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A study of current guidance services in Massachusetts junior high schools

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Hanlon, F. R.
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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis
A STUDY OF CURRENT GUIDANCE SERVICES
IN MASSACHUSETTS JUNIOR HIGH SCHOOLS

Submitted by
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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

INTRODUCTION

To the knowledge of this writer, no recent surveys have been conducted concerning the guidance services of junior high schools in the state of Massachusetts. This survey, therefore, should be of value to schools which are attempting to establish guidance programs and for the administrator who is interested in discovering what other schools are doing that have established guidance services.

THE PROBLEM

Selection of the problem. It was the purpose of this study: (1) to determine the scope, design and function of guidance services in the Massachusetts Junior High Schools; (2) to disclose the procedure followed in the administration of guidance services under five major categories: counseling; individual inventory; information (education-occupation); placement; and follow-up; (3) to determine whether the need for a broader program of guidance exists because of the recent emphasis being placed on the establishment of more junior high schools throughout the state.

DEFINITION OF TERMS

2.

Counseling.¹ It is characterized by certain features that mark it as the focal point of the guidance program: (1) it is a purposeful learning experience for the counselee; (2) it is a private interview between the counselor and the counselee; and (3) it is a one-to-one relationship, predicated upon the mutual confidence of the parties concerned and growing out of the counselee's recognition of an existing need for assistance, and the presence in the school of an adult who is prepared to provide the desired assistance.

Individual Inventory.² It is that data about an individual which tend to distinguish him from other individuals..... It is important that the elementary schools begin accumulating data for the individual inventory, and that this information accompany each pupil as he moves from school to school.

Information.³ It embraces every type of information needed by the pupil in evaluating his environmental opportunities.

¹Roeber, E. C., Smith, G. E. and Erickson, C. E., Organization and Administration of Guidance Services, McGraw-Hill Book Company, Inc., New York, 1955, P. 8

²Ibid., P. 12

³Ibid., P. 16

Placement.⁴ It is that group of activities which provides the "follow-through" to the pupil's realistic planning. 3.

Follow-up.⁵ It is that series of systematic checks which are made to determine whether guidance services in particular and educational programs in general are meeting the needs of the individual pupil.

Junior high school.⁶ An educational program which is designed particularly to meet the needs, the interests, and the abilities of boys and girls during early adolescence.

Guidance.⁷ It is that part of the educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs.

⁴Ibid., p. 19. ⁵Ibid., p. 20.

⁶Gruhn, W. T. and Douglass, H. R., The Modern Junior High School, The Ronald Press Book Company, New York, 1956, p. 4

⁷Hamrin, S. A. and Erickson, E. C., Guidance in the Secondary School, Appleton-Century-Crofts, Inc., New York, 1939, p. 2

CHAPTER II

REVIEW OF THE LITERATURE

BRIEF GUIDANCE HISTORY IN JUNIOR HIGH SCHOOL

The junior high school was founded approximately in the year 1910 and has steadily progressed since that time. It was planned with the emotional and social needs of the pupils in mind. According to Gruhn and Douglass,¹ the best current thinking concerning the functions to be served by the junior high school are integration, exploration, guidance, differentiation, socialization, and articulation.

My main concern in writing this paper is with the guidance function of the junior high school. The other functions are of equal status but not to be discussed in this writing.

Guidance used to be known only as vocational-educational with the accent being placed on vocational. In the last 25 years many changes have taken place. By the early 1940's, in many schools one or more full length periods were taken out of club program for guidance purposes.

¹Gruhn, W. T. and Douglass, H. R., The Modern Junior High School, The Ronald Press Book Company, New York, 1956, pp. 31-32.

The fact was finally faced that guidance was not something to be learned by reading about it, like writing an outline on the board dealing with honesty and having the pupils copy and learn. So, the next step was to accomplish the guidance function through projects and direct experiences. This was not the answer either.

Finally, the fact was faced that guidance, as stated by Noar,

is a process by which one person, the adviser-teacher, helps the other, the pupil, to move in the direction of solving a problem, or of meeting a need, or of making an adjustment. The process can be accomplished only when the people involved know each other, and have confidence in each other. It takes time as well as knowledge about children and the possession of good will on both sides.²

NEED OF GUIDANCE IN JUNIOR HIGH SCHOOL

The need for guidance at the junior high level is extremely essential. These years are, says Hayden, "important years when good behavioral patterns and habits must be established to insure satisfying adjustment in the years ahead".³ During the early adolescent years, great concern must be given to the social, emotional and personal development of the child; for these are the years of new

²Noar, G., The Junior High School, Today and Tomorrow, Prentice-Hall, Inc., New York, 1955, p. 8

³Hayden, J. R., "An Analysis of the Personal-Social Problems Considered Important by the Junior High School Adolescent According to Sex, Grade, Age, Intelligent, Quotient and Bilingualism" Unpublished Doctoral Thesis, Boston University, Boston, 1956. p. 8

social relationships of the opposite sex; the pupil undergoes psychological changes which have a great bearing on his emotional development, and qualities appear which will become a part of the individual's personality and character as he grows toward adulthood.⁴ However, the difficulties encountered by the adolescent while striving to achieve his adulthood goal sometimes result in maladjustment. School systems, counselors, and teachers must assume the responsibility of alleviating, if possible, these forces and avoid, if nothing else, any further maladjustment.

There is no better place for guidance than in the junior high school. If effective and competent guidance is given at this level, since the needs are so strong, and done so through democratic procedures, we are sure to have better citizens.

Following are the "Ten Imperative Needs of Junior High School Youth" developed by a committee of junior high school administrators in California.⁵

All junior high school youth needs:

1. to explore their own aptitudes and to have

⁴Gruhn and Douglass, op. cit., p. 27.

⁵Herriott, M. E., "Organizing the Junior High Schools", The Bulletin of the National Association of Secondary School Principals, XXXV December, 1951, pp. 14-19.

experiences basic to occupational proficiency.

2. to develop and maintain abundant physical and mental health.

3. to be participating citizens of their adult citizenship.

4. experiences and understandings, appropriate to their age and development; which are the foundation of successful home and family life.

5. to develop a sense of the value of material things and the rights of ownership.

6. to learn about the natural and physical environment and its effects on life, and to have opportunities for using the scientific approach in the solution of problems.

7. the enriched living which comes from appreciation of an expression in the arts and from experiencing the beauty and wonder of the world around them.

8. to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.

9. experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights and to grow in ethical insights.

10. to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.

PRESENT TRENDS OF GUIDANCE IN JUNIOR HIGH SCHOOLS

Very little has been written in regard to the trends of guidance in the junior high schools. The following information is insufficient, but presents a fairly accurate picture as it stands in current writings.

The junior high schools are placing more and more emphasis on guidance services which deal with personal, social and educational welfare of children. The guidance concept used to be vocational-educational, with vocational

being the most important. Newer concepts, according to Drake and Ramy, are:⁶ "a broader concept of problems related to mental health; greater emphasis upon pupil personality; a program to provide for the development of social, moral, spiritual, and numerous other character and personality qualities".

Classroom teachers are still doing most of the guidance work; with some schools sharing counselors with the high school.⁷ There are many schools that have no assigned guidance personnel or have one or two persons with a large number of pupils to work with. Considering these facts, guidance therefore becomes a great responsibility of the classroom teacher. There are some school systems that employ one guidance person for the entire public school population. This responsibility of administering guidance at the junior and senior high levels and sometimes at all three levels including the elementary. This person has to share or divide his time to include these separate levels of responsibility.

Orientation is finding a more important role in guidance programs. In the study by Byers, it was found that certain

⁶Drake, G. K. and Ramy, A. K., "What Are Present Trends in Guidance Services in the Junior High School", The Bulletin of the National Association of Secondary School Principals XXXIX, April, 1955, pp. 123-127.

⁷Ibid.

practices are used to inform sixth grade pupils about the program of the junior high school, in the percentage of school indicated:⁸

Sixth grade pupils visit the junior high school	68%
Principals meet with sixth grade pupils	46%
Handbooks are given sixth grade pupils	45%
Junior high school pupils meet with sixth grade	24%
Junior high school teachers meet with sixth grade	19%

Byers also found that the importance of orienting the parents of entering seventh grade pupils is recognized, in many junior high schools, the following practices being employed in the percentage of schools indicated:⁹

Parents visit the school	80%
Parents meet to discuss the school program	49%
Materials are sent to parents	48%
Information appears in the newspaper	27%

Other literature was based solely on the functions of junior high guidance and not showing the present trends. Very little information is obtainable on what is being done; it seems to be concentrated on what should be done. This is the foremost reason why this type of study was made -- to show what actually is being done.

⁸Byers, R. S., "Articulation in the Junior High School" Unpublished doctoral thesis, University of Connecticut, Storrs, Conn., 1955, p. 117.

⁹Ibid., p. 122

CHAPTER III

REVIEW OF PROCEDURES

The procedures presented in the following paragraphs were those used by this writer in obtaining information for this study.

PROCEDURES

The names and addresses of the junior high schools in Massachusetts were procured from the Educational Directory, Department of Education, Commonwealth of Massachusetts, 1956.

A questionnaire was then formulated to be used to determine the guidance services rendered in the junior high schools of the state of Massachusetts. It was so developed as to make the answering of questions as simplified as possible with a minimum amount of time involved for the person completing the questionnaire.

The questionnaire was then submitted to six professional people in the field of guidance, having knowledge of the topic to be studied, for their critical evaluation and suggested changes. The breakdown of professional personnel is as follows: one college professor of guidance, two city directors of guidance, and three directors of guidance in junior high schools.

Upon return of the pilot study questionnaire, a revised questionnaire was compiled on the basis of the recommendations of the six professional people. 11.

The final questionnaire (see appendix) was then mailed, under a cover letter (see appendix) of explanation, to 191 junior high schools in the State of Massachusetts. The cover letter was addressed to the principal of the school with a request to have a member of his guidance staff complete the questionnaire and return it in an enclosed self-addressed, stamped envelope.

A fifteen day suspension date was given and when the time had elapsed 101 returns were received. A follow-up card was then mailed to each principal of the 90 schools that had failed to respond, asking him to please cooperate with my efforts. This was the last request and at the end of 10 days, 25 returns were received.

The results of the questionnaire were tabulated and the final outcome is presented in the next chapter.

CHAPTER IV

PRESENTATION OF DATA

INTRODUCTION

This chapter is devoted entirely to the results shown by the questionnaire. All percentages given in this chapter have been carried to the nearest whole number, to make interpretation of results easier to read.

Out of the 191 questionnaires mailed to the junior high schools, 126 were returned; the percent responding was 66% as shown in Table I. The number of schools reporting no guidance program was 14, leaving a total of 112 with some sort of a guidance program. The questionnaire was answered by 112 schools, therefore all questions showing "percent responding" were figured from the 112 total rather than the aggregate of 126.

TABLE I

TOTAL RESPONDING TO QUESTIONNAIRE

<u>Mailed</u>	<u>Responding</u>	<u>% Responding</u>
191	126	66

Before the actual tabulated results are shown it might be interesting to note the type of personnel that

completed the questionnaire as shown in Table II.

13.

TABLE II

<u>TYPE OF PERSONNEL REPORTING</u>		
<u>Title of Person Reporting</u>	<u>Number</u>	
Principal	39	
Guidance Counselor	22	
Counselor	15	
Director of Guidance	15	
Teacher-Counselor	6	
Guidance Coordinator	2	
Guidance Director for Boys	2	
Head Counselor	2	
Assistant Principal	1	
Boys' Counselor	1	
Guidance Consultant	1	
Submaster	1	
Senior Counselor	1	
Not Listed	4	
	Total	112
Guidance Personnel Reporting	67	60%
Principals Reporting	41	37%
Not Listed	4	3%
	Total	112 100%

It should be noted in Table II that the total number^{14.} of guidance personnel reporting was 67 and the number of principals was 41. Even though the total of principal is first on the list it shows only a percent of 37 whereas guidance personnel shows 60 percent.

The remainder of this chapter will follow the pattern of the questionnaire, showing the results for each question that corresponds to that question of the inquiry form.

GENERAL

To present a clearer picture as to the type of junior high school responding to the questionnaire the figures in Table III are furnished. It should be noted that this table shows the schools reporting 'no guidance program' in the total responding. The largest number cooperating in returning the inquiry was from cities of 25,000 and over with a total of 70 schools, or 56 percent.

As presented in Table III the cities with a population of 100,000 and over have a total of 6 schools that reported no program. A point of interest to be noted here is that there were 24 other schools from this same population range that did not respond to the questionnaire. Of course, this could mean one of many things, i.e., no program, too limited a program to report, or the fact that they were too busy to trouble themselves. Whatever the

answer may be, it does lead one to believe that guidance has not been fully recognized due to the high number not responding to the inquiry.

TABLE III

<u>TYPE OF JUNIOR HIGH SCHOOL RESPONDING TO</u>						
<u>QUESTIONNAIRE ACCORDING TO POPULATION</u>						
<u>Popu- lation</u>	<u>Grade 7</u>	<u>Grades 7-8</u>	<u>Grades 7-9</u>	<u>No Program</u>	<u>Total</u>	<u>Per- Cent</u>
0- 999			1		1	1
1000- 4999		7	4	1	12	10
5000- 9999		10	8	4	22	17
10000- 14999		7	2		9	7
15000- 24999		6	4	2	12	10
25000- 49999	1	7	14	1	23	18
50000- 99999		1	22		23	18
100000- up		1	17	6	24	19
Total	1	39	72	14	126	

In order to further enlighten the picture of re-
porting schools the enrollment is presented in Table IV.

TABLE IV

<u>ENROLLMENT OF SCHOOLS REPORTING</u>		
<u>Enroll- ment</u>	<u>Number Schools</u>	<u>Percent Schools</u>
0-99	5	4
100-199	11	10
200-299	10	9
300-399	12	11
400-499	3	3
500-599	15	13
600-699	12	11
700-799	15	13
800-899	12	11
900-999	3	3
1000-1099	8	7
1100-up	6	5
Total	112	

Of the reporting schools, 48 percent had an enrollment between 500 and 900. There were 37 percent of the schools from 0 to 500 and 15 percent from 900 and beyond.

Official members of guidance staff (so named according to contract) reported by 112 schools, revealed that there were 67 full time counselors employed by schools and 115 part time counselors with a total of 182 as shown in

Table V. Seventy-nine percent of the counselors presently ^{17.} in use are in the junior high schools with grades 7-9. Of the 182 guidance personnel reported, 115 part time counselors or 49 percent worked in schools with grades 7-9 and 14 percent were in schools with grades 7-8. Full time personnel consisted of 55 or 30 percent in schools with grades 7-9, 10 or 6 percent in grades 7-8 and 2 or 1 percent in grade 7.

TABLE V

<u>GUIDANCE PERSONNEL REPORTED ACCORDING TO TYPE OF SCHOOL</u>								
	<u>Grade</u>		<u>Grade</u>		<u>Grade</u>		<u>Total</u>	<u>%</u>
	<u>7</u>	<u>%</u>	<u>7-8</u>	<u>%</u>	<u>7-9</u>	<u>%</u>		
Schools Reporting	1	1	39	35	72	64	112	100
Schools Rept. Guid. Pers.	1	1	25	22	57	52	83	74
Schools Rept. No Guid. Pers.			14	13	15	13	29	26
Full Time Personnel	2	1	10	6	55	30	67	37
Part Time Personnel			25	14	90	49	115	63
Total	2	1	35	20	145	79	182	100

One extremely important point of interest is that there were 29 schools that reported a guidance program but have no official guidance staff. If this figure were combined with the previously mentioned 14 schools (no guidance

program, Table III) it would mean that 43 schools or 34 18.
percent of the total reporting schools have no guidance
staff.

When broken down to show the average number of
guidance personnel per school out of 126 schools the
figures would run like this:

Average number of guidance personnel per school - 1.4.
Average number of part time guidance personnel per school - .9.
Average number of full time guidance personnel per school - .5.

If these averages were figured on the basis of the
83 schools that reported the guidance personnel, the break-
down would be as follows:

Average number of guidance personnel per school - 2.2.
Average number of part time guidance personnel per school - 1.4.
Average number of full time guidance personnel per school - .8.

In order to present a broader outlook as to the
guidance personnel reported the figures in Table VI are
shown. This table shows that 73 percent of the guidance
personnel work in schools from cities of 25,000 and over.
Of course 56 percent of the reporting schools also come
from this population range; but in comparison there are
considerably fewer guidance people working in towns and
cities under 25,000 population.

TABLE VI

GUIDANCE PERSONNEL REPORTED ACCORDING TO POPULATION

<u>Popu- lation-</u>	<u>No. Schs.</u>	<u>Full Time Guid. Pers.</u>	<u>Part Time Guid. Pers.</u>	<u>Total Guid. Pers.</u>	<u>%</u>	<u>No Guid. Pers.</u>	<u>%</u>
0- 999	1		1	1	2		
1000- 4999	11		6	6	3	6	21
5000- 9999	18	2	5	7	4	11	38
10000- 14999	9	5	17	22	12	1	4
15000- 24999	10	6	6	12	6	2	7
25000- 49000	22	18	26	44	24	3	10
50000- 99999	23	12	40	52	28	3	10
100000- up	18	24	14	38	21	3	10
Total	112	67	115	182		29	

Out of the total of 182 guidance staff members reported only 102 or 56 percent have been certified according to state requirements. This means that 44% of the people doing formal guidance work are not certified. The question was stated in such a way as to find the number qualified for state certification, but not necessarily being certified or possessing a certificate. This would imply that 44% of

the personnel working in the guidance field in Massachusetts²⁰. junior high schools are unqualified to do so.

Training levels for 160 of the 182 guidance personnel reported are presented in Table VII.

TABLE VII

<u>TRAINING LEVEL OF GUIDANCE STAFF MEMBERS</u>		
<u>Training Level</u>	<u>Number</u>	<u>Percent</u>
PhD	1	1
EdD	3	2
MA	20	13
EdM & 30 hrs.	3	2
EdM	93	58
MS	4	3
BS	27	17
BA	8	5
Certificate	1	1
Total	160	

Table VII shows that 93 personnel have their Master of Education Degree. This figure engulfs 58 percent of the 160 total. Of the personnel doing guidance work, 76 percent have a degree beyond the bachelor level.

Official positions or titles of guidance staff members are shown in Table VIII. It should be known that

the titles Director of Guidance and Guidance Director were considered the same. Most popular was the title, Guidance Counselor, with 34 schools reporting at a percent of 30.

TABLE VIII

OFFICIAL POSITIONS OR TITLES OF GUIDANCE STAFF MEMBERS

<u>Position Title</u>	<u>Number</u>	<u>Percent</u>
Guidance Counselor	34	30
Counselor	26	23
Principal	22	20
Director of Guidance	20	19
Submaster	3	3
Guidance Coordinator	2	2
Vice-Principal	2	2
Guidance Consultant	1	1
Head of Guidance	1	1
Teacher-Vocations	1	1
Total	112	

Principals stand very high in the listing with a total of 22 and percent of 20. Guidance names and/or terminology did, however, lead in the list with 75 percent being mentioned. Ninety percent of the titles in use were divided between Guidance Counselor, Counselor, Principal and Director of Guidance.

The guidance programs broken down were arranged as follows in Table IX. Three year programs ranked first with a total of 49 or 44 percent and second were the schools with a limited program showing 36 responding. The percent was 31.

TABLE IX

<u>TYPES OF GUIDANCE PROGRAMS</u>		
<u>Type</u>	<u>Number</u>	<u>Percent</u>
3 year	49	44
2 year	20	19
1 year	6	5
limited	36	31
being planned	15	13
Responding schools:		100

Number of schools possessing a private guidance offices are:

Yes:	62	56%
No:	49	44%
Responding:	111	99%

This would imply that private counseling sessions must suffer in 44 percent of the schools since there are no private offices.

In-service guidance training for teachers was reported as:

Yes:	31	28%
No:	79	72%
Responding:	110	98%

The figures presented in Table X are those showing the frequency of in-service guidance training for teachers. Thirty-nine percent of the schools that reported in-service training favored monthly sessions. Weekly training was stated by 10 percent of the schools and two schools did not report. The schools that reported 3 and 5 year frequencies mentioned that teachers were asked to take a guidance course within this period of time.

TABLE X

<u>FREQUENCY OF IN-SERVICE GUIDANCE TRAINING</u>		
<u>Frequency</u>	<u>Number</u>	<u>Percent</u>
Monthly	12	39
Weekly	3	10
Yearly	2	6
Bi-weekly	1	3
16 week course given by director	1	3
3 months	1	3
3 years	5	17
5 years	4	13
Not started	2	6
Total	31	

Schools publicized their guidance programs in many ways as shown in Table XI. PTA meetings head the listing

with 74 percent of the reporting schools signifying this means. Radio was ranked the lowest showing only 5 percent of the schools. This table is based on the affirmative responses of 74 schools:

Yes:	74	69%
No :	33	31%
Responding:	107	96%

TABLE XI

WAYS OF PUBLICIZING GUIDANCE PROGRAMS

<u>Ways</u>	<u>Number</u>	<u>Percent</u>
PTA Meetings	55	74
Newspaper	49	66
Bulletin Boards	49	66
School Assemblies	45	61
Visiting Days	35	47
Public Speaker	23	31
Clubs	11	15
Radio	4	5

The question, "Does the community understand and cooperate with your program?" was answered--

Yes:	74	75%
No :	25	25%
Responding:	99	88%

In this question, comments were asked for and some of the results are as follows:

Negative Comments

1. community doesn't care
2. when necessary
3. limited degree
4. not aware of need
5. on the increase
6. community doesn't know about a guidance program
7. lack of understanding
8. neither principal nor superintendent realize need and make no effort

Affirmative Comments

1. particularly in vocational guidance
2. by referring problems to school
3. parents ask for service regularly
4. overwhelming response for scheduled conferences
5. guidance directors report in Town Report
6. excellent response
7. community most guidance conscious

Comments such as "community doesn't know about a guidance program"; "lack of understanding", and "not aware of need" only point out the strong weakness of the guidance programs in those individual communities. They are admitting their own defeat.

COUNSELING

A counselor is available at all times: Yes: 61 56%
 No: 48 44%
 Responding: 109 97%

TABLE XII

PUPIL-COUNSELOR RATIO
 (based on one counselor to listed number of pupils)

<u>Number Pupils</u>	<u>Number Schools</u>	<u>Percent Schools</u>
50-99	3	3
100-199	19	17
200-299	16	14
300-399	22	20
400-499	11	10
500-599	12	11
600-699	6	5
700-799	7	6
800-899	5	4
900-999	4	4
1000-1099	4	4
1100-1700	3	3
Total	112	

83% (schools with 200-399 pupils)
 19% (schools with 800-999 pupils)
 74% (schools with 50-399 pupils)
 26% (schools with 800-1099 pupils)

The pupil-counselor ratio is reported by 112 junior high schools, presented in Table XII, shows 22 schools

(20%) with a ratio of 300-399 pupils to one counselor. The highest ratio was 1700:1 and the lowest was 50:1 but these figures are not shown in the table. Seventy-four percent of the schools have a ratio ranging from 50-599:1 and 26 percent range from 600-1700:1. The ratios are extremely high, but at least the largest percent of the schools are categorized in the lower half of the table.

TABLE XIII

<u>HOURS AVAILABLE PER WEEK BY COUNSELORS FOR INDIVIDUAL COUNSELING</u>		
<u>Hours</u>	<u>Schools</u>	<u>Percent</u>
1-5	13	19
6-10	17	25
11-15	5	7
16-20	15	22
21-25	10	15
26-30	2	3
31-35	0	0
36-40	3	4
41-65	3	4
<u>Total</u>	<u>68</u>	

Hours available per week by counselors for individual counseling are shown in Table XIII. Only 68 schools or 61 percent responded to this question. Many replied that the hours varied so greatly they could not answer the question.

One school reported 65 hours available by counselors for individual counseling. This figure was the largest reported. The smallest number of hours available, reported by 3 schools was 3 hours.

Counselors that teach subjects other than guidance was reported as:

Yes:	51	56%
No:	40	44%
Responding:	91	81%

TABLE XIV

SUBJECTS THAT COUNSELORS TEACH IN ADDITION
TO GUIDANCE DUTIES

<u>Subjects</u>	<u>Number Teaching</u>	<u>Percent</u>
Social Studies	18	22
English	17	21
Math	14	18
Physical Ed.	7	9
Occupational Info.	5	6
Science	4	5
Latin	3	3
Art	2	2
Geography	2	2
Others	10	12
Total	82	

The question on the questionnaire that determined the results for Table XIV was not properly worded. It reads, "Does the counselor teach any subjects other than guidance"? and it should have read, "Are there any subjects that the counselors teach in addition to their guidance duties"? As it stands, Social Studies was the highest in the table with 18 counselors teaching this subject. Combining Social Studies, English and Math they compile 61 percent of the total.

Classroom (homeroom) teachers doing individual counseling:

	Yes:	67	66%
	No:	35	33%
In guidance office:		4	6%
In homeroom:		63	94%
Responding:		102	91%

It was felt by this writer that this question was misinterpreted by many of the responding schools. The word formal was omitted by mistake and allowing incidental counseling to be considered. The question should have read, "Do classroom (homeroom) teachers do formal individual counseling"?

Referring to the above mentioned counseling teachers, do they report to a head counselor:

	Yes:	34	52%
	No:	33	48%
	Responding:	67	60%

The statement, "how often", was asked and the responses were few. Most common was "when necessary" and "monthly".

Counseling is done during homeroom periods:

Yes: 49 61%
No: 31 49%

The number of hours per week devoted by homeroom teachers to individual counseling is stated in Table XV. Note that 22 schools or 45 percent of those that said they had counseling during homeroom periods failed to state number of hours.

TABLE XV

HOURS PER WEEK DEVOTED BY HOMEROOM TEACHERS
TO INDIVIDUAL COUNSELING

<u>Hours</u>	<u>Schools</u>	<u>Percent</u>
$\frac{1}{2}$	7	4
1	13	48
$1\frac{1}{2}$	2	8
2	5	20
3	3	12
4	1	4
12	2	8
Total	27	55%
Not Reporting	22	45%

Group counseling sessions used, (picked pupil groups discuss problems)

Yes: 43 49%
No: 46 51%
Responding: 89 79%

The number of responses to the group counseling question is much too high. It is assumed that the greatest number of affirmative responses were meant to be regular classroom groups, rather than picked groups for counseling purposes.

Individual controlling these group counseling sessions are:

Counselors:	31	76%
Homeroom teachers:	12	24%
Responding:	43	100%

New pupils are interviewed, by guidance personnel, for the purpose of proper homeroom and class placement:

Yes:	61	61%
No:	39	39%
Responding:	100	89%

Pupils are interviewed who desire to or should transfer to occupational, vocational schools, or other junior high schools:

Yes:	97	94%
No:	6	6%
Responding:	103	92%

Outstanding pupils are interviewed for possible acceleration:

Yes:	43	43%
No:	58	57%
Responding:	101	90%

Frequency of above interviews:

End of term:	10	23%
Once a year:	7	17%
Varies:	26	60%
Total:	43	100%

The acceleration of students in junior high school

was one of the functions of the school when it was first established. The idea of acceleration is slowly fading away.

Pupils who are in danger of failing are interviewed:

	Yes:	101	96%
	No :	4	4%
	Responding:	105	94%
Frequency:	Once a year:	70	69%
	When needed:	16	16%
	Five weeks:	8	8%
	Others:	3	3%
	Total:	101	100%

Pupils who are repeating a grade are interviewed:

	Yes:	87	84%
	No :	17	16%
	Responding:	104	93%

Pupils are counseled who are emotionally or socially maladjusted:

	Yes:	101	97%
	No :	3	3%
	Responding:	104	93%
What is done:	Interviews:	72	43%
	Tests:	57	33%
	Referrals:	25	15%
	Sent to nurse:	4	3%
	Home visits:	5	3%
	Others:	5	3%

Pupils are interviewed who are in need of financial

aid:	Yes:	38	37%
	No :	66	63%
	Responding:	104	93%

Financial aid available:

	Public Welfare:	11	29%
	School fund :	8	21%
	Parent-Teacher Association:	6	16%
	Service Organizations:	5	13%
	Donations:	3	8%
	Others:	5	13%
	Total:	38	100%

Pupils are interviewed who wish to withdraw from school:

Yes:	86	90%
No:	10	10%
Responding:	96	96%

Parents are interviewed or contacted previous to withdrawal:

Yes:	75	82%
No:	17	18%
Responding:	92	82%

The percent of 16 year olds (potential dropouts) retained by the junior high schools is shown in Table XVI. This question had the lowest response of any question in the questionnaire. Only 62 schools responded, 55 percent, which implies the other 50 schools were either ashamed to answer, did not know and could not be troubled to find out, or are not confronted with the problem. Fourteen schools listed the percent retained between 91 and 100. Note that 49 percent of the schools list a retainable percent between 81 and 100. Also, that 39 percent are listed between the retainable percents of 41 and 70. See Table XVI on the following page.

Pupils come freely for counseling:

Frequently:	49	48%
Sometimes:	50	49%
Never:	3	3%

One of the schools that checked never in answer to the above, inserted a clarification that counseling is only scheduled.

TABLE XVI

<u>PERCENT OF POTENTIAL DROPOUTS RETAINED</u>		
<u>Percent retained</u>	<u>Number schools</u>	<u>Percent schools</u>
1-10	2	5
11-20	1	2
21-30	0	0
31-40	0	0
41-50	7	16
51-60	1	2
61-70	9	21
71-80	1	2
81-90	8	19
91-100	14	33
Sub total:	43	38
Have no dropouts:	19	31
Total:	62	55

Pupils are interviewed to assist them with their educational and vocational plans:

	Yes:	83	82%
	No:	7	7%
	Responding:	90	80%
When interviewed:	Fall:	21	25%
	Winter:	34	40%
	Spring:	59	71%
	Others:	3	3%
Above interviews are:	Required:	69	89%
	Optional:	14	11%

35.

Pupils that desire counseling usually are:

Referred by teacher:	79	75%
Referred by fellow student:	9	9%
Come under own volition:	58	55%
Referred by parents:	2	2%
Responding:	105	94%

In the above statement it should be noted that there was more than one answer from each school. In further studies, the word "usually" should be replaced by "most frequently". If retained, then further explanation like "check one" should be inserted.

Parents are interviewed:	Yes:	104	98%
	No:	2	2%
	Responding:	106	95%
	At school:	91	87%
	At home:	23	22%
	By phone:	67	64%
Only when problem arises:		47	45%
To promote school-parent understanding and relationship:		53	51%

Two interesting comments, showing differences in philosophy, in reference to the terms "at home" and "by phone" are noteworthy. One principal wrote "never" after "at home" and another principal wrote "never" after "by phone".

There is a counseling day for parents when schools are dismissed:

are dismissed:	Yes:	11	11%
	No:	84	89%
	Responding:	95	84%
Parent visits scheduled:	Yes:	8	73%
	No:	3	27%

Classroom teachers are cognizant of counseling activities, so that they report information to the counselor, and/or for the individual inventory:

Yes:	76	81%
No:	18	19%
Responding:	94	84%

The responsibility for case referrals to community organizations rests upon:

Principal:	78	85%
Counselor:	51	56%
Nurse:	12	13%
Others:	10	11%
Responding:	91	81%

Community organizations utilized for case referrals are listed in Table XVII. There were 91 schools that responded to the question or 81 percent of the schools reporting guidance programs.

There were 545 school responses in Table XVII. The average number of organizations utilized by each reporting school was six. The S. P. C. C. stood first on the list with 66 percent of the schools reporting this organization.

TABLE XVIICOMMUNITY ORGANIZATIONS UTILIZED FOR CASE REFERRALS

<u>Organizations</u>	<u>Number Schools</u>	<u>Percent Schools</u>
Society for the Prevention of Cruelty to Children	61	67
Family Service	57	63
Public Welfare Department	54	59
Mental Health Clinic	53	60
State Association for Mental Health	38	42
Childrens Medical Center	37	41
Boy Scouts	29	32
Girl Scouts	29	32
YMCA	24	26
Catholic Youth Organizations	22	24
Guild for the Hard of Hearing	20	21
Protestant Community Center	14	15
Catholic Welfare Bureau	13	14
YWCA	13	14
Boys Club	12	13
Guild for the Deaf	12	13
Salvation Army	11	12
Home and School Association	7	8
B'Nai B'Rith Youth Organization	6	7
Others	21	22
Total	545	

The number of referrals made to community organizations was asked, but the response was not too high in comparison with the reporting of the organizations. There were 70 schools (63%) that reported the number of referrals made. Table XVIII presents these figures.

TABLE XVIII

NUMBER OF REFERRALS MADE TO COMMUNITY
ORGANIZATIONS DURING SCHOOL YEAR

<u>Number referrals</u>	<u>Number schools</u>	<u>Percent schools</u>
1-5	23	33
6-10	21	30
11-15	8	11
16-20	4	6
21-25	7	10
26-30	2	3
31-35	5	7
Total	70	

Note that 63 percent of the schools reported between 1 and 10 referrals per year. Brokendown, the number of referrals ranges from one a school year to one every four weeks. But, when considering 35 referrals, it is almost one a week.

The number of specialized persons or services provided by each school department is presented in Table XIX. It was attempted by this writer to seek out the number of specialized services utilized by each school as well as the total provided by the school departments,

As it was it did not work out that way, hence, Table XIX^{39.} does not pertain necessarily to the services in individual schools.

TABLE XIX

<u>SPECIALIZED PERSONS OR SERVICES PROVIDED</u>		
<u>BY SCHOOL DEPARTMENTS</u>		
<u>Person or Service</u>	<u>Schools</u>	<u>Percent</u>
School Nurse	103	100
School Doctor	100	96
Attendance Officer	90	87
Remedial Reading	66	64
Hearing Loss	65	63
Speech Defect	55	53
Sight Conservation	52	50
School Psychologist	44	43
Visiting Teacher	40	39
School Social Worker	24	23
School Psychiatrist	21	20
Others	7	7
Responding	103	92

The school nurse, doctor and attendance officer averaged 94 percent of the reporting schools and were by far the most utilized by any specialized person or services.

INDIVIDUAL INVENTORY

There is an individual inventory service provided (complete folder of information in addition to the cumulative academic record):

Yes:	77	72%
No:	30	28%
Responding:	107	96%

Appropriate areas that are included in individual files are given in broad groupings with no individual breakdowns. These areas are presented in Table XX. It is quite understandable that school history tops the grouping with 90 percent of the schools reporting. There were 10 schools or 10 percent that did not include school history in their individual files. Since school history is imperative for a proper file it was either an oversight on the part of the individual that completed the questionnaire or the fact their files are not the least bit comprehensive.

The collection of the information presented in Table XX is of importance. The methods used are given in a fairly concise manner as shown in Table XXI. Standardized tests are shown first with 92 schools (89%) reporting. Personal interviews are next, with a percent of 76. Of the schools reporting, 72 percent use the first three methods as shown in Table XXI.

TABLE XXAREAS INCLUDED IN INDIVIDUAL FILES

<u>Areas</u>	<u>Schools</u>	<u>Percent</u>
School history	93	90
Personal data	91	88
Measured aptitudes and personality traits	79	77
Health data	78	76
Home and community back- ground	59	57
Interest and plans	57	55
Non-academic experiences	57	55
Others	6	6
Responding	103	92

TABLE XXIMETHODS USED IN COLLECTION OF PUPIL INFORMATION

<u>Method</u>	<u>Schools</u>	<u>Percent</u>
Standardized tests	92	89
Personal interviews	78	76
Anecdotal records	56	54
Discussion methods with group and individuals	51	49
Biography	41	39
Autobiography	36	34
Rating scales	33	32
Inventories and check lists	26	25
Sociometric techniques	7	7
Time sampling	7	7
Placing individuals in controlled or structural situations	5	5
Others	5	5
Responding	103	92

In conjunction with Table XXI, Table XXII is shown to furnish the names of standardized tests used in the functioning guidance program of the junior high schools. The response to the question was excellent with 100 schools reporting; the percent was 98. They were asked to check only those tests used with a certain degree of frequency. The results are presented in Table XXII.

TABLE XXII

STANDARDIZED TESTS USED WITH FREQUENCY
IN FUNCTIONING GUIDANCE PROGRAMS

<u>Tests Used</u>	<u>Schools</u>	<u>Percent</u>
Stanford Achievement	70	64
Otis Quick Scoring Mental Ability	69	63
Stanford Binet	63	57
California Mental Maturity	53	48
Kuder Preference Record	37	34
Wechsler Intelligence Scale for Children	37	34
Metropolitan Achievement	30	28
Iowa Every-Pupil Test of Basic Skills	27	25
Kuhlman Anderson Intelligence	26	24
California Achievement	25	23
Cooperative Series	17	16
Otis S-A Test of Mental Ability	16	15
DAT Space Relations	13	12
Pinter General Ability	12	11
SRA Primary Mental Ability	11	10
California Interest Inventory	10	9
Hermon-Nelson	10	9
Minnesota Paper Form Board	9	8
DAT Series	7	6
Others	33	30
Responding	110	98
Average number of tests used:	5	

The Stanford Binet, which is an individually administered test, was listed by 57 percent of the reporting schools as a frequently used test. The degree of frequency is questionable because of the length of time required to administer and interpret.

The average number of tests used by each reporting school was five.

Teachers use test results:	Frequently:	59	54%
	Sometimes:	49	45%
	Never:	2	1%
	Responding:	110	98%

Test results are used as a basis for sectioning:	Yes:	61	56%
	No:	38	35%
	Sometimes:	9	9%
	Responding:	108	96%

Case studies are made and used:	Yes:	46	46%
	No:	55	54%
	Responding:	101	90%

The approximate number of case studies used per school year was asked and the results are shown in Table XXIII. Sixteen schools out of 46 did not respond to this question making the percent 35. The most common number of case studies made was between 6 and 10. The percent for this figure was 33.

TABLE XXIII

<u>CASE STUDIES MADE PER SCHOOL YEAR</u>		
<u>Number</u>	<u>Schools</u>	<u>Percent</u>
1-5	6	20
6-10	10	33
11-15	4	13
16-20	4	13
21-25	5	17
26-up	1	4
Responding	30	65

Case conferences (student problem solving meetings between teachers, counselors, health, etc.) are used:

Yes:	49	52%
No:	45	48%
Responding:	94	84%

The number of case conferences used was reported by only 28 schools out of the total of 49 that said they used them; the percent was 57. Therefore, 43 percent or 21 schools failed to respond. The results are shown in Table XXIV.

TABLE XXIV

CASE CONFERENCES USED PER SCHOOL YEAR

<u>Conferences Used</u>	<u>Schools</u>	<u>Percent</u>
1-5	6	21
6-10	10	36
11-15	2	7
16-20	2	7
21-25	4	14
26-30	0	0
31-35	3	11
36-up	1	4
Responding	28	57

A cumulative record is used aside from the normal

administrative record:	Yes:	78	74%
	No:	28	26%
	Responding:	106	95%

the:	This cumulative record started in		
	Elementary school:	71	81%
	Reporting school:	17	19%
	Responding:	88	78%

This record will continue with the child through-

out high school:	Yes:	72	82%
	No:	16	18%
	Responding:	88	78%

Teachers and administration make full use of guidance

records:	Yes:	63	63%
	No:	37	37%
	Responding:	100	89%

EDUCATION-OCCUPATION INFORMATION

This service is utilized to aid the student to know his requirements, restrictions, opportunities, and impingements of his social and physical environment.

The phases of the informational program cover:

Occupations:	87	88%
Education:	97	98%
Social:	68	69%
Responding:	99	88%

The 68 schools (69%) that reported a social phase to their informational program give emphasis to the fact that junior high schools are breaking away from the straight vocational guidance and are now giving consideration to the more personal problems of their pupils.

The information program is accessible to:

Students:	20	21%
Staff:	6	6%
Both:	73	75%
Responding:	99	88%

Pupils and staff members are oriented in use of material:

Yes:	86	87%
No:	13	13%
Responding:	99	88%

Oriented by:

Formal program:	24	28%
Upon need of material:	62	72%

Pupils are free to borrow the information:

Yes:	89	90%
No:	10	10%

Material is collected by:

Counselor:	78	79%
Interested staff members:	28	28%
Principal:	10	10%
Others:	10	10%
Responding:	99	88%

48.

There is an education-occupation library:	Yes:	54	55%
	No:	45	45%
	Responding:	99	88%

The main library keeps and maintains the education-occupation library:	Yes:	28	33%
	No:	57	67%
	Responding:	85	76%

Commercial sources are used to obtain material.

Sources other than the life insurance companies, National Association of Manufacturers, and local industries, were Science Research Associates and Chronicle. SRA was named by 12 schools or 11 percent and Chronicle was named by 6 schools or 5 percent of the total schools (112).

Audio-visual aids are used in guidance programs:	Yes:	73	77%
	No:	21	23%
	Responding:	94	83%

The most common aids used were filmstrips, 16mm movies, and slides.

There is a homeroom guidance program:	Yes:	44	44%
	No:	56	56%
	Responding:	100	89%
Number of periods per week:	1-	37	84%
	2-	5	11%
	3-	2	5%
Grade level :	7-	38	86%
	8-	38	86%
	9-	25	57%

Occupations and/or careers are included in the home-room guidance period:

Yes:	34	44%
No:	43	56%
Responding:	17	69%

Group guidance (occupations and/or career) classes are given:

Yes:	51	53%
No:	45	47%
Responding:	96	85%
Number of periods per week:		
1-	30	59%
2-	12	24%
3-	1	1%
4-	5	10%
Other-	3	6%
Number of weeks:		
1-10-	6	14%
11-20-	10	19%
21-30-	4	9%
31-40-	31	59%
Grade level:		
7-	24	47%
8-	32	63%
9-	27	53%

Group guidance classes are taught by: Counselor:	37	73%
Regular classroom teacher:	14	27%

Educational and/or occupational information is presented as an integrated part of regular subjects:

Yes:	41	43%
No:	54	57%
Responding:	95	84%

Social Studies was the academic subject most often mentioned in which educational-occupational information was given. Thirty schools listed this subject; the percent was 57. These facts may be found in Table XXV. Six schools listed guidance as the subject in which education-occupation information is given. Most probably these same six schools are referring to the group guidance classes previously mentioned.

TABLE XXV

COURSES IN WHICH EDUCATION-OCCUPATION
INFORMATION IS PRESENTED

<u>Courses</u>	<u>School</u>	<u>Percent</u>
Social Studies	30	57
Science	7	13
Guidance	6	11
Mathematics	5	9
English	4	8
Home Making	1	1
Mechanical Drawing	1	1
Total	54	
Responding	51	100%

Note in Table XXV that three schools listed more than one subject.

Each pupil is required to compile a career notebook and/or career paper before graduating:

Yes:	24	23%
No:	79	77%
Responding:	103	92%

In addition to education-occupation classes or group guidance classes, the ways and means of presenting and/or promoting the information service are presented in Table XXVI.

TABLE XXVI

PRESENTATION AND/OR PROMOTION OF
INFORMATION SERVICE

<u>Methods</u>	<u>Schools</u>	<u>Percent</u>
Bulletin boards	51	52
Information file	47	49
Assembly programs	39	40
Trips to industries	30	30
Occupational conferences	25	25
Career days	13	13
Clubs	7	7
College days	6	6
Others	9	9
Responding	99	88

There is an orientation program used by 73 schools or 75 percent of 99 reporting schools. Orientation was defined as assisting the student in gaining an objective understanding of a new environment and a feeling of belonging in his new surroundings. Table XXVII presents the ways in which these orientation services are rendered.

TABLE XXVII

METHODS OF ORIENTATION

<u>Methods</u>	<u>Schools</u>	<u>Percent</u>
Visits to the school by expected new pupils	48	49
Planned units for the first month of school	38	38
Student handbook	32	32
Orientation of parents	27	27
Bulletin for parents	19	19
Showing of slides, filmstrips or movies	18	18
Counselor visits 6th grades in Spring	6	6
Big brother-big sister activities	2	2
Others	6	6
Responding	73	75

PLACEMENT

Schools reporting a placement service:	Yes:	21	19%
	No:	88	81%
	Responding:	109	97%

Of the 21 schools that reported having a placement service, 72 percent or 15 schools classified their service as centralized -- counselor's duty. Out of the remaining six schools three or 14 percent reported a centralized-decentralized services and the other three gave no classification.

During the school year, pupils are aided in their transfers from one section to another:

Yes:	65	72%
No:	25	28%
Responding:	90	80%

The transfer usually follows this pattern. The counselor has initial interviews with pupil and then by cooperative effort between the pupil, parents and principal the counselor arranges the program change.

Pupils are aided in their transfers from one school to another:

Yes:	61	61%
No:	35	39%
Responding:	96	86%

When a pupil transfers to another school there is the terminal interview, records are mailed, counselor to counselor phone call (if school is near by), and/or

counselor to counselor correspondence.

Pupils are assisted in the selection of curricula
or school subjects:

Yes:	90	92%
No:	8	8%
Responding:	98	87%

This is accomplished by group and individual guidance
by counselors, assemblies and Social Studies classes.

These were the most frequently listed ways.

Pupils are assisted in their choice of:

Vocational school:	78	89%
Private school:	44	50%
Other training situations when they leave school:	47	53%
Responding:	88	78%

Pupils are assisted in their selection of extra-
class activities:

In school:	61	100%
In the community:	23	38%
Responding:	61	54%

Pupils are aided in obtaining employment:

Part time:	32	91%
Summer:	29	83%
Responding:	35	31%

Pupils are aided in locating and securing permanent
employment when they leave school after graduation or

otherwise:

Yes:	17	21%
No:	64	79%
Responding:	81	72%

FOLLOW-UP

Follow-up services at the junior high school level are not at all established. Many junior highs are included as part of the follow-up of the high school, therefore this writer overlooked this fact and did not include a question or questions in the inquiry form to bring out this situation. For further studies, this is an important factor.

Follow-up services are established:

Yes:	19	17%
No:	90	83%
Responding:	109	97%

These services concern the school in entirety:

Yes:	11	58%
No:	8	42%

These services concern only the guidance department:

Yes:	8	42%
No:	11	58%

Methods used in follow-up are:

Questionnaire:	8	42%
Personal interview:	1	59%
Informal routine checks with		
teachers and pupils:	12	63%
Telephone:	1	5%

Follow-up studies are conducted with:

Graduates:	11	58%
Dropouts:	3	16%
In-school pupils:	4	21%
Teaching staff:	4	21%

The frequency of follow-up studies is:

Every year:	13	68%
Every three years:	2	10%
When possible:	2	10%
As desired:	2	10%

CHAPTER V

SUMMARY AND CONCLUSIONS

SUMMARY

Guidance in the junior high schools of Massachusetts is definitely becoming more and more recognized or wanted. There were 112 schools that reported guidance programs, 83 schools reported having a designated guidance staff but a limited guidance program, and 14 schools reported no guidance program. In addition, 14 schools reported guidance programs are being planned.

You could say then, that 126 schools have recognized the need for guidance. This would be 66 percent of the junior high schools in Massachusetts. I am not saying that this is good or bad, but it does represent two-thirds of the junior high schools in Massachusetts.

In order to show the current trend of guidance in the junior high schools of Massachusetts, the following information is presented. This information will represent the majority of the schools (66 percent that responded) and considering that the respondents were accurate in their furnishing of the information, the services listed below should be accurate.

CURRENT GUIDANCE ACTIVITIES IN MASSACHUSETTS
JUNIOR HIGH SCHOOLS AS DETERMINED BY THIS STUDY
(based on 66 percent of schools that responded)

GENERAL

1. Average number of guidance personnel per school -
1.4. (126 schools)
2. Average number of part time guidance personnel
per school - .9. (126 schools)
3. Average number of full time guidance personnel
per school - .5. (126 schools)
4. Average number of guidance personnel certified -
.8. (126 schools)
5. Training level - Master of Education.
6. Guidance program is publicized through - PTA
Meetings, bulletin boards and newspapers.
7. Community understands and cooperates with the
program.

COUNSELING

1. The mode of pupil-counselor ratio is 300-399
pupils to one counselor. (part time and/or full time)
2. Classroom teachers do individual counseling in
the homeroom.

3. The mode concerning the number of hours per week devoted by homeroom teachers to individual counseling is one hour.

4. Pupils are interviewed who desire to or should transfer to occupational, vocation schools, or other junior high schools.

5. Pupils who are in danger of failing are interviewed at the end of each term.

6. Pupils are interviewed if they are repeating a grade.

7. Pupils are counseled who are emotionally or socially maladjusted.

8. Pupils and parents are interviewed if pupil wishes to withdraw from school.

9. Pupils sometimes request counseling.

10. Ninth grade pupils are interviewed in the Spring to assist them with their educational and vocational plans. These interviews are required.

11. Pupils desiring counseling usually are referred by teacher.

12. Parents are usually interviewed at school.

13. Teachers are cognizant of counseling activities and report information to the counselor 6-10 times a week.

14. The principal is responsible for case referrals

to community organizations.

15. One to five referrals are made per school year, most generally to the Society for the Prevention of Cruelty to Children, Family Service, Public Welfare Department, Mental Health Clinic, State Association for Mental Health and The Children' Medical Center in the order in which they appear.

16. Specialized persons or services provided by the school department are the school nurse, doctor, and attendance officer.

INDIVIDUAL INVENTORY

1. There is an individual inventory service.

2. The appropriate areas that are included in the individual files are school history, personal data, measured aptitudes and personality traits, and health data.

3. Methods used in collection of the information are standardized tests and personal interviews.

4. Standardized tests most generally used are the Stanford Achievement, Otis Quick Scoring Mental Ability, Stanford Binet, California Mental Maturity, and Kuder Preference Record.

5. There is a cumulative record, which started in the elementary schools, aside from the normal administrative

record, and this record will continue with the student throughout high school.

EDUCATION-OCCUPATION INFORMATION

1. The phases of the informational program cover occupations, education and social.

2. Students and staff have access to the information and are oriented in its use upon need of material.

3. The counselor collects the material.

4. Audio-visual aids are used to supplement the guidance program.

5. There is an orientation program. This service is most generally rendered by having expected new pupils visit the school, and by student handbooks.

PLACEMENT

1. No formal program.

2. Pupils are aided in their transfers from one section to another. This is accomplished by the cooperative efforts of the counselor, pupil, parents, and principal.

3. Pupils are assisted in their selection of curricula or school subjects by group and individual

4. Pupils are assisted in their choice of vocational school and in selecting extra-class activities.

FOLLOW-UP

There is no formal follow-up program;

CONCLUSIONS

In view of what has been said, the over-all guidance program of the Massachusetts junior high schools should be broadened. Since there is an average of 400-450 pupils to .5 full time guidance personnel it is evident that these people in the field are at maximum performance when the evidence in Chapter IV is considered. State, National, International, and professional associations are consistent in recommending, for the secondary school guidance program, a full time counselor who serves 250-300 pupils. Using this figure as a basis for assigning guidance personnel, the junior highs are highly understaffed.

There is a definite need for more properly trained personnel to administer guidance programs. Of those assigned as either part or full time counselors, slightly over half meet state certification requirements.

Individual counseling is limited. Figure approximately 425 pupils per school and allow approximately 13 hours per week for counseling (Table XIII) by .5 of a counselor, each pupil would be allotted about .9 of a minute per week. This figure is extremely insufficient.

If the number of qualified full time guidance personnel was increased one and one-half times the overall guidance picture in the junior high schools would be brighter and the needs of adolescents would be more effectively met.

Recommendation for further related studies:

Since the adolescent age is a time of major change, there is a great need for guidance. If further studies of this or similar nature are conducted, a greater interest could possibly be stimulated and guidance at the junior high level given more attention.

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APPENDIX

A STUDY OF CURRENT GUIDANCE SERVICES
IN MASSACHUSETTS JUNIOR HIGH SCHOOLS

Questionnaire to be completed by: _____
Position _____

GENERAL

1. Name of school _____ Population of city _____
Address _____
School enrollment: Total _____; 7th _____; 8th _____; 9th _____.
2. Official members of guidance staff (so named according to contract):
Full time counselors _____; Part time counselors _____
number number
3. How many members are certified according to state requirements?
Number _____ (Administrator, 18 semester hours in guidance; Counselor,
12 semester hours in guidance).
4. What are training levels? Number with PhD _____; EdD _____; MA _____; EdM _____;
MS _____; BS _____; BA _____; Certificate _____.
5. Official positions or titles of guidance staff members:

6. The guidance program is a: 3 year program(); 2 year(); 1 year();
limited program(); program being planned(); none()
7. Is there a private guidance office? Yes(); No().
8. Is there an in-service guidance training for teachers? Yes(); No()
How often? _____
(courses, meetings, workshops, etc.)
9. Is the guidance program publicized? Yes(); No(). In what way:
Newspaper(); PTA Meetings(); Public speeches(); Visiting days();
Radio(); School assemblies(); Clubs(); Bulletin boards().
How often are these methods used:
10. Does the community understand and cooperate with your program?
Yes(); No(); Comments: _____

COUNSELING

1. Is there a counselor available at all times? Yes(); No().
2. What is the pupil-counselor ratio? _____.
3. State hours available per week by counselors for individual
counseling: _____.

4. Does the counselor teach any subject other than guidance? Yes() No()
If so, what: _____
5. Do classroom (homeroom) teachers do individual counseling?
Yes(); No(). Where: Guidance office(); Homeroom(); Other
6. Do the above counseling teachers report to a head counselor?
Yes(); No(). How often:
7. Is this counseling done during homeroom periods? Yes(); No().
8. Number of hours per week devoted by homeroom teachers to individual counseling: _____.
9. Are group counseling sessions used? (picked pupil groups discuss problems) Yes(); No().
10. Who controls this group counseling? Counselor(); Homeroom teacher()
11. Are new pupils interviewed, by guidance personnel, for the purpose of proper homeroom and class placement? Yes(); No().
12. Are pupils interviewed who desire to or should transfer to occupational, vocational schools, or other junior high schools? Y(); N().
13. Are outstanding pupils interviewed for possible acceleration?
Yes(); No(). How often: end of each term(); once a year(); other:
14. Are pupils who are in danger of failing interviewed? Y(); N().
How often: end of each term(); once a year(); other:
15. Are pupils interviewed if they are repeating a grade? Y(); N().
16. Are pupils counseled who are emotionally or socially maladjusted?
Y(); N(). What is done? interviews, tests, etc:
17. Are pupils interviewed who are in need of financial aid? Y(); N().
Is any financial aid available? Y(); N(). From where: _____
18. Are pupils interviewed who wish to withdraw from school? Y(); N().
Are parents interviewed(contacted) previous to withdrawal? Y(); N()
19. What percent of 16 year olds (potential dropouts) do you retain? _____
20. Do pupils come freely for counseling? Frequently(); Sometimes();
Never().
21. Are ninth grade pupils interviewed to assist them with their
educational and vocational plans? Yes(); No(). When: Fall();
Winter(); Spring().
22. Are the above interviews required() or optional()?
23. Pupils desiring counseling usually are: referred by teacher();
fellow student(); come under own volition().

24. Are parents interviewed? Yes(); No(). At school(); At home(); By phone(); only when problem arises(); To promote school-parent understanding and relationship().
25. Is there a counseling day for parents when schools are dismissed? Yes(); No(). Are parent visits scheduled? Yes(); No().
26. Are classroom teachers cognizant of counseling activities, so that they report information to the counselor, and/or for the individual record? Yes(); No(). Approximate number of reports per week: _____
27. Who is responsible for case referrals to community organizations? Counselor(); Principal(); other: _____
28. Check community organizations utilized for case referrals:
 State Association for Mental Health(); Family Service();
 Public Welfare Department(); Society for the Prevention of Cruelty to Children(S.P.C.C.)(); Salvation Army(); Red Cross(); Boy Scouts(); Girl Scouts(); YMCA(); YWCA(); Boys Club(); Childrens Medical Center(); Mental Health Clinic(); Guild for the Hard of Hearing(); Guild for the Deaf(); Home and School Association(); B'Nai B'Rith Youth Organization(); Protestant Community Center(); Catholic Youth Organizations(); Catholic Welfare Bureau(); Other: _____
-
29. Average number of referrals made to community agencies during school year: _____.
30. Check each specialized person, agency or service provided by your school department; (circle your check if used by your school);
 Sight conservation(); Speech defect(); Hearing loss(); School Doctor(); School nurse(); Attendance officer(); School Psychologist(); School psychiatrist(); School social worker(); Visiting teacher(); Remedial reading teacher(); Other: _____

INDIVIDUAL INVENTORY

1. Is there an individual inventory service? (complete folder of information in addition to the cumulative, academic record) Y(); N()
2. Please check the appropriate areas that are included in individual files: Personal data(); School history(); Health data(); Measured aptitudes and personality traits(); Non-academic experiences(); Home and community background(); Interests & Plans()
 Other: _____
3. Please check methods used in collection of information: Time sampling(); Anecdotal records(); Autobiography; Biography(); Rating scales(); Standardized tests(); Sociometric techniques(); Personal interviews(); Inventories and check lists(); Discussion methods with group and individuals(); Placing individuals in controlled or structural situations(); Other: _____
-

4. Please check standardized tests used (with a certain degree of frequency): California Mental Maturity(); California Achievement(); Stanford Achievement(); California Interest Inventory(); Henmon-Nelson(); Kuhlman Anderson Intelligence Test(); Otis Quick Scoring Mental Ability(); Otis S-A Test of mental Ability(); Pinter General Ability(); SRA Primary Mental Ability(); Stanford Binet(); Weschler Intelligence Scale for Children(); Wiggly Piggly(); Hand, Tool, Dexterity(); Minnesota Paper Form Board(); DAT Space Relations(); General Clerical(); Minnesota Clerical(); Cooperative Tests(); Iowa Placement(); Iowa Every-Pupil Test of Basic Skills(); Metropolitan Achievement(); Bell Adjustment Inventory(); Thurstone Personality Schedule(); Blacky Pictures(); Guilford-Martin Scale(); Gilmore Sentence Completion(); Minnesota Multiphasic(); Rorschach(Kuder Preference Record(); Others: _____
5. Do teachers use test results? Frequently(); Sometimes(); Never().
6. Are test results used as a basis for sectioning? Yes(); No().
7. Are case studies made and used? Yes(); No().
Approximate number per school year: _____.
8. Are case conferences used? (student problem solving meetings between teachers, counselors, health, etc.) Yes(); No().
Approximate number per school year: _____.
9. Is there a cumulative record, aside from the normal administrative record? Yes(); No().
0. Did this record start in: Elementary school(); Your school().
1. Will this record continue with the child throughout high school? Yes(); No().
2. Do teachers and administration make full use of guidance records? Yes(); No().

EDUCATION-OCCUPATION INFORMATION

(Aid student to know the requirements, restrictions, opportunities and implegements of his social and physical environment)

1. Do the phases of your informational program cover:
Occupations(); Education(); Social().
2. Is this information service accessible to:
Students(); Staff(); Both().
3. Are pupils and staff members oriented in use of material? Yes(); No()
How: Formal program(); Upon need of material().
4. Are pupils free to borrow the information? Yes(); No().
- Who collects material? Librarian(); Counselor(); Interested staff members(); Other: _____

6. Is there an education-occupation library? Yes(); No().
7. Does the main library keep and maintain the education-occupation information? Yes(); No().
8. Are commercial sources used in obtaining material? Please list:

9. Are audio-visual aids used in your program? Yes(); No().
What aids are used: _____
10. Is there a homeroom guidance program? Yes(); No().
Number of periods per week: _____.
Grade level: _____.
11. Are occupations and/or careers included in the homeroom guidance period? Yes(); No().
12. Are group guidance (occupation and/or career) classes given? Y(); N()
Number of periods per week: _____. Number of weeks: _____.
Grade level: _____.
13. Who teaches these classes? Counselor(); Regular classroom teacher()
14. Is educational and/or occupational information presented as an integrated part of a regular subject? Yes(); No(). If yes, what subject(s): _____
15. Is each pupil required to compile a career notebook and/or career paper before graduating? Yes(); No().
16. The ways and means of presenting the information are:
Information file(); Assembly programs(); Clubs(); Bulletin Boards(); College days(); Career days(); Occupational conferences(); trips to industries(); Other: _____
17. Is there an orientation program? Yes(); No() (Assisting the student in gaining an objective understanding of a new environment and a feeling of belonging in his new surroundings).
18. In what ways are these services rendered: Student handbook(); Big brother-big sister activities(); Visits to the school by expected new pupils(); Planned units for the first month of school(); Orientation of parents(); Bulletin for parents(); Showing of slides, filmstrips or movies(); Other: _____

PLACEMENT

1. Is there a placement service? Yes(); No().
2. Could you classify this service as: Centralized -counselor's duty(); Decentralized -each teachers' duty(); Centralized-decentralized -both(); None of above(). Please list: _____

3. During school year, are pupils aided in their transfers from one section to another? Yes(); No(). How: _____
4. Are pupils aided in their transfers from your school to another? Yes(); No(). How: _____
5. Are pupils assisted in the selection of curricula or school subjects? Yes(); No(). How: _____
6. Are pupils assisted in their choice of: Vocational school(); Private school(); Other training situations when they leave school at time of graduation or otherwise?().
7. Are pupils assisted in the selection of extra-class activities: In school(); In activities in the community(); How: _____
8. Are pupils aided in obtaining part time employment() and summer employment()?
9. Are pupils aided in locating and securing permanent employment when they leave school after graduation or otherwise? Yes(); No().

FOLLOW-UP

1. Is a follow-up service established? Yes(); No().
2. Does it concern the school in entirety? Yes(); No().
3. Does it concern only the guidance services? Yes(); No().
4. What method is used: Questionnaire(); Personal interview(); Informal routine checks with teachers and pupils(); Other _____
5. Are follow-up studies conducted with: Graduates(); Dropouts(); In-school pupils(); Teaching staff().
6. How often are follow-up studies conducted? Every year(); two years(); three years(); other: _____

PLEASE LIST ANY ADDITIONAL INFORMATION AND/OR COMMENTS:

210 Prospect Street
Fall River, Massachusetts
February 2, 1957

Dear Principal:

I am making a study of current guidance services in Massachusetts junior high schools. This study is being made in connection with my graduate work in Guidance at Boston University.

I am enclosing a questionnaire which I would appreciate your Guidance Director or Counselor filling out and returning to me on or before February 15, 1957. In a preliminary study, the maximum time to complete the questionnaire was 30 minutes.

Participating schools will be furnished a summary of results of the study.

The name of your school as a source of information will remain unidentified.

Thank you for your assistance and cooperation.

Sincerely yours,

Frederick R. Hanlon

Follow-up postcard addressed to the principal of
the school.

210 Prospect Street
Fall River, Mass.
February 16, 1957

Dear Sir:

An inquiry (Survey of Guidance Services) was
mailed your school February 2, 1957, with a re-
quest that it be returned by February 15, 1957. As
yet it has not been received.

Would you please cooperate and return as soon
as possible.

Thank you,

Frederick R. Hanlon

MAILING LIST FOR MASSACHUSETTS JUNIOR HIGH SCHOOLS

Abington

Adams

Agawam

Amesbury

Amherst

Arlington:

East

West

Athol:

River Bend

Attleboro:

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O. Holmes

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W. Irving

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Brockton:

North

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South

West

Chelsea:

Carter

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Williams

Concord:

Bulkeley

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Parlin

Fall River:

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Hopedale

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Lexington

Littleton

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Lowell:

Bartlett
 Butler
 Moody
 Pawtucket

Lowell:

Morey
 Lunenburg

Gardner

Lynn

Breed
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 Eastern
 Pickering

Lynnfield

Malden

Beebe
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Marblehead

Marion

Mattapoissett

Maynard

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Leeds	Buckingham
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North Reading	Forest Park
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North	Tewksbury
South	Wakefield
Plymouth	Walpole
Quincy:	Waltham:
Central	North
Quincy Point	South
South	
Reading	Wareham
Rehoboth	Warren
Revere:	East
Garfield	West
A. Linclon	
McKinley	Watertown:
P. Revere	East
M. Ronan	West
H. Waite	
Salisbury	Wellesley
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Training

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Whitman**Wilbraham****Winchendon****Winchester****Winthrop****Woburn****Worcester:**

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Chandler Street
Grafton Street
Providence Street