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A survey of the status of group guidance in the public high schools of Massachusetts.

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Thesis

A SURVEY OF THE STATUS OF GROUP GUIDANCE IN THE
PUBLIC HIGH SCHOOLS OF MASSACHUSETTS

Submitted by

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In partial fulfillment of requirements for
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1952

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CHAPTER I

THE STATEMENT OF THE PROBLEM

Nature and Scope of the Study

Purpose and scope of the inquiry.--- This inquiry will attempt to discover through survey which high schools in Massachusetts offer organized courses in group guidance. The investigation will try to show what topics or units are covered in the several grades. An attempt will be made to ascertain certain administrative aspects such as time allowance, course titles, and texts used. Data will be gathered concerning needs for improving the courses and responsibility for determining the course content.

Justification of the survey.--- Educators recognize that the personal problems of high school youth are more pressing today than ever before. In the belief that young people want to do the right thing, and will achieve satisfactory adjustment if they are provided the proper means and leadership, school administrators are considering organized and integrated courses in guidance as one provision by which pupils might work out solutions to some of their problems. It is only natural that they should first review what others are doing in this field.

For those schools, then, which are about to initiate courses in guidance, this study should be useful. For teachers and others who are concerned with already established courses, supplementary texts and materials listed can help. For those whose time allowance may be increased, information regarding what is done in schools offering longer courses

may be stimulating.

Why Resort to Scheduled Guidance Classes?

^{1/}Hoppock lists the following reasons for group guidance:

Reasons for Group Guidance

- "It saves time.
- "It provides a background of related information that improves counseling.
- "It gives the counselor an opportunity to know his students better.
- "It focuses collective judgment on common problems.
- "It provides some assurance that the problem cases will not monopolize the counselor's time and thus make it necessary for a boy to break a window in order to get some guidance.
- "It can be provided without increasing the school budget.
- "It may permit a part-time counselor to spend full time on guidance and thus to become more competent.
- "It keeps the teacher-counselor up to date."

A somewhat different viewpoint is expressed in a California hand-
^{2/}book.

"Purposes in Using Group Guidance Techniques

- "1. Conserve teacher time and energy
- "2. Help students to gain more guidance information by means of exploratory courses and the like
- "3. Assist the school in building desirable attitudes by creating an awareness of certain basic ideals of character
- "4. Develop inter-personal skills by providing an opportunity to gain experience in using democratic processes
- "5. Help create respect for group rules
- "6. Lay a foundation for individual guidance
- "7. Facilitate the handling of administrative detail of the school
- "8. Stimulate and create interest in the school
- "9. Train students to be intelligent followers of democratically elected officers

^{1/}Robert Hoppock, Group Guidance Principles, Techniques, and Evaluation, McGraw-Hill Book Company, Inc., New York, 1949, p. 5ff.

^{2/}Guidance Handbook for Secondary Schools, Division of Research and Guidance, et al, of the Office of Los Angeles County Superintendent of Schools, California Test Bureau, Los Angeles, 1948, p. 32.

"10. Provide experience in the wise use of right-to-vote."

It will be noted that such phrases as "democratic processes," group rules, collective judgment, occur in these summaries of purpose. There is no trace of such thinking expressed by McKown ^{1/} in the following exposition of guidance in the home room.

"Just why and how does the home room offer the teacher such excellent opportunities for learning to know the student personally? In it the teacher has a relatively small group, roughly about one-fifth of the size of her formal teaching group. Moreover, according to a present trend that appears to be justifiable, she is with this same group throughout its entire school life, not for one term only, but for the full three or four years. More important yet is the fact that in the home room there are no formal lessons; the teacher is not a task setter nor the student a task doer. The student himself becomes the subject of the home room. The teacher gains his respect and confidence, learns to know him, and becomes his school parent, friend, helper, inspirer, and confidante. Because she comes to know him intimately, she can diagnose, learn his strengths and weaknesses, and advise him in maintaining the former and assist him in overcoming the latter. The home room is a school family, and the student is a family member."

Here we see that the emphasis is on knowing the child and advising him.

Concerning the value of telling people what to do, or expecting too much from a group session, Robinson ^{2/} sounds a note of caution:

"Several types of errors are sometimes made in the use of instructional methods in student personnel work. First, many personnel workers expect this one approach to do too many things for them.

"A group lecture can convey information about non-personal matters, but it should not be expected to bring about much increase in self-insight, maturity, or effective adjustment skills."

^{1/}Harry C. McKown, Home Room Guidance, McGraw-Hill Book Company, Inc., New York, 1946, p. 68.

^{2/}Francis P. Robinson, Principles and Procedures in Student Counseling, Harper and Brothers, New York, 1950, p. 265.

And, aside from information-giving, it is precisely these same adjustment skills that many writers consider of utmost importance.

^{1/}
Mathewson puts the case thus:

"The Development of Personal Effectiveness"

"Of great significance for guidance will be the eventual emergence, now perceptible in dim outline, of a science of the "use of self," in which practices of mental and physical hygiene, knowledge of optimum physiological and psychological functioning, the arts of speech and social deportment may all be unified in educational programs that hold expanded promise for creative living. New forms of group work will aid individuals in making optimum use of their selves and in developing maximum personal effectiveness.

"These special types of group activity may comprise experiences in vocal expression, physical education and similar activities, with intensive attention being given to the psycho-physical dispositions underlying effective personal action. Group work in the analysis and discussion of common problems of human relation, on appropriate levels of student maturation, will go beyond the rudimentary types of group guidance now being practiced and will be founded upon new discoveries in group dynamics."

For this study then, it is evident that we may be seeking information from schools which have no courses in group guidance, or at best superficial ones. We may find systems whose group needs are met by a home room program or by occasional meetings for information-getting. At the top of the scale we shall undoubtedly find schools whose offerings are varied and extensive. We may expect to find courses which attempt to meet, at every level, the real needs of youth in a world that is changing and complex.

CHAPTER II

PROCEDURE FOR GATHERING DATA

1. Construction of the Inquiry Form

To gather the data essential to an inquiry of this nature, much thought and care should be exercised in the preparation of a suitable inquiry form. It was finally determined to reduce the inquiry to those essentials of administration, course content, and constructive criticism which could be included in a booklet of moderate size.

Scope of the survey.-- This survey encompasses all public high schools in Massachusetts, except that no junior high school is included. Data from grades seven and eight in six-year high schools are omitted.

Identification data.-- The first page, or cover, of the inquiry form was devoted to data identifying the school reporting. Spaces were provided for listing the enrolment by grades and for requesting a summary report of the findings of this study.

Administrative aspects of the course.-- Items concerning the administrative aspects of the course were divided into nine categories. These comprised the following:

1. What is the title of the group guidance course?
2. Is the course elective or required? If it is required for some pupils, and elective for others, please explain.
3. How much time is allotted to the course?
4. Is a basic text used? If so, give data.

5. List additional references frequently consulted by pupils and teachers.
6. For how many years has the course been offered at this grade level?
7. Does this guidance course carry credit toward graduation? If so, how much?
8. Please indicate whether the teacher
 - a. teaches group guidance classes only
 - b. teaches group guidance and counsels
 - c. teaches group guidance and other subjects
 - d. has another combination of duties.
9. Are boys and girls separated for this course?

Concerning the content of the course.--- Space was provided in the inquiry form to list the major topics usually covered from the textbook or the units or topics usually included if no textbook was used. Opportunity was also provided to indicate that a copy of the course of study or course outline was enclosed. Blanks were arranged to make it convenient to report who was responsible for determining the units included in the course.

Concerning needs for improving the course.--- A list of needs which have been reported for the improvement of group guidance courses was drawn up. A scheme for checking the most pressing need by placing the figure 1 before it was used. The second most pressing need was preceded by a figure 2, the third, by a 3, and so on. The list of needs was as follows:

- ___ more periods per week needed
- ___ longer periods needed
- ___ revision of content needed to meet real problems of pupils

___ a better textbook is needed

___ more supplementary references are needed

___ greater degree of acceptance of the course by other teachers is needed

___ there is greater need for community understanding of the offering

___ better teaching of the course is needed

Grades distinguished.-- Inasmuch as the basic items of the inquiry form were the same for all grades it was determined to choose paper of four different colors for the four grades covered. In addition, the words, grade nine (or another), were printed in large, heavy type just below the title on the cover of the inquiry form. The paper chosen was suitable for easy writing with pen and ink, so as to make the task of reporting as easy as possible. As a further inducement to cooperation from those reporting, the entire series of inquiry forms was produced in letter-press printing from hand-set type.

2. Distribution of the Inquiry Forms

The mailing list.-- The list of schools surveyed was taken from the Educational Directory^{1/} for 1951.

The first letter was sent out on April 18, 1951 to 256 high school principals. It stated in general terms the nature of the proposed inquiry, its scope and sponsorship, and expressed the hope that school administrators might wish to share in the investigation. A simple post-card reply form was included in each letter. This card was designed to make possible a

^{1/}Educational Directory, Bulletin of the Department of Education, the Commonwealth of Massachusetts, 1951, No. 1; whole no. 380.

report of no organized classes or a request for report forms for the grades in which such courses were offered.

On June 7 a second letter, restating the nature of the investigation, was sent to the 91 schools which had not returned a post card. All letters sent out were multigraphed and addressed by a commercial establishment of the highest standards--specialists in this line of work.

Nature of the response.-- By June 13, all but 63 schools had replied; by June 22, returns were in from all but 45 schools. Seventy-two schools had agreed to participate; 31 had returned questionnaires.

The scattering of school personnel during summer vacation seemed likely to rob further efforts of any desirable result, so the inquiry was allowed to lapse during July and August.

On September 1, another letter was sent to the 45 schools which had evinced a desire to cooperate but from which no return had been made.

At the same time another letter inviting participation in the study was sent to those few schools--less than forty--which had not at that time participated in the investigation.

CHAPTER III

FINDINGS

Participants in the survey.-- About four-fifths of all public high schools in Massachusetts participated in the survey. Of the 256 schools included in the inquiry, 166, or 64.8 per cent, report that they have no organized courses in group guidance. Two schools identified their courses but supplied no data; another reported that the high school is discontinued. Only 34 schools, out of more than 200 participating, had courses which they felt able to describe in terms of administration, time allotment, and course content. The figures are presented in Table 1.

Table 1. Nature of Reports Made and Schools Included

Nature of Report	Number of Schools Reporting	Per Cent Reporting
(1)	(2)	(3)
No group guidance....	166	64.8
Questionnaire filled out and returned.....	34	13.3
Identify courses but supply no data.....	2	0.8
School discontinued..	1	0.4
Total.....	203	79.3

Schools which did not participate.-- Of the 53 schools which did not take part in this study, two declined to participate; a larger group, 24 in number, simply made no reply at any time. The remainder, about a tenth of all the state's public high schools, agreed to participate, but returned

no questionnaires. Perhaps the prospect of describing a course offering in terms of time allotment, staff assignment and units covered, seemed more than some could cope with. Whether because of the press of other duties or the ambiguous nature of their course offerings, 27 participants who had asked and received inquiry forms were never heard from again.

Those who are not included in the study comprise about one-fifth of all Massachusetts public high schools. Data are presented in Table 2.

Table 2. Tabulation of Schools Not Included in the Study

Reason for Non-Inclusion	Number of Schools	Per Cent Not Included
(1)	(2)	(3)
Agreed to participate but made no return.....	27	10.2
Made no reply at any time	24	9.4
Refused to participate...	2	0.8
Total.....	53	20.3

Information not formally presented.— Much information came in informal notes on the post cards or in personal letters accompanying the returned questionnaires. The questionnaires themselves served to bring home to some participants the uncertain status of their offerings.

Of the 47 officials who returned questionnaires some merely seized an opportunity to express an opinion. One director wrote, "We do not have 'group guidance' in the form of an organized course. Some home room work in grades 7-9 is under consideration. In general, my experience inclines me to feel that group guidance in discreet (sic) courses is unprofitable and illogical."

Another says, "We believe here group guidance should not under any conditions exceed one period per week and should be matched by at least three periods of counseling for one of group guidance. There is grave danger of it disintegrating guidance into another subject instead of a service by excessive group guidance."

These statements seem somewhat at variance with the prevailing tone of the literature in the field. Most of us could agree, however, with the high school principal who wrote, "This business is in the developmental stage."

School officials feel the need for organized guidance services presented to groups according to a scheduled pattern. Such remarks as, "We plan to institute on this September, Grade 11," or "Expect to shortly" were frequently found on the margins of post cards reporting no present courses.

Nor do these schools now having no organized courses necessarily suffer from want of guidance services. One high school principal reported no courses in group guidance, then penned in fine script on both sides of the reply postal the following message:

"We make quite a lot of guidance here, especially in civics, biology, and Problems of Democracy, which takes us through the four years. We concentrate on seniors through conferences, tests, etc.

"My office is always open to pupils who wish to discuss problems either with me or my teachers. It works well here, as I have been principal here for over thirty years, so know pupils, family conditions, etc., very well.

"While this does not take the place of a good guidance program it passes until we can get something better. It would be difficult for me to fill out adequately your form but this information may help you in your well-worth-while study."

Who provided the data.-- These reply postcards and questionnaires presented an interesting sidelight on who provides information in a study of this sort. In every case, letters of inquiry were sent to principals as they were listed in the Massachusetts Educational Directory for 1951. Table 3 summarizes the data concerning those reporting no courses.

Table 3. Titles of Those Reporting No Organized Courses in Group Guidance

Title	Number Reporting
(1)	(2)
Principal.....	95
No identification.....	54
Director or counselor.....	15
Superintendent.....	2
Total.....	166

Those who returned questionnaires were key personnel in every case. Of the 34 schools which returned questionnaires reporting established courses, 19 were made out by guidance personnel, 14 were made out by principals, and one was made out by the head of the department of social studies. Data are presented in Table 4.

Table 4. Titles of Those Reporting Organized Courses in Group Guidance

Title	Number Reporting
(1)	(2)
Director or counselor.....	19
Principal.....	14
Head of social studies.....	1
Total.....	34

School enrolments.--- Not all schools reporting made complete returns on every item in the inquiry forms. Such information on school enrolment as was provided may be found in Table 5.

Table 5. Total Enrolments of Schools Reporting

Enrolment Reported	Number of Schools	Enrolment Reported	Number of Schools
(1)	(2)	(1)	(2)
Under 100.....	2	700-800.....	1
100-200.....	6	800-900.....	2
200-300.....	5	900-1000....	1
300-400.....	3	1200-1300....	1
400-500.....	1	1800-1900....	2
500-600.....	2		
		Total.....	26

Enrolment of the schools reporting tended to cluster in the range from 100 to 300, although there were as many schools reporting enrolments above 300 as there were below. The size of schools reporting organized courses varied greatly, ranging from enrolments of fewer than 100 to enrolments of more than 1800 students.

CHAPTER IV
COURSE TITLES AND TIME ALLOTMENTS

Titles of the courses offered.--- The most common course title was simply group guidance. That title was used for 17 different courses almost equally spaced through the four years of high school. The next preference was guidance, used to name twelve courses in all grades.

Orientation was the third title in popularity, being used for four courses. These courses were offered only in grades nine and ten.

Five other course titles were reported in use twice each. They are as follows: guidance civics, grade nine; human relations, grade twelve; life adjustment, grades ten and twelve; psychology, grade twelve; vocational information, grades ten and twelve.

Ten other course titles were reported, each being used but once. A listing of titles and frequency may be found in Table 6.

Required or elective courses.--- For the most part, courses reported in this study were required courses. Eighteen courses were reported in grade nine. Of these, fifteen were required; three were elective; a ratio of 5 to 1.

In grade ten, twelve courses were reported. Nine courses were required; three were elective; a ratio of 3 to 1.

In grade eleven, six courses were reported. Five were required, one was elective. The ratio was 5 to 1.

Table 6. Course Titles Used, Their Frequency and Grade Placement

Title	Number Reporting	Times Used in Grade			
		9	10	11	12
(1)	(2)	(3)	(4)	(5)	(6)
Group Guidance.....	17	5	4	4	4
Guidance.....	12	5	2	1	4
Orientation.....	4	3	1	0	0
Guidance Civics.....	2	2	0	0	0
Human Relations.....	2	0	0	0	2
Life Adjustment.....	2	0	1	0	1
Psychology.....	2	0	0	0	2
Vocational Information.....	2	0	1	0	1
Career Essentials.....	1	0	0	1	0
Career Selection and Planning..	1	0	0	0	1
Civics and Guidance.....	1	1	0	0	0
Community Life for Seniors.....	1	0	0	0	1
General Education.....	1	0	1	0	0
Ninth Grade Social Studies and Human Relations.....	1	1	0	0	0
Occupational Civics.....	1	1	0	0	0
Occupations.....	1	0	1	0	0
Social Civic Relations.....	1	0	1	0	0
Vocational and Career Guidance.	1	0	0	0	1

In grade twelve, 17 courses were reported. Nine were required; eight were elective; a practically even division.

A total of 53 courses was reported, 38 being required, 15 elective. Required courses predominated over electives in about the ratio of 5 to 2.

Data are presented in Table 7.

Time allotted to the course.-- It has been well said that activity which does not exist in time does not exist. Time allotments reported in this study range from as few as six weeks in a year to as many as 40. The number of periods allotted to guidance classes ranges from one a month

Table 7. Numbers of Schools Reporting Required or Elective Courses in Group Guidance in High School Grades

Grade	Courses Required	Courses Elective	Total
(1)	(2)	(3)	(4)
9.....	15	3	18
10.....	9	3	12
11.....	5	1	6
12.....	9	8	17
Total..	38	15	53

to five a week. The length of periods ranges from 30 to 54 minutes.

Table 8 records the number of weeks allotted to guidance in the schools reporting.

Table 8. Number of Weeks Allotted to Group Guidance in High School Grades by Schools Reporting

Weeks per Year	Number of Schools Reporting				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
(1)	(2)	(3)	(4)	(5)	(6)
6.....	0	0	0	1	1
10.....	0	1	1	1	3
12.....	1	0	0	0	1
15.....	0	1	0	1	2
18.....	1	1	0	1	3
19.....	1	2	1	1	5
20.....	1	0	0	0	1
25.....	0	0	0	0	1
30.....	2	1	2	1	6
36.....	2	0	0	3	5
38.....	3	1	0	1	5
39.....	1	0	0	2	3
40.....	6	2	2	3	13
Total....	18	9	6	16	49

Of the 49 courses reported upon in Table 8, over two-thirds are offered in grades nine and twelve. In grade nine, more courses were offered for 38 weeks or longer than were offered for a shorter period. In grade twelve, 36 weeks was the median time allotment, as it was for the total of 49 courses reported.

In grades ten and eleven, where fewer classes are offered, the medians are 19 weeks and 30 weeks, respectively.

In general, the schools reporting the fewest weeks per year allotted to guidance also allotted shortened periods and but one period per week, or less. In most cases, these were home-room guidance programs, although there was a tendency to allot time from another subject, frequently English.

Time allotment in periods per week is recorded in Table 9.

Table 9. Number of Periods Per Week Allotted to Group Guidance by High Schools Reporting

Grade	Periods Per Week				Courses Reported
	18/ 4	1	2	5	
(1)	(2)	(3)	(4)	(5)	(6)
9.....	1	9	4	4	18
10.....	1	6	2	1	10
11.....	1	5	0	0	6
12.....	1	10	1	5	17
Total..	4	30	7	10	51

a/Reported on the questionnaire as one period per month.

Length of periods.-- It is interesting to note that those courses whose time allotment was greater than one period per week tended to have longer periods for each class. Only two courses reported as meeting two

or more times a week allotted periods of less than 40 minutes.

Data concerning length of periods may be found in Table 10.

Table 10. Minutes Per Period Allotted to Group Guidance by High Schools Reporting

Grade	Minutes Per Period							Total
	30	35	40	45	47	50	54	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.....	3	1	3	6	1	2	1	17
10.....	4	0	1	2	0	2	0	9
11.....	1	1	2	2	0	0	0	6
12.....	1	1	5	6	0	2	0	15
Total...	9	3	11	16	1	6	1	47

Of the 47 classes represented in Table 10, the majority reported class periods of 45 minutes or longer. This is specifically true of grades nine and twelve, where most courses are offered. The median time allotment for grades ten and eleven is 40 minutes. Again we note that in those areas where fewer courses are offered the time allowance tends to diminish.

CHAPTER V

TEXTBOOKS AND REFERENCES

Basic textbooks.--- On the basis of reports made by schools participating in this survey there is little evidence to show that any textbook meets with overwhelming favor. Although a number of excellent books have been published for use in group guidance, about two-thirds of the classes reported upon use no textbook. Again it may be noted that grades nine and twelve, where more courses are offered, receive more favorable treatment in regard to books as they did in time allowance and length of periods.

Data reported may be found in Table 11.

Table 11. Schools Providing Textbooks and Those Providing None for Guidance Classes in High Schools

Grade	Number Providing Text	Number Not Providing Text
(1)	(2)	(3)
9.....	7	11
10.....	2	8
11.....	1	5
12.....	7	9
Total.....	17	33

Basic textbooks.--- Among the 17 schools which report that they use a basic text, little agreement is found. Only two of the books named are in use by more than one school. Occupations Today by Brewer and Landy is

used in two schools and Psychology, Its Principles and Applications by T. L. Engle is used in two schools. The package service offered by the National Forum, Inc., is also in use by two schools, but no one of its four texts is named twice.

The texts named are as follows:

1. Adams, A. Elwood, and E. E. Walker, Democratic Citizenship in Today's World, Charles Scribners Sons, New York, 1944.
2. Aker, Homer, and Vanzer Aker, You and Your Government, Harr Wagner Publishing Company, San Francisco, 1948.
3. Beery, Mary, Manners Made Easy, Whittlesey House Publishing Company, New York, 1949.
4. Billett, Roy O., and J. Wendell Yeo, Guide to Growing Up, D. C. Heath and Company, Boston, 1951.
5. Brewer, John M., and Edward Landy, Occupations Today, Ginn and Company, Boston, 1943.
6. Crow, Alice, and Lester Crow, Learning to Live with Others, McGraw-Hill Book Company, Inc., New York, 1944.
7. Eastburn, Lacey, Arnold, and others, Planning Your Life for School and Society, Charles Scribners Sons, New York, 1948.
8. Engle, T. L., Psychology, Its Principles and Applications, World Book Company, Boston, 1950.
9. Landis, Judson T., and Mary G. Landis, Personal Adjustment, Marriage and Family Living, Prentice-Hall, Inc., New York, 1950.
10. Mathewson, Robert Hendry, Guidance Policy and Practice, Harper and Brothers, New York, 1949.
11. National Forum Guidance Series, High School Life, Discovering Myself, Planning My Future, Toward Adult Living, National Forum Inc., Chicago.
12. Science Research Associates, Life Adjustment Series, Chicago.
13. Woodworth, Robert S., and M. R. Sheehan, First Course in Psychology, Henry Holt and Company, New York, 1944.
14. Wright, James Claude, and Donna Wright, Home Room Programs for Junior High School, Extra-Curricular Publishing Company, Keokuk, Iowa, 1935.

Not all these texts seem adapted to classroom use by students, but it is the purpose of this study to report the facts as gathered.

Additional references frequently used.-- Although about 40 different sources of information were named as references frequently used by teachers and pupils, little agreement was found. SRA bulletins were named a round-dozen times; the National Forum and Living Your Life, twice. No other publication was named more than once.

Although both title and author were requested, the latter was but infrequently given and the former was often inexact. Reference to the Cumulative Book Index has cleared up to a considerable extent the resulting confusion. The appended list represents what the writer feels were the books which those reporting had in mind.

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5. Campbell, W. G., and J. H. Bedford, You and Your Future Job, Society for Occupational Research, 608 Kimlin Drive, Glendale 6, California.
6. Chambers, B. G., Keys to a Fashion Career, McGraw-Hill Book Company, Inc., New York, 1947.
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26. Van Duzer, A. L., and others, Everyday Living for Girls, J. B. Lippincott and Company, Philadelphia, 1936.
27. Williams, Elinor, Tips for Teens, Waverly House, Waltham, Massachusetts, 1948.
28. Woodworth, R. S., and M. R. Sheehan, First Course in Psychology, Henry Holt and Company, New York, 1944.
29. Wright, B. H., Practical Handbook for Group Guidance, Science Research Associates, 228 S. Wabash Avenue, Chicago.

Length of time the course has been offered.-- The courses offered in grade nine seem longest established, in general, the median age being five years at that grade level. However, two courses offered in grade twelve are 40 and 20 years of age, respectively. The older course is offered in a school of practical arts for girls; in another high school a course titled "Community Life for Seniors" is offered once a week for 15 weeks and has been given for 20 years. Doubtless these two courses are among the oldest in this region.

A complete report of all the data supplied concerning the length of time the 50 courses have been offered may be found in Table 12.

The median age of courses reported in grade nine was five years. The median age of courses in grade ten was three years. The median age of courses reported in grade eleven was two and one-half years. The median age of courses in grade twelve was three and one-half years.

Just as we find that courses are allowed more and longer periods of time for class work in grades nine and twelve, so we find that those grades were favored in the early establishment of courses to fit their needs.

Table 12. Number of Years Courses in Group Guidance Have Been Offered in High School Grades

Number Years Courses Have Been Offered	Number of Courses Offered for That Length of Time				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
(1)	(2)	(3)	(4)	(5)	(6)
1.....	2	4	2	2	10
2.....	2	2	1	2	7
3.....	5	5	2	4	16
4.....	1	1	1	2	5
5.....	0	1	0	3	4
6.....	1	0	0	0	1
7.....	1	0	0	0	1
8.....	0	0	0	0	0
9.....	0	0	0	1	1
10.....	2	0	0	0	2
11.....	1	0	0	0	1
20.....	0	0	0	1	1
40.....	0	0	0	1	1
Total.....	15	13	6	16	50

Credit for the course.-- In response to the question, does this guidance course carry credit toward graduation, 50 answers were given for that number of courses in all grades. Data supplied may be found in Table 13.

Table 13. Number and Grade Level of Guidance Courses Carrying Credit for Graduation

Grade	Number Giving Credit	Number Giving No Credit	Total
(1)	(2)	(3)	(4)
9.....	12	6	18
10.....	5	4	9
11.....	2	4	6
12.....	12	5	17
Total.....	31	19	50

Of the courses offered in grades nine and twelve, where course offerings are most favored and longest established, credit was given in about two-thirds of the courses reporting. In grade ten slightly more than one-half of the courses reported offered credit. In grade eleven one-third of the courses reported carried credit for graduation.

How much credit.-- Twenty-six of the 50 courses reported upon supplied data in reply to this query. Unfortunately, replies were couched in such terms as units and points and credits with no exact meaning assigned to each term. It seems best, therefore, to attempt no comparison or tabulation of the results.

Of the schools--26 out of 31--which report that they give credit for the group guidance courses they offer, nearly all speak in terms giving guidance courses equal footing with other courses having the same time allowances. Where guidance is a major course, meeting daily for a full-length period, it carries major course credit. In cases where the time allowance is less, credit is proportional.

CHAPTER VI

DIVISION OF WORK

How the work is divided.--- Because the teacher of group guidance courses so often does additional work, it seemed desirable to inquire what other duties commonly go with guidance. The response was extremely varied, but some definite trends were apparent.

Six schools reported that the teacher of the group guidance course teaches only guidance: two courses in grade nine, two in grade ten, and one each in grades eleven and twelve. Twenty courses were reported as taught by a teacher who also counsels: six courses in grade nine, two courses each in grades ten and eleven, and ten courses in grade twelve.

The same ten schools which reported that the teacher of twelfth grade guidance also counsels further reported that the pupils taught are the same as those counseled. This was also true of three of the six ninth grade courses reported.

Data are presented in Table 14.

In grades nine and twelve, where guidance is most strongly entrenched, the tendency to teach in groups those counseled individually is predominant. There is a definite trend toward specialization by the guidance teacher.

Notwithstanding the tendency toward specialization, many classes were reported as taught by those also teaching other subjects. It should be held in mind that one course in one school may consist of several classes, each taught by a different teacher and that each teacher may teach an additional

Table 14. How the Work of the Teachers of Group Guidance Is Divided

Grade	Teaches Guidance Only	Teaches and Counsels	Counselees Also Taught
(1)	(2)	(3)	(4)
9.....	2	6	3
10.....	2	2	0
11.....	1	2	0
12.....	1	10	10
Total....	6	20	13

subject, hence the diversity.

Of the additional subjects taught, social studies led, being mentioned eleven times. English was mentioned as a second subject nine times, and if we add the two courses where English teachers collaborated with principals, and the two where the English teacher apparently doubled in French and guidance, we have the astonishing total of thirteen, leading all others!

Home room programs were named in seven cases. Physical Education was mentioned as a second subject three times.

Three principals took entirely upon themselves the responsibility of facilitating the plans of their juniors and seniors. If we add the two high schools whose principals, in spite of the grave responsibilities of large schools, shouldered the heavy burden of senior guidance themselves before passing it on to their English teachers, we find five courses offered by high school principals.

Nearly every subject in the curriculum doubled with guidance to some extent but none was named more than once except mathematics and those already mentioned. Data are presented in Table 15.

Table 15. Additional Subjects Taught by Teachers of Group Guidance

Additional Subjects	Times Named				Total
	Grade 9	Grade 10	Grade 11	Grade 12	
(1)	(2)	(3)	(4)	(5)	(6)
Social Studies.....	6	3	0	2	11
English.....	3	3	1	2	9
Home Room Program.....	4	1	1	1	7
Physical Education.....	1	0	1	1	3
Principal.....	0	0	1	2	3
English and French.....	1	0	0	1	2
Mathematics.....	1	1	0	0	2
Principal with help of English teacher.....	0	0	0	2	2
Varies.....	0	1	0	0	1
All.....	0	1	0	0	1
Biology.....	1	0	0	0	1
Bookkeeping and Chemistry.....	0	0	0	1	1
Cooking.....	0	1	0	0	1
Librarian.....	0	1	0	0	1
Modern Language.....	1	0	0	0	1
Physical Education and Physics.....	0	0	1	0	1
Science.....	0	1	0	0	1
Total.....	18	13	6	12	49

Separation of boys and girls for the course.-- It was hoped that a straightforward question regarding separation would be answered on every questionnaire, but such was not the case. Except for one equivocal (and understandable) "Depends on content" the answers given were clear-cut and definite. They are presented in Table 16.

Table 16. Are Boys and Girls Separated for the Course

Grade	Yes	No	Total
(1)	(2)	(3)	(4)
9.....	5	12	17
10.....	2	5	7
11.....	2	3	5
12.....	3	8	11
Total.....	12	28	40

CHAPTER VII
CONCERNING THE CONTENT OF THE COURSE

Topics taught.-- In supplying information about the topics or units of work covered, three options were presented: (1) a list of major topics or chapter titles from a text, if used; (2) topics of units covered at the course level if no text is used; (3) a course outline.

Replies were extremely varied. Some who reported were downright evasive; others left the questionnaire blank at this point. One school reports seven topics, or units, all concerned with manners, lists no other topics, uses no text. Another gives no data on time allotment, but uses the first twenty topics of the National Forum plan. Still another carefully selects ten units from the same source.

At the other extreme is a carefully organized course in Psychology, offered as a major elective for seniors in two large high schools. Lest we should suppose that only the larger schools can excel, a small community carefully supplements a good basic text with well-chosen collateral source material and offers an excellent course for five 47 minute periods weekly for 40 weeks.

In all the topics and units reported, however varied their titles, certain patterns appear. The topics are centered on the school itself, or on occupations, or upon the capabilities and traits of the individual.

For purposes of presenting this material all topics have been assigned to four categories as follows: (1) school-centered; (2) social-centered;

occupation-centered; and (4) self-centered.

Data are presented in Table 17.

Table 17. A Categorical Division of Guidance Topics Taught in High School Grades

Categories	Number of Topics				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
(1)	(2)	(3)	(4)	(5)	(6)
Topics concerned with occupations.....	22	10	25	70	127
Topics concerned with social adjustment....	25	13	14	27	89
Topics concerned with self-appraisal.....	15	18	30	25	88
Topics concerned with school.....	33	11	13	11	68
Total.....	95	52	92	133	372

It will be readily seen that topics concerned with occupations far outweigh any other. Moreover some thought should be given to a topic such as "Study of L_____ as a Community." It can be listed only as one topic in this study, for it is so reported. It could well occupy a score of class periods however. Compare it with such a topic as "Cafeteria"!

Topics concerned with school are stressed in grade nine, where we find they lead all others. Orientation to high school life is properly a center for course organization at this grade level.

In grade ten, where the least organization is apparent, we find the emphasis upon self-appraisal. This involves exploring one's own interests and aptitudes in terms of sports, hobbies, school achievement and standardized test scores.

Grade eleven also sees a major stress on self-appraisal, but almost equal weight is given to social adjustment and occupations.

Grade twelve, in spite of courses organized around marriage, the home, and human relations, sees the major emphasis placed upon occupations.

CHAPTER VIII

RESPONSIBILITY FOR CONTENT OF COURSES

Determination of course content.-- In asking who is responsible for determining the topics or units to be included in the course, six possible answers were indicated on the questionnaire. They were as follows: (1) the teacher of the course; (2) the principal; (3) the superintendent of schools; (4) the director of guidance; (5) a guidance committee; (6) other person or persons, please name.

Actual circumstances do not divide themselves so neatly into categories. Those reporting did not make one choice among the six; they made several choices and added comments to indicate just how course content is determined. The number of persons named as responsible is therefore quite large.

For grade nine, the teacher was named as determining course content in eight communities, but three of them named both teacher and principal as responsible. Three others included teacher, principal and director; one included both teacher and director. The teacher alone was named but once as responsible for course content at this grade level. The principal also was named eight times as responsible for the content of ninth grade courses. In addition to the cases named, he bore responsibility alone in one instance, and in another he shared responsibility with the director. The guidance director was named four times as being solely responsible for course content at ninth grade level. A guidance committee was named

twice. The superintendent took sole responsibility but once, and that at ninth grade level.

Only three communities reported arrangements by which the teacher of the course bore no responsibility for its content at ninth grade level.

At the tenth grade level the teacher alone is reported responsible in two cases; in three schools the teacher is apparently not asked to help in determining course content.

In every case among the schools reporting group guidance in grade eleven, the principal is among those responsible for determining course content. In one school principal and superintendent apparently choose content; in another, principal and director; in a third, principal and teacher.

In but one school reporting group guidance in grade twelve does the course teacher apparently bear full responsibility for the content of one particular course. The course is a major offering in a large school, widely and favorably known.

The one outstanding fact to be derived from this part of the inquiry is that course content is generally determined by collaboration of those concerned. It is seldom presented to the teacher as a directive.

Data are presented in Table 18.

Concerning needs for improving the course.— In framing the inquiry for this part of the study a list of eight needs was presented with the request that the most pressing need be indicated by the figure 1, the second pressing need by a figure 2, and so on until the most significant local needs had been identified. Unfortunately many blanks were returned with two or more pressing needs of first importance and others of second

Table 18. Those Responsible for Determining the Topics to be Included in the Course

Those Responsible	Grade Level				Total
	Grade 9	Grade 10	Grade 11	Grade 12	
(1)	(2)	(3)	(4)	(5)	(6)
Teacher and principal	3	1	1	3	8
Director of guidance.	4	1	0	2	7
Teacher, principal and director.....	3	1	1	2	7
Guidance committee...	2	1	1	3	7
Principal and director.....	1	1	1	2	5
Teacher.....	1	2	0	1	4
Teacher and director.	1	1	1	1	4
Principal and superintendent.....	0	1	1	1	3
Other.....	0	1	1	1	3
Principal.....	1	0	0	1	2
Teacher, principal and superintendent.	0	0	0	1	1
Teacher and superintendent.....	0	1	0	0	1
Superintendent.....	1	0	0	0	1
Total.....	17	11	7	18	53

importance but none of third or fourth!

Total returns highlight demand for better teaching and more reference materials.

Among needs mentioned in marginal notes upon the inquiry form are the following:

Specialists needed

Classroom adapted to group discussion

Workbook

Credit

Lighter teaching loads and more time

Another counselor

Intensify and shorten to one year

Many books rather than one

It would be unfitting not to include the comment of the individualist who struck out "more periods" and wrote in "less" and "shorter."

He wrote, "We believe here group guidance should not under any conditions exceed one period per week and should be matched by at least three periods of counseling for one of group guidance. There is grave danger of it distintegrating guidance into another subject instead of a service by excessive group guidance."

Others reporting hold somewhat different views. The items they checked and the number of times they checked them are reported in Table 19.

Table 19. Reported Needs for Improving Group Guidance Courses

Improvement Needed	Times Checked				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
(1)	(2)	(3)	(4)	(5)	(6)
More references.....	7	6	3	6	22
More periods.....	6	3	4	6	19
Better teaching.....	6	4	3	5	18
Longer periods.....	3	2	4	5	14
Better book.....	5	2	2	4	13
Revision.....	5	3	2	3	13
Better acceptance....	4	3	2	3	12
Community understand- ing.....	4	1	2	4	11
Total.....	40	24	22	36	122

From the data assembled here, it would appear that those concerned most closely with group guidance responsibilities feel that the most pressing need is for more reference materials. The second pressing need is for a greater time allowance, and the third, for better teaching.

CHAPTER IX

SUMMARY

Scope of the inquiry.-- Every public four-year high school in Massachusetts was invited to participate in the inquiry. Invitation was by personal letters to all high school principals, with appropriate follow-up. A postcard for easy reply was included in each letter. The first letters were sent out in April, 1951. The last follow-up was in September and the inquiry was closed October 1, 1951.

Inquiry forms were printed from hand-set type on good paper with a separate form of a distinctive color for each of four high school grades. No mimeographed letters or inquiry forms were used at any time.

Who participated.-- Of the 256 public high schools in Massachusetts about four-fifths, or 203, participated in the survey. Nearly two-thirds of all schools reported no organized courses in group guidance. Of the remainder, 34 schools, or 13.3 percent, reported upon organized courses which they could describe in terms of administration, time allotment, and course content. Most of the schools which did not participate, 53 in number, simply failed to answer a letter or to return a questionnaire.

Those providing the facts.-- About three-fifths of those who reported no courses in group guidance were principals, a third gave no identification, and less than a tenth were guidance directors or counselors.

Of the 34 schools reporting established courses, 19 were represented by guidance directors or counselors, 14 by principals, and one by the

head of social studies.

In every case the persons reporting were key personnel.

Size of schools.--- Enrolment of the schools reporting tended to cluster in the range from 100 to 300. Enrolment varied from fewer than 100 to over 1800 students.

Titles of courses.--- The most common course title was simply group guidance, which was used to name 17 different courses. The next most popular title was guidance, used twelve times. Orientation was used to name four courses. No other title was used more than twice.

Required or elective courses.--- A total of 53 courses was reported. Of these 38 were required; 15 were elective. Required courses predominated over elective in the ratio of 5 to 2.

Time allotment.--- The number of periods allotted to guidance ranged from one a month to five a week. Length of periods ranged from 30 to 54 minutes. The number of weeks ranged from six to forty out of a year.

Textbooks.--- No book meets with overwhelming favor. About two-thirds of the classes reported upon use no textbook, although a number of excellent books are available. A greater proportion of classes use textbooks in grades nine and twelve, than in grades ten and eleven. No textbook was reported in use more than twice.

References frequently used.--- About 40 different references were named as being frequently used by teachers and pupils, although little agreement was found. SRA bulletins were named 12 times. No other publication was named more than twice.

Length of time organized.--- The median age of courses was from five years in grade nine to two and one-half in grade eleven. One course

reported had been established 20 years; another, 40.

Credit for the course.-- Of the 50 courses reported upon in this particular, 31 gave credit, 19 did not. Credit, where given, was upon the same basis as for other subjects.

How work is divided.-- Only six courses were reported as being taught by personnel who teach guidance only. Twenty others were taught by those who also counsel.

Those who teach guidance classes and another subject more often teach English or social studies than anything else by a very wide margin. Every other subject was mentioned at least once, however.

Boys and girls were separated in 30 per cent of the 40 classes giving data concerning this item.

Topics taught.-- Topics or units reported were divided into four categories: (1) topics concerned with school; (2) topics concerned with social adjustment; (3) topics concerned with occupations; and (4) topics concerned with self-appraisal. All categories were well represented in all four grades.

Topics concerned with occupations predominated, comprising over a third of all those reported and representing over half of those reported in grade twelve.

Topics concerned with school prevailed in grade nine. Topics concerned with self-appraisal were most widely used in grades ten and eleven.

Determination of course content.-- The teacher of the course is generally among those who determine course content, with the principal and guidance director commonly included in the committee. Principals are most often among those responsible. A democratic procedure is indicated.

Needs for improving courses.--- Principal needs reported were more references, more time, and better teaching, in that order.

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APPENDIX

26 Tatman Street
Worcester 7, Mass.
April 18, 1951

Mr. Ronald J. Darby, Principal
Northampton High School
Northampton, Massachusetts

Dear Mr. Darby:

I think you will be interested to know that a study is being made to determine the status of group guidance courses in the high schools of Massachusetts. The purpose of the study is to obtain the kinds of information on course provisions for meeting some of the common problems of youth that principals and curriculum committees are constantly asking about. The study will try to find out how many schools have one or more courses that deal specifically with youth's personal problems, what these courses include, what teaching materials are used, what pupils are enrolled in them, what credit toward graduation is given, and other similar items of general concern.

The value of such a study has been recognized by many school administrators. This particular study has been endorsed by Dr. J. Wendell Yeo at Boston University under whose supervision I am conducting the inquiry.

I hope you may wish to share in the investigation so that I can report to you and other school administrators a little later on the status of group guidance classes in the high schools of this state. If your school has no course or home room program specifically devoted to a study of youth problems like orientation, educational and vocational planning, social adjustment, family relations, would you please check this fact on the enclosed card, sign and mail it? If your school has one or more courses in these or related problem areas, please check this fact and the grade or grades in which they are offered and, with your permission, I shall send a brief form for reporting essential descriptive information.

Many thanks for whatever help you feel you can give.

Sincerely,

Jose E. Harriman

Please Check Items that Apply

1. Does your school offer one or more courses in group guidance where the common personal-problems of youth constitute the course content?
Yes _____ No _____
2. If so, would you or some staff member be willing to fill out a short inquiry form describing the offering?
Yes _____ No _____
3. If yes, please check the grades for which forms will be needed.
Gr. 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____
4. Send form(s) to
Name _____ Address _____

26 Tatman Street
Worcester 7, Mass.
June 9, 1951

Everett G. Sherwin, Principal
North High School
Worcester, Massachusetts

Dear Mr. Sherwin:

I feel somewhat diffident in writing to you again, for I know how very busy you must be at this time of year. I refer, of course, to the study being made on the status of group guidance in the high schools of Massachusetts.

However, the response from other high schools throughout the state has been so satisfactory that I hesitate to conclude the inquiry without once again appealing to the heads of those schools--less than one hundred--which are not participating. Many schools serve their guidance needs on an individual basis and have no home room program or courses dealing with the common problems of youth. If your school is one of those simply check No under the first question, sign and mail the enclosed card.

If your school does offer courses and you are willing to participate may I not send you a brief form for reporting essential information? I have had these forms carefully printed from hand-set type on a good grade of bond paper and I think you will find them agreeable to work on and not too long. I believe you will find the enclosed postcard self-explanatory.

Many thanks for whatever help you feel you can give. I do want your school to be included.

Sincerely,

Jesse E. Harriman

26 Tatman Street
Worcester 7, Massachusetts

September 1, 1951

I feel that perhaps it is an imposition to write to you at this time but I know of no other period when I might feel sure of reaching you at your place of business. I refer, of course, to the study being made of the status of group guidance in the high schools of Massachusetts. You may recall that you evinced an interest and a desire to cooperate in this study at the end of last school year.

If you have mislaid the forms, will you not fill out the enclosed card so that I may send you duplicates? I am anxious to get authoritative information from the only authentic source I know. Please remember we want information about last year's program only. I do so want your school to be included.

Sincerely,

26 Tatman Street
Worcester 7, Massachusetts

September 1, 1951

Last April I took the liberty of writing to you about a study being made of the status of group guidance in the high schools of Massachusetts. The purpose of the study is to obtain the kinds of information on course provisions for meeting some of the common problems of youth that principals and curriculum committees are constantly asking about.

I have not had a reply from your school - one of fewer than two score not included in this study. With the thought that you may wish your school to be included I am enclosing a post card on which you may make a return.

If you do have classes in group guidance, under whatever name, I would be pleased to send a brief printed form to be filled out. If you do not have such courses just check the blank after "no" below question one.

The study and inquiry are concerned only with courses offered last year, 1950-51.

I do want your school to be included.

Sincerely,

*An inquiry to determine the status of Group Guidance
in the
High Schools of Massachusetts*

GRADE NINE

Please fill in the following data for purposes of identification:

School

City or Town

School enrolment by grades:

Grade 9..... Grade 10.....

Grade 11..... Grade 12.....

Reported by

Title

If a summary report of the findings of this study is desired,
to whom should it be sent?

Name

Address

When completed, please return to:

Jesse E. Harriman
26 Tatman Street
Worcester 7, Mass.

I. ADMINISTRATIVE ASPECTS OF THE COURSE

1. What is the title of the group guidance course?

2. Is the course elective or required? Please check.

Elective..... Required.....

If the course is required for some pupils and elective for others, please explain.

3. How much time is allotted to the course?

Number of weeks per year.....

Number of periods per week.....

Number of minutes per period.....

4. Is a basic text used? Yes.....No.....

If yes, please give following information:

Title of Text.....

Author.....

Publisher.....

Date of Publication.....

5. Additional references frequently used. Please list the publications most often consulted by teacher and pupils.

Title

Author

6. For how many years has the course in group guidance been offered at this grade level?

7. Does this guidance course carry credit toward graduation?

Please check. Yes..... No.....

If yes, please indicate how much credit is given.

8. Please check the statement that best describes how the work of the teacher of the course is divided.

.....teaches group guidance classes only

.....teaches group guidance classes and counsels pupils

Are the pupils taught the same as the ones
counseled? Yes..... No.....

.....teaches group guidance classes and other subjects

What other subjects?

.....other combination of duties. Please describe.
.....

9. Are boys and girls separated for this course? Please check.
Yes..... No.....

II. CONCERNING THE CONTENT OF THE COURSE

1. Please indicate the content of your group guidance course by giving information requested in A, B, or C below.

- A. If you follow a text book, please list the major topics or chapter titles usually covered.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

- B. If no text book is used, please list below the topics or units covered in the course at this level.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

- C. Please enclose a copy of the course of study or an outline of the course content.

2. Who is responsible for determining the topics or units to be included in the course?

.....the teacher of the coursethe director of guidance
.....the principala guidance committee
.....the superintendent of schoolsother person or persons, please name

III. CONCERNING NEEDS FOR IMPROVING THE COURSE

Below is a list of needs which have been reported for the improvement of group guidance courses. Please place the figure 1 before the statement which indicates the most pressing need for improvement of your group guidance course; place a figure 2 before the next pressing need, and so on until the most significant local needs have been identified. Add items or describe needs at length if you wish to at the end of the list.

.....more periods per week needed

.....longer periods needed

.....revision of content needed to meet real problems of pupils.

.....a better text book is needed

.....more supplementary references are needed

.....greater degree of acceptance of the course by other teachers is needed

.....there is greater need for community understanding of the offering

.....better teaching of the course is needed

*An inquiry to determine the status of Group Guidance
in the
High Schools of Massachusetts*

GRADE TEN

Please fill in the following data for purposes of identification:

School

City or Town

School enrolment by grades:

Grade 9..... Grade 10.....

Grade 11..... Grade 12.....

Reported by

Title

If a summary report of the findings of this study is desired,
to whom should it be sent?

Name

Address

When completed, please return to:

Jesse E. Harriman

26 Tatman Street

Worcester 7, Mass.

I. ADMINISTRATIVE ASPECTS OF THE COURSE

1. What is the title of the group guidance course?

.....

2. Is the course elective or required? Please check.

Elective..... Required.....

If the course is required for some pupils and elective for others, please explain.

3. How much time is allotted to the course?

Number of weeks per year.....

Number of periods per week.....

Number of minutes per period.....

4. Is a basic text used? Yes.....No.....

If yes, please give following information:

Title of Text.....

Author.....

Publisher.....

Date of Publication.....

5. Additional references frequently used. Please list the publications most often consulted by teacher and pupils.

Title

Author

.....

6. For how many years has the course in group guidance been offered at this grade level?

7. Does this guidance course carry credit toward graduation?

Please check. Yes..... No.....

If yes, please indicate how much credit is given.

8. Please check the statement that best describes how the work of the teacher of the course is divided.

_____ teaches group guidance classes only
 _____ teaches group guidance classes and counsels pupils

Are the pupils taught the same as the ones
 counseled? Yes _____ No _____

_____ teaches group guidance classes and other subjects

What other subjects? _____

_____ other combination of duties. Please describe.

9. Are boys and girls separated for this course? Please check.
 Yes _____ No _____

II. CONCERNING THE CONTENT OF THE COURSE

1. Please indicate the content of your group guidance course by giving information requested in A, B, or C below.

- A. If you follow a text book, please list the major topics or chapter titles usually covered.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

- B. If no text book is used, please list below the topics or units covered in the course at this level.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

- C. Please enclose a copy of the course of study or an outline of the course content.

2. Who is responsible for determining the topics or units to be included in the course?

_____the teacher of the course	_____the director of guidance
_____the principal	_____a guidance committee
_____the superintendent of schools	_____other person or persons, please name

III. CONCERNING NEEDS FOR IMPROVING THE COURSE

Below is a list of needs which have been reported for the improvement of group guidance courses. Please place the figure 1 before the statement which indicates the most pressing need for improvement of your group guidance course; place a figure 2 before the next pressing need, and so on until the most significant local needs have been identified. Add items or describe needs at length if you wish to at the end of the list.

_____more periods per week needed

_____longer periods needed

_____revision of content needed to meet real problems of pupils.

_____a better text book is needed

_____more supplementary references are needed

_____greater degree of acceptance of the course by other teachers is needed

_____there is greater need for community understanding of the offering

_____better teaching of the course is needed

*An inquiry to determine the status of Group Guidance
in the
High Schools of Massachusetts*

GRADE ELEVEN

Please fill in the following data for purposes of identification:

School

City or Town

School enrolment by grades:

Grade 9 Grade 10

Grade 11 Grade 12

Reported by

Title

If a summary report of the findings of this study is desired,
to whom should it be sent?

Name

Address

When completed, please return to:

Jesse E. Harriman

26 Tatman Street

Worcester 7, Mass.

I. ADMINISTRATIVE ASPECTS OF THE COURSE

1. What is the title of the group guidance course?

2. Is the course elective or required? Please check.
 Elective_____ Required_____

If the course is required for some pupils and elective for others, please explain.
3. How much time is allotted to the course?
 Number of weeks per year_____

 Number of periods per week_____

 Number of minutes per period _____
4. Is a basic text used? Yes_____No_____

If yes, please give following information:

 Title of Text_____

 Author_____

 Publisher _____

 Date of Publication_____
5. Additional references frequently used. Please list the publications most often consulted by teacher and pupils.

Title	Author
_____	_____
_____	_____
_____	_____
_____	_____
6. For how many years has the course in group guidance been offered at this grade level? _____
7. Does this guidance course carry credit toward graduation?
 Please check. Yes_____ No_____

If yes, please indicate how much credit is given.

8. Please check the statement that best describes how the work of the teacher of the course is divided.

.....teaches group guidance classes only

.....teaches group guidance classes and counsels pupils

Are the pupils taught the same as the ones
counseled? Yes..... No.....

.....teaches group guidance classes and other subjects

What other subjects?.....

.....other combination of duties. Please describe.

9. Are boys and girls separated for this course? Please check.
Yes..... No.....

II. CONCERNING THE CONTENT OF THE COURSE

1. Please indicate the content of your group guidance course by giving information requested in A, B, or C below.

- A. If you follow a text book, please list the major topics or chapter titles usually covered.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

- B. If no text book is used, please list below the topics or units covered in the course at this level.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

- C. Please enclose a copy of the course of study or an outline of the course content.

2. Who is responsible for determining the topics or units to be included in the course?

_____ the teacher of the course	_____ the director of guidance
_____ the principal	_____ a guidance committee
_____ the superintendent of schools	_____ other person or persons, please name

III. CONCERNING NEEDS FOR IMPROVING THE COURSE

Below is a list of needs which have been reported for the improvement of group guidance courses. Please place the figure 1 before the statement which indicates the most pressing need for improvement of your group guidance course; place a figure 2 before the next pressing need, and so on until the most significant local needs have been identified. Add items or describe needs at length if you wish to at the end of the list.

_____ more periods per week needed

_____ longer periods needed

_____ revision of content needed to meet real problems of pupils.

_____ a better text book is needed

_____ more supplementary references are needed

_____ greater degree of acceptance of the course by other teachers is needed

_____ there is greater need for community understanding of the offering

_____ better teaching of the course is needed

*An inquiry to determine the status of Group Guidance
in the
High Schools of Massachusetts*

GRADE TWELVE

Please fill in the following data for purposes of identification:

School

City or Town

School enrolment by grades:

Grade 9 Grade 10

Grade 11 Grade 12

Reported by

Title

If a summary report of the findings of this study is desired,
to whom should it be sent?

Name

Address

When completed, please return to:

Jesse E. Harriman
26 Tatman Street
Worcester 7, Mass.

I. ADMINISTRATIVE ASPECTS OF THE COURSE

1. What is the title of the group guidance course?

2. Is the course elective or required? Please check.

Elective_____ Required_____

If the course is required for some pupils and elective for others, please explain.

3. How much time is allotted to the course?

Number of weeks per year_____

Number of periods per week_____

Number of minutes per period _____

4. Is a basic text used? Yes_____ No_____

If yes, please give following information:

Title of Text_____

Author_____

Publisher _____

Date of Publication_____

5. Additional references frequently used. Please list the publications most often consulted by teacher and pupils.

Title

Author

6. For how many years has the course in group guidance been offered at this grade level? _____

7. Does this guidance course carry credit toward graduation?

Please check. Yes_____ No_____

If yes, please indicate how much credit is given.

8. Please check the statement that best describes how the work of the teacher of the course is divided.

.....teaches group guidance classes only

.....teaches group guidance classes and counsels pupils

Are the pupils taught the same as the ones counseled? Yes..... No.....

.....teaches group guidance classes and other subjects

What other subjects?.....

.....other combination of duties. Please describe.

9. Are boys and girls separated for this course? Please check.
Yes..... No.....

II. CONCERNING THE CONTENT OF THE COURSE

1. Please indicate the content of your group guidance course by giving information requested in A, B, or C below.

- A. If you follow a text book, please list the major topics or chapter titles usually covered.

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

- B. If no text book is used, please list below the topics or units covered in the course at this level.

- | | |
|----------|----------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

- C. Please enclose a copy of the course of study or an outline of the course content.

2. Who is responsible for determining the topics or units to be included in the course?

.....the teacher of the coursethe director of guidance
.....the principala guidance committee
.....the superintendent of schoolsother person or persons, please name

III. CONCERNING NEEDS FOR IMPROVING THE COURSE

Below is a list of needs which have been reported for the improvement of group guidance courses. Please place the figure 1 before the statement which indicates the most pressing need for improvement of your group guidance course; place a figure 2 before the next pressing need, and so on until the most significant local needs have been identified. Add items or describe needs at length if you wish to at the end of the list.

.....more periods per week needed

.....longer periods needed

.....revision of content needed to meet real problems of pupils.

.....a better text book is needed

.....more supplementary references are needed

.....greater degree of acceptance of the course by other teachers is needed

.....there is greater need for community understanding of the offering

.....better teaching of the course is needed

LIST OF HIGH SCHOOLS PARTICIPATING

Abington	Boston
Acton	Brighton
Adams	Charlestown
Agawam	Dorchester (Boys)
Amesbury	Dorchester (Girls)
Amherst	East Boston
Andover	English
Arlington	Girls
Ashby	Girls Latin
Ashfield	Jamaica Plain
Ashland	Practical Arts
Athol	Public Latin
Attleboro	Roslindale
Auburn	Roxbury (Boys)
Avon	Roxbury Memorial (Girls)
Ayer	South Boston
Barnstable (Hyannis)	Technical High (Boys)
Belchertown	Bourne
Bellingham	Braintree
Belmont	Bridgewater
Bernardston	Brockton
Beverly	Brookfield
Billerica	Brookline
Blackstone	Burlington

Cambridge High and Latin	Framingham
Cambridge Rindge Technical (Boys)	Gardner
Canton	Georgetown
Charlemont	Grafton
Chatham	Groveland
Chelmsford	Hadley
Chelsea	Hamilton
Chester	Hardwick
Clinton	Harvard
Concord	Hatfield
Dalton	Haverhill
Danvers	Hingham
Dartmouth	Holliston
Dedham	Holyoke
Dighton	Hudson
Douglas	Huntington
Dover	Ipswich
Dracut	Kingston
Duxbury	Lancaster
East Bridgewater	Leicester
Easthampton	Littleton
Easton	Lowell
Everett	Ludlow
Fairhaven	Lunenburg
Fall River	Lynn English
Falmouth	Classical

Malden	Northampton
Manchester	North Attleboro
Mansfield	Northbridge
Marshfield	North Brookfield
Maynard	Northfield
Medfield	Norton
Medford	Orange
Medway	Oxford
Melrose	Palmer
Mendon	Pembroke
Merrimac	Pepperell
Methuen	Petersham
Middleboro	Pittsfield
Milford	Plainville
Millbury	Plymouth
Millis	Provincetown
Milton	Quincy North
Monson	Randolph
Nantucket	Revere
Natick	Rockport
Needham	Rutland
New Bedford	Salem
Newburyport	Sandwich
New Salem	Saugus
Newton	Scituate
North Adams (Drury High School)	Sharon

Sheffield	Wayland
Shelburne	Wellesley
Shrewsbury	Wellfleet
Somerset	Westboro
Somerville	West Boylston
Southborough	West Bridgewater
South Hadley	Westfield
Spencer	Weston
Springfield Classical	Westport
Technical	West Springfield
Stockbridge	Westwood
Stoughton	Weymouth
Sudbury	Whitman
Sutton	Williamsburg
Taunton	Winchester
Templeton	Winthrop
Tewksbury	Woburn
Topsfield	Worcester
Townsend	Classical
Uxbridge	Commerce
Wakefield	North
Walpole	South
Waltham	Yarmouth
Ware	
Wareham	
Warren	