory	4.12	3.04	4.25	3.10	3.12	3.15
V. Informational Services	4.14	2.95	4.42	3.42	3.48	3.44
VI. Counseling	3.52	2.18	3.52	2.59	2.45	2.57
VII. Placement	2.00	1.21	1.90	2.09	2.12	2.04
VIII. Follow-up	3.40	1.33	3.00	2.26	2.42	2.28
TOTAL PROGRAM MEAN	3.49	1.99	3.35	2.70	2.73	
				TOTAL MEAN		2.68



Table II. (Continued)

School 20 Type 3

Area of Guidance Services	Principals n = 1	Vocational Instructors n = 1	Counselors n = 1	Seniors		Mean Rating All Groups n = 60
				Boys n = 34	Girls n = 23	
I. General Organization	2.50	2.87	4.25	2.87	2.71	2.83
II. Orientation	2.87	2.50	3.75	2.58	2.36	2.53
III. Group Guidance	2.50	4.00	3.25	2.66	2.46	2.61
IV. Individual Inventory	2.87	3.75	3.25	3.01	2.81	2.96
V. Informational Services	3.71	3.28	3.00	3.03	3.14	3.09
VI. Counseling	2.64	3.22	3.00	2.61	2.39	2.54
VII. Placement	2.09	2.36	3.00	2.42	2.30	2.37
VIII. Follow-up	2.00	2.60	3.00	2.37	2.11	2.29
TOTAL PROGRAM MEAN	2.65	3.07	3.31	2.69	2.53	
				TOTAL MEAN		2.65

Table III. Summary of Mean Ratings In The Eight Areas of Guidance Program  
Total Type 1 Schools

Area of Guidance Services	Principals n = 10	Vocational Instructor n = 38	Counselors n = 54	Seniors		All Groups n = 3,727
				Boys n = 1,970	Girls n = 1,654	
I. General Organization	3.41*	3.43	3.38	3.07	3.27	3.31
II. Orientation	3.71	3.60	3.96	3.11	3.31	3.54
III. Group Guidance	3.06	2.81	3.06	2.84	3.01	2.96
IV. Individual Inventory	3.83	3.73	4.16	2.98	3.16	3.57
V. Informational Services	4.12	3.84	4.18	3.34	3.54	3.81
VI. Counseling	3.76	3.49	3.90	2.84	2.97	3.39
VII. Placement	2.58	2.88	3.17	2.78	2.80	2.84
VIII. Follow-up	3.06	2.69	3.23	2.60	2.68	2.85
TOTAL PROGRAM MEAN	3.44	3.31	3.63	2.88	3.09	3.28

\* Mean ratings based on high of 5 to a low of 1

Table III-A. Summary of Mean Ratings In The Eight Areas Of Guidance Program  
School 13, Type 1

Area of Guidance Services	Principal n = 1	Vocational	Counselors n = 4	Seniors		All Groups n = 72
		Instructor n = 1		Boys n = 40	Girls n = 26	
I. General Organization	2.12*	3.37	2.87	3.18	3.48	3.24
II. Orientation	2.25	4.12	3.21	3.32	3.73	3.45
III. Group Guidance	1.25	3.75	2.15	2.79	3.00	2.82
IV. Individual Inventory	3.50	3.37	3.65	2.92	3.14	3.07
V. Informational Services	2.85	4.85	3.71	3.46	3.61	3.54
VI. Counseling	4.05	4.44	3.58	2.79	3.05	2.97
VII. Placement	1.45	3.27	1.95	2.82	2.84	2.75
VIII. Follow-up	2.00	3.80	1.65	2.67	2.33	2.47
TOTAL PROGRAM MEAN	2.43	3.87	2.85	2.99	3.15	3.05

\* Mean ratings based on a high of 5 to a low of 1

Table IV. Summary Of Mean Ratings In The Eight Areas Of Guidance Program  
Total Type 2 Schools

Area of Guidance Services	Principals n = 14	Vocational			Seniors		All Groups n = 2, 111
		Instructor n = 37	Counselors n = 27	Boys n = 1050	Girls n = 983		
I. General Organization	3.32*	2.84	2.85	3.01	3.14	3.03	
II. Orientation	3.34	2.89	3.02	2.96	3.15	3.07	
III. Group Guidance	2.69	2.45	2.35	2.69	2.83	2.60	
IV. Individual Inventory	3.75	3.26	3.30	2.99	3.09	3.28	
V. Informational Services	3.92	3.46	3.74	3.31	3.56	3.59	
VI. Counseling	3.74	3.43	3.40	2.83	2.85	3.25	
VII. Placement	2.07	2.02	2.06	2.53	2.50	2.24	
VIII. Follow-up	2.78	2.29	2.27	2.47	2.48	2.46	
TOTAL PROGRAM MEAN	3.20	2.83	2.87	2.85	2.95	2.94	

\* Mean ratings based on high of 5 to a low of 1

Table V. Summary Of Mean Ratings In The Eight Areas Of Guidance Program  
Total Type 3 Schools

Area of Guidance Services	Principals n = 19	Vocational Instructors n = 38	Counselors n = 22	Seniors		All Groups n = 1389
				Boys n = 700	Girls n = 610	
I. General Organization	3.54*	2.65	3.09	2.85	3.00	3.02
II. Orientation	3.49	2.70	3.20	2.65	2.74	2.95
III. Group Guidance	2.87	2.33	2.50	2.60	2.72	2.60
IV. Individual Inventory	3.71	3.35	3.76	2.93	3.05	3.36
V. Informational Services	4.06	3.46	3.83	3.21	3.48	3.61
VI. Counseling	3.87	3.08	3.54	2.72	2.85	3.21
VII. Placement	2.19	1.68	2.00	2.27	2.35	2.10
VIII. Follow-up	2.75	2.10	2.60	2.24	2.35	2.41
TOTAL PROGRAM MEAN	3.31	2.67	3.06	2.68	2.82	2.91

\* Mean ratings based on high of 5 to a low of 1

Table VI. Summary of Mean Ratings In The Eight Areas Of Guidance Program  
Total Schools All Types Combined

Area of Guidance Services	Principals n = 44	Vocational Instructors n = 113	Counselors n = 103	Seniors		All Groups Total Schools n = 7, 227
				Boys n = 3, 720	Girls n = 3, 247	
I. General Organization	3.42*	2.97	3.10	2.97	3.13	3.12
II. Orientation	3.51	3.06	3.39	2.90	3.06	3.18
III. Group Guidance	2.87	2.53	2.63	2.71	2.85	2.72
IV. Individual Inventory	3.76	3.44	3.74	2.96	3.10	3.40
V. Informational Services	4.03	3.58	3.91	3.28	3.54	3.67
VI. Counseling	3.79	3.33	3.58	2.79	2.89	3.27
VII. Placement	2.28	2.19	2.41	2.52	2.55	2.39
VIII. Follow-up	2.86	2.36	2.70	2.43	2.50	2.57
TOTAL PROGRAM MEAN	3.31	2.93	3.18	2.82	2.95	3.03

\* Mean ratings based on high of 5 to a low of 1

Table VII. Checklist of Guidance and Counseling Facilities  
Type 1 Schools (1000 or more students)

Item	School														Mean Ratio
	1	2	a	4	a	6	7	8	9	10	11	a	13	14	
Counselor-student ratio (F. T. E. <sup>b</sup> ) (6 periods = full time)	1:545	1:450	1:366	1:330	1:470	1:383	1:328	1:276	1:249	1:328	1:408	1:453	1:382		
1. Counseling Center:															
a. Private counseling space	c														
b. Group conference room		No			No				No						
c. Reception area	No						No								
d. Bulletin or tackboard															
e. Professional library								No						No	
f. Typewriter															
g. Recording device										No					
2. Clerical Assistance:															
h. Non-student															
i. Student					No			No		No					
j. Adequate	No					No		No		No			No		
3. Occupational & Informational Materials															
k. School & College catalogs															
l. Unbound occupational information file															
m. Job guide for young workers			No					No							
n. Occupational Outlook Handbook															
o. Occupational Outlook Quarterly	No		No	No							No				
p. Personnel & Guidance Journal	No	No	No	No	No									No	
q. Oregon State Apprenticeship Materials	No					No	No								
r. Armed Services Materials															
s. Informational Posters								No			No				
t. Guidance Films					No			No	No				No		

<sup>a</sup>Schools numbered 3, 5, and 12 did not participate in study. <sup>b</sup>Full Time Equivalency. <sup>c</sup>Blanks indicate yes, unless otherwise noted.

Table VIII. Checklist of Guidance and Counseling Facilities  
Type 2 Schools (500 to 999 students)

Item	School															Mean Ratio
	1	2	3	4	5	a	7	8	9	10	11	12	13	14	15	
Counselor-student ratio (F. T. E. <sup>b</sup> ) (6 periods = full time)	1:261	1:400	1:517	1:260	1:400	1:361	1:322	1:350	1:361	1:203	1:408	1:474	1:345	1:400	1:361	
<b>1. Counseling Center</b>																
a. Private counseling space	c															
b. Group conference room		No				No		No	No						No	
c. Reception area										No						
d. Bulletin or tackboard								No								
e. Professional library	No	No	No		No								No			
f. Typewriter													No			
g. Recording device	No				No				No				No	No		
<b>2. Clerical Assistance</b>																
h. Non-student								No			No		No			
i. Student		No	No													
j. Adequate		No	No		No		No				No	No	No			
<b>3. Occupational &amp; Informational Materials</b>																
k. School & college catalogs																
l. Unbound occupational information file																
m. Job Guide for Young Workers		No	No	No					No		No	No				
n. Occupational Outlook Handbook									No							
o. Occupational Outlook Quarterly	No	No		No			No	No	No	No				No		
p. Personnel & Guidance Journal		No	No	No					No				No	No		
q. Oregon State apprenticeship materials					No		No	No					No			
r. Armed services materials																
s. Informational posters																
t. Guidance films	No	No	No		No				No			No				

<sup>a</sup>School number 6 did not participate in study. <sup>b</sup>Full Time Equivalency. <sup>c</sup>Blanks indicate yes, unless otherwise noted.



Table IX. Checklist of Guidance and Counseling Facilities  
Type 3 Schools (499 students or less)

Item	School																				Mean Ratio
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Counselor-student ratio (F. T. E. <sup>a</sup> ) (6 periods = full time)	1:300	1:365	1:133	1:350	1:330	1:188	1:247	1:408	1:325	1:616	1:300	1:361	1:410	1:430	1:430	1:260	1:492	1:400	1:361	1:600	1:365
<b>1. Counseling Center</b>																					
a. Private counseling space	b																				
b. Group conference room					No		No	No	No			No		No	No		No		No		
c. Reception area			No		No			No	No			No		No			No	No	No		
d. Bulletin or tackboard														No							
e. Professional library			No			No	No					No							No		
f. Typewriter							No			No								No		No	
g. Recording device		No					No		No	No		No	No	No				No	No	No	No
<b>2. Clerical Assistance</b>																					
h. Non-student			No	No		No	No	No	No	No	No	No	No					No		No	
i. Student			No				No					No	No					No		No	
j. Adequate			No	No	No	No	No	No				No	No		No		No	No		No	
<b>3. Occupational &amp; Informational Materials</b>																					
k. School and college catalogs																					
l. Unbound occupational information file																					
m. Job Guide for Young Workers		No	No	No			No	No	No							No		No		No	
n. Occupational Outlook Handbook																					
o. Occupational Outlook Quarterly	No	No	No	No		No	No	No		No	No	No			No				No		
p. Personnel & Guidance Journal	No	No	No		No	No	No		No	No	No	No			No	No		No	No	No	No
q. Oregon State apprenticeship materials			No			No	No	No				No			No						No
r. Armed services materials																					
s. Informational posters			No				No					No	No	No				No			
t. Guidance films		No		No	No	No			No	No	No	No	No		No				No		No

<sup>a</sup> Full Time Equivalency

<sup>b</sup> Blanks indicate yes, unless otherwise noted.

Table X. Summary of Checklists of Guidance & Counseling Facilities  
Total Schools All Types Combined

Item	Type 1 Schools n = 12			Type 2 Schools n = 14			Type 3 Schools n = 20			Total Mean	
	High	Mean	Low	High	Mean	Low	High	Mean	Low	1:369	
Counselor-student Ratio (F. T. E. <sup>a</sup> - 6 periods = 1 full time counselor)	1:545	1:382	1:249	1:517	1:361	1:203	1:492	1:365	1:188	1:369	
	Totals		Totals		Totals		Totals		Totals		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
<b>1. Counseling Space</b>											
a. Private counseling space	12	-	14	-	20	-	46	-			
b. Group conference room	9	3	9	5	10	10	28	18			
c. Reception area	10	2	13	1	11	9	34	12			
d. Bulletin or tackboard	12	-	13	1	19	1	44	2			
e. Professional library	10	2	9	5	15	5	34	12			
f. Typewriter	12	-	13	1	16	4	41	5			
g. Recording device	11	1	9	5	10	10	30	16			
<b>2. Clerical Assistance</b>											
h. Non-student	12	-	11	3	8	12	31	15			
i. Student	10	2	12	2	15	5	37	9			
j. Adequate	7	5	7	7	8	12	22	24			
<b>3. Occupational &amp; Informational Materials</b>											
k. School & college catalogs	12	-	14	-	20	-	46	-			
l. Unbound occupational information file	12	-	14	-	20	-	46	-			
m. Job Guide for Young Workers	10	2	8	6	11	9	29	17			
n. Occupational Outlook Handbook	11	1	13	1	20	-	44	2			
o. Occupational Outlook Quarterly	9	3	7	7	8	12	24	22			
p. Personnel & Guidance Journal	6	6	8	6	4	16	17	28			
q. Oregon State apprenticeship materials	9	3	10	4	13	7	31	14			
r. Armed services materials	12	-	14	-	20	-	46	-			
s. Informational posters	10	2	14	-	14	6	38	8			
t. Guidance films	8	4	8	6	9	11	25	21			

<sup>a</sup>Full Time Equivalency

Table XI. Experience As A Paid School Counselor At Various School Levels By High School Principals

Level	Type 1 Schools	Type 2 Schools	Type 3 Schools	Totals All Schools
Elementary School	-	-	-	-
Junior High School	1	2	1	4
Senior High School	7	7	8	22
College	-	-	-	-
Other	-	-	-	-
No Experience	2	2	5	9
Did Not Respond	3	5	7	15

Table XII. Certification Currently Held By Vocational Instructors

Certificate	Type 1 Schools	Type 2 Schools	Type 3 Schools	Totals All Schools
Provisional	7	4	2	13
Regular Secondary	5	5	6	16
Basic Norm (4 year)	-	-	-	-
Standard Norm (5 year)	9	3	5	17
(5 year)	15	19	23	57
Vocational (1 year)	1	3	1	5
Other	-	1-life certificate	-	1
Did Not Respond	1	2	1	4

**Table XIII. Certification Currently Held By School Counselors**

<b>Certification</b>	<b>Type 1 Schools</b>	<b>Type 2 Schools</b>	<b>Type 3 Schools</b>	<b>Totals All Schools</b>
Provisional Teacher	3	2	4	9
Regular Secondary Teacher	15	11	4	30
Education Specialist-Counselor:				
Basic Norm (4 year)	13	7	6	26
Standard Norm (5 year)	17	5	5	27
Did Not Respond	6	2	3	11