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A Survey of the Guidance Practices of the Secondary Schools of Kittitas County

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by

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TABLE OF CONTENTS

Chapter I

INTRODUCTION AND PROSPECTUS

Introduction

Guidance services have become an integral part of the schools of today. From large city systems to one-room rural schools, the importance of helping students plan their educational, vocational, and social lives is being recognized as one of the paramount duties of the school. To be sure, not every school has an adequate guidance program, and there are some that have made very little progress in this direction.

The unmistakable values of intelligent guidance have become so apparent that some school systems have created separate departments under the direction of specially trained personnel whose duties are to carry out the guidance functions in that school. Other schools, unable to launch such specialized programs, have made available counseling and guidance time to trained or interested class-room teachers. Still other schools have confined the guidance functions to home-rooms, special classes, or during extra-curricular activities. Regardless of the method or the personnel, the majority of schools are maintaining some sort of guidance program. The universality of the guidance movement made the present study seem plausible.

The purpose of this study was to investigate the guidance practices of the secondary schools in Kittitas County and to try to

determine the range of the guidance programs from what is considered by several authorities to be some of the minimum essentials of an adequate guidance program.

The procedure followed in this study was the preparation of an individually administered "Guidance Check List" which included data on the individual pupil inventory, counseling, placement, follow-up, and teacher participation. The check list was to be answered by checking "Yes" or "No" after the question, and space was left for any comments the interviewee wished to make on a particular question. It was believed that these verbalizations would shed more light on those aspects which proved to be obstacles in setting up and administering an adequate guidance program.

The check-list questionnaire used in this study appeared to meet some of the criteria for reliability as set forth by Lundberg (8: 199), who believes the results usually obtained by the questionnaire justify its use for survey purposes. The personal introduction and explanation of the check-list to each interviewee, it was believed, kept to a minimum the misinterpretations of the interviewers questions. The form of the check-list made it possible to record the responses with very little variation, despite the personal nature of the interview.

The check lists were taken personally to the various secondary schools in Kittitas County in order to facilitate an early return of the data and also to answer any questions the interviewee might have regarding the check list. No response was obtained from one

school. Kittitas County has five seconday schools. The schools range in size from one which has approximately 500 high school pupils to one which has approximately 50 pupils.

Since this state and many others in the nation have areas such as this where counties have very few secondary schools, it was felt that this survey would comprise an indicative sampling for such a county and hence be of some educational value to such areas.

Limitations

The check list was taken out near the end of the school year when administrators and guidance personnel were involved in the myriad details entailed in closing the school year. Perhaps more detailed remarks would have been made if the survey had been made during a less busy time of the school year.

Overview of Remainder of Study

Chapter II is devoted to a review of other research done in this field, the techniques used and results which were obtained.

A discussion of the various interpretations of guidance is included in Chapter III in order to orient the reader to the problem under surveillance. While most of the definitions differ in terminology, there is little disparity among the authorities as to the ultimate goal and function of guidance, namely that it is to offer information and services which will enable the student to make wise choices in his educational and vocational life in the light of

his capacities, abilities, skills, and interests.

Following this is a description of a minimum guidance program which authorities believe is essential to every school, regardless of size, which professes to offer its students the fullest educational opportunities. This program parallels the check list as closely as possible.

Chapter IV is concerned with the findings of the survey as determined by the "Guidance Check-List." A specimen copy of the check-list is included in the Appendix.

The summary and conclusions of the study are found in Chapter V.

Chapter II

REVIEW OF RELATED RESEARCH

No previous study of the guidance practices of the secondary schools of Kittitas County was found by the author of this paper. The following research descriptions will show the results of this type of survey as well as the techniques used in the various studies.

A study of guidance services in the Indiana public high schools recently completed at Purdue University was based upon reports of guidance services actually being offered in Indiana high schools. One of the main purposes of this study by Peters (10: 527-30) was to determine whether criteria which took into consideration school size would enable the administration to evaluate more accurately the guidance services of his school.

Data for the research were obtained by sending a four-page questionnaire to the principal of each public high school of Indiana. This was supplemented by follow-up letters and visits to 29 schools.

The questionnaire covered the following main areas of guidance: orientation, curriculum offerings, extra-curricular organizations, vocational guidance, home-room organizations, tests, use of community resources, guidance personnel, organization, and research.

Interpretation was made in terms of school size, classified as follows: small school, enrollment under 300; medium schools; enrollment 300 - 599; large schools, enrollment 600 or more.

Peters (10: 527-28) listed the following findings in the main areas of guidance:

> Orientation practices were found almost entirely in the large high schools. In the schools where grades one to twelve were taught in the same building, the orientation for high school entrance was omitted.
>
> Curricular offerings were found to differ only slightly in the various school groups. Personal visits to some of the schools, however, indicated that the appraisal of guidance cannot be based on the number of curricula offered. The variety of courses within each curriculum was a more accurate basis for appraising guidance services.
>
> Extracurricular organizations included clubs with limited membership and those with open membership. Sixty-three per cent of the participating schools had clubs with membership limited by requirements of scholarship, specific skills, or other factors. Medium and large schools had a greater number of such clubs, except for athletic clubs which were more numerous in the small high schools. Participation in clubs with limited membership did not exceed 25 per cent of the boys and girls in most of the schools. On the other hand, clubs with open membership in the majority of the schools provided opportunity for guidance to more than 75 per cent of the students.
>
> Vocational guidance programs were reported as one of the functions of medium and large high schools. Some small high schools also indicated an occupational guidance program in terms of additional material which regular teachers used in classes. Audio-visual aids were frequently used for this purpose.
>
> Homerooms were reported in nearly all of the large high schools. The percentage of schools with homerooms decreased as the size of the school decreased.
>
> Tests are regarded as a major technique for diagnosis and therapy in guidance. Fifty-nine per cent of all the schools reported that individual tests were used to some extent, and 47 per cent of all the schools indicated that group tests were given regularly.

Community resources were not regularly used by the small schools to supplement school guidance. Seventy per cent of the large schools reported the use of community agencies for guidance purposes.

Guidance personnel were selected partly on the basis of professional training in guidance in 29 per cent of the schools. Other criteria for selecting personnel were: teaching experience, personality, and seniority. From this it can safely be concluded that guidance in Indiana high schools is offered by personnel with limited professional training and experience in guidance.

Organization data showed that five times as many schools in the largest enrollment group provided full-time guidance personnel as did the schools of the smallest enrollment group. Forty-three per cent of the participating schools reported released time for personnel who were assigned responsibility for guidance services. The released time varied from full time in 4 per cent of the schools to less than quarter time in 20 per cent of the schools. In most schools these services were expected of teachers and administrators in addition to their regular assignment. Fifteen per cent of all schools had some funds in the budget for guidance.

Research studies to evaluate guidance services were reported by only 14 per cent of all schools. The need for such study is made apparent by the fact that almost half of the high schools of Indiana reported one or more guidance services.

The following conclusions can be drawn from the study just mentioned: (1) It is essential to take into consideration the size of enrollment in the appraisal of guidance services. (2) Guidance services are the responsibility of the administrators and the teacher rather than guidance specialists in the small and medium schools. (3) The key to the development of extended guidance services in most schools is in-service training in guidance.

Erickson (7: 194) affirms this latter conclusion by noting that teachers, who are interested in learning about the techniques they can employ in contributing to the guidance program, should engage in

some type of in-service training.

Wrenn and Dugan (7: 1-71) have skimmed off the cream of a recent survey of guidance practices in smaller secondary schools in Minnesota and summarized what, in their opinions, are the most effective ways of carrying on a guidance program in such high schools.

Only within the last decade has much attention been given to high schools in non-urban areas. Here pupils pour in each morning by bus and continue through the day without the benefit of highly staffed child guidance centers, psychiatrists, deans, and trained counselors. In these schools the typical teacher has three preparations, a home-room, and at least one extracurricular activity, and according to this survey, "in only one such school out of eight is the teacher-counselor relieved of class responsibility so that he may spend working time on counseling."

These authors assumed that in schools of this kind the principal, or the superintendent of schools, must assume active responsibility for the guidance program. They emphasized the importance of his developing a program with the staff, thus preventing the common situation in which the guidance director tries desperately and ineffectively to push an unwilling faculty along a road he has himself laid out.

It was pointed out that in Minnesota schools, pupils report too little help in studying vocations and too little help in developing study habits. Furthermore, two-thirds of the students surveyed

reported that while they had taken a good many tests, these tests had not been interpreted to them.

Traxler (14: 3) has stated that, "guidance enables each individual to understand his abilities and interests, to develop them as well as possible, and to relate them to life goals." If this premise is correct, the study by Wrenn and Dugan would indicate that the smaller schools in Minnesota are not fulfilling their obligations to their students in preparing them for life and work situations.

Wimmer (16: 343-49) reports that Science Research Associates, educational publishers whose materials are directed primarily to guidance workers and to those educators who are interested in the adjustment problems of youth, were aware that the continued improvement of its services and publications depended on a complete picture of the guidance scene. Therefore, a survey, one of the largest of its kind ever made, was undertaken and slanted toward the needs of the schools.

A questionnaire was constructed to obtain information which would answer the basic question: "What is going on in guidance in our schools, especially as it is related to the use of published materials as tools?"

More than 700 replies were received from elementary and secondary schools, junior colleges, universities, counseling centers, libraries, and other non-school organizations.

The Science Research Associates (16: 347-49) study of 447 secondary schools indicated the following conclusions and implications:

1. The counselor and the adviser most frequently handle the vocational problems of students. The home-room teacher as well as the counselor is concerned with educational problems, such as educational planning, study methods, and giving information about the school itself. Both persons are also responsible for the personal and social adjustment problems of students.

The counselor plan appears to be the one used by most schools to deal with student problems and to provide services related to those problems. The counselor is responsible for more guidance services and functions than any other individual in the school, although certain areas such as family relationships, hobbies or leisure time activities, boy-girl relations, and etiquette, which the counselor might be expected to handle, are frequently not covered by him. Often they are not treated by anyone in the school.

This study may indicate a significant increase in recent years in the number of schools with counselors. That 79 per cent of the schools in the study had counselors is evidence of the trend toward the use of the counselor for guidance activities.

The trend toward the use of the counselor in guidance activities, as brought out in this study, is given further emphasis by Dunsmoor (5: 8) who believes that the counselor should become the student's "school parent," to whom the student will logically look for advice or assistance at any time.

The study shows that the home room continues to play an important part in the guidance program, especially in helping the student to know more about his school and about the opportunities which the school offers. The author believes, however, that the scope of the topics and services that the home room provides should be widened to include both educational and vocational planning for the future, social, and even emotional problems of high school students. It is believed that this activity is far less essential in the schools in which organized guidance classes, such as occupations or orientation classes, are found.

2. Educational, vocational, personal, and social problems of students are already accepted as the concern of

the entire school and its personnel. Certain other topics, such as personal relations, etiquette, and information about the school, are generally considered the responsibility of all teachers. More frequently, topics or services, such as placement, part-time work, testing, and counseling are assigned to the counselor only.

3. Although guidance materials are most frequently kept in the counselor's office, and in the library, the results of this study indicate that materials should also be kept in the home room because of the important part that the home room plays in the guidance picture.

4. Two very different methods, the counselor and the home room, are used most frequently to carry on guidance activities according to the results of this study. Which functions can be handled most adequately by each of these methods raises a question for further study.

Chisolm (2: 24-31) was the author of a survey made of the high schools of the state of Washington to determine the stumbling blocks that prevent the schools from providing youth an acceptable program of guidance as a regular part of the work of the schools. A questionnaire was carefully prepared and sent to the high school principals throughout the state asking each principal (1) whether his school had a modern program of guidance, and (2) if not, what seemed to him to be the major handicap or handicaps standing in the way of a guidance program in his school. The questionnaire suggested a number of probable handicaps. These handicaps were listed indiscriminately and then recombined when the results of the survey were tabulated.

An interpretation of the findings of this study showed a number of significant implications. The fact that inadequate teacher preparation is the most frequent handicap standing in the way of guidance is a direct indictment of the incompleteness of the teacher-

training program in institutions of higher learning. Teacher-training institutions should demonstrate farsighted leadership in sensing the types of work needed in a modern program of education. They then should revise their program of teacher training to such an extent that it provides the necessary preparation.

The fact that the large schools found inadequate teacher preparation a more frequent handicap than did the small and average-size schools may have a direct bearing on (1) the permanency of tenure in the large schools as compared with that in the small and the average-size schools, and (2) the lack of an adequate in-service training program in the large schools as a parallel to the tenure situation. It is commonly known that the beginning teacher and the young teacher generally find employment in the small or average-size school. This being the case, the teachers with training in the field of guidance are likely to be found more frequently in the smaller and the average-size schools, since guidance has only recently come to be considered an important part of the professional training of teachers.

Chisolm believes there is justification for believing that the lack of interest in guidance on the part of a number of teachers is closely related to inadequate teacher preparation. It is difficult to find a teacher who still remains disinterested when he really sees the fundamental contribution to be made by an aspect of the work of the school to the education of youth. On the other hand, teachers cannot be expected to have and maintain a dynamic interest in guidance

unless their preparation has shown them why guidance has come to be an essential part of the work of the modern school and has given them an understanding of the part that guidance should play in a program of secondary education.

Regarding adequate time for developing and practicing guidance services, Chisolm (2: 28) states:

> When teachers and the principal of a school find that they do not have time for guidance, we reach one or the other of two fundamental conclusions. On the one hand, it could be that the teaching load actually is unduly heavy. As a result, the teachers and the principal may be forced, by necessity and not by choice, to neglect their guidance responsibilities. On the other hand, the statement about the lack of time might be an excuse, without basis in the facts of the case.

If the first of the two foregoing conclusions is justifiable, Chisolm believes that two other factors enter the picture. In the first place, the existing situation is due basically to the lack of adequate financial support for the schools. That is, the schools do not have sufficient money to hire enough teachers to do the job that the modern secondary school should do. The plan of school support in the state involved in this study has been such as to pyramid the teaching load, with a decided handicap to the horizontal expansion of the educational program. Hence, teachers are forced to carry an undue teaching load and thereby to neglect important parts of an adequate educational program. School people should coordinate their efforts in effective democratic leadership aimed at a program of

adequate financial support. It is Chisolm's opinion that in the majority of cases this program will produce the desired results.

Until the teachers have thoroughly evaluated the relative worth of the things that they are now doing as compared with the worth of the things that they could and should be doing, a school is not entirely justified in taking the position that it does not have time for guidance. What is needed is a thorough evaluation by the faculty of the worth of the things that are occupying the teacher's time.

A serious problem which the schools must always face is teacher turnover. A guidance program in a school should be planned and administered in such a way that the normal teacher turnover is not a major handicap. Chisolm states that this can be done if the teacher-training institutions assume their responsibility for preparing teachers so that they will be able to assume their guidance responsibilities; if those who employ teachers give sufficient attention to the needs of the guidance work in their own schools at the time when they select new teachers, and if a school plans its guidance program on the basis of student needs rather than on the basis of the personalities of a given group of teachers.

This study revealed that there is a relationship between insufficient knowledge of methods of conducting guidance services and the fact that teachers lose interest in proposed guidance programs. When a significant number of schools report, as they did, that they do not know how to handle the problem of planning and carrying on a

comprehensive guidance program, it may be inferred that teacher-training institutions have not recognized adequately the size of the task of planning and administering a guidance program in their training of teachers. The author contends that too many teachers and administrators who have had training in guidance still do not know how to plan and administer a guidance program in harmony with the need existing in a given school. The task, he believes, becomes relatively easy when those responsible for this work know the factors to be considered and the method to be used in planning a guidance program.

When a school tries to carry on a program of guidance but finds that after a few months the interest of teachers diminished, it has a real problem on its hands. This condition generally grows out of one or more of three factors: poor planning, failure to provide adequate supervision and leadership in the administration of the guidance work, and failure to carry through an evaluation of the results achieved in guidance so that all involved in the work know the nature and extent of the progress brought about by their efforts.

An important concept brought out by this study is that when guidance suffers more than other essential parts of an adequate program of education, either the school finance program is faulty and needs revision or the management of school moneys is poor.

The findings of Chisolm's (2: 30-31) study seem to make two things clear:

> First, a school that is too small to carry on an

> adequate program of guidance is likely to be too small to carry on the other parts of a modern program of secondary education. The solution in this case is school district reorganization, or consolidation, as a means of forming districts that can provide youth the types of training that they should have. Second, it has been found in a number of studies that schools of all sizes throughout the state and the nation are carrying on commendable programs of guidance.

Several of the conclusions and recommendations from the respective studies of Chisolm and Peters are worthy of note.

Chisolm (2: 30) concludes that the handicaps to guidance should be looked upon merely as stumbling blocks standing temporarily in the way rather than as legitimate excuses that relieve the schools of their inherent responsibility. The schools are under obligation to provide all youth everywhere a rich program of modern secondary education, and no handicap or combination of handicaps can excuse the schools from that responsibility.

Peters (10: 530) formulated several pertinent recommendations as a result of his study which include the following:

1. It is recommended that state universities and colleges:
   a. Make graduate practicums in guidance available especially for teachers of small high schools.
   b. Make special work in guidance available for school administrators.
   c. Make the findings of research available to school administrators.
   d. Make the findings of research available to college students preparing to enter the teaching field.
   e. Assist prospective teachers with use of guidance inventories in the different school enrollment groups.

f. Make resources available for the development of educational and vocational guidance and testing in the small school, in-service training for the classroom teacher, preparation of the administrator for guidance responsibility, and the guidance of post-school youth through follow-up research and adult education.

2. It is recommended that the administrators:
   a. Organize faculty committees to study school needs and plan an organized guidance program.
   b. Analyze the findings of this report to determine what services are operating in schools of similar enrollment.
   c. Promote a workshop in his school to study the achievable guidance functions suggested by this research.
   d. Select classroom teachers to obtain additional training in guidance.
   e. Use referral sources in the community.

3. It is recommended that surveys should be made at least once every five years, using differential evaluative criteria as instruments of such research. Revision of the inventories should be made in terms of the findings of the surveys. It is further recommended that a questionnaire should be designed to secure teacher suggestions for the development of adequate guidance service in each school group, and that another questionnaire should be designed to determine student awareness and use of guidance services. These surveys would be made in cooperation with the state departments of public instruction; and the findings of these surveys should be studied in a series of workshops for school personnel.

The examples of related research presented in this chapter were chosen on the premise that they would give a representative picture of the guidance practices in other parts of the nation as well as the state of Washington. The research included in this chapter showed the techniques and results of questionnaire surveys of guidance practices in the states of Indiana, Minnesota, and Washington, and one which

collected data from a larger area than just one state. Some of the guidance practices found in the various surveys mentioned above may be noted in the following chapter, which is an attempt to present what several authorities believe to be the minimum essentials of an adequate guidance program.

Chapter III

SOME MINIMUM ESSENTIALS OF A GUIDANCE PROGRAM

It is no longer a question of whether or not schools shall provide guidance and pupil personnel services for all pupils in order to assure them pragmatic education and to help them in formulating appropriate life plans. Rather, it has become a question of how the job can be done most effectively within the framework of existing school organizations and with the personnel available.

Traxler (14: 1) believes that within the last 25 years guidance has become one of the most common words in the vocabulary of education. Its rapid development in the schools has been due mainly to new social conditions and needs, a new psychology which has emphasized individual differences, and new techniques for studying individuals.

Guidance has been one of the most difficult of all educational subjects to discuss because there has been, and there continues to be, confusion and uncertainty concerning its nature and functions. Some authorities have felt that guidance is as broad as all education and that the whole program of the school should be set up for guidance purposes, whereas others would have restricted it to some relatively narrow aspect such as vocational guidance or moral guidance. Some guidance programs have consisted chiefly of courses in occupational information. The main emphasis in other guidance programs has been

on the placement of pupils in courses designed to eliminate or reduce failure. Still others have stressed therapy or the treatment of maladjustments as the central purposes of the counseling relationship. Not infrequently, character building has been thought to be the main purpose and function of guidance. Too often, one fears, the guidance programs of schools have consisted of little more than lip service to a nebulous concept which is useful in the publicity relations of the school but which has almost no influence on the lives of the individual pupils.

Ideally conceived, guidance should enable each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order. Guidance has thus been vitally related to every aspect of the school - the curriculum, the methods of instruction, the supervision of instruction, disciplinary procedures, attendance, problems of scheduling, the extra-curriculum, the health and physical fitness program, and home and community relations.

Erickson (6:8) has defined the guidance program as that body of services organized specifically to help pupils solve their problems and to improve their planning. Dunsmoor (5: 5) has added that it provides help to pupils in understanding their own personality, how their personality effects them as individuals, and how it affects

others with whom they come in contact in social, community and job relationships.

Traxler (14: 13) has pointed out, as have many others, that one cannot train individuals for life in a democratic state merely by rules and indoctrination or by the establishment of emotional loyalty. The only effective training for citizenship in a democracy is practice in democratic living. The facts concerning each individual's potentialities, his interests, the things to which he responds with emotional satisfaction, his skills, his rate of development, and his major points of strength and weakness must be accurately ascertained and assembled as objectively and dispassionately as possible. Out of the whole picture he must be led to evolve for himself a satisfactory level of living and at the same time maintain a balance between his own welfare and that of the group. Thus, training for living in a democracy and guidance as exemplified by carefully organized personnel programs are one and the same process.

Many schools have not been able to provide all of the guidance services advocated by various authors and educational authorities. Limited finances, lack of interested or trained personnel, and administrative indifference could be a few of the limiting factors. However, every school should make an effort to include segments of the essentials in their guidance programs.

Individual Inventory

Most authorities have agreed that a complete, accurate, and up-to-date record should be kept for each child in the school. This cumulative record should follow the child from kindergarten through the twelfth grade, or even further, and should be available to teachers, counselors, and other guidance workers. Records that are never utilized are a waste of time and money and deprive teachers and guidance workers of what many have considered the most valuable aid at their command for knowing, understanding, and aiding their pupils.

These cumulative records, when found to be of significance, have contained a variety of pertinent information about the child. His health, school marks, standardized test data, out-of-class activities, and personal data in various forms are examples that show the multiplicity of sources and information that should be included in the record or inventory.

Some guidance workers have believed that every person with whom the pupil comes in contact is usually able to provide information about the pupil that might be included in the personal inventory. This information should shed light on the student in his various activities and not be confined to observations made in the classroom.

The American Council on Education (1: 32-36) has presented some valuable information to teachers on the subject of learning to describe behavior in children. They emphasized that teachers should break the habit of making snap judgments and to try to establish the habit of

noticing specific behaviors. A major point in describing behavior is that the teacher must learn to record clear descriptions of the child's actions and the situation in which it was involved.

Anecdotal records, written by the teacher, can be a source of valuable information if they are objective in nature and not influenced to any noticeable extent by the teacher's personal feeling about the child. The same publication in describing the types of anecdotes, showed that the most helpful are the specific descriptive statements of the child's actions in a particular situation, as opposed to the evaluative or interpretive statements which tend to pass judgment on the child rather than describe his behavior.

Many authorities have felt that in the absence of a systematic cumulative record, guidance for the child in educational and vocational fields is, at most, a wild guess. Even schools opposed to guidance cannot completely ignore the value of recording the progress of its students.

Cumulative records may have more far-reaching effects than supplying information about any one particular student. For example, teachers in one school system (13: 319) became interested in keeping a cumulative record folder for each of their pupils. Into these folders they put information from standardized tests, dated samples of the pupils' work and reports of interviews held with pupils and parents, recorded observations of what appeared to be significant personality trends and helpful data about the child's home, family

relations, goals, and purposes. Several times a year the teachers studied the content of these folders to ascertain whether or not the school was doing all it could for each child. This systematic study of each child led the teachers to demand greater administrative flexibility, certain revisions of the curriculum, and cooperation with community agencies in order to meet the needs which they themselves had discovered.

Regardless of the variability in details, it has been generally agreed that a good cumulative record should be based as largely as possible on objective data, should be organized into annual divisions, and should present an all-around picture of individual development rather than one narrowly confined to academic achievement.

Occupational Information and Training Opportunities

Authorities have conceded that a vital essential in any school guidance program is that of providing occupational information and vocational possibilities to its students.

High school pupils, even with such aid as may be furnished them by the advice of parents and friends, have been shown to make unwise vocational choices. Partly because of this situation there has been a relatively recent development of interest in vocational counseling.

In general, vocational guidance has suffered from too much giving of advice and too little giving of information. What the high school student needs from the vocational counselor is information about possible occupations and about himself. Advice should be given

sparingly, and primarily to those pupils who are unable to face reality alone. (4: 551)

The occupational adjustment of the individual is dependent not only on physical, psychological, sociological and economic factors, but also on occupational information.

Occupation information has been considered to be accurate, usable information about jobs and occupations according to Christensen. (3: 11-15) It has included facts about occupational trends, the supply and demand of labor, and training facilities.

Ross (11: 7) contends that the ultimate goal of education has been to enable the individual to become a well-adjusted, successful, productive member of society. A simplified statement of the goal of occupational study might be to enable the individual to find his life work and to find himself. Each individual faces two big problems that must be met and solved before he can make occupational decisions. He must learn about occupations and he must analyze himself. The first step in this process is to obtain adequately accurate information, educationally and occupationally.

Occupational information cannot be used in counseling unless it is accessible. This means that an adequate occupational library must be available for the use of the counselor and the client.

Many schools in the past gave emphasis to information that would benefit those students who planned to go on to college. This phase of guidance has been important but it tended to ignore the problems

of the great bulk of our students who, because of necessity or choice, intended to enter occupations which did not entail college preparation. Recently the dignity and worth of labor, skilled and unskilled, has come to be recognized as an integral and vital part of our way of life. More livable salaries, better working hours and conditions, and liberal pension and retirement plans have had considerable effect in raising the status of labor in our society.

Each person could find satisfaction and contribute to the general welfare of the nation if he was doing the type of work he enjoyed and for which he was peculiarly fitted. This fact has led education and industry to make available every possible means of helping a student determine the occupational highway he should travel in order to assure him a reasonable possibility of success in his choice.

Guidance in this area should enlist many aids to help pupils gain an insight into fields in which they show an interest. One of these aids should be an adequate number and variety of books about occupations in the school library. Valuable pamphlets, monographs, briefs, and abstracts which are issued by government agencies, training schools, and industry should also be included. These can be utilized to great advantage by pupils preparing for college entrance, occupational training institutions, or beginning employment.

Motion pictures and film strips have been of inestimable value in presenting occupational information. Schools should have access to these aids either by owning them or by renting them from a central

agency. Films, like textbooks, can become out-dated and the teacher or guidance worker should be certain that the films being shown do not portray techniques or processes that have undergone radical changes in recent years. Current film references and catalogues have proved valuable in scheduling movies and film strips that are up-to-date.

Visual aids have assumed a position of major importance in the field of education. Recent wide usage of motion pictures, film strips, and diagrammatic aids, has demonstrated the value of visual aids as educational vehicles. The tendency of many students to avoid printed materials has added to the worth of visual materials as media for presentation of facts about occupational and educational opportunities and requirements. Visual aids have provided a realistic approach to the problem of awakening student interest to the need for vocational and educational planning. Once interest has been aroused, spontaneous perusal of printed materials will become more evident.

Courses or units on occupations should be taught in subjects other than those primarily considered guidance courses. By focusing attention on the role that a particular subject might play in the students vocational life, more comprehensive and meaningful learning will take place.

Ross (11: 9) stated in this respect:

> It is incumbent on the teachers of the nation's schools to acquaint every individual for whom they are responsible with as many different job classifications and specifications as possible during the time they have these individuals in classes of instruction. This means

> alert, vibrant, and vitalized teaching - not dead, tired, textbook antiquities. Occupational information must be taught as a part of and not apart from subject-matter courses.

It has been a highly desirable practice to supplement the regular work of the class with occupational information related to the subject concerned. Teachers alert to the possibilities inherent in practically any subject could find many points with vocational implications. (5:235)

Exploratory experiences might also effectively occur outside the regular curriculum. Extracurricular activities such as hobby clubs, career clubs, and journalistic clubs are just a few that might help a student in determining his vocation. Such activities must be sponsored or supervised by a versatile and well-informed advisor if the guidance possibilities are to be fully realized.

Field trips to places of employment have been widely used to acquaint students with occupational requirements, working conditions, and job operations. The value of well-planned, functional field trips has been two-fold. Not only have students been able to observe at first-hand the occupation, but the preparation for the field trip has given them practical experience that should prove valuable when they seek an occupation later in life.

Many schools have included guidance-conference techniques in planning their group guidance programs. (6: 289) The conferences have been variously termed "Career Days," "Guidance Week," or "College Conference," depending upon the general emphasis. This type of program must be planned very carefully, for there are possibilities of

some very undesirable results and practices. The procedure ordinarily has involved some sort of check list on which each pupil recorded areas of his greatest interests. These interests were compiled and classified, and a number of different section meetings were determined. Then prominent local representatives from the fields involved, along with representatives from interested technical schools and colleges, were invited to speak and to counsel individual pupils.

The program might begin with a general assembly which explained again the purposes of the meeting, introduced the various visiting counselors, and provided the "kick-off" atmosphere for the section meetings and individual counseling periods that follow. At the section meetings, a speaker (or speakers) might discuss the opportunities and/or limitations of an occupational field or college program. Time should be provided for questions and answers. In the past, this period had usually become the most important part of the section meetings. During the day, schedules could be arranged by a committee of the student council for individual counseling interviews with the various visiting counselors.

The importance of Career Days has been that it gave students an opportunity to question authorities on matters which have not been adequately answered in the school activities. Another value has been that it involved nearly the entire student body and has thus stimulated those who previously had given little thought to a life career.

Counseling

Authorities have agreed that there should be someone, such as the trained counselor, teacher-adviser, home-room sponsor, or core teacher, who observes the student in all his relationships and who is primarily responsible for his educational welfare. This responsibility is essential in order to provide a continuity of contact between the student and the individual serving as his counselor throughout the student's membership in the school, a basic factor in vitalizing guidance. The counselor or teacher-adviser should coordinate, periodically, the guidance forces that come to play upon the student, both from within and apart from the school. Such guidance could and should become a highly personalized service of incalculable value to the student.

This person, Dunsmoor (5: 8) contends, should also become the student's "school parent," to whom the student will logically look for advise or assistance at any time. Each student needs an anchor, a friend, a counselor, whom he knows intimately and who likewise knows and understands him. It must be certain, too, that this adviser has intelligence savored with practicality, and desirable cultural and civic standards. It must be assumed, since he is employed as a teacher, that he is of the type that will bear acquaintance, and that his character, actions, and judgment are worthy of emulation by each member of his student family.

According to Strang (13: 24) the affective quality of the relationship has often been far more important than the words spoken. In fact, what is said or done should grow out of the relationship established during the counseling process.

The informational aspect of counseling has been overemphasized in practice. To give a pupil information or even to invoke in him a desire or wish to accomplish a certain end is not enough. Many personnel workers have seemed to believe that if the right end is pointed out, the right act will follow, and have failed to realize that certain changes must be made in the environment and/or long-standing habits revised. The pupil cannot be expected to change long-established habits as a result of a single interview. Sufficient contacts should be made to offset the affects of early failure in the struggle toward the new goal. It is only as counseling changes the individual's goals and purposes through the personal relationship established that it will influence a pupil's life.

Counselors have been called on to perform a great variety of informational functions. To perform these functions intelligently, a complete file of data about each pupil must be readily available to counselors and teachers in order that each counselee is helped to set up realizable educational and vocational plans.

Vocational counseling has involved not only the dissemination of information, but should also make provision for placement of students in jobs which are in line with their interests, abilities, and

aptitudes. This involved placement in part-time positions, summer work, providing work experience during school time, or placement in permanent occupations. Placement should not be confined as a service to those students enrolled in school but should be extended to cover those who have dropped out of school as well.

An organized business-like atmosphere should pervade the entire school placement service. Placement that is just incidental and not foreplanned will likely have an adverse affect upon the community which supports such a service, and upon the students who are the backbone of placement services.

If it has not been feasible for the school to operate a placement service, some arrangement could probably be worked out with the local employment agency, provided one exists.

Job placement should not be interpreted to be the final act of the vocational counselor. In order that complete evaluation of the work experience can be made, systematic plans should be made to follow-up each experience. This follow-up should include employer contacts to ascertain the employer's reaction to the student's performance on the job. It should provide for personal interviews with the student in order to get his reaction to the work experience and how it affected his attitude toward the particular work area. Results of these interviews and resultant information should become part of the pupil's cumulative record.

Many times counselors have been confronted with personal problems of students which the counselor feels are beyond his capacity to make a satisfactory contribution. In such cases, the counselor should not hesitate to refer the student to an agency, such as a child-guidance-clinic, or to an individual such as a school psychiatrist or psychologist.

Erickson (6: 196) has given the opinion that anyone who attempts to do guidance or counseling work must expect and be prepared to cope in some fashion with any type of problem. Frequently, this might mean referral to another agency, but appropriate and carefully handled referrals represent good guidance practices.

The child guidance clinic in the school or community has been of value because of the service it has rendered to individual pupils and parents, the education of prospective and employed teachers, principals and others who visit and cooperate with it, and the insight it might supply regarding the effectiveness of the schools and other agencies. Through its staff conferences, it has brought to the problem a breadth of viewpoints rarely achieved by a single person.

Some of the other agencies that have shown interest in the social, emotional, and other adjustment problems of the youth of the community are: recreation departments, welfare agencies, juvenile courts, churches, community centers, editors of newspapers, parent-teacher associations, and service and fraternal organizations. All these groups, along with many individual citizens, have shared the schools'

interest in and concern for the welfare of youth. Working with and for the schools, these agencies could make a valuable contribution to the school guidance program.

Of interest to counselors has been the trend toward the more non-directive type of counseling in which the student plays the more important role. Warters (15: 90-92) has described this type of counseling as being directed toward helping the student to develop the ability to achieve satisfactory adjustment in any problem situation rather than to a particular problem. In directive counseling the central feature is intellectual interpretation; in non-directive counseling the central features are release of feeling and achievement of insight.

Warters has further stated that along with many authorities on mental hygiene, some authorities on personnel work are advocating the adoption of counseling procedures that have certain important characteristics of non-directive counseling: (1) establishing a relationship in which the student can relate himself in a more adult fashion to another person and thereby achieve a greater degree of responsibleness; (2) making the individual rather than the problem the focal point in order to help him to achieve greater independence and integration through greater understanding of himself; (3) emphasizing the emotional or feeling aspects rather than the intellectual aspects of the interview; and (4) centering attention upon the immediate situation rather than upon the past.

Although the counselor has continued to be the dominant figure, he has become more of an assisting than a controlling force. Efforts to release tension and fear precede attempts at intellectual interpretation. Emotional development is furthered through the self-revealing process, and growth in independence is encouraged by granting the student greater responsibility for working upon his problem.

Testing

Guidance authorities have conceded that counselors should take an active part in the testing program, both in the administration of tests and in the interpretation of the results.

Erickson (6: 50) has stated the reason for using tests has been to serve the student in the teaching and counseling procedure. Tests must be interpreted together with all other data having a relationship to the problem to be solved. We have often found a discrepancy between achievement and test scores of ability - good achievement being coupled with low test scores or poor achievement with high measured ability. There might be many reasons for these discrepancies; they raise many questions and open many lines for investigation. Lack of motivation, illness or physical defects, loss of interest in school, too many outside activities, too much work outside of school, poor study habits, social activities, personality traits, and background deficiencies, are some of the things to be considered. Such lines of investigation must be followed until some reasonable cause or causes

can be found for the discrepancy. If these are subject to modification the student should be given aid to assist him in solving his problem.

This contention that many factors must be weighed along with test results in predicting academic achievement is refuted by Sarbin, (30: 593) Well controlled research has been the basis for his statement:

> Some have argued that the clinical interview must supplement the test procedures so that so-called "intangible" factors which go into achievement may be appropriately weighted. From the evidence of this study, this clinical step is unnecessary. Predictions of college grades can be made with as much accuracy by the simple device of placing a straight-edge on an alignment chart. In short, a competent statistical clerk can make predictions as well as a highly trained clinical worker.

This has been found to hold true because many inadequately-trained counselors have considered their own subjective opinions to be as important as standardized tests and thus reduced predictions to near chance level.

The main purpose of tests has been to enable more effective long-time planning for the individual. They have provided a retrospective view of the past, a measurement of the present and an insight into the future achievements and capacities of the individual. This method is objective and standardized and supplies information not gained by traditional methods. (9: 33) Objective use of tests requires caution and training on the part of the person administering and interpreting results.

Traxler (14: 11) has stated that the basic program for high schools should consist of at least five tests annually - a test of academic aptitude or reading on alternate years, and achievement tests in English and three of several other fields, such as mathematics, science, social studies, foreign languages, commercial subjects, fine arts, and practical arts - depending on what the pupil was studying.

Besides the above-mentioned basic tests, aptitude tests should be given as the need arises, usually to individual students.

Teacher Participation

All teachers have been doing guidance and will probably continue to do so. The question is not whether teachers shall engage in guidance, but whether guidance shall be unplanned and incidental or planned and purposeful.

Teachers, because of their closer contacts with the pupils, have frequently been in a better position to provide the conditions needed for effective counseling than other members of the staff.

The relationship of the teacher to the guidance program might be considered in two ways according to Traxler. (14: 308-10) First, there is the obvious connection with guidance which teachers have in school systems where all instructors, or certain selected ones, are designated as guidance officers, each being responsible for a group of perhaps twenty or thirty pupils. Second, there is the connection with guidance which each teacher has in her regular classroom and extra curriculum activities regardless of the system of guidance followed

in the school.

Much of the guidance that teachers have done has necessarily been through group procedures rather than through individual conferences. Alert teachers who have studied their pupils will see opportunities to carry on group guidance in connection with their regular teaching. For example, most pupils need guidance in study habits. The nature of study so varies from subject to subject that probably the most effective guidance in study habits will be done in connection with the actual classwork. Time spent on guidance of this type in the classroom is certainly a legitimate function of instruction.

Strang (13: 241-42) observed that good teachers have always established friendly relations with their pupils; they have sought to understand them; they have given them the experience, information, and counsel which they need; and they have continued their interest in them long after they have left school. These are four essentials of guidance, each of which, of course, may be performed on different levels of expertness.

The contribution of the teacher to personnel work has varied with the teacher's personal qualifications and professional preparation. In a typical school system one is likely to find only a small number of teachers who make an important contribution to the guidance of pupils. An equal number of the faculty are sympathetic toward pupils but are ineffective in studying them and in making provision for their needs. A considerable number of the faculty see the need for

guidance only in academic matters, and the rest are primarily teachers of subjects rather than teachers of children.

It is obvious that classroom teachers hold a key position in the guidance program of almost any size school. The alert, conscientious teacher performs guidance functions whether there is a formal guidance program or not, sometimes surpassing the results obtained by trained specialists. This is attributed to the everyday contact the teacher has with the pupils, and the multitude of opportunities that arise in the classroom that can be integrated and woven into a guidance pattern.

In order that teachers can learn, or improve, their guidance functions, some type of in-service training is necessary. The several types of in-service training that are available to teachers are the following: extension courses, on-campus courses, field-service courses and field trips for the purpose of observing guidance programs in practice.

The amount and kind of in-service training for guidance needed in the school will depend upon a number of factors. The number of trained persons on the staff and the amount and quality of training that each has had might have influence in planning an over-all program of in-service training. The in-service training program should be planned primarily to meet the needs of teachers for an understanding of the major techniques, practices, and functions involved in carrying on a guidance program. Staff members who are to serve as counselors

should obtain training more extensive and specialized than that of the classroom teacher, who is interested in learning about the techniques he can employ in contributing to the guidance program. (7: 194-96)

Administrators and guidance personnel must recognize the strategic position of the classroom teacher and make every effort to aid him in carrying out a successful classroom guidance program. Administrators and guidance personnel should likewise enlist the aid of the classroom teachers both in individual problems and in the over-all guidance picture.

How the high schools of Kittitas County fit in with the described minimum essentials will be discussed from the results of the survey reported in Chapter IV.

Chapter IV

FINDINGS OF CHECK-LIST SURVEY

The responses made by principals and guidance workers in the Kittitas County high schools to the questions contained in the guidance check-list (a copy of which is in the appendix) were assembled into a narrative type of compilation. The data presented in this chapter is a verbalization of the results obtained from the check-list.

The Individual Inventory

All schools reported that they used folder-type cumulative record forms and that these records followed pupils from kindergarten through the twelfth grade. Each school signified that its records were easily available to teachers, counselors, and other guidance workers, although one respondent remarked that these records were not used adequately by the teaching staff.

Faculty meetings at least once a year devoted to the interpretation and use of pupil data for guidance purposes were indicated by two of the schools, while all schools indicated that their teachers exchanged information about pupils with counselors and other teachers.

In only one school were pupils assisted to review and interpret their own records periodically, while three schools indicated that their teachers used pupil inventories to learn about pupils in their classes.

All but one school reported that they used at least the minimum group of standardized tests. The minimum group of standardized tests was interpreted as consisting of at least five tests annually: a test of academic aptitude or reading on alternate years, and achievement tests in English and three other specific fields, depending on what the pupil was studying.

Occupational Information and Training Opportunities

All schools believed that their libraries contained an adequate number and variety of books about occupations. All reported that college, university, trade, and business school catalogues, and occupational and educational information were available to students.

Occupational briefs, abstracts, monographs, and pamphlets were provided by all but one of the schools.

Two of the schools indicated that materials were provided for acquainting pupils with training and exploratory opportunities present in the curricular and extracurricular programs of the school. One of the schools reporting affirmatively provided these materials to ninth graders and seniors who were not going on to college.

Three schools reported that motion pictures and film strips on occupational and training opportunities were made available to pupils. One of the three stated that the use of visual aids in this respect was not extensive.

Courses or units on occupation were provided in the curriculum of two of the schools.

None of the schools held "Career Days," while two schools held "College Days." One school answering negatively explained that they held "College Visitation" day only, in which representatives from colleges, training institutions, and the armed forces came into the school for the purpose of answering questions about their respective institutions.

Teacher-planned and sponsored visits to places of employment for groups of pupils were encouraged by all but one of the schools.

Follow-up studies of school drop-outs and graduates to secure information about occupational and training opportunities and requirements were made by only one of the schools.

Three of the schools reported that representatives of training institutions were invited to talk with groups and individuals, and three indicated that community resources were utilized in gathering occupational and training information.

Counselors in two schools regularly provided assistance for counselees in the investigation of occupational and training opportunities and requirements.

Counseling

Since only one school responding employed a counselor who performed actual counseling duties, the term "counselor" as used in this

section, refers to the teacher, or more often, the principal, who is responsible for most of the counseling done in the secondary schools of Kittitas County.

One school indicated that counselors assisted each counselee to set up obtainable educational and vocational plans. One of the schools answering this question in the negative stated that this service was performed "only when asked."

None of the schools indicated that counselors assisted with the planning of placement and follow-up services, and only one reported that counselors provide occupational and training information for counselees.

The counselor, in cooperation with the United States Employment Service, assisted with a testing program in one school.

Three of the schools answered negatively to the questions, "do counselors assist teachers and administrators to plan and carry out the orientation program?"

In only one school, did counselors periodically review with each counselee the record he was making, in order that he might be acquainted with the progress he was making.

Counselors in none of the schools prepared case studies and conducted case conferences, nor did they assist with planning and carrying out on-the-job, in-service training in guidance for all staff members.

No affirmative answers were given to the question "do counselors assist teachers and administrators to readjust and reorganize the curriculum so that it leads to better pupil adjustment?"

In one school counselors assisted drop-outs and graduates to obtain desirable employment and to secure additional training necessary for success on the job.

The counselor in one school, with the assistance of other staff members, assembled individual inventories of counselees.

Placement

None of the schools operated a job-placement service for pupils and none operated a job-placement service for out-of-school youth. However, three of the schools assisted pupils to secure part-time and vacation employment in accordance with individual needs.

Three schools indicated that when necessary and desirable, pupils were assisted to withdraw from school and obtain employment.

Only one school had a cooperative placement plan with employers and public placement agencies in the community, and only one school had a part-time cooperative work-experience program.

Three of the schools reported that its pupils were familiar with opportunities for placement assistance in the school and the community and three indicated that the school assisted pupils to learn how to apply for a job.

A definite plan for placing pupils in subjects, curriculums, extracurricular, and community activites was in effect in only one secondary school in Kittitas County.

Follow-up

None of the schools carried out systematic follow-up of school graduates and drop-outs, while two kept information on the number of drop-outs: why they left school and where they went. One school reported that it was starting a systematic follow-up plan this year.

No schools had information on training opportunities utilized by former pupils for five years after they left school, and none used information on the types and locations of jobs held by former pupils for five years after they left school.

One school used follow-up data for reorganizing and revising the curriculum at regular intervals while none of the schools followed-up each pupil who goes to work to determine his success on the job and to evaluate the contribution of the counseling service to his occupational and educational adjustment.

The use of follow-up data to inform present pupils of occupational and training opportunities available to them was practiced by a single school.

None of the schools followed-up in-school placements to evaluate the success of pupils in the next opportunity. Likewise, none of the schools followed-up all pupils on part-time and vacation jobs.

Teacher Participation

All of the schools reported that their libraries contained a reasonable number of professional guidance books and periodicals for teachers.

Three of the schools indicated that their teachers feel that they have guidance responsibilities for pupils in their classes. One school qualified this statement by remarking that "most teachers" have this attitude.

Only one school reported that its teachers did not attend guidance meetings and conferences when they had an opportunity.

All four schools reported that teachers confer with principals and counselors about pupils who need special attention, and all four indicated that teachers confer with parents about the problems and needs of their pupils. One school remarked, in regard to the latter practice, that this was done "sometimes, but not as much as we would like to," and another respondent stated it was done "occasionally."

The findings of this survey of the guidance practices of the secondary schools of Kittitas County appear to reveal shortcomings and obstacles which confront many schools of similar size throughout the nation. The lack of finances with which to employ counselors or to hire additional teachers so that counseling time is available for the interested classroom teacher, is a problem common to a number of schools.

The incidental nature of the guidance programs in Kittitas County reflects a lack of teacher and administrative preparation and training in guidance. This situation is not unique to Kittitas County, but, according to other studies, is almost universally found as a major handicap to adequate guidance programs.

In some aspects, the guidance programs in the secondary schools in Kittitas County closely parallel those found in other sections of the state and in the nation. It may be assumed from the findings of the survey that the guidance practices in Kittitas County fall far short of what authorities believe to be an adequate program of guidance. However, in light of similar studies, there appear to be many schools throughout the nation that fail to provide adequate guidance services for their students.

Chapter V

SUMMARY AND CONCLUSIONS

In order to ascertain the guidance practices of the secondary schools in Kittitas County, a check-list questionnaire was taken to each school by the writer. The principal or guidance worker in the schools was familiarized with the questionnaire before he filled it out. The check list was constructed for "Yes" and "No" responses to each item, and space was provided for additional remarks of the respondent.

A review of some of the research done in related areas was included in Chapter II to show the techniques and results obtained from this type of survey in other areas of the country.

Chapter III was devoted to what some authorities believe to be the minimum essentials of an adequate guidance program. The status of the guidance programs in the secondary schools of Kittitas County was based on their deviation from these minimum essentials.

The individual inventories maintained by the secondary schools in Kittitas County appeared adequate but general in use. Their utilization by the teaching staff was mainly for learning about pupils in the individual teacher's classroom and very little was done about assisting pupils to review their own records periodically.

High school pupils in Kittitas County appeared to be receiving adequate testing according to the administrators and counselors'

interpretation, as all but one school indicated that the minimum group of standardized tests were being used.

Libraries in all the schools contained an adequate number and variety of books about occupations. Students in all schools also had access to college, university, trade, and business school catalogues and most schools provided current occupational briefs, abstracts, monographs, and pamphlets.

Among the materials for acquainting pupils with occupational and training opportunities, motion pictures and film strips played an important part. Other tools and techniques, such as "Career Days," follow-up studies of school leavers, and occupation courses were not utilized to any great extent.

The role of the counselor in the majority of Kittitas County's secondary schools was practically non-existent, since only one school made provision for a counselor in its guidance program. In most schools the principal assumed the position of counselor and the press of administrative duties made it practically impossible for him to devote the necessary time and energy required for counseling.

Job placement for pupils was not offered by any of the schools although three of the schools reported that its pupils were familiar with opportunities for placement assistance in the school and the community.

Although the Washington State Employment Service offered its placement and counseling services on a county-wide basis, only one

school indicated that it availed itself of these services. It was noted, however, that two schools cooperated with the Washington State Employment Service in giving the General Aptitude Testing Battery to seniors who did not intend to go on to college. Arrangements were pending at the time of the survey for another school to utilize this service.

Follow-up studies were not practiced by the majority of the schools.

The results of the survey seem to indicate that the teachers participate in the guidance programs, although in the absence of a formal well-defined program their participation is of incidental nature.

Conclusions

Guidance, as a well-defined feature of the educational program, did not exist in most of the secondary schools of Kittitas County. Several surface features of a guidance program appeared in all the schools, but the role of guidance has not yet reached a position of importance in the majority of cases.

Lack of finances and of trained and interested personnel were the two reasons predominantly advanced for the incidental nature of the guidance programs. To this should be added, perhaps, a certain amount of civic and administrative passiveness and indifference.

The small size and limited finances of most of the schools made unfeasible a formal guidance staff and program, but clear-cut and

vigorous leadership could instill the guidance viewpoint into the teaching staff and thus assure students of more than an academic education.

Until such time as teachers and administrators realize the function and value of guidance, and unite to bring such a program into being, high school students in Kittitas County will not receive as complete individual guidance and assistance as that afforded students in schools where guidance programs are growing and are fully functional.

APPENDIX

GUIDANCE CHECK-LIST

I. The Individual Inventory	No	Yes	Remarks
1. Do cumulative records follow pupils from kindergarten through the twelfth grade?			
2. Are folder-type cumulative-record forms used?			
3. Are records easily available to teachers, counselors, and other guidance workers?			
4. Is at least one faculty meeting each year devoted to the interpretation and use of pupil data for guidance purposes?			
5. Are pupils assisted to review and interpret their own records periodically?			
6. Do teachers use pupil inventories to learn about pupils in their classes?			
7. Do teachers exchange information about pupils with counselors and other teachers?			
8. Does the school use at least the minimum group of standardized tests?			
II. Occupational Information and Training Opportunities			
1. Does the library contain an adequate number and variety of books about occupations?			
2. Are college, university, trade, and business school catalogs, and occupational and educational information available to students?			

	No	Yes	Remarks
3. Are occupational briefs, abstracts, monographs, and pamphlets available to pupils?			
4. Are materials provided for acquainting pupils with training and exploratory opportunities present in the curricular and cocurricular programs of the school?			
5. Are motion pictures and film strips on occupational and training opportunities made available to pupils?			
6. Are courses or units on occupations provided in the curriculum?			
7. Does the school hold Career Days?			
8. Does the school hold College Days?			
9. Does the school encourage teacher-planned and sponsored visits to places of employment for groups of pupils?			
10. Are follow-up studies of school-leavers carried out to secure information about occupational and training opportunities and requirements?			
11. Are representatives of training institutions invited to talk with groups and individuals?			
12. Are community resources utilized in gathering occupational and training information?			
13. Do counselors regularly provide assistance for counselees in investigation of occupational and training opportunities and requirements?			

	No	Yes	Remarks
III. Counseling			
1. Do counselors assist each counselee to set up realizable educational and vocational plans?			
2. Do counselors assist with the planning of placement and follow-up services?			
3. Do counselors provide occupational and training information for counselee?			
4. Do counselors assist with the testing program?			
5. Do counselors assist teachers and administrators to plan and carry out the orientation program?			
6. Do counselors periodically review with each counselee the record he is making, in order that he may be acquainted with the progress he is making?			
7. Do counselors prepare case studies and conduct case conferences?			
8. Do counselors assist with planning and carrying out on-the-job, in-service training in guidance for all staff members?			
9. Do counselors assist teachers and administrators to readjust and reorganize the curriculum so that it leads to better pupil adjustment?			
10. Do counselors assist school-leavers to obtain desirable employment and to secure additional training necessary for success on the job?			

	No	Yes	Remarks
11. Do counselors, with the assistance of other staff members, assemble individual inventories of counselees?			
IV. Placement			
1. Does the school operate a job-placement service for pupils?			
2. A job-placement service for out-of-school youth?			
3. Does the school assist pupils to secure part-time and vacation employment in accordance with individual needs?			
4. When necessary and desirable, are pupils assisted to withdraw from school and obtain employment?			
5. Does the school have a cooperative placement plan with employers and public placement agencies in the community?			
6. Does the school have a part-time cooperative work-experience program?			
7. Are pupils familiar with opportunities for placement assistance in the school and the community?			
8. Does the school assist pupils to learn how to apply for a job?			
9. Does the school have a definite plan for placing pupils in subjects, curriculums, cocurricular and community activities?			
V. Follow-up			
1. Does the school carry out systematic follow-up of school-leavers (graduates and drop-outs)?			

	No	Yes	Remarks
2. Does the school keep information on the number of drop-outs: why they left school and where they go?			
3. Does the school have information on training opportunities utilized by former pupils for five years after they leave school?			
4. Does the school use information on the types and locations of jobs held by former pupils for five years after they leave school?			
5. Does the school use follow-up data for reorganizing and revising the curriculum at regular intervals?			
6. Does the school follow up each pupil who goes to work, to determine his success on the job and to evaluate the contribution of the counseling service to his occupational and educational adjustment?			
7. Are follow-up data used to inform present pupils of occupational and training opportunities available to them?			
8. Are all in-school placements followed up, to evaluate the success of pupils in the next opportunity?			
9. Does the school follow up all pupils on part-time and vacation jobs?			
VI. Teacher Participation			
1. Does the library contain a reasonable number of professional guidance books and periodicals for teachers?			
2. Do teachers feel that they have guidance responsibilities for pupils in their classes?			

	No	Yes	Remarks
3. Do teachers attend guidance meetings and conferences when they have an opportunity?			
4. Do teachers confer with principal and counselors about pupils who need special attention?			
5. Do teachers confer with parents about the problems and needs of their pupils?			

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