

1939

Guidance service in the public secondary schools of Massachusetts 1938-1939

<https://hdl.handle.net/2144/5089>

Downloaded from DSpace Repository, DSpace Institution's institutional repository

Ed.
Thesis
Barry, C.M.
1939
stored

EdM
1939
bn
cop. 1

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

GUIDANCE SERVICE IN THE PUBLIC SECONDARY SCHOOLS
OF MASSACHUSETTS
1938-1939

Submitted by

Cora Miner Barry

(B.S. in Ed., Boston University, 1939)

In partial fulfillment of requirements for the
degree of Master in Education

1939

Boston University
School of Education
Library

Each man has his own vocation.....
the talent is the call.....

Emerson

A TRIBUTE

to the

PIONEERS IN GUIDANCE IN MASSACHUSETTS

on the

THIRTY-FIFTH ANNIVERSARY

of its

ORGANIZATION

To

L. A. B.

" It is the purpose of any school survey, whatever may be its nature and its scope, to discover and place at the disposal of all those vitally interested in any phase of the educational activities of the community, facts concerning the work which is going on in the schools; its first and most important object must be to determine with absolute impartiality and scientific accuracy the existing conditions in the school or school system."

Edwin A. Shaw and Edward A. Lincoln, Harvard Monographs in Education, Whole Number 1, Series, 1, Number 1, Cambridge, Mass., Harvard University, May, 1922, p.1.

CONTENTS

Chapter		Page
I	Introduction	1
	A Tribute	2
	Need for Guidance	3
II	The Setting- Massachusetts	4
	Some Factual Data	4
	The Counties	4
	Cities and Towns	8
	Centers of Population	11
	Trends in Population	12
	Problems for Education	14
	School Enrollment	15
	School Organization	16
	Meeting the Costs	21
	Educational Rank of Massachusetts	28
	Conclusion	31
III	Previous Studies	33
	Committee Report- 1929- Massachusetts	33
	Educational Guidance	33
	Summary	35
	A Rural Study-1933-Massachusetts	36
	Regional Characteristics	36
	School Attendance	37
	Guidance Services	38
	Status of Guidance-Massachusetts-1935	40
	Scope of Service Broadens	40
	Summary	43

Chapter	Page
Guidance Practice in New Jersey-1930-1931	44
The Questionnaire	45
Guidance Activities	46
Trends in Practice	46
Guidance Practice in New Jersey- 1937	48
The Questionnaire	48
G Form-Experimental Edition	48
Summary	51
IV The Cooperative Study of Secondary Schools	52
Purposes	52
Existing Standards of Accreditation	53
Basic Principles for Improvement	54
Formulation of Criteria	55
Evaluation of Criteria	56
Educational Growth	59
V Guidance Service- G Form - 1938	60
Two Hundred Secondary Schools	60
The 1938 Edition of the G Form	63
Guidance Service	63
Guiding Principles	65
Use of the G Form	66
Interpretation of Scores	67
VI Plan and Procedure of Study	71
The Problem	71
The Survey	72
Secondary Schools	72
Survey Materials	73
Tabulation of Data	76
Compilation	76
Summaries	76
Practices and Services	78
Graphic Profiles	78
VII Guidance Practices and Services	80
Articulation	80

Chapter	Page
General Procedures	80
Information about Secondary School	82
Information Regarding Pupil-Success	83
Basic Information Regarding Pupil	85
Cumulative Record	85
Home and Family	
Pupil's Record	
Physical and Health Status	
Psychological, Other Traits	
Reports of Progress	
Other Records and Desirable Forms	97
Nature and Use of Records and Reports	99
Operation of Guidance Program	101
General Organization	102
School Organization and Program	105
Registration and Pupil Load	106
Problems of the Future	107
Social and Civic Relationships	109
Personal Problems	111
Additional Means and Materials	112
Provisions in School Program	
Pupil Activity Program	
Extra-School Means and Materials	
Post-School Relationships	118
Selection of School	118
Adaptation to Social-Civic Life	122
Securing Employment	123
Results of Guidance	125
VIII The Guidance Staff	129
Preparation and Qualifications	129
Personal Qualifications	129
Educational Preparation	131
Preparation through Experience	132
Individual Counselors	134
Qualifications	135
Improvement in Service	136

Chapter	Page
Individual Improvement	138
Authorship and Research	139
Counselors-Part-Time and Full-Time	141
Pupils per Counselor	142
IX General Summary of Guidance Service	144
School Reports	145
Best Elements in Service	147
Inadequacies in Service	148
Recent Improvements	149
Planned Improvements	151
Problems Studied	153
X School Scores	156
Primary Scores	157
Computation	157
Evaluations of Services	158
Articulation	
Basic Information	
Operation of Guidance Program	
Post-School Relationships	
Results of Guidance	
Guidance Staff-Qualifications	
Improvement	
General Evaluation	
Percentile Scores	163
Articulation	163
Guidance Information	166
Guidance Program	168
Post-School Relationships	170
Average Percentile Scores	173
Composite Scores	173
Summary Scores	175
XI Conclusion	184
Bibliography	
Appendix	
Supplement	

LIST OF TABLES

TABLE	PAGE
1 Counties of Massachusetts with Population, Area, and Valuation	5
2 Counties of Massachusetts in Order of Size of Population with Largest Community.....	6
3 Counties of Massachusetts in Order of Valuation with Richest Community.....	7
4 Cities and Towns of Massachusetts Distributed by Counties According to Population and Maintenance of High Schools	9
5 Cities and Towns of Massachusetts by Counties with Increases of at Least 100 in Population between 1930 and 1935.....Appendix....	33
6 Cities and Towns Making Gains in Population between 1930 and 1935 with Per Cent Making Gains.....	12
7 Population in School Systems in Massachusetts by Counties	15
8 Organization of School Systems in Massachusetts by Counties and by Years in School Units.....	19
9 Communities of Massachusetts Arranged in Order of Valuation, 1936, Having More than \$10,000 per Pupil in Net Average Membership.....	21
10 Expenditures for the Support of Public Day Schools from Local Taxation per Pupil in Net Average membership for Year Ending December 31, 1936.....	24
11 Increases in per Capita Costs of Schools from Non-Local Sources Reported for Communities with per Capita Valuations of \$ 10,000 or More.....	26
12 The Ten States Ranking Highest in Status by Ayers' Educational Index Number.....	29
13 States Ranking Highest in Educational Status According to Index Numbers for 1918, 1930, 1934.....	31
14 Educational Guidance in High Schools of Massachusetts: A Summary of Responses by Principals in 1929.....	34

TABLE	PAGE
15 School Attendance in Barnstable County-1910-1920...	37
16 Evaluation of Guidance Services in the Secondary Schools of Cape Cod According to Criteria Established for them in 1933; Ten Selected Items.....	39
17 Guidance Activities Reported by the Larger Secondary Schools in Massachusetts in 1935 with Percentages for Type of School; A Selection of Items.....	42
18 Guidance Activities in the Secondary Schools of New Jersey in 1930-1931.....	46
19 Ratings of the Functioning of Guidance Programs in the Secondary Schools of New Jersey, 1936-1937.....	50
20 Component Percentile Scores for Ten Schools Ranking Highest and Ten Schools Ranking Lowest in Guidance Service in Cooperative Study of Secondary Schools..	61
21 Organization of Secondary Schools in Massachusetts.	72
22 Schools Participating in the Survey of Guidance Service in the Public Secondary Schools of Massachusetts in 1938-1939 According to Organization.....	75
23 A Summary of School Scores for the Preparation and Qualifications of Individual Counselors.....	136
24 School Scores for General Improvement in Service...	137
25 School Scores for Individual Improvement in Service	138
26 Summary of Improvement in Service by Individual Counselors Reporting Authorship and Research.....	140
27 Counselors in Full-Time Equivalence Reported in Survey of Massachusetts.....	141
28 General Summary of Guidance Service as Reported in Survey of Massachusetts.....	146
29 Aspects of Guidance Reported as Best Elements or Characteristics of Guidance Service.....	149
30 Aspects of Guidance Service Reported as Least Adequate or in Greatest Need of Improvement.....	150
31 Improvements in Guidance Service Made within Last Two Years.....	151

TABLE	PAGE
32	Improvements in Guidance Service Being Made or Definitely Planned for Immediate Future..... 152
33	A Summary of Guidance Practices as Reported by 356 Secondary Schools in Massachusetts.....Appendix.56
34	A Summary of Guidance Services as Reported by 356 Secondary Schools in Massachusetts.....Appendix.86
35	Primary Scores for Guidance Services in the Secondary Schools of Massachusetts.....Appendix.91
36	Primary Scores Derived from Evaluations as Reported by 356 Secondary Schools in Massachusetts.....159
37	Summary of Percentile Scores for Articulation as Reported by 356 Secondary Schools.....165
38	Summary of Percentile Scores for Guidance Information as Reported by 356 Secondary Schools.....166
39	Summary of Percentile Scores for Guidance Programs as Reported by 356 Secondary Schools.....170
40	Summary of Percentile Scores for Post-School Relationships as Reported by 356 Secondary Schools....172
41	Summary of Average Percentile Scores as Reported by 356 Secondary Schools.....176
42	Secondary Schools of Massachusetts According to Organization in Years and Percentile Score Averages as Reported by 356 Secondary Schools.....179

MAPS

I	Fourteen Counties 4A
II	Cities and Towns of Massachusetts.....10A
III	Gains in Population.....13A
IV	Organization of Secondary Schools.....20A

GUIDANCE PRACTICES AND SERVICES

FIGURE		PAGE
	Graphic Profiles of Percentages of Provisions and Evaluations :	
A	General Procedures in Articulation.....	81
B	Provisions Regarding Information about Schools	82
C	Information Concerning Success of Pupils.....	84
D	Information Regarding Pupil's Home and Family.	87
E	Correct Report of Pupil's Record.....	89
F	Pupil's Physical and Health Status.....	81
G	Pupil's Psychological and Other Traits.....	93
H	Reports of Progress.....	96
I	Other Records and Desirable Forms.....	98
J	Nature and Use of Records and Forms.....	100
K	General Organization of Guidance Program.....	104
L	School Organization and Program.....	105
M	Registration and Pupil Load.....	107
N	Problems of the Future.....	108
O	Social and Civic Relationships.....	110
P	Personal Problems.....	111
Q	Additional Means and Materials in Program.....	113
R	Pupil Activity Program.....	115
S	Extra-School Means.....	116
T	Selection of Post-Secondary School.....	120
U	Adaptation to and Success in Civic-Social Life	122
V	Securing of Employment.....	124

FIGURE		PAGE
W	Outcomes of the Guidance Program.....	127
X	Personal Qualifications of Guidance Staff.....	130
Y	Educational Preparation of Guidance Staff.....	131
Z	Preparation through Experience of Staff.....	133
1	Counties of Massachusetts-Population, Area, Val- uation.....	5A
2	Community Distribution by Population.....	10
3	Communities of Massachusetts by Population....	11
4	Reorganization of Secondary Schools.....	18
5	Secondary Schools Included in Survey of Guid- ance Practices in Massachusetts, 1935.....	41
6	Organization of Secondary Schools in Study of Guidance Practices in 1936-1937	49
7	Summary Form for School Scores.....	68A
8	Sample Thermometer Scale.....	70
9	Sample Page of Compilation of Reported Data...	77
10	Percentile Scores for Pupils per Counselor....	143
11	Sample Summary Form with Reported Data.....	157A
12	Percentile Scores for Articulation as Reported by 356 Secondary Schools in Massachusetts.....	164
13	Percentile Scores for Guidance Information as Reported by 356 Secondary Schools.....	167
14	Percentile Scores for Guidance Program as Re- ported by 356 Secondary Schools.....	169
15	Percentile Scores for Post-School Relationships as Reported by 356 Secondary Schools.....	171
16	Percentile Scores-An Average for Articulation, Guidance Information, Guidance Program, Post- School Relationships.....	174

APPENDIX		PAGE
I	Cities and Towns of Massachusetts by Counties:Population, Voters, Valuation, Area.....	1
II	Cities and Towns of Massachusetts by Counties:Valuations, Tax Rates, School Support.....	11
III	Cities and Towns of Massachusetts by Counties:School Organization, School Enrollment, Secondary School Grades.....	20
IV	Cities and Towns of Massachusetts by Counties with Increases of at Least 100 in Population between 1930 and 1935.....	33
V	Two Hundred Schools in Cooperative Study of Secondary School Standards.....	35
VI	G Form, Guidance Service, 1938 Edition with Supplementary Instructions.....	41
VII	Secondary Schools of Massachusetts-1938-1939-with Organization in Years, Participation in Guidance Service Survey	44
VIII	Summary of Guidance Practices in 356 Secondary Schools of Massachusetts-1938-1939.....	56
IX	Evaluations of Guidance Services as Reported by 356 Secondary Schools of Massachusetts....	86
X	Primary Scores for Guidance Services in the Secondary Schools of Massachusetts.....	91

CHAPTER I
INTRODUCTION

" Guidance is founded upon the principle of conservation of human life and energy; it is based upon the fact of human need... upon the fact that human beings need help..... Human energy is wasted, lives are misspent, and misery and disaster result from lack of direction. " 1/

Thirty-five years ago, Dr. Frank Parsons translated this philosophy into a social service when he provided the opportunity for unemployed youth to confer with him regarding their vocational problems at Civic Service House in Boston. From this simple beginning in 1903, a world-wide guidance movement has developed, " an endeavor to help children make their start in life with purpose, preparation, and insight. " 2/ Throughout the intervening years of experimental evolution which have culminated in the principles and practices of to-day, the philosophy advocated by Dr. Parsons has been retained.

That the guidance movement originated in Massachusetts is evidence of its continuous educational progression. The legislation of 1826, which had established the modern high school as a unit in the public school system " to be kept for the benefit

1/ Arthur J. Jones, Principles of Guidance, New York, McGraw-Hill Book Company, Incorporated, 1934. p.3.

2/ Meyer Bloomfield, Readings in Vocational Guidance, Boston, Ginn and Company, 1915. v

of all the inhabitants," was an expression of a faith in the unifying influence of the American public school. The history of education in New England, which illustrates advancement achieved under the conservative influences of democracy, has caused Massachusetts to become a source from which have sprung the educational services, including that of guidance, which are the fundamental institutions in the modern American school system.

Guidance is an educational function, a school service which provides for personal counseling based upon a recognition of individual differences, upon a psychology which is inherent in the democratic state. Great as the need for individual advisement may have been at the beginning of the century, the increased complexity which is characteristic of the present social order makes it impossible for youth to face the world without the assistance that comes through guidance organized as a major functional school service.

A Tribute

The close of the first quarter of the century found guidance professionally organized and educationally significant. The passing of another decade makes the time a fitting one to pay tribute to those pioneers who sought the improved welfare of society through the betterment of the individual; to Dr. Frank Parsons and to Boston University on whose staff he served; to Meyer Bloomfield, his associate at the Civic Service House of Boston; to Dr. Jesse B. Davis, Dean of the School of Education of Boston

University, who first recognized the place of guidance in the school program at Grand Rapids.

The vision of genius has given the world its great social movements; workers in the field bring them to fruition. This study may be privileged to serve as an appropriate recognition of the originators of the guidance philosophy in the thirty-fifth anniversary of its inception.

Need for Guidance

A majority of the youth of Massachusetts is enrolled in more than four hundred secondary schools within the State. Year after year, as thousands of these boys and girls graduate or withdraw from them, they are faced with the complexities of a modern world. Schools alert to the problems which these young adults encounter will have prepared their pupils to meet them according to their individual needs and intentions. Thus does the guidance program become a major function. The extent of personnel services provided is the measure of the effectiveness of the school in the attainment of its goals and objectives.

By scientific procedure, the Cooperative Study of Secondary School Standards has established criteria for survey and appraisal. Using the G Form with its procedures and evaluations, which may be converted into school scores for comparisons with national norms, this study will attempt to determine the extent, in quality and quantity, of Guidance Service available to the pupils enrolled in the public secondary schools of Massachusetts in the school year of 1938 and 1939.

CHAPTER II

THE SETTING - MASSACHUSETTS

The school is an institution of major social significance; it is the unique expression of the community which it serves. What a school may become in terms of size, organization, and program is determined by factors of environment: geographical location, social components of population, industrial activity, and a resulting economic status. The school is the outgrowth of local conditions existing and changing over periods of time; some of them have contributed to growth while others have handicapped a normal development.

Guidance service in education is founded upon a psychology of individual differences. What is valid for the pupil is equally valid for the community; the application of the same philosophy is not only practicable but necessary when approaching the school unit for an appraisal of its services. Only when the political, social and economic aspects of the environment have been reduced to characteristic elements can the measurement, interpretation and appraisal of the effectiveness of the school program be made with understanding and discrimination.

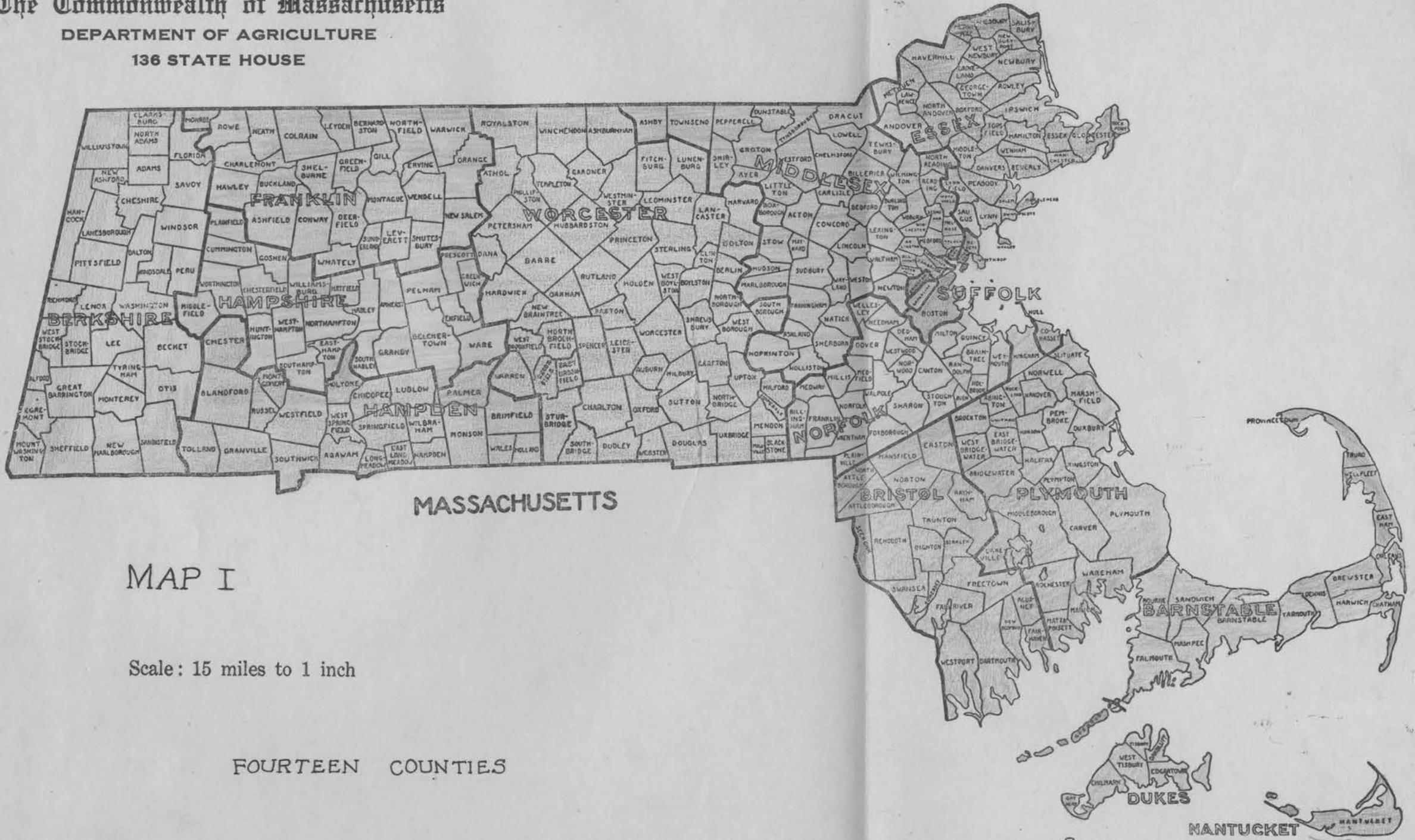
Some Factual Data

The counties.-- Massachusetts is divided into fourteen counties for purposes of political administration as represented in Map I. Educationally, the county unit is of little signifi-

The Commonwealth of Massachusetts

DEPARTMENT OF AGRICULTURE

136 STATE HOUSE



MAP I

Scale: 15 miles to 1 inch

FOURTEEN COUNTIES

cance except as it tends to direct the organization of teachers' associations, union superintendencies, pupil transportation and assignment of tuition pupils. The boundary of the county suggests a direction of policy rather than a limitation. The use of this district division will prove helpful in the consideration of the regional problems arising from this study. A tabulation of factual data by counties brings certain elements of divergence into relief. 1/

Table 1. Counties of Massachusetts with Population, Area and Valuation.

County	Population State Census 1935	Area in Square Miles	Valuation 1936
(1)	(2)	(3)	(4)
1. Barnstable	36,647	410.85	\$ 96,574,338
2. Berkshire	121,099	947.14	161,499,299
3. Bristol	366,465	574.42	396,211,656
4. Dukes	5,700	112.17	19,101,838
5. Essex	504,483	514.43	701,520,752
6. Franklin	51,043	697.42	75,125,189
7. Hampden	333,495	636.11	550,802,505
8. Hampshire	74,205	586.48	80,221,162
9. Middlesex	958,855	844.21	1,441,718,825
10. Nantucket	3,495	50.35	13,149,697
11. Norfolk	320,826	408.01	642,918,594
12. Plymouth	166,329	690.92	263,903,806
13. Suffolk	912,706	55.52	1,975,594,213
14. Worcester	495,562	1,565.02	640,538,625
Totals	4,350,910	8,093.05	\$ 7,058,878,499

The similarities and differences in population, area and valuation are contrasted graphically in Figure 1. Worcester is

1/Manual for the Use of the General Court, 1937-1938, Commonwealth of Massachusetts, Boston, 1937. p. 178-198. (Appendix I)

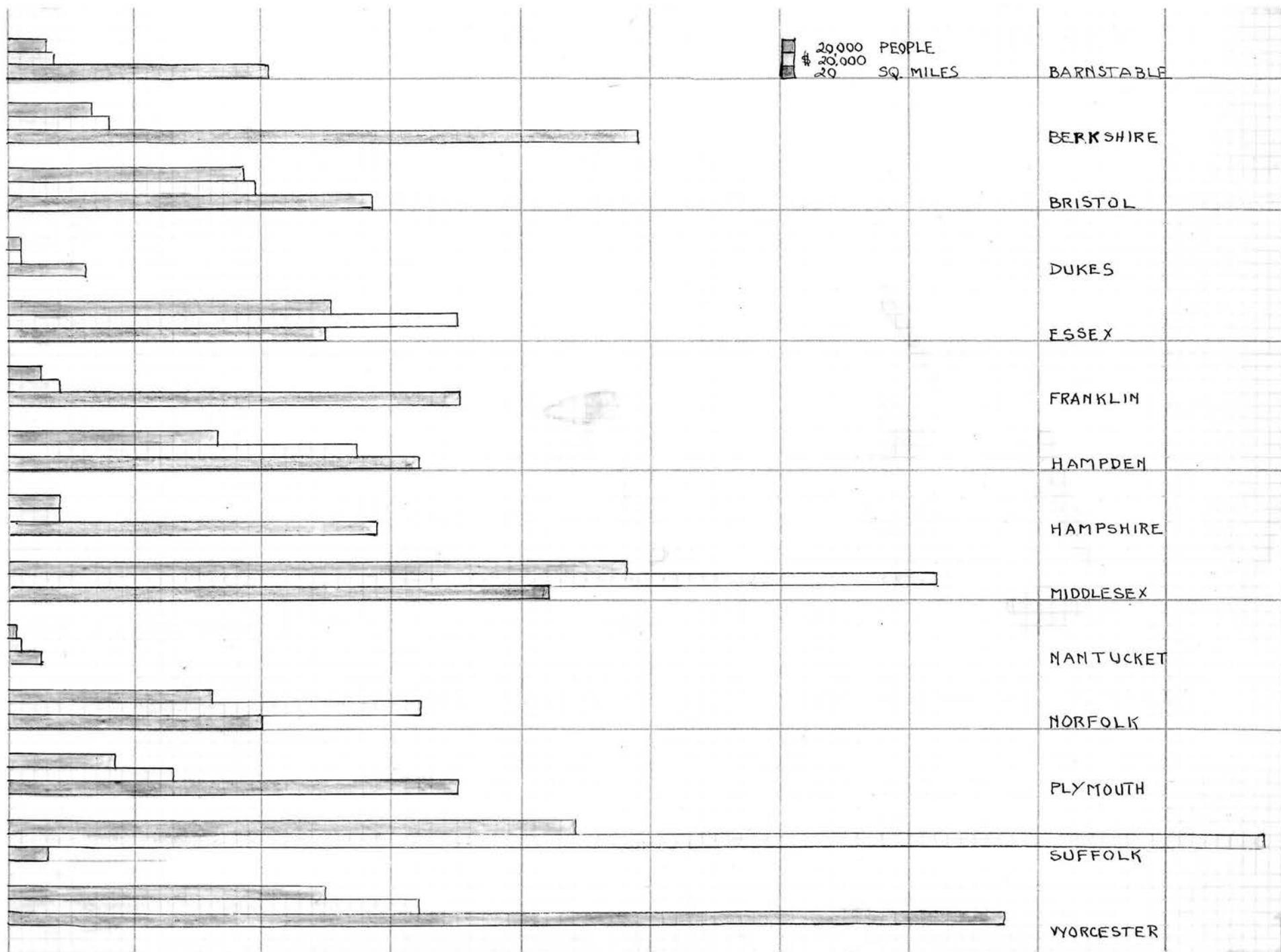


Figure 1.

Counties of Massachusetts-Population, Area, Valuation

largest in area with Berkshire and Middlesex counties next in size. The highest valuation is found in Suffolk county which includes the densely populated region of metropolitan Boston. Middlesex county ranks second in valuation and in population. Barnstable, Berkshire, Franklin and Hampshire counties are rural sections. Dukes and Nantucket counties possess the characteristics of island units. Other counties appear to be average in respect to the data represented.

A ranking of counties by population and by valuation will suggest the areas where problems in school administration may arise.^{1/}

Table 2. Counties of Massachusetts in Order of Size of Population with the Largest Community.

County	Population	Largest Community	Population
(1)	(2)	(3)	(4)
1. Middlesex	958,855	Cambridge	118,075
2. Suffolk	912,706	Boston	817,713
3. Essex	504,483	Lynn	100,909
4. Worcester	495,562	Worcester	190,471
5. Bristol	366,465	Fall River	117,414
6. Hampden	333,495	Springfield	149,642
7. Norfolk	320,826	Quincy	76,909
8. Plymouth	166,329	Brockton	62,407
9. Berkshire	121,099	Pittsfield	47,516
10. Hampshire	74,205	Northampton	24,525
11. Franklin	51,043	Greenfield	15,903
12. Barnstable	36,647	Barnstable	8,037
13. Dukes	5,700	Tisbury	1,822
14. Nantucket	3,495	Nantucket	3,495

The counties of Middlesex and Suffolk are approaching a

^{1/} Ibid (Appendix I)

population of one million. Essex and Worcester counties have one-half million residents. One-third as many people live in Bristol, Hampden and Norfolk counties as in Middlesex and Suffolk counties while approximately one-tenth as many live in Berkshire and Plymouth counties. The rural areas of Hampshire, Franklin and Barnstable counties have less than 75,000 population. The islands of Nantucket and Dukes have less than 10,000 people.

Eliminating Boston with its population of more than 800,000, five cities have more than 100,000 population: Cambridge, Lynn, Worcester, Fall River, and Springfield. Quincy is half as large as Springfield; Brockton is half the size of Fall River. While Pittsfield is one-third the size of Fall River, it is twice the size of Northampton. It would take ten Greenfields to equal Fall River. Valuations will reveal resources.^{1/}

Table 3. Counties of Massachusetts in Order of Valuation with Richest Community.

County	Valuation 1936	Richest Community	Valuation 1936
(1)	(2)	(3)	(4)
1. Suffolk	\$ 1,975,594,213	Boston	\$ 1,961,089,890
2. Middlesex	1,441,718,825	Cambridge	196,554,808
3. Essex	701,520,752	Lynn	145,888,476
4. Norfolk	642,918,593	Brookline	165,924,500
5. Worcester	640,538,625	Worcester	326,016,713
6. Hampden	550,802,505	Springfield	306,672,889
7. Bristol	396,211,656	New Bedford	125,227,296
8. Plymouth	263,903,806	Brockton	80,020,975
9. Berkshire	160,499,299	Pittsfield	64,856,706
10. Barnstable	96,574,338	Barnstable	24,288,596
11. Hampshire	80,221,162	Northampton	28,352,152
12. Franklin	75,123,189	Greenfield	29,813,607
13. Dukes	19,101,838	Tisbury	5,645,951
14. Nantucket	13,149,697	Nantucket	13,149,697

^{1/} Ibid (Appendix I)

Suffolk county ranks highest in valuation with Middlesex county second, the only counties to exceed one billion in value. Essex, Norfolk, Worcester and Hampden counties exceed the one-half billion value. The next group includes Bristol, Plymouth and Berkshire counties, the remainder of the fourteen counties showing diminishing valuations in contrast to the wealthiest. The relative wealth of the richest community in each county finds the valuations of the areas concentrated in these cities, half of them listed with more than \$100,000,000 in value.

Cities and Towns.-- The smallest unit of governmental administration, the city and town, is of little importance in the discussion of state-wide problems. The terms are indicative of the type of democratic control preferred by the citizens of the community; their differences in population tend to weaken the conclusions that may be drawn from these categories. State reports on education classify them in four groups according to the factors of population and maintenance of high schools.^{1/}

I	Cities	39	
II	Towns of more than 5,000	83	
III	Towns of less than 5,000 maintaining high schools	110	
IV	Towns of less than 5,000 without high schools	123	355

Massachusetts has 355 cities and towns with systems of education. There is a preponderance of the smaller type which is significant since the size of the community tends to indicate the scope of offering, despite higher per capita costs. The distribution of the communities by counties according to the cate-
^{1/} Annual Report of Massachusetts Department of Education, 1937, II

gories used for reports of education locates the school problem.^{1/}

Table 4. Cities and Towns of Massachusetts Distributed by Counties According to Population and Maintenance of High Schools.

County	I Cities	II Towns more than 5,000	III Towns less than 5,000 with High Schools	IV Towns less than 5,000 without High S's
(1)	(2)	(3)	(4)	(5)
1. Barnstable	0	1	10	4
2. Berkshire	2	2	7	21
3. Bristol	4	6	4	6
4. Dukes	0	0	3	4
5. Essex	8	9	9	8
6. Franklin	0	3	7	16
7. Hampden	4	4	3	12
8. Hampshire	1	4	6	12
9. Middlesex	11	17	17	9
10. Nantucket	0	0	1	0
11. Norfolk	1	14	10	3
12. Plymouth	1	8	9	9
13. Suffolk	1	3		
14. Worcester	4	14	24	19

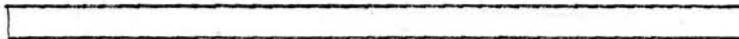
The 39 cities are distributed among ten of the fourteen counties; Barnstable, Dukes, Hampshire and Nantucket have none. The metropolitan area provided by Boston in Suffolk county offers the greatest challenge to education in the State. The islands of Nantucket and Dukes counties furnish the most isolated problem. The eleven cities of Middlesex county suggest the presence of urban centers requiring extensive educational service; Essex county is somewhat similar. The relatively large number

^{1/} Ibid (Appendix I, II, III)

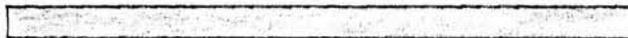
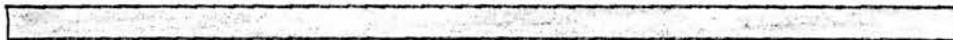
of towns with populations of less than 5,000 that are maintaining high schools suggests possible limitations in programs and tendencies toward the traditional. The crux of the problem in equalizing educational opportunities for all pupils in the State is found in the 123 small towns that are without secondary schools; their children will be transported as "tuition pupils" to nearby schools. These problem areas may be located in Map II; the following graphic representation indicates the scope of the problem.

Figure 2. Community Distribution by Population

I. 39 Cities



II. 83 Towns with more than 5,000 population



III. 110 Towns with less than 5,000 population with high schools



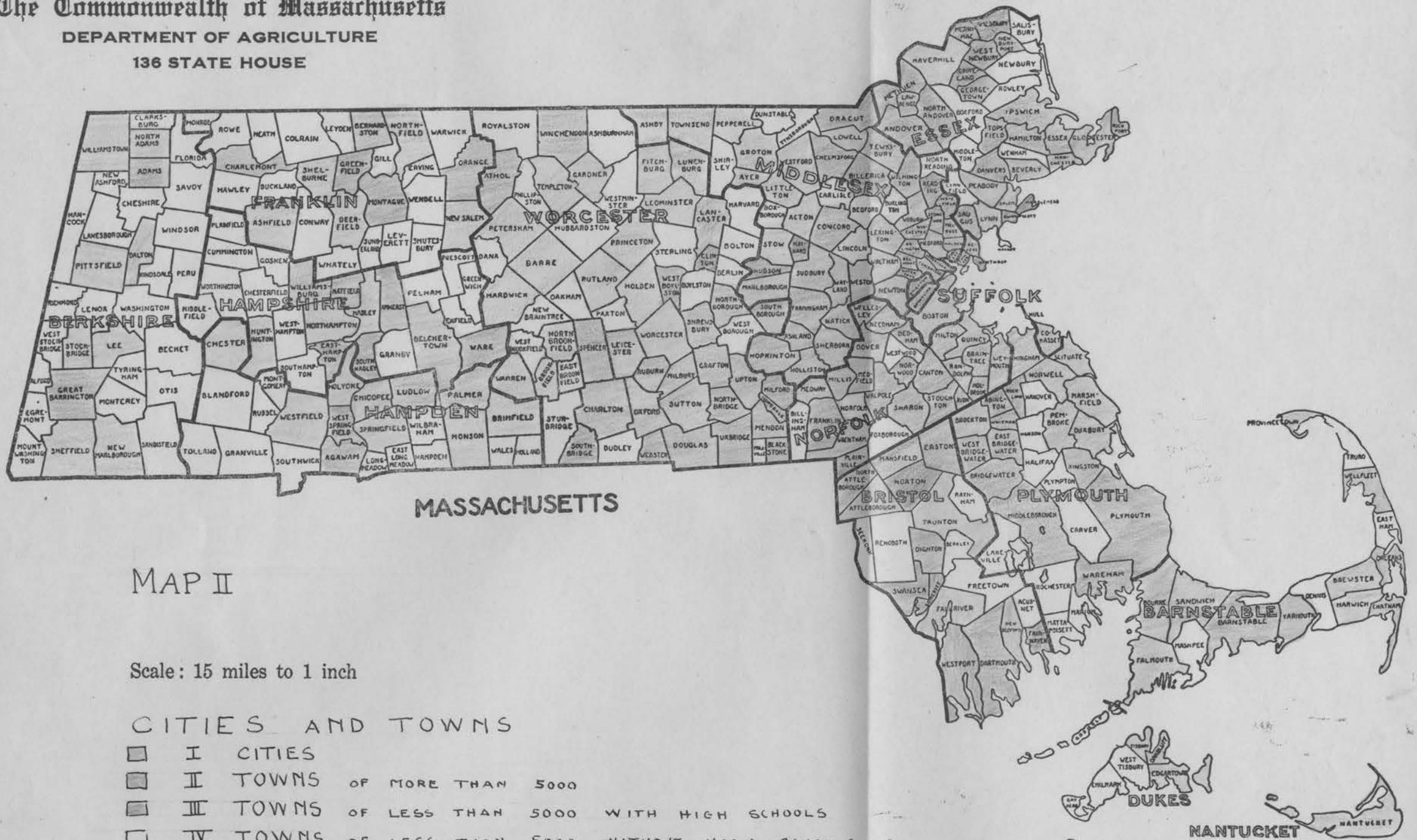
IV. 123 Towns with less than 5,000 population without high schools



The Commonwealth of Massachusetts

DEPARTMENT OF AGRICULTURE

136 STATE HOUSE



MAP II

Scale: 15 miles to 1 inch

CITIES AND TOWNS

- I CITIES
- II TOWNS OF MORE THAN 5000
- III TOWNS OF LESS THAN 5000 WITH HIGH SCHOOLS
- IV TOWNS OF LESS THAN 5000 WITHOUT HIGH SCHOOLS

Centers of population.-- An understanding of the location of secondary schools in relation to centers of population may be gained from a graphic presentation of the communities in the State according to size of population.

Population	Communities-(# equals 5)	
More than 100,000	9	xx
30,000 to 100,000	23	xxxxxx
10,000 to 30,000	49	xxxxxxxxxxx
5,000 to 10,000	42	xxxxxxxxxx
1,000 to 5,000	150	xx
600 to 1,000	32	xxxxxx
1 to 600	50	xxxxxxxxxxx
Total	355	

Figure 3. Communities of Massachusetts by Population

This distribution of population suggests that the 32 communities with more than 30,000 population will require highly organized and comprehensive educational programs, closely duplicated by the 49 systems serving communities with populations between 10,000 and 30,000. Limitations in facilities will be found in the 42 towns having between 5,000 and 10,000 populations. This factor is further emphasized in the 150 small towns where the number of pupils is too large to be ignored and too small to serve efficiently. The remaining 82 communities must become the responsibility of neighboring systems.

With generous expenditures made by both State and local community for the education of pupils without regard to residence in urban or rural districts, it is important that acceptable standards be maintained in every secondary school in the State if the youth of Massachusetts is to be assured of optimum opportunity in keeping with the prestige of Massachusetts.

Trends in population.-- Changes in population between the years 1930 and 1935 suggest the trends in movement between cities and towns and among counties. A fluctuation is found in the majority of them.^{1/}

Table 6. Cities and Towns Making Gains in Population between 1930 and 1935 with Per Cent Making Gains

Counties	Cities Gaining				Number Gaining	Per Cent Gaining
	I*	II	III	IV		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Barnstable	0	0	8	1	9 out of 15	60
2. Berkshire	1	2	6	1	10	32
3. Bristol	1	9	4	4	18	20
4. Dukes	0	0	3	0	3	7
5. Essex	5	7	3	3	18	34
6. Franklin	0	1	1	1	3	26
7. Hampden	1	1	1	3	6	23
8. Hampshire	1	3	2	0	6	23
9. Middlesex	7	13	10	5	35	54
10. Nantucket	0	0	0	0	0	1
11. Norfolk	0	14	6	2	22	28
12. Plymouth	0	6	6	5	17	27
13. Suffolk	1	1	0	0	2	4
14. Worcester	2	9	10	4	25	61

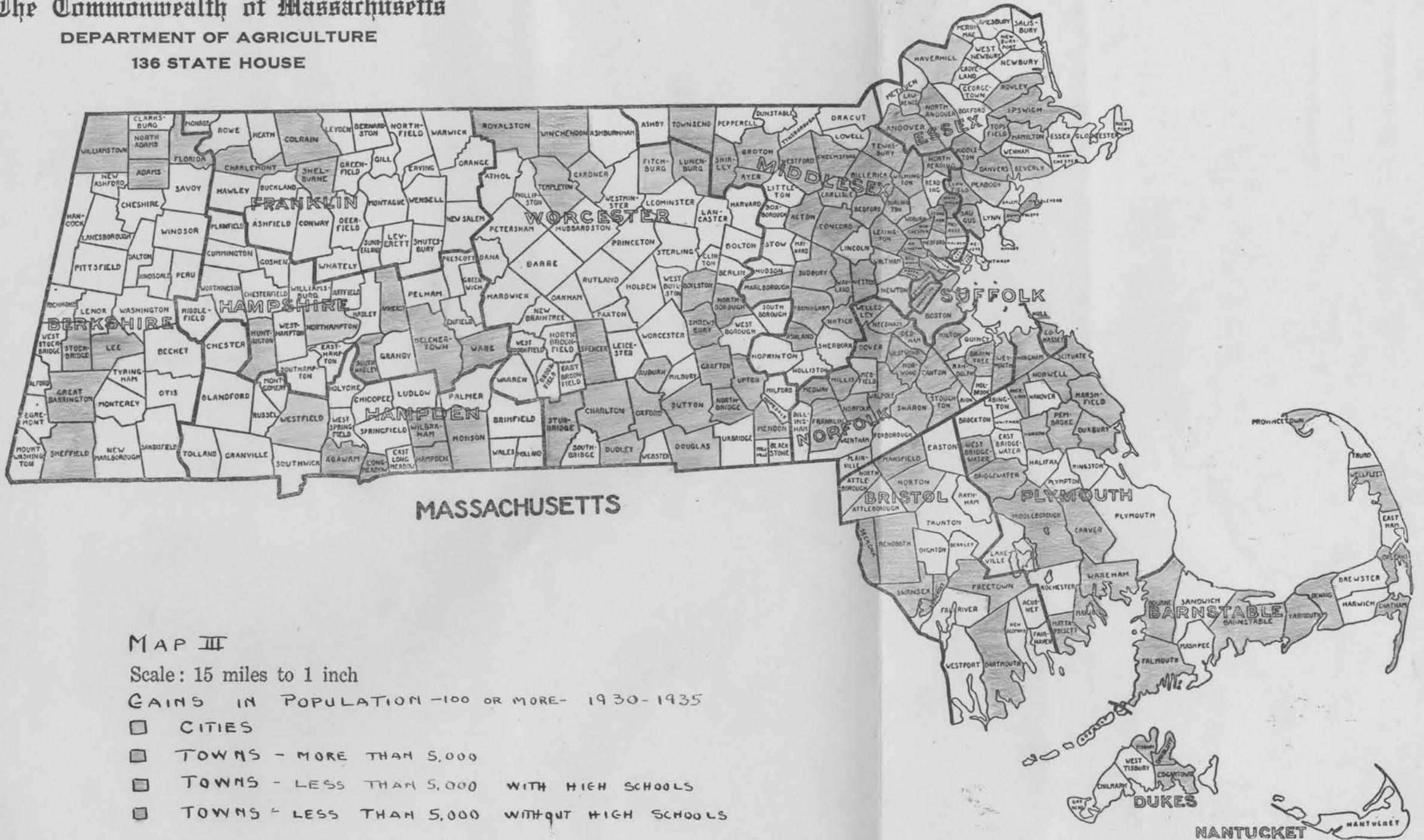
Totals	19 Gained	48
* I Cities	66	75
II Towns-more than 5,000 with high schools	60	54
III Towns- less than 5,000 with high schools	29	23
IV Towns- less than 5,000 without high schools		

^{1/}Ibid (Appendix IV)

Of the 355 communities in Massachusetts, 174 of them have made gains of 100 or more in population in the five-year period between 1930 and 1935. The group to make the greatest proportion of gains is found in the 66 large towns, 75 per cent of the 83 towns with populations of more than 5,000 reporting increases. In Group III, the small towns maintaining high schools, 54 per cent have gained in population. However, the 23 per cent of small towns not maintaining high schools points to an educational problem. Residents of these towns are provided transportation to schools in other communities as tuition pupils, the costs met largely by State appropriations.

Map III locates the communities making gains in population and indicates the counties experiencing the changes. All types of communities are involved. The industrial cities of Fall River, Gardner and Fitchburg have made noticeable gains. (Appendix IV) Residential developments suggest the reason for gains in Melrose, Medford and Cambridge. The large towns reporting largest increases are within commuting distance of large commercial centers; Arlington, Belmont, Braintree, Lexington, Milton, Wellesley, and Brookline represent a trend in movement from city to town, within a commuting distance to a metropolitan area. Marblehead is typical of the community growing on the coastline. Southbridge represents a population-growth influenced by a major local industry. Because property valuations tend to remain high in residential communities, the financing of adequate educational programs will be a problem of normal proportions in the

The Commonwealth of Massachusetts
DEPARTMENT OF AGRICULTURE
136 STATE HOUSE



MAP III

Scale: 15 miles to 1 inch

GAINS IN POPULATION - 100 OR MORE - 1930-1935

- CITIES
- TOWNS - MORE THAN 5,000
- TOWNS - LESS THAN 5,000 WITH HIGH SCHOOLS
- TOWNS - LESS THAN 5,000 WITHOUT HIGH SCHOOLS

towns of more than 5,000 population.

Among the small towns that support high schools, two trends are evident. There is a significant movement toward the sea-coast where summer-resort towns are attracting year-round residents; Falmouth, Duxbury, and Scituate illustrate this trend. More people are seeking residence in communities located on major arteries of travel as found in Williamstown, Belchertown, and Ayer. The problem of providing for more pupils in the high schools of these small towns where facilities are already over-taxed creates a situation in regard to education.

Of serious import is the increase in population found in the small towns that do not maintain high schools. The number of children to be transported as tuition pupils grows larger. By law, State funds are allocated generously to these towns that democracy in education may prevail. The financial burden is heavy; the educational return is variable. Increased populations in the small towns without high schools, coming at a time when larger percentages of adolescents are remaining in high school until graduation, creates an administrative problem. Larger budget items must provide for them. Only as high schools are appraised on the basis of minimum standards for the fundamentals required in modern secondary education can the youth of this State be adequately served.

Problems for Education

The major purpose of school systems is to provide adequate

education and training for the children for whom they are held responsible. School costs are directly related to school population.

School enrollment.-- Records of attendance in school systems may be used as a measure of this responsibility. Variability in this factor has many implications which will directly affect the establishment and administration of satisfactory school programs. The distribution of pupil population indicates the nature and scope of the problem. ^{1/}

Table 7. Population in School Systems in Massachusetts by Counties.

Counties	School Systems- Pupil-Population in 100's						
	Less than 1	1 to 5	5 to 10	10 to 30	30 to 50	50 to 100	More than 100
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Barnstable	3	7	3	2	0	0	0
2. Berkshire	15	9	4	2	1	1	0
3. Bristol	0	4	6	6	1	1	2
4. Dukes	4	3	0	0	0	0	0
5. Essex	0	16	1	8	5	2	2
6. Franklin	8	13	2	3	0	0	0
7. Hampden	5	6	4	4	1	2	1
8. Hampshire	10	5	3	4	1	0	0
9. Middlesex	3	13	10	13	5	5	5
10. Nantucket	0	0	1	0	0	0	0
11. Norfolk	0	7	8	7	4	1	1
12. Plymouth	1	13	4	8	0	0	1
13. Suffolk	0	0	0	0	1	2	1
14. Worcester	5	25	15	13	1	1	1
Totals	54	121	61	70	20	15	13

^{1/} Ibid Appendix III

There are 28 school systems in Massachusetts that must care for more than 5,000 pupils while 20 other departments will handle from 3,000 to 5,000 students. Seventy systems educate from 1,000 to 3,000 children. Among the small towns, 61 of them have school populations between 500 and 1,000; more than 175 systems enroll fewer than 500 pupils, 54 of them registering less than 100 children. To provide adequate education for so divergent a population is a complex problem. Each child shall receive his optimum of educational opportunity; such is the philosophy of education in a democracy. Despite the difficulties that arise from a changing social order, this responsibility is to be met.

School organization.-- The concern with which school officials are facing the educational problems involved in the modification and extension of the program of the secondary school that it may meet the needs of the newly enrolled elements in its student population is widespread. Legislative action has raised the compulsory age and a confused economic period has made the employment of youth undesirable. Thousands of boys and girls are continuing in school, hopefully expectant as to the advantages to be gained by their attendance in a secondary school.

Use of the term "secondary" implies a sequence in levels of education. The elementary period stresses the acquisition of fundamental skills preliminary to their application in the higher school. In conjunction with other contemporary institutions, the secondary school is striving to serve the purposes of a democracy, keeping its objectives flexible and functioning accord-

ing to the needs of a dynamic social order. Its educational offering is suited to the needs of the individuals whose common cause is found in the Purposes of Education in American Democracy as recommended by the Educational Policies Commission as expressed in these objectives : 1/

- " 1. The objectives of self-realization
 2. The objectives of human relationships
 3. The objectives of economic efficiency
 4. The objectives of civic responsibility. "

These aims combined with the current economic situation influence the general acceptance of twelve years as a minimum period of education for the American citizen.

Since 1920, the philosophy of the junior high school has provided educational opportunity for the individual. According to Charles Hughes Johnston, the junior high school

" is the name we have come to associate with new ideas of promotion, new methods of preventing elimination, new devices for moving selected groups through subject-matter at different rates, higher compulsory school age, new and thorough analysis of pupil populations, enriched courses, varied and partially differentiated curriculum offerings, scientifically directed study practice, new schemes for all sorts of educational guidance, new psychological characterizations of types in approaching the paramount school problem of individual differences, new school year, new school day, new kind of

1/ " Secondary Education, " Bulletin of the Department of Secondary Education, National Education Association, Vol.VIII, No.1. Washington, D.C. p. 51.

class exercise, new kind of laboratory and library equipment and utilization, and new kinds of intimate community service. "

The broadening of the scope of service of the secondary school to include an unselected membership has centered attention upon individual differences and a revision and reorganization of school offerings to meet the needs of this new school population. An adaptation of education to serve new needs may be considered by reviewing the extent to which systems have been reorganized to include the junior high school unit. A recent survey reported upon these changes.^{1/}

Year	Per Cent	Systems with Junior High Schools
1922	11.1	XXXXXXXXXXXX
1926	19.4	XXXXXXXXXXXXXXXXXXXX
1930	26.0	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
1934	28.6	XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Figure 4. Reorganization of Secondary Schools

Soon after the acceptance of the junior high school philosophy, one-fifth of the secondary schools in the country had reorganized to meet its principles. Change since then has been slower but in an eight-year period, the organization was extended to another ten per cent of the nation's schools. Possibly

^{1/} The Reorganization of Secondary Education, National Survey of Education, Bulletin, 1932, No. 17, Monograph 5. Washington, D.C., United States Department of Interior, Office of Education, 1933. p. 3.

many systems have not gone the whole way in the establishment of the three-year junior high school as illustrated by data for Massachusetts.^{1/}

Table 8. Organization of School Systems in Massachusetts by Counties and by Years in the School Units.

Counties	Years in School Units					Totals	No High School
	Senior Junior	6	4	4 2	3 3			0 2,3,4
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1. Barnstable	8	2		1		11	4
2. Berkshire	3	6		2		11	21
3. Bristol	2	7	3	2	1	15	5
4. Dukes	3					3	4
5. Essex	4	12	3	7	2	28	6
6. Franklin		9		1		10	16
7. Hampden	4	3		3	1	11	12
8. Hampshire	1	6	2	1	1	11	12
9. Middlesex	8	18	4	15	3	48	6
10. Nantucket			1			1	
11. Norfolk	8	7	4	6		25	3
12. Plymouth	9	4	2	3	2	20	7
13. Suffolk				4		4	
14. Worcester	11	21	1	7	9	49	12
Totals	61	95	20	52	19	247	108
							247
				School Systems			355

The wide variety in organization of school systems in Massachusetts indicates that school systems are planned according to factors within the local situation. No type of arrangement of grades and years is characteristic of any section except the prevalence of the junior high school in eastern counties.

A summary for the State will indicate the prevailing systems.

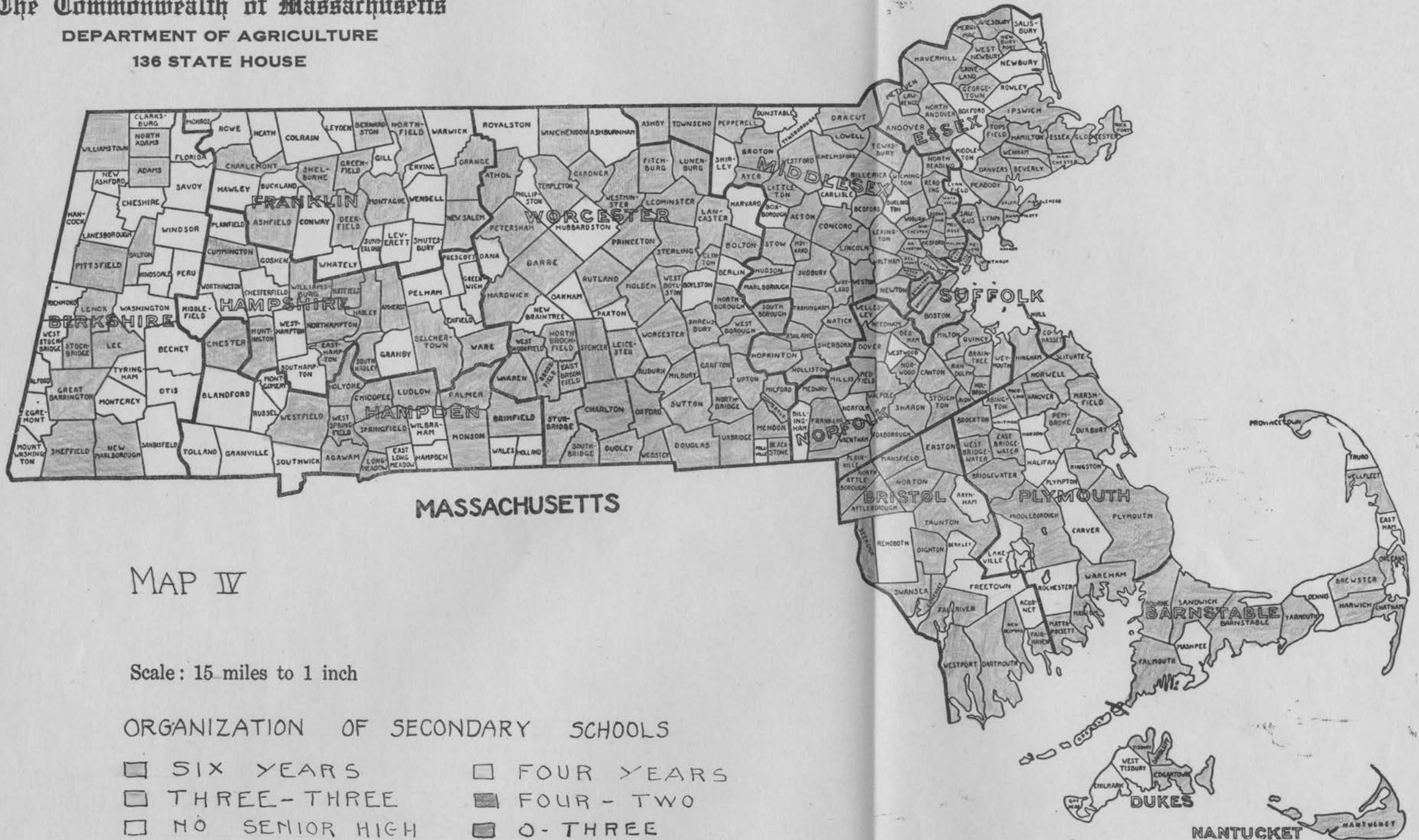
Summary of School Organization

61	Systems with consolidated high schools out of	355	17 %
115	Systems with four-year high schools out of	355	32 %
52	Systems with three-three plan out of	355	15 %

The traditional four-year high school predominates with the largest percentage of 32. Half as many systems have reorganized with the full program of the three-year junior high school, a slightly larger proportion of six-year schools providing perfect articulation for the secondary school period. The fact that twenty other systems have chosen to segregate the pupils of the 20 systems reporting the seventh and eighth grades under the designation of junior high school suggests local limitations in regard to reorganization. Some individualization in program is possible in such divisions of secondary education as well as in the traditional four-year high school. The title of junior high school, regardless of the number of years included, is in itself no guarantee that the philosophy of the reorganized school is functioning according to its basic principles. (Map IV)

Reorganization of schools involves expenditures not necessarily larger but for different objectives. Regardless of the administrative problems involved, the needs of the young people of Massachusetts must be met for the conservation of the State's human resources is of primary importance. By promoting the welfare of the individual student, the stability of its ideals ,

The Commonwealth of Massachusetts
DEPARTMENT OF AGRICULTURE
136 STATE HOUSE



MASSACHUSETTS

MAP IV

Scale: 15 miles to 1 inch

ORGANIZATION OF SECONDARY SCHOOLS

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> SIX YEARS | <input type="checkbox"/> FOUR YEARS |
| <input type="checkbox"/> THREE-THREE | <input type="checkbox"/> FOUR-TWO |
| <input type="checkbox"/> NO SENIOR HIGH | <input type="checkbox"/> 0-THREE |

the social betterment of its citizens, and the economic values of The Commonwealth will be enhanced.

Meeting the costs.-- The capacity of the community to meet school costs determines in large measure the type of program and the scope of services to be rendered. One basis for judging ability to pay is found in annual reports of the valuations in the cities and towns expressed as a per pupil item.^{1/}

Table 9. Communities of Massachusetts Arranged in Order of Valuation, 1936, Having More than \$ 10,000 Per Pupil in Net Average Membership.

Community	I *	II	III	IV	Valuation
(1)	(2)	(3)	(4)	(5)	(6)
1. Gosnold				x	\$ 76,000
2. Hull				x	33,000
3. Brookline		x			25,000
4. Dover			x		23,000
5. Wenham				x	21,000
6. Mt. Washington				x	21,000
7. Marshfield			x		21,000
8. Harvard				x	20,000
9. Duxbury			x		19,000
10. Cohasset			x		18,000
11. Brewster			x		18,000
12. Nahant				x	18,000
13. West Tisbury				x	18,000
14. Nantucket			x		17,000
15. Scituate			x		17,000
16. Weston			x		17,000
17. Monterey				x	17,000
18. Truro				x	17,000
19. Munroe				x	17,000
20. Oak Bluffs			x		16,000
21. Chatham			x		16,000
22. Orleans			x		16,000
23. Florida				x	16,000
24. Marion				x	16,000
25. Wellesley		x			15,000
26. Edgartown			x		15,000

^{1/} Annual Report, op. cit.

Table 9. (Continued)

Community	I*	II	III	IV	Valuation
(1)	(2)	(3)	(4)	(5)	(6)
27. Falmouth				x	\$ 15,000
28. Stockbridge			x		15,000
29. Chilmark				x	15,000
30. Swampscott		x			14,000
31. Barnstable		x			14,000
32. Topsfield			x		14,000
33. Bourne			x		14,000
34. Hamilton			x		14,000
35. Newton		x			13,000
36. Holyoke		x			13,000
37. Harwich			x		13,000
38. Wellfleet			x		13,000
39. Granville				x	13,000
40. Tyringham				x	13,000
41. Russell				x	13,000
42. Boston	x				12,000
43. Winchester		x			12,000
44. Yarmouth			x		12,000
45. Carver				x	12,000
46. Westwood				x	12,000
47. Egremont				x	12,000
48. Cambridge	x				11,000
49. Springfield	x				11,000
50. Somerset		x			11,000
51. Milton		x			11,000
52. Marblehead		x			11,000
53. Hingham		x			11,000
54. Tisbury			x		11,000
55. Lenox			x		11,000
56. Petersham			x		11,000
57. Howe				x	11,000
58. Prescott				x	11,000
59. Lincoln				x	11,000
60. Dennis				x	11,000
61. Mattapoissett				x	11,000
62. Salem	x				10,000
63. Fitchburg	x				10,000
64. Beverly	x				10,000
65. Wareham		x			10,000
66. Belmont		x			10,000
67. Andover		x			10,000
68. Canton		x			10,000
69. Weymouth		x			10,000
70. Sandwich			x		10,000

Table 9. (Concluded)

Community	I	II	III	IV	Valuation
(1)	(2)	(3)	(4)	(5)	(6)
71. Littleton			x		\$ 10,000
72. Sherborn			x		10,000
73. Eastham				x	10,000
74. Lynnfield				x	10,000
75. Longmeadow				x	10,000
76. Halifax				x	10,000
77. Tolland				x	10,000
78. Alford				x	10,000
79. Wendell				x	10,000
* I. Cities		8 out of 39	24 %	out of 79	10%
II. Towns-more than 5,000		14	83	16	79 16
III. Towns-less than 5,000 with high schools		26	110	24	79 34
IV. Towns- less than 5,000 no high schools		31	123	25	79 40

In 1936, 79 of the 355 communities in Massachusetts reported a per pupil valuation in net average membership of \$ 10,000 or more. Ten per cent of this group were cities with 14 large towns equalling 16 per cent. Of the small towns, 57 are included; 34 per cent of them support high schools while 40 per cent are without high schools. In general, approximately one-fourth of each category of communities according to population, as classified for reporting upon educational matters are represented within the wealthiest communities.

Ability to meet the costs of education within the community may be expressed in terms of local expenditures from local taxation.

Table 10. Expenditures for the Support of Public Day Schools from Local Taxation Per Pupil in Net Average Membership for Year Ending December 31, 1936

Expenditure ^{1/}	I Cities	II Towns More than 5,000	III IV Towns-less- 5,000	
			High Schools	No High Schools
(1)	(2)	(3)	(4)	(5)
More than \$110	3	8	15	22
\$ 90 to 110	13	17	18	20
70 90	23	42	39	31
50 70	0	16	35	37
Less than 50	0	0	3	13
Totals	39	83	110	123

More than \$110	48 Communities	14 %
I 3	ooo	
II 8	*****	
III 15	|||||	
IV 22	|||||	
\$90 to \$110	68 Communities	25 %
I 13	oooooooooooo	
II 17	*****	
III 18	|||||	
IV 20	|||||	
\$70 to \$ 90	135 Communities	38 %
I 23	oooooooooooooooooooooooooooo	
II 42	*****	
III 39	|||||	
IV 31	|||||	
\$50 to \$ 70	88 Communities	22%
I 0		
II 16	*****	
III 35	|||||	
IV 37	|||||	
Less than \$ 50	16 Communities	5%
I 0		
II 0		
III 3	|||	
IV 13	|||||	

^{1/} Ibid

Table 10. (Concluded)

Summary of Percentages

More than \$	\$ 110	-----	14
\$ 90 to	110	-----	25
70	90	-----	38
50	70	-----	22
Less than	50	-----	5

Massachusetts communities spend generously for the support of their local schools. Nearly 40 per cent of them have per capita costs ranging from \$ 70 to \$ 90. Almost as many more spend between \$ 90 and \$ 110. A smaller group have from \$ 50 to \$ 70 available for school costs. The proportion of systems that are spending more than \$110 is almost three times as large as that having smallest costs. Cities and large towns are in the median or better groups; only 16 of these fail to reach that level of expenditure. The small town systems which maintain high schools include 72 communities in which expenditures equal those of the larger towns; one-third of the small towns are spending less than the median. Of the small towns that do not support high schools, 31 equal median costs, 42 spend more and 50 spend less. The facts in this distribution suggest that a community's ability to meet the costs of education by local taxation is not related to geographic location, size, or organization as city or town; rather more evident is the fact that each system faces its own unique conditions affecting expenditures which may be made for schools from local taxation.

Expenditures for the support of schools from local funds do not represent the entire school budget. Recently, a marked tendency may be noted in the practice of appropriating increasingly larger amounts of State funds for the maintenance of local schools^{1/} An analysis of local per capita costs, when compared with the total per capita costs of a school system, provides the differences in budgets which are available from other than local sources. Using the communities reported with valuations of \$ 10,000 or more (Table 9) as an illustration of the tendency, the practice will be noted.

Table 11. Increases in Per Capita Costs of Schools from Non-Local Sources Reported for Communities with Per Capita Valuations of \$ 10,000 or More.

Valuation	Per Capita Costs Increased by					
	\$0-\$10	\$10-\$20	\$20-\$30	\$30-\$40	\$40-\$60	More than \$60
Groups *	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4	1-2-3-4
(1)	(2)	(3)	(4)	(5)	(6)	(7)
\$ 76,000	. . . .	. . . . 1	. . . .	. . . .	. . . .	. . . .
33,000	. . . . 1	. . . .	. . . .	. . . .	. . . .	. . . .
25,000	. 1 . .	. . . .	. . . .	. . . .	. . . .	. . . .
23,000	. . . .	. . . . 1	. . . .	. . . .	. . . .	. . . .
21,000	. . 1 .	. . . . 1	. . . .	. . . .	. . . .	. . . . 1
20,000	. . . .	. . . . 1	. . . .	. . . .	. . . .	. . . .
19,000	. . 1 .	. . . .	. . . .	. . . .	. . . .	. . . .
18,000	. . . .	. . . . 1	. . . . 1 1	. . . . 1	. . . .	. . . .
17,000	. . 2 .	. . . . 1	. . . .	. . . . 2	. . . . 1	. . . .
16,000	. . 2 .	. . . . 1	. . . . 1	. . . . 1	. . . .	. . . .
15,000	. . 1 .	. . . . 1 1	. . . . 1 1	. . . .	. . . .	. . . .
14,000	. 2 1 .	. . . . 1	. . . . 1	. . . .	. . . .	. . . .
13,000	2 . . .	. . . . 2 1	. . . .	. . . . 1	. . . . 1	. . . .
12,000	1 1 1 .	. . . .	. . . . 1	. . . . 1 1	. . . .	. . . .
11,000	. 3 . 1	2 . 2 2	. 1 . .	. . . .	. . . . 1 1	. . . . 1
10,000	3 3 . .	. 2 1 1	. . 2 2	. . . . 2	. . . .	. . . . 1

^{1/} Ibid . Appendix II.

Table 11. (Concluded)

Summary of Increases in Ssyetsm of Highest Valua&tions

- * 1. Cities
 2. Towns with more than 5,000 population
 3. Towns with less than 5,000 with high schools
 4. Towns with less than 5,000 not maintaining high schools

More than \$ 60 3 Systems

1. 0
 2. 0
 3. 0
 4. 3 !!!

From \$40 - \$ 60 4 Systems

1. 0
 2. 0
 3. 1 "
 4. 3 !!!

From \$30 - \$ 40 9 Systems

1. 0
 2. 0
 3. 1 "
 4. 8 !!!!!!!!

From \$20 - \$ 30 12 Systems

1. 0
 2. 1 *
 3. 6 #####
 4. 5 !!!!!

From \$ 10 - \$ 20 23 Systems

1. 2 oo
 2. 2 **
 3. 10 #####
 4. 9 !!!!!!!!

Less than \$ 10 28 Systems

1. 6 oooooo
 2. 10 *****
 3. 9 #####
 4. 3 !!!

Twenty-eight of the 79 communities whose per pupil valuation is \$ 10,000 or more are receiving \$ 10 or less per pupil from non-local sources to meet local school costs; 23 others in this

same group receive from \$10 to \$ 20 per pupil; 12 receive between \$ 20 and \$ 30 and 9 receive between \$ 30 and \$ 40. Seven of the small towns receive more than \$ 40 from outside sources for each pupil enrolled in their schools. An analysis of the conditions upon which these additional funds are made available for local use and the manner in which they are made to improve the educational offering locally is a matter for further study.

Educational Rank of Massachusetts

Several studies have reported educational status expressed by an Index Number as a measure of the effectiveness of state school systems. In the earliest report ten components were used for the basis of the index.^{1/} Five items pertained to the amount of education received and five were related to expenditures made for education. These elements were studied in relation to available state records for a period of 47 years on the assumption that increases and decreases in a component element would reflect changing conditions in education within the state. The index provided a measure of educational status by both years and periods; it aimed to measure progress and serve as a basis of comparison of attainment among states. The components included in the first study were:

- " 1. Per cent of school population attending daily
2. Average days attended by each pupil of school age
3. Average number of days schools were kept open
4. Per cent that high school attendance was of total
5. Per cent that boys were of girls in high schools

^{1/} Leonard P. Ayers, An Index Number of State School Systems, New York, Russell Sage Foundation, 1920.

6. Average annual expenditure per child attending
7. Average annual expenditure per child of school age
8. Average annual expenditure per teacher employed
9. Expenditure per pupil for purposes other than teachers' salaries
10. Expenditure per teacher for salaries. "

The educational status of Massachusetts according to this method of appraisal is indicated by its rank among states at different periods.^{1/}

Table 12. The Ten States Ranking Highest in Status by Ayers' Educational Index Number.

States with Rank Index	1890 48.63	1900 49.52	1910 61.21	1918 75.79
(1)	(2)	(3)	(4)	(5)
District of Columbia	1	3	3	5
Massachusetts	2	1	4	9
California	3	4	2	2
New York	4	2	8	-
Rhode Island	5	6	10	-
Connecticut	6	5	-	-
Colorado	7	8	-	-
New Jersey	8	9	6	4
Montana	9	10	7	1
Pennsylvania	10	-	-	-
Nevada	-	7	5	-
Washington	-	-	1	6
Utah	-	-	9	8
Arizona	-	-	-	3
Iowa	-	-	-	7
Michigan	-	-	-	10

During the earlier periods included in this report, the eastern states were holding highest ranks, positions which have since been conceded to mid-western and western states. Massachusetts remained within the top-ranking ten states for the period.

Some time later, the components used in the Ayers Index

^{1/} Ibid

Number were reconsidered and expanded; less emphasis was placed on the financial aspects and more weight was given to educational services.^{1/} The educational effectiveness of the school system in Massachusetts is represented by ranks for different periods, expressed in the revised index number.

Educational Rank of Massachusetts, Revised Index.

1910	4 in Rank
1918	9
1920	17
1922	22
1924	22
1928	17
1930	12

It is evident that the educational prestige of Massachusetts which held first rank in 1900 according to Ayers' Index Number has passed to other states. The Phillips Study shows it to have lost its place among the first ten by 1920. During the next five years it moved to an average position among the states, later returning to its 1920 position. Within the next decade it had improved its status still further, ranking 12 among the 48 states in 1930.

During a later period, further refinement in the selection of components and the development of a new technique for ranking has been reported.^{2/} The summing of ranks attained for individual criteria are given equal weight in a final index number which makes for better appraisal and fairness in judgment.

1/ Frank M. Phillips, "Educational Rank," American School Board Journal, 84: (February-May), 1932

2/ Douglas E. Scates, "Revised Index Number of State School Systems" American School Board Journal, 94: (June, 1937), p. 52-53

Table 13. Stated Ranking Highest in Educational Status According to Index Numbers for 1918, 1930, 1934.

1918 Ayers	1930 Phillips	1934 Scates
(1)	(2)	(3)
1. New York	1. Washington	1. Utah
2. Dist. of Columbia	2. Montana	2. California
3. Nevada	3. New York	3. Washington
4. California	4. California	4. Wyoming
5. New Jersey	5. Dist. of Columbia	5. Montana
6. Illinois	6. Michigan	6. Idaho
7. Ohio	7. Illinois	7. New York
8. Washington	8. Ohio	8. Minnesota
9. Massachusetts	9. New Jersey	9. Iowa
10. Delaware	10. Indiana	10. Massachusetts
11. Connecticut	11. Delaware	11. Delaware
12. Montana	12. Massachusetts	12. Kansas
13. Arizona	13. Nevada	13. Nevada
14. Colorado	14. Oregon	14. New Jersey
15. Oregon	15. Utah	15. Michigan
16. Michigan	16. Pennsylvania	16. Oregon
17. Wyoming	17. Iowa	17. Colorado
18. Utah	18. Colorado	18. Indiana
19. Iowa	19. Connecticut	19. No. Dakota
20. Indiana	20. Missouri	20. Connecticut

The new rating procedure places Massachusetts within the range of the first ten again, a rank among the states which should serve as a minimum standard, if the traditional prestige in education is to be preserved.

Conclusion

The confusions and complexities which have developed in economic and social affairs during the present decade have concentrated the attention of educators upon the necessity for providing guidance and counseling services as an organized function of the school program. The detailed review of factors which relate

themselves very closely to the educational offering within the local community, as given in this chapter, has emphasized wide variety in characteristic elements and conditions. In the survey of guidance practices and services, which is to follow, generalizations of any nature cannot be made without proper consideration being given to these divergences: location, population; both adult and school; economic interests and limitations.

Massachusetts with its 355 communities becomes the setting for a study of Guidance Service in the Public Secondary Schools in 1938 and 1939.

" American education must, therefore, be aggressive and strive to meet, through enlightened practise, the needs of a disturbed society..... those interested in true education must become more potent as factors in directing change in the interest of the general welfare. " *

* Eugene Hilton, Message for American Education Week, 1938, Washington, D.C., National Education Association.

CHAPTER III
PREVIOUS STUDIES

During the past decade various approaches have been made to the study of guidance in the secondary schools of Massachusetts. A summary of the information contained in such reports will provide an introduction to the investigation of guidance service at the close of this ten-year period.

Committee Report of 1929- Massachusetts

Educational Guidance.-- The first survey of guidance practice to be made in Massachusetts was reported by a Committee of High School Principals in May, 1929.^{1/} A questionnaire presented fourteen questions with answers to be expressed as Yes or No. From the responses received from one hundred eighty principals of high schools a summary of the status of educational guidance was obtained. (Table 14.)

A concrete system of educational guidance was reported by 88 per cent of the principals who served as the guiding agents in 62 per cent of the schools. All teachers, or a designated teacher, served as counselors in 46 per cent of the systems. The extent to which the principal, the dean, and the teacher shared the responsibility within the school is not indicated.

One-half of the schools used the personnel record card for basic data as a foundation for guidance; the same proportion considered the intelligence quotient as an important entry. The

^{1/} Guidance Program in High Schools, Report of Committee of High School Principals, Massachusetts Department of Education, 1929

Table 14. Educational Guidance in the High Schools of Massachusetts: A Summary of Responses Reported by Principals in 1929.

Question	Per Cent of 180 YES
I. Have you a concrete system of guidance in education ?	88
II. Who is the guiding agent ?	
a. Principal	62
b. Dean	12
c. Designated teacher	21
d. All teachers	25
III. What data do you keep as a foundation for the advice given ?	
a. Life history card	35
b. Personnel card	50
c. Intelligence quotient	49
IV. How is guidance given ?	
a. General talks to school as a whole	63
b. Courses in guidance and vocations	14
c. Group conferences	26
d. Personal conferences	86
V. How are the guidance efforts followed up ?	
a. Successive conferences	61
b. Coordinated attempts on part of faculty to assist pupils	33

life history or cumulative record was in use in one-third of the schools.

Guidance was provided by personal conference in 86 per cent of the systems with general talks to the entire school being given in 63 per cent of them. Courses in guidance and vocations were offered in but 14 per cent of the schools with the

group conference being used by one-fourth of them. The extent to which each of these guidance procedures was in use within the program is not indicated.

The guidance effort was followed up in successive conferences by 61 per cent of the schools. The faculty was organized to make a coordinated effort to assist pupils in one-third of the schools. Inasmuch as half of the schools were using teachers as guiding agents, the administration of guidance appears to be following the traditional incidental procedure rather than a consciously organized program.

Summary.-- Ten years ago the high schools in Massachusetts were giving major consideration to the educational aspect of guidance. The principal as chief guiding agent was supported by some teacher-cooperation. The record of the intelligence quotient prevailed as the basic guidance factor. A personnel card was in use without the supplementary cumulative history. Guidance was given largely in personal conference with the general assembly as the chief source of information. Successive personal conferences served as follow-up of the guidance effort, the need for coordination among the assisting teachers being noticeable. Tradition continued to influence and largely direct the trend in guidance in Massachusetts as recently as a decade ago. Plans and procedures were those of a school organized to serve students seeking a preparation for college. Few of the problems associated with the recognition of individual differences or the problems of the non-college student were being

solved.

A Rural Study - Massachusetts, 1933

The guidance service in Massachusetts was next examined in a study limited to the secondary schools of Cape Cod, a natural formation which coincides with the boundaries of Barnstable County and includes 25 towns served by 11 high schools. ^{1/}

This county, uniquely isolated geographically, serves as an illustration of the educational problems to be found in a rural region. Because Barnstable county will form a part of the present investigation, the data compiled for Cape Cod in 1933 will serve as a basis for comparison with current data.

Regional characteristics.-- The population of Cape Cod has been in constant flux according to census records. In 1765, the Provincial Census reported 12,127 residents in this section. The population increased steadily during the next century with no decline in numbers until the Civil War, a stability in residence that continued until the turn of the century. Since 1900, however, there has been a steady rise in numbers as indicated by the population reported in the United States Census of 1930, the number of residents approximating that of the previous mid-century. An increase of 4,000 in population in three decades verifies the present trend in the State, a movement from urban to rural and from inland to the coast. ^{a/}

^{1/} Chester E. Jones, "Guidance in Cape Cod Secondary Schools," Unpublished Thesis, Boston University, 1933.

^{a/} Page 12 of this report

Further study of flux in population as related to school problems showed the total white population moving at a normal rate while those of foreign parentage were changing residence four times as often; those of mixed parentage, foreign and native, moved six times as frequently. Native stock remained relatively stable. The component of population to show a decided incoming tendency was found among the native-born whites of foreign parentage; following the trend within this group, many will leave the region as adults, a factor of significance in planning the guidance program.

School attendance.-- The effect of the compulsory school attendance law is reflected in the reports of attendance by age groups.^{1/}

Table 15. School Attendance in Barnstable County- 1910-1920

Age Group	Youth Population	Youth in School	Percent of Youth in School
(1)	(2)	(3)	(4)
1910 6 - 9	1,797	1,614	89.8
10 - 14	2,236	2,126	95.1
15 - 17	1,270	1,739	58.2
1920 7	3,224		
7 - 13	3,341	3,182	95.2
14 - 15	851	712	83.7
16 - 17	773	414	53.6
18 - 20	1,053	247	23.5

Approximately 95 per cent of school-age children will attend school until the age of fourteen; some under the compulsion

^{1/} Ibid

of the law; according to figures of the 15-17 year group for 1910 many leave school as soon as permitted. Little more than half of the youth population reached the secondary school level, a proportion which was improved by five points in 1920. Of interest to guidance is the 23.5 per cent of the teen-age students that remained in school. Without supporting data for attendance by grades, completion of high school or withdrawal from that level, their guidance needs are not evident.

Guidance services.-- The survey of the secondary schools of Cape Cod sought the nature and extent of educational and vocational guidance in this rural region. A detailed analysis of the section was made in terms of social factors, elements of population and major occupational activities. From these, minimum essentials of an adequate guidance program for Cape Cod schools were established as criteria to be evaluated. Each was studied by means of personal observation and personal interview. Evaluations of guidance services provided by each of the eleven secondary schools in the district were made.^{1/} (Table 16)

Guidance services appeared to be average in quality with a larger proportion reported as lacking in adequate services than as satisfactory. Either two or three of the eleven schools have been rated high in regard to the guidance elements selected to illustrate a regional situation.

^{1/} Ibid

Table 16. Evaluation of Guidance Services in the Secondary Schools of Cape Cod According to Criteria Established for them in 1933; Ten Selected Items.

Guidance Criteria with Ratings	Eleven Schools				
	A	B	C	D	E
(1)	(2)	(3)	(4)	(5)	(6)
1. Individual differences		3		2	6
2. Vocational guidance	2	1	3	4	1
3. Educational guidance	2	1	8		
4. Exploratory classes		2		9	
5. Guidance-mindedness	3	1	2	1	4
6. Individual guidance		3	7	1	
7. Objective testing		2	9		
8. Cumulative records	2		2	7	
9. Placement-follow-up			3	8	
10. Organized guidance	2	1	1	2	5

Conclusions and recommendations were made as follows:^{1/}

" As it is obvious that the greater part of the secondary school graduates will enter one of the three major industries, namely, catering to summer tourists, agriculture, or fishing, it would seem that it is the duty of the schools to provide information and guidance in these fields to all students and guidance and information in minor occupations and higher education to those who request it or would benefit by it.....

" Small schools must begin where they are and add by selecting from the most important elements not yet included in their lists of guidance activities..... This means that while a school may not at present have a perfected guidance program it must have a growing program, the ultimate objective of which will be the inclusion of all the essentials of a good program as outlined. "

In reviewing this report of guidance in a region faced with many handicaps due to environment, more data concerning each high school would permit of more discriminating judgment. Important factors include location of schools, type of area served,

^{1/} Ibid

size and type of pupil enrollment, size and training of teaching staff, teacher-pupil ratio, and the matter of transportation involved in assembling the school group. To view the guidance service apart from the total picture places the school unit at a disadvantage. A guidance program is a feasible project for even the smallest of schools. The extent to which it may meet the demands of its pupils will be controlled largely by local conditions.

Status of Guidance- Massachusetts- 1935

An interval of six years elapsed between the report made by the Committee of High School Principals in 1929 and the second state-wide survey in 1935.

Scope of service broadens.-- Social and economic changes of far-reaching educational significance had occurred during this intervening period. The necessity for substituting an organized guidance effort within the school program for the informal, incidental aid became impressively urgent. The extent to which the school administrators had become aware of these important changes and had made program adjustments to meet them is reported in the study of 1935.^{1/}

The plan of study was based upon a four-page questionnaire which classified ninety-two accepted types of guidance activity under twelve headings:

^{1/} Edward B. Colbert, " Status of Guidance in the Larger Secondary Schools of Massachusetts, " Unpublished Master's Thesis, Boston University, 1935

Interviews
 Group guidance classes
 Homeroom period
 Occupational information
 Exploratory; try-out courses
 Tests
 Cumulative records
 Guidance functionaries
 Principal and guidance
 Number of counselors
 Time for counseling
 Guidance organization

The checklist was sent to 211 secondary schools in Massachusetts with enrollments of 500 pupils or more; 169 returned forms were used in the study. The schools were classified according to the number of years in the school program and enrollment, more than 1,000 and less than 1,000 pupils. These classifications may be represented to indicate the type of schools studied. ^{1/}

Number	Type	Size	Small	Large
5	6-year	sssss	5	
42	4-year	ssssssssssssssssssssss LLLLLLLLLLLLLLLLLLLL	20	22
35	3-year senior	ssssssssssssssssss LLLLLLLLLLLLLLLLLLLL	16	19
87	3-year junior	ssssssssssssssssssssss ssssssssssssssssssssss ssssss LLLLLLLLLLLLLLLLLLLLLLLL LLLLLL	56	31
169			92	77

Figure 5 Secondary Schools Included in Survey of Guidance Practices in Massachusetts, 1935

^{1/} Ibid

A selection from the reported items will suggest the trends in guidance in 1935.^{1/}

Table 17. Guidance Activities Reported by the Larger Secondary Schools in Massachusetts in 1935 with Percentages for Type of School; A Selection of Items.

Activity	Schools Number with Per Cent Reporting	Number	Per Cent	Type		
				Junior 87 51 (4)	Senior 35 21 (5)	4-year 42 25 (6)
(1)		(2)	(3)	(4)	(5)	(6)
Conferences		155	92	93	91	91
Electives		155	92	91	91	91
Selection of course		154	91	93	91	91
Causes of failure		147	87	93	86	79
Adjustment of individual		145	86	90	83	81
Contact with parent		145	86	86	89	83
Study of individual		129	76	86	66	62
Career choice		90	53	51	54	57
Placement		70	41	17	69	69
Home visits		63	37	45	29	29
Case study		47	28	31	20	24
Follow-up		39	23	17	40	31

In general, the guidance activities common to most secondary schools included conferences, electives, selection of courses study of failures, pupil adjustment, and contacting parents, all being reported by more than 80 per cent of the schools included in the study. A better study of the individual is being made by the junior high schools than by the senior high schools. More than half of the schools reported choice of career as a guidance activity. Junior high schools did little with placement and follow-up but were doing more than the senior high schools in regard to home visits and case studies.

^{1/} Ibid

Summary.-- The study of guidance practice in the larger secondary schools of Massachusetts made in 1935 concludes as follows;^{1/}

- " The strength of the guidance program.....lies in providing activities that require little formal organization. The weakness of the program lies in the administration of activities that are beyond traditional school routine and which require a special organization for their effective accomplishment.
- " One-half of the activities, which are generally accepted by authorities as pertinent to a guidance program, are being provided by considerably less than one-half of the schools of Massachusetts. Activities of a vocational nature are receiving but little attention as compared with those of an educational nature.....
- "The methods and materials generally used in carrying out guidance activities are reported with varying emphasis...
- " No uniformity of practice is observed in regard to providing exploratory and try-out experiences.....Objective tests are utilized for guidance purposes to a very limited degree.....
- " Nearly all schools keep cumulative records of scholarship, and practically one-half keep the record of test results, principally of intelligence.....
- " The organization of the guidance program.....shows little homogeneity of practice. The functionaries most frequently noted as carrying on the guidance work are the principal and the homeroom teachers..... seven out of ten schools signify them as guidance officials.
- " Fifty-nine different combinations of functionaries are reported in the 169 schools. The combination most frequently given include the principal, assistant principal, and homeroom teachers.....
- " The junior high schools show a marked superiority over other types of schools in the activities being provided in utilizing the various methods and materials for guidance and in the simplicity and uniformity of their guidance organization.
- " In the senior and four-year high schools the lack of organized consistent effort is very noticeable.....Like-

wise, the organization of the guidance program in these schools is complex and confusing.

" The schools of medium size, those with enrollment of 500 to 1,000, are offering more guidance than the lower schools, except among the junior high schools where the tendencies are practically the same in both smaller and larger schools.

" In general, the following conclusions are evident from the foregoing interpretations of data:

1. Approximately one-third of the secondary schools are making a definite attempt to achieve the objectives of guidance.
2. A more definite guidance program is needed, especially in the senior high school and the four-year high school.
3. The program of guidance should be more systematic by regularly utilizing such techniques as the group guidance class, the homeroom period, and the individual counseling through the personal interview.
4. The program of guidance should be made more scientific by utilizing the many types of objective tests and questionnaires, by keeping accurate cumulative records of the individual, by making more use of exploratory and try-out courses, and by utilizing trained counselors to interpret these data.
5. A better organization of guidance activities of a vocational nature is needed.
6. The guidance organization should be simplified, especially in regard to the number of combinations of guidance functionaries. "

Meanwhile studies of guidance practice in the secondary schools of New Jersey have been made. Reference to these reports will be of value for comparative purposes in considering the results found in Massachusetts. Conclusions drawn from two surveys are available.

Guidance Practice in New Jersey- 1930-1931

In 1932, Rutgers University published a report of a state-wide study of guidance which had been directed by Dr. Rex B. Cun-

liffe.^{1/} The problem was stated as follows:

" This is the story of guidance in New Jersey secondary schools as reported by one hundred eighty-eight administrators and counselors. In contemporary civilization, vocational guidance cannot be ignored or neglected, and it is of importance to know how New Jersey secondary schools are dealing with this problem. "

The questionnaire.-- The study sought answers to these questions:

1. What guidance activities are most emphasized or reported most often ?
2. What are the distinguishing characteristics of the guidance program ?
3. What is the relationship between school size and the nature of the guidance program ?
4. What provision is made in diversified programs for meeting the needs of major economic and social groups ?
5. What provisions are made for guidance definitely vocational in nature and for the coordination of all guidance activities ? "

The questionnaire was based upon the following philosophy:

" The function of the school vocational guidance program is to prepare and help boys and girls choose wisely among alternative courses of action presented by problems which inevitably arise as they prepare for and enter the vocational world. Such problems involve, not only choosing an occupation, as ordinarily understood, but choosing a job, more often, an employer, a type of training, a job-finding technique, and meeting adequately all the difficult vocational situations which characterize our complicated and rapidly changing industrial order. The exploitation of juvenile wage-earners has, in addition, shown the necessity for including in the guidance program provisions for placement, assisting the child in making his first contacts with industry, and supervising his initiation into this new world. "

^{1/} Rex B. Cunliffe, Guidance Practice in New Jersey, Studies in Education, No. 2, Rutgers University, Bulletin Series VIII, Number 10 a, April, 1932, Rutgers University, School of Education, New Brunswick, New Jersey

Guidance activities.-- The prevailing practices found in New Jersey in 1930-1931 are here summarized.^{1/}

Table 18. Guidance Activities in the Secondary Schools of New Jersey in 1930-1931.

Activity	Schools Reporting	Per Cent Reporting
(1)	(2)	(3)
Number of schools surveyed	208	
Number of schools reporting	191	92.2
Number of schools in study	188	98.8
Curricular guidance	168	89.5
Try-out courses	137	73.
Occupational information	106	56.3
Homeroom guidance	100	53.2
Test program	98	52.1
Counselors	79	42.
Courses in occupations	60	31.9
Placement	28	14.9
Program adequate	19	10.1

Educational guidance prevails as the outstanding guidance practice. More than half of the schools reporting were providing try-out courses, occupational information, guidance through the homeroom period, and a testing program. Less than one-half of them provided counselors or courses in occupations. Placement had proper attention in only 15 per cent of the schools. Only 19 out of the 188 secondary schools considered the guidance program adequate.

Trends in practice.-- The survey of high schools revealed certain tendencies in practice. The report made these conclusions.^{1/}

^{1/} Ibid

- " 1. Most emphasis is on educational guidance; least is on vocational.
2. The guidance program in the junior-high schools is better balanced, offers more in try-outs, homeroom program, testing, and occupations courses.
3. The average-sized four-year schools offer more activity and better balanced programs.
4. Small four-year high schools compare favorably in guidance programs with those offered by large schools.
5. The nature of the four-year high school program is determined by size of school rather than by economic interest.
6. Four-year high schools are sending the largest proportion of students to work, provide more adequate and comprehensive programs, stressing occupations courses and placement.
7. Few schools make provision for teaching sound concepts of an intelligent attitude toward the world of industry.
8. Few schools provide for placement or follow-up.
9. School programs are rich in experiences having potential try-out values.
10. Counselors are giving one-fourth or less of their time to guidance in most schools.
11. Control and coordination of guidance activities rest largely with the principal."

" Much has been done; much remains to be done; but the significant thing about guidance in New Jersey is that there is such a widespread and organized effort by the schools in a movement, which, as a school function, is comparatively new; that there is not a field of guidance activity in which some New Jersey schools are not boldly experimenting.....But it is also true that there are many schools making no or inadequate attempts at setting up integrated programs of guidance activity and that thousands of youth of secondary school age leave school to enter the industrial world with little or no preparation or assistance. It is to be expected, however, if the past can be taken as an indication of the future, that more and increasingly more schools will include as an accepted part of the school organization provisions for guidance activity and that eventually all of the boys and girls in the secondary schools will be better adjusted to solve adequately their problems of vocational adjustment. " *

* Ibid

Guidance Practice in New Jersey- 1937

As a professional contribution, the New Jersey Secondary School Teachers Association has made an annual report on some topic of general interest to its members. The adoption of Guidance as the theme for the year, 1936-1937 culminated in a study of guidance in the state.^{1/}

The questionnaire.-- Two forms were used in the survey. A one-page questionnaire containing eleven pertinent questions bearing upon guidance was circulated among 1200 teachers in the belief that " what teachers think about such questions will to a very great extent determine the direction in which guidance will develop and the emphasis it will receive in any school. " A summary compiled from responses produced these generalizations:^{2/}

" The counselor is the most effective agent for guidance. Other sources and activities are next in importance. The homeroom teacher ranks next in effectiveness. The subject teacher is almost as effective as the homeroom teacher. The principal's effectiveness as a guide, frequently because of the pressure of numbers , is likely to be in inverse proportion to the size of the school. "

The G Form, Experimental Edition.-- The experimental edition of the G Form of the Cooperative Study of Secondary School Standards was available, a fact of special interest since the 1938 edition of the G Form will provide the basis for the study of guidance service in Massachusetts for 1938-1939.

The checklist presented 219 items grouped under these

^{1/} Guidance Service Standards for Secondary Schools, New Jersey Secondary School Teachers Association, 1937

^{2/} Ibid

seven headings.^{1/}

- " A. Understanding between school, home, and community
- B. Articulation between schools
- C. Information regarding the pupil
- D. The Guidance program
- E. Post-school relationships
- F. Supplementary data
- G. General summary. "

The G Form was addressed to 153 secondary school officials with schools classified as follows :

Number of Schools	Type	153 Secondary Schools	Per Cent
37	6-Year	xxxxxxxxxxxxxxxxxxxxxxxxxxxx	25
64	4-Year	xxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxx	42
11	Senior	xxxxxxx	7
41	Junior	xxxxxxxxxxxxxxxxxxxxxxxxxxxx	26

Figure 6. Organization of Secondary Schools in Study of Guidance Practices in 1936-1937

The data was reported in tabular form for each of the 20 aspects of guidance set up by the G Form. Some selections from the many conclusions drawn may serve to advantage in this study.

" Very few schools can as yet show adequate attention is being given to the post-school needs of the one-half to two-thirds of their graduates whose goal is a job in a business office or in an industrial concern. In many respects, the needs of these pupils are the unknown guidance frontier in secondary education. "

^{1/} Guidance Service, Form G, (Tentative and Experimental Edition), Cooperative Study of Secondary School Standards, Washington, D.C.

An equally emphatic statement is made concerning the problem of placement.^{1/}

" All in all, placement of high school graduates in business and industry is an undeveloped phase of secondary school guidance in New Jersey. This is lamentable; not only for the pupils who would be benefitted by such action by the schools but also for the schools themselves. A functioning placement and follow-up program affords the best possible way for schools to find what their weak and strong points are. "

One tabulation of evaluations includes most of the items which will appear in this report later under the heading of Results of Guidance.

Table 19. Ratings of the Functioning of Guidance Programs in the Secondary Schools of New Jersey, 1936-1937.

Guidance Function	Evaluations *			
	1	2	3	4
(1)	(2)	(3)	(4)	(5)
Return to school of pupils withdrawn	6	17	39	43
Better cooperation of staff	11	41	41	5
Better Planning by pupils	7	50	33	8
Better understanding of short-cut methods	3	38	44	13
Better understanding of misrepresentations	5	39	33	11
More intelligent outlook on life problems	11	44	36	8
Better understanding of occupational problems	11	44	52	8
Better placement of pupils	8	24	43	11
Better relations between school and business	5	24	40	15
More guidance and occupational literature	13	49	25	9

- * 1. Almost perfect functioning in achieving results
 2. Functioning very well
 3. Functioning fairly well
 4. Functioning poorly

Greatest gains have been made in better planning by pupils and in providing more literature. The greatest needs appear to be those related to occupational problems and placement. The

^{1/} Guidance Service Standards, op. cit.

poorest functioning is related to the return of pupils who have withdrawn.

Summary.-- Statements made by principals concerning the most needed developments and improvements will serve as a conclusion for the New Jersey study of guidance in 1937. 1/

" Better provisions for counseling.

More adequate records with clerical help to maintain them.

A guidance director to coordinate and articulate.

Trained guidance workers.

More group guidance for foundational purposes.

More thorough and extensive follow-up.

More knowledge about the pupil and his home conditions.

A full-time placement bureau.

Better office space and facilities for counselors.

A well-rounded testing program.

More cooperation between schools and employers.

Refinement of guidance techniques.

Longer and better-thought-out homeroom periods.

More care and attention to the needs of exceptional children. "

1/ Ibid

CHAPTER IV

THE COOPERATIVE STUDY

The Cooperative Study of Secondary School Standards is functioning through delegated representatives of the six regional accrediting associations of colleges and secondary schools in the United States. The Study had its inception in a series of suggestions and proposals made between February, 1928 and August, 1933. At a conference of regional delegates held in Chicago at the close of this period general plans for the Study were formulated.

Purposes.-- The purposes of the Study are expressed or implied in these questions: 1/

- " 1. What are the characteristics of a good school?
2. What practicable means and methods may be employed to evaluate the effectiveness of a school in terms of its objectives?
3. By what means and processes does a good school develop into a better one?
4. How can regional associations stimulate secondary schools to continuous growth? "

Three distinct phases were involved in the proposed Study:

- " 1. A formulation of criteria and the development of procedures for their application.
2. A period of experimentation for the application and the validation of the criteria and procedures.
3. Analysis and evaluation of the results of the experimental try-out materials and the preparation of a re-

1/ Walter Crosby Eells, " The Cooperative Study of Secondary School Standards," The Educational Record. April, 1936.

port containing recommendations which may serve as a basis for the programs of the regional associations."

Existing standards of accreditation.-- The stimulus for the organization of the Cooperative Study was the increasing dissatisfaction with the existing standards for accrediting secondary schools, which were reviewed from these viewpoints: ^{1/}

- " 1. Faults with present methods of accreditation
- 2. Guiding principles for the development of a new, improved method of accreditation
- 3. Concrete procedures which can be used for this new and improved method of accreditation. "

Some of the outstanding limitations of accreditation procedures as understood by the Cooperative Study are recognized in these shortcomings in existing standards: ^{2/}

- " 1. Tendency to become mechanical rather than vital, to measure material facilities rather than educational processes.
- 2. Tendency to become rigid and to be without flexibility making them adaptable to types and sizes of schools
- 3. Tendency to become deadening rather than stimulating; to conform rather than to initiate; to retard rather than to promote progress through experimentation .
- 4. Failure to recognize modern viewpoints in education, such as individual differences and the desirability of developing programs to meet these needs.
- 5. Tendency toward the narrow academic program rather than the broadly comprehensive, and their development in terms of college entrance for the few without attention to the needs of the many.

^{1/} Ibid

^{2/} Walter Crosby Eells, "Bases for a New Method of Accrediting Secondary Schools," The Educational Record Supplement, (January, 1938), 19: 114-42.

6. Application based on untested assumptions and on personal opinion without scientific validation. "

Basic principles for improvement.-- The fundamental principles which would become the essential bases for the approach of this nation-wide problem were formulated as guides for the development of improved methods of accreditation. These guiding principles were established as: ^{1/}

- " 1. The American secondary schools are essentially alike in their underlying purposes and organization.
2. In a democracy the fundamental doctrine of individual differences is as valid for schools as for individuals
3. A school cannot be studied satisfactorily except in terms of its own philosophy of education, its expressed purposes and objectives, the nature of its pupils, the needs of the community served.
4. Methods of evaluation and accreditation should recognize the differences in background, in development, and in existing conditions.
5. It is more significant to measure what the school does than what it is or what it has.
6. A school must be judged as a whole.
7. Methods of accreditation should be based upon scientific studies and objective evidence.
8. The considered judgment of competent educators is an essential factor in the evaluation of a school.
9. A valid method of accreditation and evaluation should be fully tested and carefully evaluated by extensive experimental try-out in a large group of typical, representative secondary schools.
10. It is recognized that in most of the important aspects of a school's work the best basis for the development of useful norms will probably be the practices in other comparable schools.
11. A school should be judged in terms of the extent to

^{1/}Ibid

which it meets satisfactorily the needs of all pupils who come to it.

12. A good school is a growing school.
13. Any useful, stimulating, and valid method of accreditation must be flexible with the passage of time.
14. The number of factors evaluated in the modern secondary school must be sufficiently large and varied to give valid evidence of worth in each of the main areas of the school's work.
15. Accrediting procedures and materials must be in brief and convenient form to be practicable for use in all secondary schools.
16. If criteria for evaluation are sufficiently flexible, extensive and thorough, it is not essential that they be applied annually.
17. The basis and methods of accreditation should require the interest and participation on the part of the entire school.
18. The primary function of accreditation should be stimulation toward continuous growth and improvement. "

Formulation of criteria.-- Two hundred carefully selected schools participated in the experimental study in 1937.^{1/} They were chosen to represent every state, the number in each proportional to the number of regionally accredited schools existing therein, the proportional basis including size and type of control. Twenty-five non-accredited schools were also included. Other factors of selection included type of curriculum, number of years in organization, type of community served, urban or rural location, racial groups educated, and boarding and day-school status. A definite effort was made to secure schools of varied quality with the ultimate objective of ranking the two

^{1/} Appendix

hundred schools in order of educational excellence, thus forming a scale for comparison.

Extensive and valid criteria for evaluation were secured by studying these schools by seven different methods with their relative weights given in percentages. ^{1/}

" Scores on evaluative criteria		40 PerCent
Educational program	20	
Staff	10	
Plant	4	
Administration	6	
Field committee judgments		20
Progress measured by standard tests		20
Success of product of school		
Pupils later entering college	6	
Pupils not entering college	4	10
Judgments of pupils		6
Judgments of parents		4
		<u>100</u>

Evaluation of criteria.-- Among the fourteen forms provided for the evaluation of various aspects of education in the programs of secondary schools is the G Form, Guidance Service. Its use as the basis for the survey of guidance practices in the secondary schools in Massachusetts in 1938-1939 makes it advisable to present the Evaluative Criteria in its entirety that relationships may be made evident. ^{2/}

EVALUATIVE CRITERIA

Form

A. Basic information- preliminary data

B. Philosophy and objectives

I. Philosophy and objectives

^{1/}How to Evaluate a Secondary School, a Manual, Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C.

^{2/}Evaluative Criteria, Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C. 1938 Edition.

- II. Objectives of the school
 - III. Graphic analysis of theory and practice
 - IV. General evaluation of philosophy and objectives
- C. Pupil population and school community
- I. Basic data regarding the community
 - II. Basic data regarding the pupils
- D. Curriculum and courses of study
- I. General provisions
 - II. Sources for development
 - III. Organization and procedure for development
 - IV. Provisions for subject-matter fields
 - V. General summary of the curriculum and courses of study
 - VI. General evaluation of the curriculum and courses
- E. Pupil activity program
- I. General nature and organization
 - II. Pupil participation in school government
 - III. Homeroom
 - IV. The school assembly
 - V. School clubs
 - VI. School publications
 - VII. Physical activities
 - VIII. Finances of pupil activities
 - IX. Social life and activities
 - X. Supplementary data
 - XI. General summary of the pupil activity program
 - XII. General evaluation of the pupil activity program
- F. Library service
- I. Inventory of library materials
 - II. Organization and administration
 - III. Selection of library materials
 - IV. Teachers' use of libraries
 - V. Pupils' use of libraries
 - VI. Library and reading room in dormitory
 - VII. The library staff
 - VIII. Supplementary data
 - IX. General summary of library service
 - X. General evaluation of library service
- G. Guidance Service
- I. Articulation between schools
 - II. Basic information regarding the pupil
 - III. Operation of the guidance program
 - IV. Post-school relationships
 - V. Results of guidance
 - VI. The guidance staff
 - VII. Supplementary data
 - VIII. General summary of guidance service
 - IX. General evaluation of the guidance service

H. Instruction

- I. Textbooks and other instructional materials
- II. Tests and measurements
- III. The classroom period
- IV. Use of the community as a laboratory
- V. Teacher load
- VI. General committee judgment
- VII. General summary of the instructional program
- VIII. General evaluation of the instructional program

I. Outcomes

- I. Principal subject-matter fields
- II. Attitudes and appreciations
- III. General summary of outcomes
- IV. General evaluation of outcomes

J. School staff

- I. Numerical adequacy of staffs
- II. Professional staff
- III. Professional non-teaching staff
- IV. Non-professional staffs
- V. General summary of the school staff
- VI. General evaluation of the school staff

K. School plant

- I. Health and safety of the school population
- II. Economy and efficiency
- III. The educational program of the school
- IV. Relation of the school plant to the community
- V. Supplementary data
- VI. General summary of the school plant
- VII. General evaluation of the school plant

L. School administration

- I. Organization
- II. Supervision of instruction
- III. Supervision of non-instructional services
- IV. Business management
- V. School and community relations
- VI. The administrative staff
- VII. Supplementary data
- VIII. General evaluation of the school administration

M. Personal data for staff members

- I. Preparation
- II. Teacher load
- III. Improvement in service

N. Individual evaluation

- I. Instructional program
- II. Qualifications as a staff member

Educational growth.-- The position of the Cooperative Study of Secondary School Standards in relation to the present-day needs of education may be best expressed in these quotations:^{1/}

" It has been a major problem of American democracy to stimulate and direct the growth of its institutions in harmony with its expanding ideals. The dominant role of the school in the realization of these ideals and their continuous expansion has been recognized since the beginning of American society. It has been found necessary at intervals to reorganize and adapt the American secondary school and its program to the needs of youth in a rapidly changing environment. Each such change has resulted from innovations that have spread slowly. Often the advantages of better practices have not been realized because of the lack of agencies powerful enough to put them into practice on a large scale. It is obvious that there is need for a democratic procedure for stimulating the school to employ improved procedures.

" American secondary schools need a service agency that will keep them constantly aware of the best practices. They need also the stimulating influence of cooperating with other schools in their self-improvement. The process of standardization should be recognized as a first step only in a program of continuous stimulation.

" In a democracy a school should not be satisfied with being good; it should constantly strive to be better."

^{1/} E.D.Grizzell, " The Cooperative Study of Secondary School North Central Association Quarterly, XII, (July, 1937) No. 1, 12: p. 34.

CHAPTER V

GUIDANCE SERVICE - G FORM

The G Form of the Cooperative Study of Secondary School Standards will form the basis of research in this survey of Guidance Service in the Public Secondary Schools of Massachusetts in 1938-1939. The results obtained with the experimental edition in the preliminary study of guidance will serve as an introduction to the consideration of services to be reported for Massachusetts.

Two Hundred Secondary Schools

The report of Guidance Service as one aspect of the Cooperative Study presented certain conclusions.^{1/}

" There is probably no phase of the secondary school program more difficult to evaluate than its guidance service. There are several reasons for this, but the chief one is that it deals so largely with intangibles, including as it does the ascertaining of the varying interests, changing ambitions, and undetermined abilities of the pupils, the nature of their unknown futures and particularly the difficulty of either knowing or evaluating the results of guidance. "

The first G Form ,which included 219 criterial items and 57 evaluations was checked by the 200 secondary schools cooperating.

Reports from these schools;- ^{2/}

" indicated that guidance service is probably less well organized and is operating less effectively than any other phase of secondary school activity....."

^{1/} M.L.Alstetter, " Guidance Service in Two Hundred Secondary Schools," Occupations, (March, 1938), 16: 513-20.

^{2/} Appendix V

" The field is relatively new; the staff members , as a rule, know little or nothing about it, and trained counselors very often are lacking. Consequently, there is too often no definitely organized guidance program. The increasingly heterogeneous nature of the secondary school enrollment, the necessity of meeting the current needs of otherwise unemployed youths, and the difficulty of knowing what our rapidly changing social and economic life will demand in ten or twenty years makes a good guidance service imperative in every school. Neither newness nor difficulty justifies ignoring the obligation."

Four aspects of guidance service, as measured , were combined into a percentile score as a basis for ranking the 200 schools included in the study, a rating of relative merit only. The difference between the guidance service provided by the ten schools ranking highest and the ten rating lowest is made evident in the following tabulation.^{1/}

Table 20. Component Percentile Scores for Ten Schools Ranking Highest and Ten Schools Ranking Lowest in Guidance Service,- Cooperative Study.

School	Articulation with Other Schools	Information about Pupils	Guidance Program	Post- School Relations
(1)	(2)	(3)	(4)	(5)
Highest-A	100	99	99	99
B	97	99	98	99
C.	x	95	99	98
D	97	99	97	95
E	99	98	99	84
F	92	93	95	97
G	92	88	98	84
H	92	94	95	84
I	x	96	93	84
J	76	98	89	97

^{1/} Alstetter, op. cit.

Table 20. (Concluded)

School	Articulation with Other Schools	Information about Pupils	Guidance Program	Post- School Relations
(1)	(2)	(3)	(4)	(5)
Lowest-Q	0	20	5	3
R	8	15	3	4
S	33	11	1	0
T	13	3	4	16
U	0	2	8	11
V	8	1	6	11
W	13	3	5	4
X	0	2	3	0
Y	0	3	1	0
Z	0	0	0	0

The report of Guidance Service in the secondary schools included in the nation-wide survey draws this conclusion.^{1/}

" It is regrettable that a more favorable report of the guidance service found in 200 selected schools of the United States cannot be given. It may well be asked if better conditions might be properly expected. Real guidance is a difficult undertaking and teachers who have had no training in the subject, or have not even studied it incidentally, cannot be expected to do it well. Those who have studied it may well feel their incompetence to undertake such a difficult task, unless under competent leadership. Such leadership is also too generally lacking. These conditions are not a matter of mere indifference on the part of staff members; rather they are evidence of failure to realize the importance of the task or realization of incompetence by staff members. A sample of 588 teachers of all subjects in all types of schools indicates that only one in six had any academic credit whatever in formal courses in guidance.....Not until guidance training becomes a recognized part of a teacher's and administrator's preparation can good guidance be expected in the schools.

" Hasten the time."

^{1/} Alstetter, op.cit.

The 1938 Edition of the G Form

The sixteen-page questionnaire, which forms the basis of this survey, contains 210 criterial items and 47 evaluations pertaining to guidance. The outline of contents will indicate the scope of the study to be made of the secondary schools of Massachusetts in 1938-1939.

GUIDANCE SERVICE

	Criterial Items	Evaluations
I. Articulation between schools		
A. General procedures	1-5	Z
B. Information about secondary school	1-6	Z
C. Information regarding pupil success	1, 2a, b, c, d	Z
II. Basic information regarding pupil		
A. Permanent cumulative record		
1. Information regarding pupil's home and family	1-14	Y, Z
2. Correct report of pupil's record	1-10	Y, Z
3. Correct record of pupil's physical and health status	1-12	Y, Z
4. Correct record of pupil's psychological and other traits	1-7	Y, Z
5. Reports of progress	1-19	Y, Z
B. Other matters of record and necessary or desirable forms	1-10	Y, Z
C. Nature and use of records and reports	1-11	Y, Z
III. Operation of the guidance program		
A. General organization	1-17	Y, Z
B. School organization and program	1-8	Z
C. Registration and pupil load	1-5	Z
D. Problems of the future	1-6	Z
E. Social and civic relationships	1-7	Z
F. Personal problems	1-5	Z

1/ Cooperative Study of Secondary School Standards, "Guidance Service-G Form, " Evaluative Criteria, 1938 Edition, Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C., p. 53-68.

	Criteria Items	Evalu- ations
G. Additional means and materials used in used in guidance		
1. Provisions in school's program	1-11	Y,Z
2. Pupil activity program	1-6	Y,Z
3. Extra-school means and materials	1-8	Y,Z
IV. Post-school relationships		
A. Selection of post-secondary school	1-16	Y,Z
B. Adaptation to and success in civic and social life	1-3	Y,Z
C. Securing of employment	1-7	Y,Z
V. Results of guidance	1-12	X,Y,Z
VI. Guidance Staff		
A. Pupils per counselor		
B. Preparation and qualifications		
1. Personal qualifications	1-5	Z
2. Preparation in college, university	1-6	Y,Z
3. Preparation resulting from experience	1-6	Y,Z
4. Summary data for individual counselors		
C. Improvement in service		
1. General		
2. Summary of data for individual counselors		
VII. Supplementary data		
1. Number of full-time counselors		
2. Number of part-time counselors		
3. Equivalence of all counselors in terms of full-time		
4. Copies of forms and other printed or mimeographed materials used by guidance service		
VIII. General summary of the guidance service		
1. Best elements or characteristics of the guidance service		
2. Least adequate or in greatest need of improvement		
3. Improvements within the last two years		
4. Improvements now being made or definitely planned for immediate future		
5. Scientifically-conducted studies made by the school of its own problems in this field within the past three years or is now making		
IX. General evaluation of the guidance service		Y,Z

STATEMENT OF GUIDING PRINCIPLES ^{1/}

" The rapid growth of secondary school enrollment, the change in the character of the school population, the apparent breaking-down of some of the social agencies dealing with youth, the rapid changes in the business and industrial world resulting in longer school attendance, and the attendant expansion of our educational offerings have all emphasized the need for the guidance of young people who must make their way in this complex civilization.

" Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils making adjustments to various types of problems which they must meet- educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests.

" Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counseling and guidance; and through definite provisions for articulating the work of the school with whatever activity the pupil engages in after he leaves it.

" While counseling is a technical part of the guidance program and requires special training, every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupil needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the services of competent counselors should be also available. As an aid in the guidance task, measurements and tests of various types, standardized or locally devised, should always be available, but should be used with full knowledge of their values and limitations. "

^{1/} Ibid

USE OF THE G FORM

Instructions.-- Addresses to the members of the school staff reporting, instructions refer to four divisions: general, check-list, evaluation, and computation.^{1/}

" In checking and evaluating the various features of this section, the underlying philosophy and expressed purposes of the school and the nature of the pupil population and community which it serves.....should be kept constantly in mind. Evaluations are to be made in the light of these factors.

" The two-fold nature of the work- evaluation and stimulation to improvement- should also be kept constantly in mind. Careful discriminating judgment is essential if these purposes are to be satisfactorily served. While the attainment of a high score may be desirable, it is of secondary importance. It should not be permitted to interfere with accurate evaluation; otherwise, real improvement cannot be undertaken and attained. Care and discrimination, therefore, in the use of checkmarks and of evaluations are supremely important.

" The checklists consist of provisions, conditions or traits found in good secondary schools. Not all of them are necessary, or even desirable, in a good school. A school may therefore lack some of the items listed but have other compensating features."

Codes and symbols.-- The use of the checklists requires four symbols:^{2/}

- " 1. a plus sign- condition or provision is present or made to a very satisfactory degree
 2. a minus sign- condition or provision is present to some degree or only fairly well made
 3. zero- condition or provision is not present or is not satisfactory
 4. N- condition or provision does not apply."

Evaluations are made on the basis of personal observation and judgment in answer to questions posed, such as these:

^{1/} Ibid

^{2/} Ibid

How well- qualitatively and quantitatively- is such information provided?

How extensively and effectively is it used for pupil guidance?

A five-point rating scale is used to express the determined evaluation.

- " 5. Highly satisfactory or practically perfect; the provisions or conditions are present and functioning almost perfectly.
4. Very good; distinctly above average; the provisions or conditions are present and functioning very well.
3. Average; the provisions or conditions are present and functioning fairly well.
2. Poor; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly.
1. Very poor; the provisions or conditions, although needed, are very poorly met or are not present at all.
- N. Does not apply. "

" The purpose and application of items and sections vary in specific situations and therefore some flexibility in the interpretation and application of the scale will be necessary. Schools, however, should always be able to substantiate evaluations with evidence. Those making the evaluations should be constantly on guard against the common tendency to choose the higher of two possible evaluations when in doubt. Unless a superior evaluation is definitely indicated and justified by available evidence, one of average or below average should be made. "

INTERPRETATION OF SCORES

The evaluations recorded for each of the nine measures of guidance are used for the computation of primary school scores on a summary form as found in Figure 3. Weighted scores may be obtained on three bases, Alpha, Beta, and Gamma.^{1/}

The Alpha score includes seven measures: articulation, guidance information, guidance program, post-school relation-

^{1/} Ibid

ships, pupils per counselor, the preparation and qualifications of the guidance staff, and their improvement in service.

The Beta score includes the three measures of guidance information, guidance program, and the preparation and qualifications of the guidance staff.

The Gamma score is limited to the two measures of guidance and the preparation and qualifications of the guidance staff.

The weighted scores obtained from the primary school scores as a summary score are then available for conversion into equivalent percentiles for three combinations of measures: Alpha, Beta, and Gamma.

The interpretation of percentile scores as measures of the Guidance Service of an individual school are derived from a series of scales devised by Dr. Walter Crosby Eells, the coordinator of the Cooperative Study. Educational Temperatures graphically present the results of the evaluations of a secondary school based upon Evaluative Criteria. Blank thermometer scales, when filled with the percentiles of a school, are ready for comparison with "Normal Temperatures," each being read according to the size and type of school, accreditation, and geographical location, as well as for the country-wide norm. Component thermometer scales are available for Guidance Service as measures of articulation, guidance information, guidance program, post-school relationships, pupils per counselor, guidance staff qualifications, guidance staff improvement in service, and a summary of the 200 schools studied, in a combination of the seven therm-

SUMMARY FORM

Section	Title of Measure	Pages	Computation of Primary School Scores						Computation of Summary School Scores								
			Evaluations						Total	Divisor	Score	Per-centile	Weights			Weighted Percentile	
			Alpha	Beta	Gamma	Alpha	Beta	Gamma									
I	Articulation	56-57	A-z	B-z	C-z	—————→				3			8	--	--		
II	Guidance Information	57-60	A-1-y	A-1-z	A-2-y	A-2-z	A-3-y	} —————→		14			20	45	50		
			A-3-z	A-4-y	A-4-z	A-5-y	A-5-z										
			B-y	B-z	C-y	C-z	—————→										
III	Guidance Program	60-63	A-y	A-z	B-z	C-z	D-z	} —————→		13			40	40	--		
			E-z	F-z	G-1-y	G-1-z	G-2-y										
			G-2-z	G-3-y	G-3-z	—————→											
IV	Post-School Relationships	64-65	A-y	A-z	B-y	B-z	C-y	C-z		6			12	--	--		
V	Results	65	x	y	z	—————→				3							
VI	A	Pupils Per Counselor	—————→										2	--			
	B	1,2,3	Guidance Staff -- Preparation and Qualifications	1-z	2-y	2-z	3-y	3-z	—————→		5						
		4	Guidance Staff -- Preparation and Qualifications	—————→									15	15	20		
	C	1	Guidance Staff -- Improvement in Service	z	—————→					1							
		2	Guidance Staff -- Improvement in Service	—————→									3	--	--		
IX	General Evaluation	68	y	z	—————→				2								

Totals:	100	100	100
Summary Score (Divide by 100)			
Equivalent Percentile (From Percentile Conversion Table)			

ometers referring to aspects of Guidance Service.^{1/} The significant features of the school's service are thus placed in relief, facilitating comparison with the same features in other comparable groups. Such contrasts should serve as a stimulus to a school seeking higher attainment in features which may be low; or justifications may be provided for exceptional variations from the general average of the school itself or of the group with which it is being compared.

A sample thermometer scale illustrating the summary of Guidance Service for the 200 schools participating in the Study will illustrate the procedure. With a percentile score registered at 34, the status of each school according to location, size, type, and accreditation may be read for its Guidance Service.

The one great need in all forms of guidance, as well as in other phases of education, is that of obtaining reliable information-facts, that can be tested and upon which we can act with confidence.

Arthur J. Jones

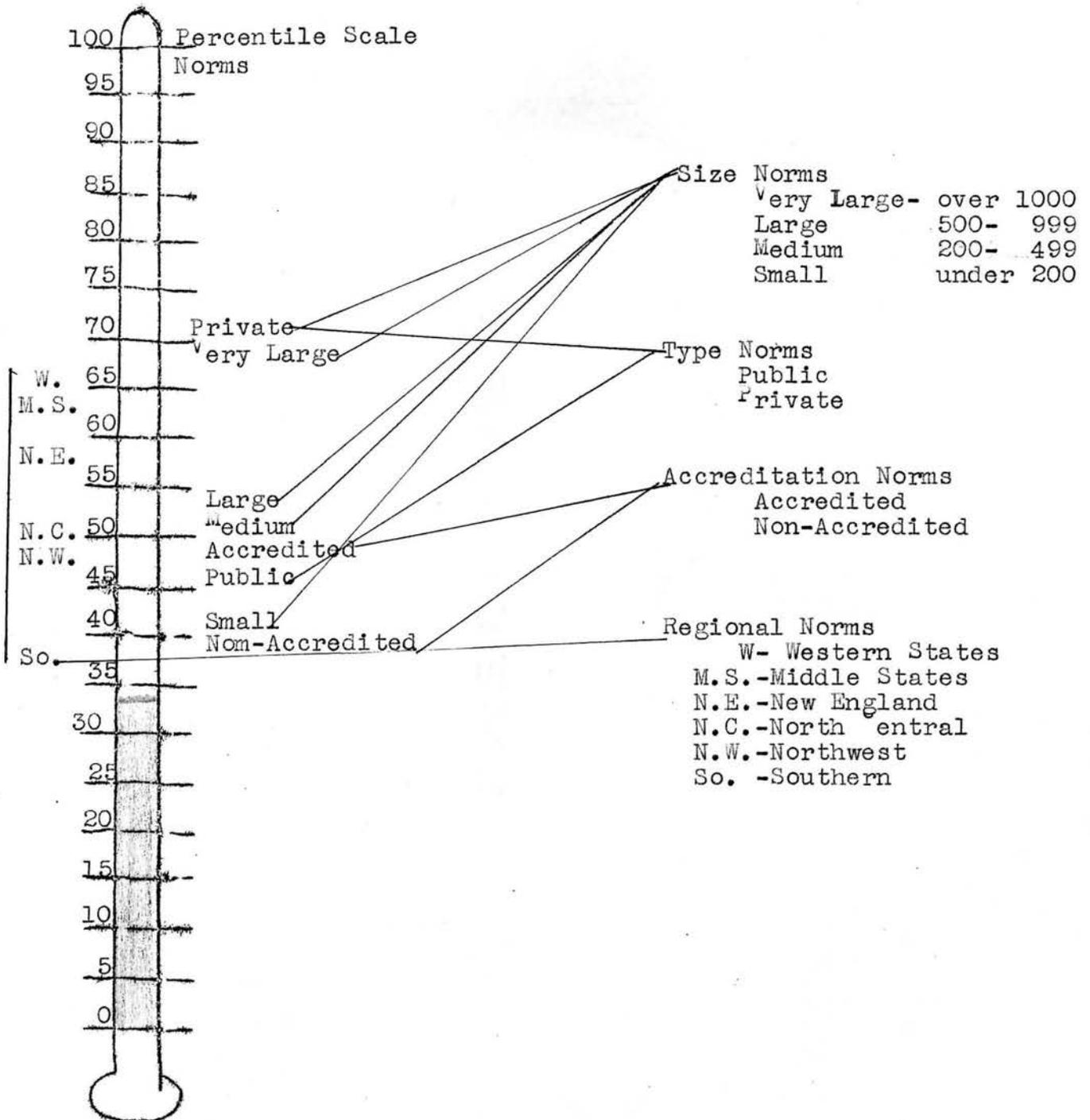
^{1/} Walter Crosby Eells, Educational Temperatures, 1938 Edition, Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C.

Figure 8.

SAMPLE THERMOMETER SCALE

Guidance Service- Summary

200 Schools
 Median Percentile
 50- Percentile- COUNTRY-WIDE NORM



CHAPTER VI

PLAN AND PROCEDURE OF STUDY

Previous surveys of guidance activities in the high schools of Massachusetts have directed their effort to the study of selected groups of schools. With a scientifically developed form now available which provides norms for different types of schools this study proposes to make as comprehensive a study as returns will permit.

The Problem

Guidance as a personal service originated in Boston some thirty-five years ago. The educational leadership which has been characteristic of Massachusetts gave the guidance movement some of its most dynamic pioneers. Boston and Harvard Universities have continuously promoted its philosophy through course offerings, professional libraries and advisory facilities. Such a sympathetic environment has been a source of stimulation and encouragement. An inquiry concerning the status of guidance in this State is timely.

To what extent have the public secondary schools of Massachusetts responded to the need for guidance?

What guidance practices prevail among them ?

How extensively are guidance services provided ?

How effectively do they function ?

If the answers to these questions can be obtained , the objective evidence will serve as inspiration and motivation for the

continued improvement of education in Massachusetts.

The Survey

Secondary schools.-- From an educational directory for the State, a list of the junior and senior high schools was obtained. Corrected and verified for duplications of administration ^{1/}it was completed as a mailing list which included 255 senior high schools and 181 junior high schools.^{2/} The distribution follows.

Table 21. The Organization of the Secondary Schools in Massachusetts

Organization	Senior High Schools	Junior High Schools
(1)	(2)	(3)
Six-year System	61	
Four-year System	96	
Four-two System	21	26
Three-three System	77	136
No Senior High		19
Totals	255	181

There are 117 four-year high schools in the state with 21 of them receiving pupils from a two-year junior high school. With the inclusion of the six-year systems, there are 138 communities organized to serve their students on the three-three plan.

^{1/}Educational Directory, 1938, Bulletin of the Department of Education, The Commonwealth of Massachusetts, 1937, Number 10, Whole Number 311. p. 24-37.

^{2/} Appendix

Seventy-seven three-year senior high schools are receiving pupils from a three-year junior high school ,established as a separate school unit. With 19 of the small towns supporting a junior high school but no senior high school, Massachusetts has a total of 436 educational institutions which have been classified as junior and senior high schools, better known as secondary schools.

Survey materials.-- To each of these schools a copy of the G Form of the Cooperative Study of Secondary School Standards, Guidance Service, was forwarded.^{1/} In addition, instructions were prepared to assist in the interpretation of references made in the form to outside sources.^{2/}

The format of the checklist is imposing, notwithstanding the simplicity of the process involved in checking and evaluating its items. To minimize the first reactions which might be aroused by the request to report upon it, a series of introductory letters were released. A communication was addressed to every superintendent of schools announcing the proposed survey of Guidance Service , inviting his cooperation that all schools under his supervision might participate in the study and seeking his encouragement of principals under his jurisdiction in the making of thorough and prompt reports.

A letter was also addressed to the principal of every secondary school announcing the early release of survey forms. His

1/ Appendix

2/ Appendix

personal cooperation was invited on the assumption that every school administrator would welcome the privilege of participation in a survey of guidance activities in high school programs that would result in objective evidence based upon validated procedures.

Late in November, 1938, the survey materials were mailed with a request that returns be made before December 22, 1938. An accompanying letter further assured the principal of the simplicity of the checking process involved in the use of the G. Form.

Schools in Study.-- Allowing a month to elapse after the date announced for final returns of G Forms, a follow-up letter was circulated late in January.^{1/} Approximately half of the secondary schools had responded with senior high schools answering more promptly than junior high schools. Principals were urged to send in the delayed forms at their earliest convenience.

A scattered return of forms continued for weeks. That a proper sampling of schools might be included in the study the follow-up was continued by telephone and personal call. The survey period was finally closed April 20, 1939 with 356 schools reporting. (Table 22)

Objective data obtained from so extensive a proportion of schools should provide information of significant value for the improvement of the educational offering within Massachusetts. Of the 436 secondary schools 356 units could be studied. These include 84 percent of the senior high schools and 80

^{1/} Appendix vii

Table 22. Schools Participating in the Survey of Guidance Service in the Public Secondary Schools of Massachusetts in 1938-1939 According to Organization

Organization	Senior High Schools	Per Cent Reporting	Junior High Schools	Per Cent Reporting
(1)	(2)	(3)	(4)	(5)
Six-Year	52	85		
Four-Year	69	72		
Four-Two	21	100	22	81
Three-Three	71	96	108	80
No Senior			13	84
Total	Senior 213 Junior 143 Surveyed <u>356</u>	84	143	82

per cent of the junior high schools. Most of those not responding were found to be in the small towns.^{1/} The senior high schools receiving pupils from a two-year or three-year junior high school show an exceptional response with returns of 100 and 96 per cents. The four-year high schools made the most limited response of any group of schools. With the proportion of secondary schools in the junior-senior type of organization, including the six-year schools, showing a return of more than 80 per cent for each type of school, guidance service in relation to this philosophy of education is available for analysis and interpretation.

^{1/} Appendix VII

Tabulation of Data

Compilation.-- A survey form that includes 210 criterial items reported by a four-point code and 47 evaluations rated on a five-point scale by 356 secondary schools produces a mass of data of enormous proportions. Since interpretations are to be made in terms of some of the factors that may directly affect individual school programs, tabulations were set-up in relation to location, population, and type of organization. For these purposes, tables were prepared from which totals could be derived for the study of different aspects of guidance programs. A sample page, Figure 9, taken from the volumes of recorded data will illustrate the sources from which the summaries are obtained by counties, junior and senior high schools, and cities and towns in which the color code of Map III was used for purposes of distinction. This illustrates the diversity of viewpoints in regard to each criterial item showing omissions in checking and the use of N, does not apply. In the evaluations may be found all points of the scale as well as omissions, even though the items in the checklist have been reported upon in full. From these columns of data different summaries have been derived.

Summaries.-- Every form returned has been used in the study for whatever data it might contribute; none has been excluded. A tabulation of totals for both criterial items and evaluations was obtained from the columns of data, just illustrated, for each symbol used in reporting.^{1/} Omissions in checking and

(errors in

Senior High

C i t y	M..County Sys-tem	Articulation													
		IA					Eval Z	I B					Eval Z		
		1	2	3	4	5		1	2	3	4	5		6	
4-271	0	/	/	/	/	/	/	/	/	/	/	/	/	/	/
2-50	4	N	N	+	+	0	3	0	+	-	0	0	0	2	
1-24	3-3	+	+	+	+	+	3	+	+	+	-	+	+	4	
2-42	3-3	-	-	+	0	-	3	0	+	N	N	0	0	1	
3-157	4	+	+	+	-	-	3	+	+	-	-	+	+	5	
3-141	4	0	-	-	N	-	2	N	+	-	0	N	N	2	
3-147	6	+	+	-	+	+	4	+	+	+	-	+	+	5	
3-132	4	+	+	+	-	+	/	+	+	+	+	+	+	/	
2-63	4-2	-	-	+	+	0	3	+	+	0	0	-	0	4	
1-36	3-3	+	+	+	/	/	/	-	-	-	-	/	/	/	

Same Schools III-A-1 Guidance Program - Organization
10 out of 17 items

	1	2	3	4	5	6	7	8	9	10.....	Evaluations	
											Y	Z
	/	/	/	/	/	/	/	/	/	/	/	/
	-	0	0	0	0	N	N	N	N	N	1	2
	+	+	+	+	+	+	+	+	+	+	4	1
	+	+	+	+	+	+	+	-	-	+	4	3
	-	N	-	-	-	N	N	N	N	+	N	3
	0	0	0	-	0	0	0	0	N	-	2	2
	+	0	0	0	0	0	0	+	0	+	1	4
*	/	/	/	/	/	/	/	/	/	/	/	/
	+	+	+	0	+	+	+	-	+	+	5	5
	+	0	0	+	-	0	0	0	0	-	2	2

* No organized program at present; am working on one.

the use of codes were entered as -/-. Summaries were thus available for the junior and senior high schools of each of the fourteen counties, examples of differences ,if any, in rural and urban regions. Totals for each item were thus obtained for the State.

Practices and services.-- In referring to the 210 criterial items they will be considered as guidance practices; the 47 evaluations will be called services. The totals derived for each item were converted into percentages which represent the proportion of junior and senior high schools checking the practice according to symbols. The evaluations are handled similarly.^{1/}

Graphic profiles.-- The reduction of materials reported to these percentages required still further manipulation before the data was available for interpretation. A graphic rating device was developed on which the relative prevalence of of each guidance practice is presented on a 100 per cent scale, with the junior and senior high schools placed in contrasting positions. The three symbols used in checking were given equivalents in word and in color.

Symbol	Word	Color
Plus	Good	Blue
Minus	Fair	Yellow
Zero	Poor	Red

The procedure provides a graphic profile for each aspect of the guidance program included in the G Form.

To each profile is added a representation of the evaluations

relating to it, thus completing the review of each aspect of Guidance Service as reported by the public secondary schools of Massachusetts in 1938-1939.

The following presentation and interpretation of data obtained in this state-wide survey will be considered mostly in regard to attainment or deficiency in relation to the line of 50 per cent. A guidance practice reported as Good by one-half of the schools will be regarded as a reflection of a normal condition. Since all forms included in the study are being used, the uncolored section of the scale will represent the proportion of schools making errors or omission in relation to respective items .

The inquiry concerning the status of guidance in this State now seeks the answers to its questions:

To what extent have the public secondary schools of Massachusetts responded to the need of guidance?

What guidance practices prevail among them?

How extensively are guidance services provided?

How effectively do they function ?

" Guidance must take for its function the conservation of human resources.....The first problem..... is to know the existence of those resources, their extent and number, and to gain and exercise some measure of control over them. " *

* Bloomfield, op.cit. p. 69

CHAPTER VII

GUIDANCE PRACTICES AND SERVICES

" Not, however, until grammar-school masters and teachers work more closely with high-school masters and teachers, and both groups work with pupils and parents, can the needs.... be met. " *

Articulation

Guidance in relation to articulation between schools is considered from three viewpoints: General Procedures, Information about the Secondary School, and Information Regarding the Success of Pupils.

General Procedures.-- To assure proper understanding and articulation between the secondary school and the schools regularly promoting to it, the school staffs may be concerned with five general procedures; Figure A. Provision for them in the secondary schools of Massachusetts is satisfactorily made for four of them by at least 50 per cent of both junior and senior high schools. The procedures most extensively used are the organization of school programs so that the pupil's work is continuous, and the consideration of the factors which determine the promotion from one school to the other. A careful study of the aims and functions of both schools, their programs and facilities is done well by fewer schools. The making of proper adjustments

* Meyer Bloomfield, Readings in Vocational Guidance, Boston, Ginn and Company, 1915, p.190.

is done well by fewer schools. The making of proper adjustments for exceptional pupils as they pass from one school to the other is reported as well done by only 40 per cent of the junior and senior high schools. These general procedures are used to some extent by an additional 10 to 25 per cent of the schools, the least adequate provision being related to the adjustment of individual pupils.

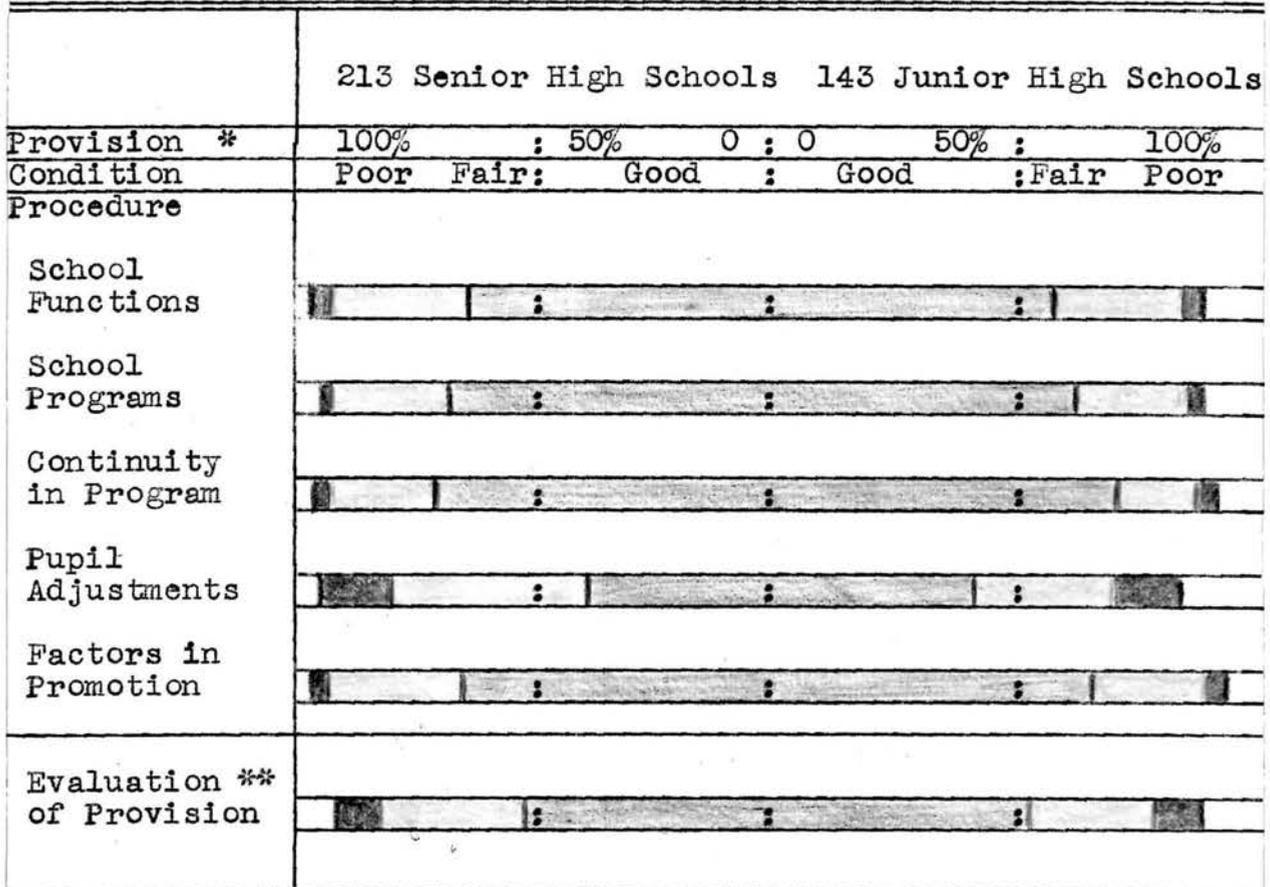


Figure A. General Procedures in Articulation between Schools Reported by 356 Secondary Schools of Massachusetts using the G Form of the Cooperative Study of Secondary Schools.

* Appendix VIII
 ** Appendix IX

Evaluation of General Procedures.-- The effectiveness with which the procedures are followed is reported as satisfactory by approximately 50 per cent of the secondary schools in the State. Average provision is made by 35 per cent of the senior high schools and by 25 per cent of the junior high schools. Approximately 10 per cent of each group evaluate their provisions for general procedures in articulation as poor.

Information about the Secondary School.-- Six items of information may be provided the sending school by the receiving school, Figure B.

	213 Senior High Schools		143 Junior High Schools				
Provision *	100%	: 50%	0	: 0	50%	: 100%	
Condition	Poor	Fair:	Good	:	Good	:Fair	Poor
Procedure							
Purposes and Objectives							
Aims of Curricula							
Activity Program Aims							
Guidance Program							
Plant and Equipment							
Personnel; Organization							
Evaluation ** of Provision							

Figure B. Provisions Regarding Information about Schools

* Appendix VIII
 ** Appendix IX

Of these, the purposes and objectives of the school with the aims of its curricula are well supplied by at least 50 per cent of the receiving schools. An approximately equal number of the senior high schools provide information pertaining to the activity program and its aims as well as the details of the school plant and its equipment. A smaller number of junior high schools supply such information adequately. Both groups provide well for information pertaining to the school staff, its personnel and organization in 40 per cent of the schools. The guidance program receives least attention in all secondary schools. Average consideration is given to supplying the sending school with information regarding the receiving school by 10 to 20 per cent of the junior high schools and by 10 to 40 per cent of the senior high schools. Unsatisfactory provision is reported by 10 to 20 per cent of each group of secondary schools.

Evaluation of Information about Secondary Schools.-- The extent, both qualitatively and quantitatively, to which the receiving schools provide information for the sending schools is reported as satisfactory by 50 per cent of the senior high schools; 25 per cent of them are making an average provision and 10 per cent report their provision as poor. The junior high schools rate their provision as more limited; 40 per cent provide well; 35 per cent rate the provision as average and 20 per cent consider it poor.

Information Regarding the Success of Pupils.-- The receiving school may provide the sending school with reports of schol-

astic progress concerning the former pupils of the sending school, Figure C.

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Scholastic Progress		:	:	:
Social, Personal Adjustment		:	:	:
Outstanding Achievements		:	:	:
Serious Difficulties		:	:	:
Articulation Problems		:	:	:
Evaluation ** of Provision		:	:	:

Figure C. Provisions Regarding Information Concerning the Success of Pupils Reported by 356 Secondary Schools of Massachusetts using the G Form of the Cooperative Study of Secondary School Standards.

Such provisions are well made by 40 per cent of each group of secondary schools. Information concerning the outstanding achievements or serious difficulties of pupils is forwarded by 35 per cent of the junior high schools ; a similar number of senior high schools do likewise. But 20 per cent of either group make reports pertaining to social and personal adjustment problems. From 25 to 40 per cent of each group make average pro-

* Appendix VIII
 ** Appendix IX

vision for supplying information regarding pupil-success, an equally large proportion reporting the provision as poor. Only 20 per cent of the junior and senior high school groups are supplying information concerning the general problems of articulation that would make for better understanding between schools.

Evaluation of Information Regarding Success of Pupils.--

Satisfactory provision for supplying information to the sending school is made by 30 per cent of the senior high schools and by 20 per cent of the junior high schools. An equal proportion of each group report an average provision while 15 per cent of the senior high schools consider their provision as poor and 40 per cent of the junior high schools report a similar judgment.

" The department should become a great repository of knowledge, always up to date and significant, of these two great factors in every community--the children and the work of the community..... Vocational guidance seeks the largest realization of the possibilities of every child and youth, measured in terms of worthy service. " *

Basic Information regarding the Pupil

Guidance service in relation to basic information is considered from two viewpoints: the permanent cumulative record and other matters of record and necessary or desirable forms.

Cumulative record.-- The permanent cumulative record includes five types of information regarding the pupil: home and family, pupil's record, physical and health status, psychologi-

* Meyer Bloomfield, op.cit. p.69

	213 Senior High Schools				143 Junior High Schools				
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair	:	Good	:	Good	:	Fair	Poor
Procedure									
Parents' Names	[Bar chart showing distribution of conditions for Parents' Names]								
Address and Telephone	[Bar chart showing distribution of conditions for Address and Telephone]								
Occupations; Employment	[Bar chart showing distribution of conditions for Occupations; Employment]								
Race, Nationality, Birthplace	[Bar chart showing distribution of conditions for Race, Nationality, Birthplace]								
Citizenship Status	[Bar chart showing distribution of conditions for Citizenship Status]								
Education; Cultural Status	[Bar chart showing distribution of conditions for Education; Cultural Status]								
Parental Status	[Bar chart showing distribution of conditions for Parental Status]								
Ages-Brothers, Sisters	[Bar chart showing distribution of conditions for Ages-Brothers, Sisters]								
Talents in Family	[Bar chart showing distribution of conditions for Talents in Family]								
Family-Health Status	[Bar chart showing distribution of conditions for Family-Health Status]								
Economic Status	[Bar chart showing distribution of conditions for Economic Status]								
School Attitude	[Bar chart showing distribution of conditions for School Attitude]								
Home Study Facilities	[Bar chart showing distribution of conditions for Home Study Facilities]								
Future Plans for Pupil	[Bar chart showing distribution of conditions for Future Plans for Pupil]								
Evaluation ** of Provision	[Bar chart showing distribution of conditions for Evaluation of Provision]								

* Appendix VIII

** Appendix IX

Evaluation of Guidance Use			:		:		:	

Figure D. Provisions for Information Regarding Pupil's Home and Family Reported by 356 Secondary Schools of Massachusetts using the G Form of the Cooperative Study of Secondary School Standards.

cal and other traits, and reports of progress,

Home and Family.-- Twelve aspects of the pupil's home and family may be worthy of record, Figure D. The names of parents and guardians with their addresses and telephone are reported as included in the permanent records of more than 75 per cent of both junior and senior high schools . Only 50 per cent of each group includes the occupations of the parents. A slightly smaller proportion record the race, nationality and birthplace of parents; records of parental status are satisfactory. The status of the home and family in relation to other types of information is given little attention in permanent records. More than 50 per cent of the schools report inadequate records for citizenship, education and culture, health, and economic status. A small proportion of each group of schools record ages of brothers and sisters. The attitude of the family of the pupil toward the school is little considered. Little is known of home-study facilities. Less than 25 per cent of either group of schools keep adequate records of the pupil's future plans; junior high schools do better than senior high schools. Least consideration is given to the recording of talents within the family. A slight but noticeable advantage is reported by junior high schools pertaining to these

items pertaining to home and family.

Evaluations of Home and Family.-- In evaluating provisions for permanent records of information relating to the pupil's home and family, approximately one-fourth of the schools reporting consider their records satisfactory. A slightly larger proportion consider their use of this basic information in guidance as good. Equal proportions of the remaining schools report provisions and guidance usage as fair or poor. Senior high schools are slightly better than junior high schools in provisions for these records and use of them.

Correct report of the pupil's record.-- Of the ten items that are a possible source of basic information pertaining to the pupil and his record, adequate provision is made by approximately 90 per cent of both junior and senior high schools in regard to name, sex, and place of birth of the individual, the schools which he has attended, and his academic record. (Figure E) A somewhat smaller proportion give emphasis to records of attendance and excuses for absences. Health records are well done by 80 per cent of the junior high schools; the senior high schools are slightly less comprehensive. Conduct records are adequately kept by more than 50 per cent of the junior high schools; senior high schools give this matter less attention.

Of the items of information of an individual nature that of psychological test records is well recorded by 60 per cent of both groups of schools. Fifty per cent of the junior high schools keep adequate records of achievement tests; senior high schools

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Name, Sex, Birthplace	[Bar chart showing distribution of responses]			
Schools Attended	[Bar chart showing distribution of responses]			
Academic Record	[Bar chart showing distribution of responses]			
Health Record	[Bar chart showing distribution of responses]			
Attendance; Excuses	[Bar chart showing distribution of responses]			
Conduct Record	[Bar chart showing distribution of responses]			
Interests; Abilities	[Bar chart showing distribution of responses]			
Psychological Tests	[Bar chart showing distribution of responses]			
Achievement Tests	[Bar chart showing distribution of responses]			
Personality Ratings	[Bar chart showing distribution of responses]			
Evaluations** of Provision	[Bar chart showing distribution of responses]			
Of Use in Guidance	[Bar chart showing distribution of responses]			

Figure E. Provisions for a Correct Report of Pupil's Record Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

* Appendix VIII
 ** Appendix IX

do less. Approximately 35 per cent of both junior and senior high schools are recording individual interests and abilities. Senior high schools are giving more attention to personality trait-ratings than are the junior high schools; half of the 356 secondary schools record this item well; of the remainder the provision is reported as poor by the majority of schools.

Evaluation of Pupil's Records.-- In evaluating reports of pupil's records, more than 50 per cent of each group of schools report provisions as adequate. Fewer schools consider their use of the records in guidance as satisfactory.

Physical and Health Status.-- Correct records of the pupil's physical and health status are kept well in regard to twelve details by approximately 50 per cent of all secondary schools in the State. Items receiving most widespread consideration include height and weight, sight and hearing, teeth and gums, and tonsils and adenoids. (Figure F) Junior and senior high schools reporting these records as very adequate include 75 per cent of the schools. Other details of record are being done better by the junior high schools than by the senior high schools. Speech defects, posture and feet, vital organs, skin and scalp, and immunization are well recorded in 60 per cent of the junior high schools and by 10 per cent less of the senior high schools. Both groups of schools are giving average attention to records of deficiencies and deformities. The item of physical status to receive least attention by all schools is that of physiological maturation; only 25 per cent of either group is recording this

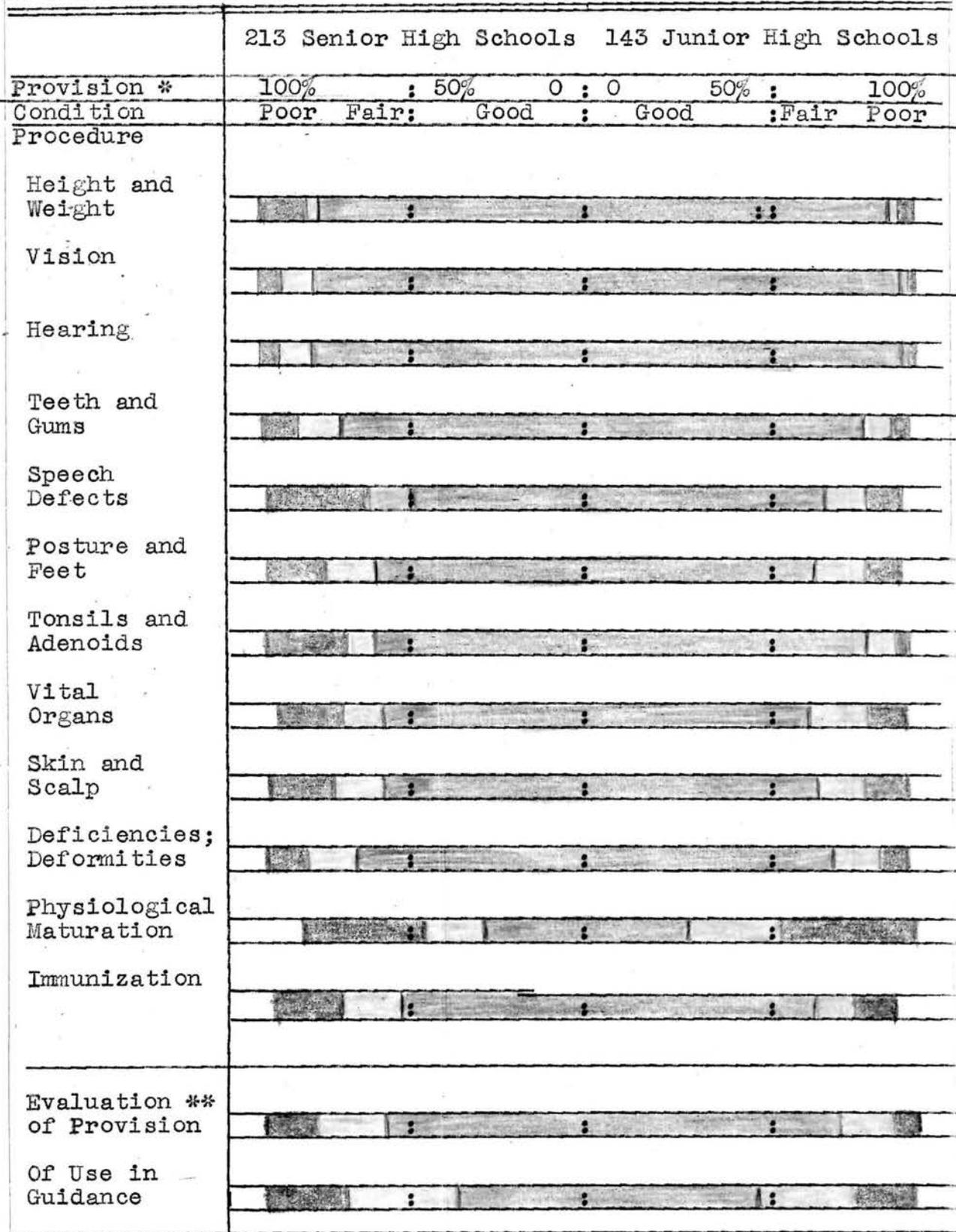


Figure F. Record of Pupil's Physical and Health Status

* Appendix VIII
 ** Appendix IX

is recording this item well.

Evaluating Records of Physical and Health Status.-- In evaluating their provisions for adequate recordings of the pupil's physical and health status, 70 per cent of the junior high schools rate them as very satisfactory; a little more than 50 per cent of the senior high schools give themselves as good a rating. However, less than 50 per cent of either group of schools consider their use of the recording of information in guidance as effective; only 40 per cent of the senior high schools report good usage while a larger number of junior high schools report a similar judgment.

Psychological and Other Traits.-- Of the seven items which might provide basic information concerning the pupil in this regard, only the record of general intelligence is reported as well done by 60 per cent of each school group; achievement records are adequate in 50 per cent of the senior high schools and as much as 60 per cent of the junior high schools. (Figure G)

Items of individual guidance significance include educational and vocational intentions, special aptitudes and special interests; much less than 50 per cent of the schools provide for them adequately. Pupil's intentions are well recorded by less than 50 per cent of the senior high schools; a slightly smaller proportion of the junior high schools report this item as satisfactory in their records. Aptitudes and interests are receiving adequate attention by less than 25 per cent of all secondary schools. Social interests and development are considered by

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Poor	:	
Procedure									
General Intel- ligence									
Special Aptitudes									
Achievement Records									
Special Interests									
Attitudes, I- deals, Prejudice									
Social Devel- opment									
Plans- Educa- tion, Vocation									
Evaluation ** of Provision									
Of Use in Guidance									

Figure G. Provisions for a Correct Record of Pupil's Psychological and other Traits Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

less than 20 per cent of the schools while records of attitudes, ideals, and prejudices are well made by approximately 10 per cent of either group of schools.

* Appendix VIII
 ** Appendix IX

Evaluation of Records of Psychological Traits.-- In evaluating their provisions for adequate recordings of the pupil's psychological and other traits, approximately 20 per cent rate them as well done. A slightly smaller proportion of each group of schools is using such information adequately in guidance. Groups of equal proportions of both senior and junior high schools consider their provisions or usage as fair or poor.

Reports of Progress.-- Very adequate provision is made in the permanent cumulative record for courses and credits by more than 80 per cent of the junior and senior high schools; records of attendance and excuses are almost as well kept. (Figure H) None of the other 19 items which might provide basic information concerning the progress of the pupil is well kept, in an equal degree. A record of conduct, participation in activities, and physical examinations are reported well done by a little more than 50 per cent of the junior high schools and slightly less by the senior high schools. Items which are being well recorded by approximately one-fourth of each school group include personality trait-ratings, talents and interests, honors and achievements, and notations from interviews. Items which are least prevalent in school records include details of guidance significance such as educational plans, vocational preferences and aptitudes, and school attitude. Those related to out-of-school and non-school situations are receiving very little attention. These include non-school memberships, employment and leisure; a record of religious interests and activities is not a matter of school concern as

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	Poor	
Procedure									
Courses, Marks, Credits	[Bar chart showing distribution of marks and credits]								
Scores on Tests, Scales	[Bar chart showing distribution of test scores]								
Attendance; Excuses	[Bar chart showing distribution of attendance and excuses]								
Conduct-Offences; Causes	[Bar chart showing distribution of conduct offenses and causes]								
Non-School Memberships	[Bar chart showing distribution of non-school memberships]								
Religious Interests	[Bar chart showing distribution of religious interests]								
Out-of-School Employment	[Bar chart showing distribution of out-of-school employment]								
Use of Leisure	[Bar chart showing distribution of leisure activities]								
Personality Trait-Ratings	[Bar chart showing distribution of personality trait ratings]								
Degree of Socialization	[Bar chart showing distribution of socialization degrees]								
Educational Plans; Reasons	[Bar chart showing distribution of educational plans and reasons]								
Vocational Preferences	[Bar chart showing distribution of vocational preferences]								
Vocational Aptitudes	[Bar chart showing distribution of vocational aptitudes]								
Participation in Activity	[Bar chart showing distribution of activity participation]								
* Appendix	VIII								
** Appendix	IX								

CONTINUED

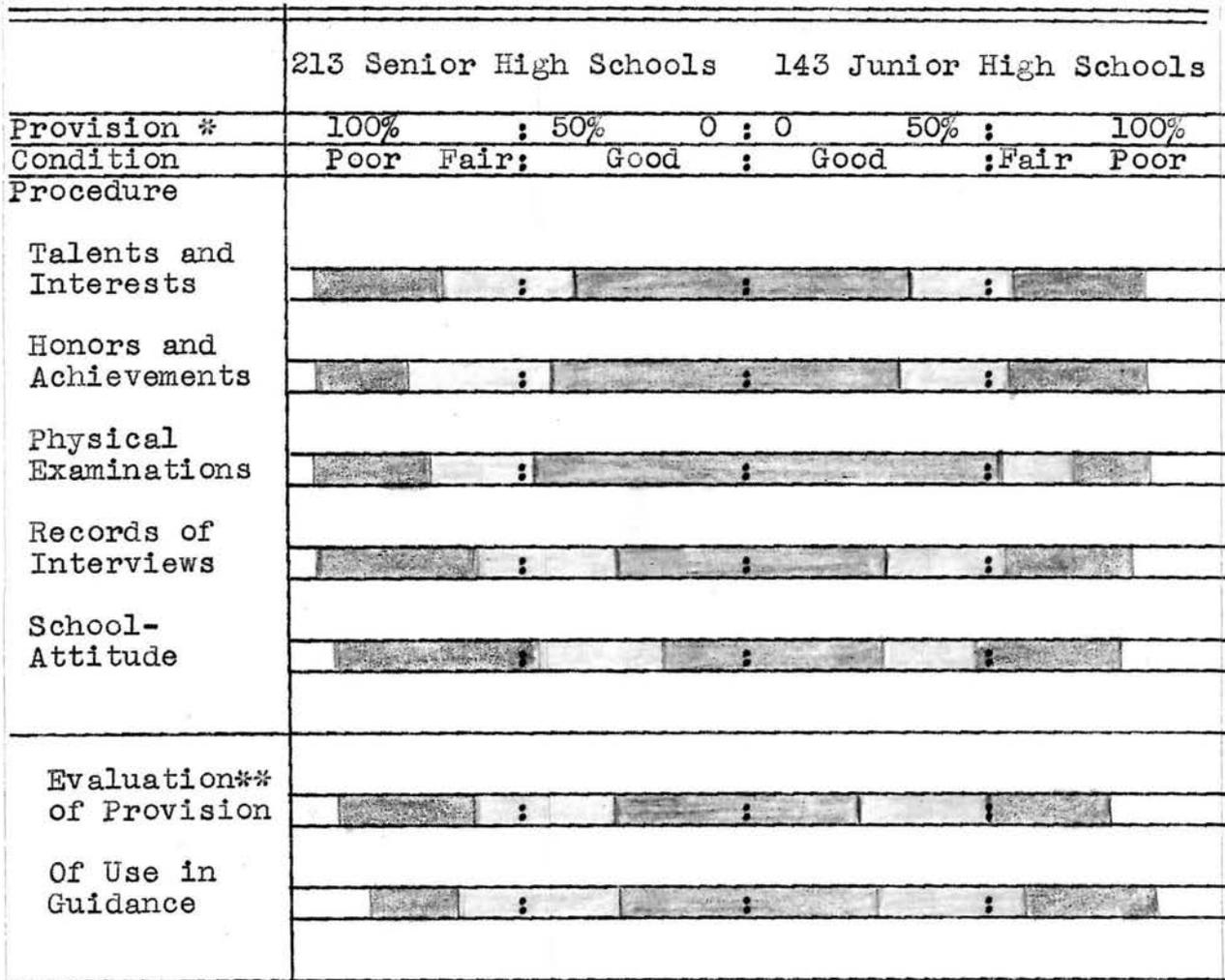


Figure H Provisions for Reports of Progress Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards

evidenced by the very small group of schools that include it, scarcely 5 per cent .

Evaluation of Records of Progress.-- In evaluating the effectiveness of provision for records of pupil-progress, approximately 25 per cent of the secondary schools consider their records satisfactory. Their use of the recorded information in guidance is equally limited. Equal proportions of each group of

*Appendix VIII
 **Appendix IX

schools rate their provisions and usage as fair or poor.

Other Records and Forms

In addition to the permanent cumulative record other matters may, of necessity, be provided for by additional desirable forms. Ten are suggested for their possible contribution to guidance service. (Figure I)

Other Records and Forms.-- Membership enrollments and data concerning registration, transfer and withdrawal are planned for extensively by 90 per cent of all secondary schools. Special reports are made to parents by at least 70 per cent of the senior and junior high school groups. Temporary records, such as excuses, permits, and in-school variables are kept well by an equal number. The school census records are kept by 75 per cent of the schools altho the records of those of secondary school age who are not enrolled is well provided for by less than 50 per cent of each school group. Their employment records have the very limited attention of about 10 per cent of the schools where they were formerly enrolled. Records of those who have graduated receive adequate attention from 20 per cent of the senior high schools and only 5 per cent of the junior high schools. Periodic progress reports, other than a grade card, are made satisfactorily by about 20 per cent of each school group; summation cards are used to an equally limited degree by senior high schools and to a lesser extent by junior high schools.

Evaluation of Other Records and Forms.-- In the evaluation

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair	Good	:	Good	:	Fair	Poor	
Procedure									
Registration; Withdrawal									
Membership Roll									
School Census									
School Age- Non-School									
Employment Records									
Records of Graduates									
Progress Reports									
Summation Cards									
Special Reports									
Temporary Records									
Evaluation ** of Provision									
Of Use in Guidance									

Figure I Other Matters of Record and Necessary or Desirable Forms Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards

* Appendix VIII
 ** Appendix IX

of records and forms other than the permanent cumulative record, 50 per cent of the secondary schools consider the provision as very adequate. Use of the information, so recorded, for guidance is considered as effective by about 35 per cent of those reporting. Fair provisions are made by another 35 per cent of the school groups who regard their use of the information in guidance as only fairly effective.

Nature and Use of Records and Reports

Nature and Use of Records.-- Records and forms which schools provide for basic information concerning the individual pupil are generally accessible for approved use in more than 90 per cent of the secondary schools. Fireproof safes are provided by 50 per cent of the senior high schools and are somewhat less protected in the junior high schools, leaving a large proportion of the groups of schools reporting their custody of records in terms of safety and fire as fair or poor. In the junior high schools 80 per cent are checking records for intended function, some 15 per cent less of the senior high schools recognizing this responsibility. Daily schedule cards are in office files in 85 per cent of the senior high schools; this practice is less general in the junior high schools. (Figure J)

Records and forms are well organized in about 50 per cent of the secondary schools. They are compact and accurately kept by 60 per cent of the schools, a proportion of schools that also provides for adequate explanation of the codes related to them. A similar number of schools aim to save from their temporary

	213 Senior High Schools 143 Junior High Schools								
Provision #	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	Poor	
Procedure									
Accessible; Approved use									
Fireproof Safe									
Checked for Function									
Daily Schedules									
Duplicates of Records									
Permanent Values Saved									
Records Organized									
Forms Organized									
Compact Forms; Accurate									
Codes Explained									
Graphs of Progress									
Evaluations** of Provision									
Of Use in Guidance									

Figure J Nature and Use of Records and Forms Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary Schools

* Appendix VIII
 ** Appendix IX

values of permanent significance. Junior high schools provide for duplicates of records in half of the systems; senior high schools make more limited provision. The use of the graphic representation of pupil progress is well done by less than five per cent of the secondary schools. A majority of them report the practice as poorly administered.

Evaluation of Nature and Use of Records.-- In evaluating the nature and use of their records and forms about 50 per cent of the secondary schools consider their usage as very satisfactory, the provision being slightly better than the effectiveness of use for pupil guidance. Junior high schools are making a slightly better provision for records while the senior high schools use them more in guidance.

III

" Guidance is not something that can be separated from the general life of the school, nor is it something that can be located in some particular part of the school; it cannot be tucked away in the office of the counselor or in the employment bureau. It is part of every activity of the school; some form of guidance is the duty and responsibility of every teacher in the system. It is, then, a function that is shared by all and must be so administered. " *

Operation of the Guidance Program

Guidance service, as it is related to the operation of the guidance program, is considered from each of six viewpoints to-

* Arthur J. Jones, Principles of Guidance, McGraw-Hill Book Company, New York, 1934. p. 396.

gether with a seventh which has three aspects.

General Organization,-- Of the seventeen items which may be used as criteria in judging the organization of guidance programs those which are well provided for by at least 50 per cent of either junior or senior high schools include the recognition by the staff of guidance as a cooperative undertaking, participation by all members of the staff, the referring of special cases to those specially trained, a counseling program that is informational and advisory in nature, the seeking of causes of misconduct as the first step in improvement, providing counseling that stimulates, and seeking the cooperation of the home, the only item in the organization program that exceeds the 50 per cent provision by schools. (Figure K.)

The details of organization that are prevalent but not so widely considered include the assignment to staff members especially qualified for specific responsibilities and the constant study of methods of counseling and their results; adequate provision is made by approximately 40 per cent of each school group.

Items that are well emphasized by one-fourth of the schools include the coordination of the program by a trained counselor, the freeing of counselors from other obligations in proportion to time needed for counseling, the filing of important facts revealed during counseling, consultation with organizations in the community for the promotion of the guidance program, the continuance of their preparation for the work by the counselors, and

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	:	Poor
Procedure									
Cooperative; Skilled	[Bar chart showing distribution of conditions for Cooperative; Skilled]								
Directed; Coordinated	[Bar chart showing distribution of conditions for Directed; Coordinated]								
Special Assignments	[Bar chart showing distribution of conditions for Special Assignments]								
Staff Par- ticipation	[Bar chart showing distribution of conditions for Staff Participation]								
Special Cases Referred	[Bar chart showing distribution of conditions for Special Cases Referred]								
Time for Counseling	[Bar chart showing distribution of conditions for Time for Counseling]								
Pertinent Facts Filed	[Bar chart showing distribution of conditions for Pertinent Facts Filed]								
Counseling Continuous	[Bar chart showing distribution of conditions for Counseling Continuous]								
Counseling Coordinated	[Bar chart showing distribution of conditions for Counseling Coordinated]								
Counseling Advisory	[Bar chart showing distribution of conditions for Counseling Advisory]								
Community Consulted	[Bar chart showing distribution of conditions for Community Consulted]								
Continued Preparation	[Bar chart showing distribution of conditions for Continued Preparation]								
Research Activities	[Bar chart showing distribution of conditions for Research Activities]								
Causes of Misconduct	[Bar chart showing distribution of conditions for Causes of Misconduct]								
Methods; Results	[Bar chart showing distribution of conditions for Methods; Results]								

	213 Senior High Schools	143 Junior High Schools
Provision *	100%	50%
Condition	Poor Fair: Good	0 : 0 50% :: 100% : Good :Fair Poor
Procedure		
Counseling Stimulates		
Cooperation of Home		
Evaluation of Organization **		
Of Teacher Participation		

Figure K General Organization of the Guidance Program Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

and the attitude of the staff favoring research in relation to the guidance program.

The organization of the guidance program makes least provision in regard to making the counseling a continuous function, and in coordinating the program with those of other agencies; less than 20 per cent of either group of schools are making the necessary provision for these aspects of guidance.

Evaluation of General Organization.-- In evaluating the provisions made for the general organization of the guidance program, one-fifth or less of the secondary schools consider their programs well organized. A slightly larger number consider that teacher participation in pupil guidance in these aspects of the

* Appendix VIII

** Appendix IX

guidance program as being very extensive.

School Organization and Program.-- Pupils are well informed regarding some matters which require guidance in relation to the school. (Figure L)

	213 Senior High Schools	143 Junior High Schools
Provision *	100% : 50% 0 : 0 50% : 100%	
Condition	Peer Fair : Good : Good : Fair Poor	
Procedure		
Aim, Purpose of School		
Traditions; Conduct*Code		
Curricular Objectives		
Sequence of Courses		
Use of Library		
School Staff		
Plant; Activities		
Schedule, Signals, Traffic		
Evaluation** of Provision		

Figure L Guidance Provisions in School Organization and Program Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

* Appendix VIII
 ** Appendix IX

The best provisions relate to the general aim and purpose of the school, its traditions and codes, the school plant, and curricular objectives; these were reported as satisfactory by 75 per cent of the secondary schools. The most extensive provision concerns the details of schedules, signals, and traffic regulations. Information pertaining to sequence and relationships of specific courses is well provided by approximately 60 per cent of the schools; fewer schools emphasize the library and its use and also limit their information about the personnel of the school.

Evaluation of School Organization and Program.-- The provisions made by the secondary schools for informing pupils concerning matters relating to the school organization and program which might require guidance are reported as being very good in 65 per cent of the schools reporting the item.

Registration and Pupil Load.-- At least 75 per cent of the secondary schools are making very adequate provision for informing the pupil in regard to the routines of registration and the making of the pupil's daily schedule. (Figure M) Slightly fewer schools are doing the same concerning a program of studies for semester or year. Determining a proper pupil load is well considered by 60 per cent of the junior high schools and by 80 per cent of the senior high schools. The activity program is well planned by 50 per cent of the senior high schools and 65 per cent of the junior high schools.

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Registration Program				
Program of Studies				
Pupil Load				
Daily Schedule				
Activity Program				
Evaluation ** of Provision				

Figure M Guidance Provisions Relating to Registration and Pupil Load Reported by 356 Secondary Schools Of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Evaluation of Registration and Pupil Load.-- In evaluating their provisions for informing the pupil in regard to registration and pupil load, 70 per cent of the senior high schools consider their programs very complete; little more than 50 per cent of the junior high schools give a similar judgment of their provisions in regard to these items which may require guidance.

Problems of the Future.-- Five items relating to the future are suggested as important and requiring guidance if the pupil is to be well informed. (Figure N) About 70 per cent of the senior high schools and but 30 per cent of the junior high

* Appendix VIII
 ** Appendix IX

	213 Senior High Schools				143 Junior High Schools				
Provision #	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	Poor	
Procedure									
Occupational Information									
Selection of Vocation									
Selection of Avocation									
Educational Information									
Extent of Education									
Securing, Keeping Position									
Evaluation ** of Provision									

Figure N Guidance Provisions Regarding Problems of the Future Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

schools are providing sufficient educational information, the only item in this group to be reported by more than one-half of the secondary schools as satisfactory. Occupational information is well provided by 50 per cent of the junior high schools and less extensively by senior high schools. About 35 per cent of the schools are supplying information related to the selection of a vocation; still fewer are concerned with the choice

* Appendix VIII
 ** Appendix IX

of avocation. The extent of education desirable for the pupil is the concern of only 25 per cent of the schools. Information pertaining to the securing and the keeping of a position is well provided for in about 30 per cent of the senior high schools and by 15 per cent of the junior high schools.

Evaluation of Problems of the Future.-- In evaluating their guidance provisions for information concerning the several problems of the future, 35 per cent of the senior high schools consider their programs good; fewer junior high schools consider provisions satisfactory.

Social and Civic Relationships.-- More than 50 per cent of the secondary schools are providing information for the guidance of the pupil concerning the privileges and responsibilities of being a good neighbor and citizen; the junior high schools do more in this respect than do the senior high schools. (Figure 0) Leadership and the ability to cooperate is emphasized in similar proportions, the junior high school showing an advantage in both these items. Followership is given less emphasis in all schools. Junior high schools, some 50 per cent of them, are stressing the making of desirable friendships and the practicing of proper social usage. Secondary schools are doing least in the informing and guiding of pupils in proper relations and conduct with the opposite sex; about 25 per cent of each school group is making a satisfactory provision.

Evaluation of Social and Civic Relationships.-- In evaluating the guidance provisions for information concerning social

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	Poor	
Procedure									
Desirable Friendships									
Social Usage									
Conduct; Op-posite Sex									
Neighbor; Citizen									
Leadership Qualities									
Followership Qualities									
Ability to Cooperate									
Evaluation ** of Provision									

Figure 0 Guidance Provisions Regarding Social and Civic Relationships Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

and civic relationships nearly 50 per cent of the junior high schools are very satisfactory while half as many of the senior high schools report their programs inadequate . Junior high schools seem to show an advantage over senior high schools in relation to each item of guidance value in this field.

* Appendix VIII
 ** Appendix IX

Personal Problems.-- More than 50 per cent of the junior high schools are providing their pupils with information concerning study techniques; only half as many senior high schools emphasize this important practice. (Figure P)

	213 Senior High Schools			143 Junior High Schools		
Provision *	100%	: 50%	0 : 0	50%	: 100%	
Condition	Poor	Fair;	Good	: Good	:Fair	Poor
Procedure						
Study Techniques						
Keeping Open Mind						
Aptitudes; Self-Analysis						
Deficiencies; Self-Analysis						
Analyze Prejudices						
Evaluation ** of Provision						

Figure P Guidance Provisions Regarding Personal Problems Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Both groups of schools are training pupils in the keeping of an open mind in 40 per cent of their programs. While 25 per cent of the junior high schools are assisting pupils to analyze and control prejudices, less than 20 per cent of the senior high

* Appendix VIII
 ** Appendix IX

schools are making sufficient provision. Slightly more than 15 per cent of each group of schools is making satisfactory provision for assisting pupils to analyze their aptitudes or to examine their deficiencies.

Evaluation of Personal Problems.-- In their evaluations of the guidance provisions being made relating to personal problems 20 per cent of the senior high schools believe their programs are satisfactory while twice as many of the junior high schools rate their efforts in this field as good.

Additional Means and Materials Used In Guidance

Provisions in School Program.-- Eleven guidance provisions for the school program are suggested. (Figure Q) Satisfactory provision for pupil interviews is reported by 60 per cent of both junior and senior high schools, the most extensive guidance item in this section. Program adjustments are well made in 50 per cent of the senior high schools, the junior high schools doing slightly less for their pupils. Similar proportions of both groups provide well for library materials on occupations; informational talks of guidance value are presented in 40 per cent of the schools. Classes in occupations are provided in 20 per cent of the senior high schools and somewhat more extensively in the junior high schools. This school groups^v is also offering twice as many exploratory courses as are the senior high schools. The exceptional pupil is given adequate attention in one-fourth of the secondary schools; a slightly larger proportion are using

	213 Senior High Schools 143 Junior High Schools								
Provision *	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair:	Good	:	Good	:	Fair	:	Poor
Procedure									
Exploratory Courses									
Classes in Occupations									
Library Materials									
Visual Aids									
Tests-Diagnostic, Prognostic									
Personality Ratings									
Informational Talks									
Case Studies									
Program Adjustments									
Exceptional Pupils									
Pupil Interviews									
Evaluations** of Provision									
Of Use in Guidance									

Figure Q Additional Means and Materials in the School's Program Used in Guidance Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary Schools

* Appendix VIII
 ** Appendix IX

the case-study method. Not more than 25 per cent of senior high schools include personality ratings in their guidance programs; junior high schools do even less. The use of diagnostic tests is reported as very satisfactory in less than 10 per cent of the senior high schools; twice as many junior high schools are using them. More junior high schools are using visual materials in guidance than are the senior high schools; neither group of schools exceeds 30 per cent in the practice.

Great variability in provision for guidance is noted among the items suggested for guidance in the school program.

Evaluation of Materials in School Program.-- Both groups of schools report a proper provision for these guidance items in 30 per cent of the schools. Their use of these means and materials in the school program for guidance is reported as effective in one-third of the secondary schools.

Pupil Activity Program.-- Of the six aspects of the activity program suggested for use in guidance only the school assembly is well considered by 65 per cent of the schools. (Figure R) Clubs are used by 50 per cent of the senior high schools and by a few more of the junior high schools. Homeroom programs are very satisfactory in 65 per cent of junior high schools but only by 40 per cent of the senior high schools. More than 50 per cent of the senior high schools do much with school publications; 40 per cent of the junior high schools report favorably upon them. Pupil participation in school government exists in 40 per cent of both school groups. More senior high schools are giving adequate

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Homeroom Programs				
Clubs				
School Assembly				
School Publications				
School Government				
Management of Finances				
Evaluation ** of Provision				
Of Use in Guidance				

Figure R Guidance Provisions in Pupil Activity Program Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

attention to the management of finances in pupil activities than are the junior high schools; neither group exceeds 50 per cent in the extent of this practice.

Evaluation of Pupil Activity Program.-- In evaluating the guidance provisions in the pupil activity program 50 per cent of the junior high schools consider them satisfactory; the sen-

* Appendix VIII
 ** Appendix IX

ior schools rate their provision as good in 40 per cent of the group. These facilities are effectively used for pupil guidance in 45 per cent of the junior high schools and and in 35 per cent of the senior high schools.

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% ; 100%
Condition	Poor	Fair:	Good	: Good ;Fair Poor
Procedure				
Interviews with Parents				
Home Visits				
Progress Reports				
Interviews with Teachers				
Part-Time Employment				
Job Placement				
Follow-Up Interviews				
Visits to Industries				
Evaluation ** of Provision				
Of Use in Guidance				

Figure S Guidance Provisions through Extra-School Means Reported by 356 Secondary Schools of Massachusetts

* Appendix VIII
 ** Appendix IX

Extra-School Means and Materials.-- To further the guidance program, slightly more than 50 per cent of the secondary schools are using the interview with parents and teachers effectively. (Figure S) Periodic pupil-progress reports are made to the home by an equal number of schools. Approximately 20 per cent of each school group is making good use of the home visit.

The vocational aspect of guidance which is related to part-time employment is reported as satisfactory in 20 per cent of the senior high schools and in half as many junior high schools. Visits to industries are made by about 10 per cent of the secondary schools. Placement and follow-up are of little concern to the junior high schools according to the 5 per cent reporting this provision as good; it receives but slightly more attention by the senior high schools who do more placement than follow-up.

Evaluation of Extra-School Means,-- Both groups of schools report provisions as very adequate in regard to guidance aspects in extra-school situations in only 20 per cent of each group. These means and materials are used effectively in guidance in similar proportions of the school groups according to their judgments of program and usage.

IV

" Vocational guidance has been defined as the assistance that is given in connection with ' choosing, preparing for, entering upon, and making progress in an occupation' it is impossible to separate sharply these vocational aspects of guidance from the educational, moral, and cultural aspects. " *

Post- School Relationships

Selection of Post- Secondary School.--Sixteen items are suggested as guidance provisions in the selection of the post-secondary school. These problems are of paramount importance in the senior high schools and of some concern to the junior high school from a different viewpoint. (Figure T)

Practically all senior high schools have a sufficient number of college catalogs on file. In 75 per cent of the schools, pupils are led to an understanding of them and their academic standing. A comparative evaluation of the colleges is well considered by nearly 50 per cent of the senior high school group. Personal contacts with the colleges of interest are much more limited; interviews between pupils and college representatives are arranged by 40 per cent of the schools but actual visitation of the colleges by the pupil is planned for by only one-fourth of the senior high schools. The selection of courses and activities in the college best suited to the needs of the individual is given definite attention by 70 per cent of the high school group. Able students are urged to continue their education in higher schools by slightly more than 50 per cent of the senior high

* Jones, op.cit. p.316

	213 Senior High Schools 143 Junior High Schools								
Provision #	100%	:	50%	0	:	0	50%	:	100%
Condition	Poor	Fair	:	Good	:	Good	:	Fair	Poor
Procedure									
Catalogs FileB	[Bar chart showing distribution of conditions for Catalogs FileB]								
Understanding of Catalogs	[Bar chart showing distribution of conditions for Understanding of Catalogs]								
Standing of Colleges	[Bar chart showing distribution of conditions for Standing of Colleges]								
Interviews with Colleges	[Bar chart showing distribution of conditions for Interviews with Colleges]								
Visits to Colleges	[Bar chart showing distribution of conditions for Visits to Colleges]								
Evaluation of Colleges	[Bar chart showing distribution of conditions for Evaluation of Colleges]								
Selection of Program	[Bar chart showing distribution of conditions for Selection of Program]								
College for Able Student	[Bar chart showing distribution of conditions for College for Able Student]								
Financial Aids	[Bar chart showing distribution of conditions for Financial Aids]								
Counseling Non-College	[Bar chart showing distribution of conditions for Counseling Non-College]								
Information for College	[Bar chart showing distribution of conditions for Information for College]								
Progress in College	[Bar chart showing distribution of conditions for Progress in College]								
Relations with College	[Bar chart showing distribution of conditions for Relations with College]								
Selection of Other Schools	[Bar chart showing distribution of conditions for Selection of Other Schools]								
Advertising by Schools	[Bar chart showing distribution of conditions for Advertising by Schools]								

Continued

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Problems of Articulation				
Evaluation ** of Provision				
Of Use in Guidance				

Figure T Guidance Provisions for the Selection of the Post-Secondary School Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

schools; an effort in slightly larger proportion is made to obtain financial aid for the capable pupil, when needed. Satisfactory articulation exists between senior high school and college. Information is provided by the sending school by 70 per cent of the senior high schools; pupil-progress is noted by a smaller proportion. An understanding relationship with the admissions officers of the colleges is well maintained by slightly less than 50 per cent of the senior high schools. Problems of articulation receive little attention.

Approximately 60 per cent of the senior high school group is counseling the non-college student to prepare for vocations in accord with their abilities, the parents being consulted. An equal proportion of the senior high schools give sufficient attention to the selection of schools suited to the needs of these

* Appendix VIII
 ** Appendix IX

pupils. The possible dangers arising from the advertising of schools maintained for commercial purposes is emphasized by some 60 per cent of the senior high schools.

Of the sixteen items of guidance significance pertaining to post-secondary school relationships, the junior high schools are giving but little attention to any of them; none are prevalent in one-half of this group. About 40 per cent of these schools are counseling concerning the selection of a suitable college program and are guiding the non-college student to seek training suited to his abilities. Almost the same proportion of junior high schools keep catalogs on file; 25 per cent of them are leading pupils to a sufficient understanding of the colleges and their academic standing. Personal contact with the colleges for pupils on this scholastic level would be previous according to the limited provisions made by them; less than 5 per cent report attention to this guidance aspect. The able junior high school pupil is encouraged to seek advanced education in 35 per cent of the schools; efforts to obtain financial aid are made by 10 per cent of them. Relationships between college and junior high school, including problems of articulation, are not the province of the junior high school according to their reports; very few schools mention either item. However, about 20 per cent of the junior high schools aid in the understanding and selection of schools other than colleges and emphasize the problems that arise from the advertising done by commercial institutions.

Evaluation of Post-School Selections.-- About 60 per cent

of the senior high schools are making generous provision in their guidance programs for the selection of post-secondary schools according to the individual needs of the pupil. A slightly smaller proportion judge their use of these guidance provisions as satisfactory. Junior high schools report their provision and usage as good in approximately 15 per cent of this school group.

Adaptation to Civic-Social Life.-- Facilities are available to former pupils seeking counseling in 40 per cent of the senior high schools and in 30 per cent of the junior high schools. (Figure U.)

	213 Senior High Schools	143 Junior High Schools
Provision *	100%	50%
Condition	Poor Fair: Good	0 : 0 50% : 100% Good :Fair Poor
Procedure		
Counseling Former Pupils		
Community Cooperation		
Individual Adjustment		
Evaluation ** of Provision		
Of Use in Guidance		

Figure U Guidance Practices Relating to Adaptation to and Success in Civic and Social Life Reported by 356 Secondary Schools in Massachusetts

* Appendix VIII
 ** Appendix IX

Both groups of schools seek the cooperation of the community agencies in 40 per cent of the systems. Only 25 per cent of the senior high schools are seeking information from their former pupils relative to their adjustment problems in relation to social and civic activities; 10 per cent of the junior high schools are doing well in this regard.

Evaluation of Civic-Social Life.-- In 25 per cent of the senior high schools guidance provisions for adaptation to and success in civic and social life are considered very satisfactory; fewer junior high schools report a similar judgment. About 20 per cent of both groups consider their use of these guidance practices as adequate.

Securing Employment.-- Seven items are suggested for inclusion in the guidance program that are related to employment as a post-secondary school relationship. (Figure V.) Forty per cent of the senior high schools and fewer of the junior high schools are giving sufficient attention to conferences with pupils planning to withdraw from school than an understanding of his situation and plans may be gained; equally limited provision is made in providing information concerning means of continuing his education while employed.

The placement of pupils in employment is receiving little attention in the secondary schools of Massachusetts. About 20 per cent of the senior high schools provide a satisfactory placement service and seek appropriate employment for individuals. The problems involved in the placement function are well considered by

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Placement Service				
Conference at Withdrawal				
Individual Placement				
Continuing Education				
Follow-Up Service				
Placement Problems				
Cooperative Relations				
Evaluation** of Provision				
Of Use in Guidance				

Figure V Securing of Employment
 a scant 10 per cent of the senior high schools. A follow-up service is well provided by a smaller group, the same few schools also doing well in maintaining a cooperative relationship with state and other placement and employment agencies.

Junior high schools are holding conferences with pupils and urging a continuance of education on a part-time basis in 20 per cent of this group of schools. Other provisions for guidance

* Appendix VIII
 ** Appendix IX

in relation to employment is evidently of little concern to the junior high schools; none of these practices are reported as prevailing in more than 10 per cent of them. Their opinions concerning most of these provisions is omitted entirely by approximately 50 per cent of the junior high school group.

Evaluation of Securing of Employment.-- Some 20 per cent of the senior high schools believe they are making satisfactory provisions for securing employment for their pupils; half as many junior high schools report likewise.. Fewer senior high schools consider their use of these practices in guidance as sufficient and effective. Only 5 per cent of the junior high schools report their provision as adequate.

V

" Self-knowledge is a gradual growth. To gain a clear understanding of one's aptitudes is an achievement of years rather than of hours. Not often does a person choose his ultimate goal early and work directly toward it from childhood to maturity. More frequently the forks and turns in the path become obvious only as they are approached. Each year may bring a deeper insight into desires and talents, and a sharper knowledge of the occupations within which his abilities may function best. During this period of self-discovery it is a counselor's privilege not to do a person's thinking for him or to tell what to do; but rather to facilitate his growth in understanding of himself and the working world. Then his informed decisions are his own. " *

Results of Guidance

Outcomes of Guidance Program.-- Twelve possible outcomes of the guidance program are suggested as criteria for judging

* Walter V. Bingham, Aptitudes and Aptitude Testing, New York, Harper and Brothers, 1937. p.12

the results of its activities. Evaluations are proposed for three viewpoints in estimating attainment of guidance objectives; effectiveness in promoting in-school relationships, post-school relationships, and in making pupils more self-reliant. (Figure W)

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Procedure				
Pupil Retention				
Cooperation of Staff				
Long-Time Planning				
Dangers in Short Cuts				
Understanding of Advertising				
Understanding of Analyses				
Outlook on Life-Problems				
Understanding Occupations				
Pupil-Placement				
Guidance Literature				
Post-Secondary Schools				
Ability in Self-Direction				

Continued

* Appendix VIII

	213 Senior High Schools	143 Junior High Schools
Provision *	100% : 50% 0 : 0	50% : 100%
Condition	Poor Fair: Good	: Good :Fair Poor
Procedure Evaluation **		
In-School Relations		
Post-School Relations		
Self-Reliance		

Figure W Outcomes of the Guidance Program Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Better placement of pupils in post-secondary schools is the outcome to be reported by at least 50 per cent of the senior high schools; the junior high schools report no outcome so widely satisfactory. For most of the outcomes suggested, an adequate provision is found in both senior and junior high schools as fluctuating between 30 and 40 per cent of each group; the junior high schools show a slightly fewer number of schools making this provision in relation to many of the outcomes. The least satisfactory results are reported for pupil placement and understanding of the limitations and falsity of devices presuming to analyze character and ability.

Evaluation of Outcomes of Guidance.-- The guidance program is most effective in promoting better in-school relationships on the part of pupils; approximately 40 per cent of each group of

* Appendix VIII
 ** Appendix IX

schools attain this objective according to their judgments. Post-school relationships are reported as effective by 10 per cent less of each group of schools. A similar proportion of both junior and senior high schools believe that the guidance program of the school is effective in making pupils more self-reliant.

" Guidance is a relatively new emphasis in education which has arisen for the most part in the last quarter of a century as a result of the scientific study of the individual and his environment and the influence of the one upon the other. Like most new emphases in education it suffers from misunderstanding of its purposes, its possibilities, and its methods. It means very different things to different people. Even guidance specialists tend to emphasize certain functions and to minimize or ignore others. Some methods and techniques properly employed in guidance are nothing more than a common-sense approach to the problems of individuals and groups, and may, therefore, be used by parents, teachers and administrators without specialized preparation; while the methods and techniques of testing, counseling, clinical diagnosis, and therapy are all highly technical and should be well used by qualified and experienced persons only. " *

* Clarence Linton, "Foreword," Teachers College Record, New York, Columbia University, October, 1938, Volume 40, Number 1. p. 1.

CHAPTER VIII

" The problem comprehends the well-being of individuals, of vocations, of the school, and of society at large. For this significant work let us have men and women of the best professional training that their efficiency may be in proportion to their responsibilities. " *

THE GUIDANCE STAFF

Preparation and Qualifications

Personal Qualifications.-- Five qualifications of a personal nature are suggested as the essential requisites of a counselor . (Figure X) Members of the senior high school staffs who are concerned with the counseling of pupils are reported by 65 to 75 per cent of these schools as being well qualified in these respects. Less than one-half of the junior high schools find their guidance staffs well equipped personally for the work. Personal character is most satisfactory among the qualifications with sufficient general life experience rating next in adequacy. Ability to work effectively with others is characteristic of 60 per cent of those counseling in senior high schools. Sympathetic understanding of adolescents and the ability to work with them without undue domination are characteristics of some fewer counselors in both groups. There are similar divergences in

* Bloomfield, op. cit.

	213 Senior High Schools	143 Junior High Schools				
Provision *	100%	50%	0	0	50%	100%
Condition	Poor	Fair	Good	Good	Fair	Poor
Qualification						
Maturity; Life-Experience						
Understanding of Adolescent						
Inspiring Adolescent						
Work with Others						
Personal Character						
Evaluation ** of Qualifications						

Figure X Personal Qualifications of Guidance Staff Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards

the personal qualifications of the members of the junior high school staffs.

Evaluation of Personal Qualifications.-- The members of the senior high school staffs having responsibilities relating to the guidance program are well qualified personally in 50 per cent of these schools; 40 per cent of the junior high schools report similar qualifications. Large proportions of both groups of schools have omitted all references to this section.

* Appendix VIII
 ** Appendix IX

Educational Preparation of Staff.-- Less than 40 per cent of the senior high schools report their counselors as holding a Master's degree, or an equivalent. (Figure Y)

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair
Preparation				
Master's Degree				
Social Studies; Sciences; Arts				
Preparation - Psychology				
Tests and Measurements				
Phases of Guidance				
Mental Hygiene Character, Sex				
Evaluation ** of General Education				
Of Guidance Preparation				

Figure Y Educational Preparation of the Guidance Staff Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards

In the junior high schools 20 per cent of the guidance staffs have reached this educational status. Similar proportions of

* Appendix VIII
 ** Appendix IX

of the guidance staffs of each group of schools have counselors who have studied extensively in the fields of science , social studies, and the arts. Extensive preparation in psychology is limited to 35 per cent of the senior high school staff and to 20 per cent of the junior high school staff. Extensive study of tests and measurements has been made by 25 per cent of the senior high school counselors and by 15 per cent of those counseling in the junior high school. Guidance as a factor in the educational program has been widely studied by 30 per cent of the counselors in senior high schools and by slightly fewer of those in the junior high schools. The thorough study of mental hygiene and character education has been part of the educational preparation of 15 per cent of the senior high school guidance staff and of 10 per cent of the junior high school guidance staff.

Evaluation of Educational Preparation.-- Senior high schools rate the general education of their guidance staffs as extensive in 50 per cent of the systems while but 20 per cent of the junior high schools report a similar judgment. In the senior high schools members of the guidance staff have been thoroughly prepared for specific guidance service in 30 per cent of this group of schools. Junior high schools report that 15 per cent of their counselors have had adequate and specific preparation in guidance.

Preparation through Experience.-- Extensive and successful teaching experience is the most characteristic qualifica-

tion of counselors reported by 65 per cent of the senior high schools and by 45 per cent of the junior high schools. (Figure Z)

	213 Senior High Schools		143 Junior High Schools	
Provision *	100%	: 50%	0 : 0	50% : 100%
Condition	Poor	Fair:	Good	: Good :Fair Poor
Preparation				
Successful Teaching				
Social Service				
Experience-Occupations				
Employment Contacts				
Occupational Requirements				
School's Philosophy				
Evaluation **				
Guidance Preparation				
Of Other Counseling				

Figure Z Preparation through Experience of the Guidance Staff Reported by 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

In similar proportions, counselors are selected for their understanding of the school's philosophy and program of education.

* Appendix VIII
 ** Appendix IX

To a lesser degree counselors are qualified for their responsibilities by contacts which result in the understanding of the educational and training requirements of occupations. Senior High school counselors are equipped in this respect in 40 per cent of the schools and in 15 per cent of the junior high schools. An understanding of employment opportunities has been gained through contact by 30 per cent of the senior high schools staffs and by a little more than 10 per cent of the junior high school group. Similar proportions of counselors in both groups of schools have become well acquainted with occupations through experience, study or observation. Experience of value to counselors which has been gained through different types of social service is possessed by approximately 15 per cent of the counselors in each group of schools.

Evaluation of Preparation through Experience.-- The counselors of the senior high schools are satisfactorily prepared for educational and vocational guidance in 35 per cent of these schools; 20 per cent of the junior high school guidance staffs are as extensively prepared. A smaller proportion of each group of schools consider their counselors as well prepared for other types of counseling. Large proportions of both groups of schools have made no reports pertaining to their guidance staffs.

Individual Counselors

The section of the G Form which provides methods by which the Guidance Staff may be reported upon as a cooperation group and as individuals has been the source of confusion, misunder-

standing and error. Many of the principals reporting fully in previous sections of the checklist have omitted this topic entirely or made such scattered checkings and evaluations as to make a study of the staff of little scientific value. The data will be summarized to provide such evidence as may be gained from it; some conditions and situations relation to the personnel directing the guidance program in Massachusetts may be revealed.

Qualifications of Individual Counselors.-- The instructions needed for the use of a computation form for obtaining a summary of data for the individual counselor was supplied in connection with the G Form at the time of mailing survey materials. Much difficulty was encountered in following the directions; many errors are noted in the ratings as reported.

Four items are suggested as a basis for estimating the preparation and qualifications of the individual counselor. These include; general adequacy of education, outstanding contributions, personal qualifications, and professional qualifications. A sum of the ratings for all staff members may be obtained for these items; the average produces a score for the school. A summary for the schools using this section follows. (Table 23)

One-third of the secondary schools have reported upon the individual members of the guidance staff of the school, an equal number according to size of community giving consideration to the matter. The junior high schools provide the smallest number of reports. An average score is reported for the majority of

Table 23. A Summary of School Scores for the Preparation and Qualifications of Individual Counselors in the Secondary Schools of Massachusetts as Reported in a Survey of 356 Public Schools Using the G Form of the Cooperative Study of Secondary School Standards.

Schools	School Scores						
	5 (High)	4	3	2	1		
(1)	(2)	(3)	(4)	(5)	(6)		
Senior							
I *	3	11	7	1	0		
II	8	11	8	5	1		
III	9	9	18	2	2		
Totals	20	31	33	8	3		
Junior							
I	4	5	6	3	1		
II	1	1	5	3			
Totals	5	6	11	6	1		
All Schools	25	37	44	14	4		
* I Cities							
II Towns-more than 5,000							
III Towns-less than 5,000							
		22	Senior	19	Junior	41	All
		33		10		43	
		40				40	
		<u>95</u>		<u>29</u>			
			Schools Reporting			124	

individual counselors, those in the senior high school more frequently receiving a higher rating. The apparently inadequate preparation of counselors reported by 29 schools, both junior and senior, commands attention.

Improvement in Service.-- An evaluation of the evidences of improvement in professional ability and in service is made by a limited number of the secondary schools. A summary of the evaluations of the extensiveness and of the reliability of general

improvement in service will provide an approach to this aspect.

Table 24. School Scores for General Improvement in Service Reported in a Survey of 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

School Scores	213 Senior High Schools Organization				143 Junior High Schools Organization		
	6	4	4/2	3/3	4/2	3/3	0/3
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5 High	1	5	1	7		5	
4	10	8	3	11	3	4	2
3	11	15	1	10	2	11	2
2	2	4			2	4	
1 Low						1	
Totals	24	32	5	28	7	25	4
Summary							
Scores	5	14	Senior	5	Junior	19	Total
	4	32		9		41	
	3	1		15		16	
	2	4		6		10	
	1			1		1	
Schools	89		36		125		

Of the 125 secondary schools reporting a general evaluation, more than twice as many senior high schools consider the matter as do the junior high schools. The majority of counselors in each group of schools reporting give a rating of four, Good, to their counselors for general improvement in service. Only five of the senior high schools use ratings of average or less, while 16 junior high schools rate their counselors as average in improvement; 11 use lower ratings. The counselors in senior high schools show more extensive improvement in service than do those in junior high schools.

Individual Improvement in Service.-- A computation form suggests three items for judging the improvement of the individual counselor in service: authorship, reading, and research. A sum of the ratings for all staff members may be obtained for these items; the sum of their averages produces a score for the school. A summary for the schools reporting this section provides a sampling in regard to this aspect pertaining to guidance staff.

Table 25. A Summary of School Scores for Individual Improvement in Service Reported in a Survey of 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Schools (1)	School Scores				
	5 (High) (2)	4 (3)	3 (4)	2 (5)	1 (Low) (6)
Senior					
I *	11	2	4	5	2
II	12	1	6	9	3
III	14	2	2	11	8
Totals	37	5	12	25	13
Juniors					
I	3	3	4	3	6
II	4	1	1	1	2
Totals	7	4	5	4	8
Total Reporting	44	9	17	29	21
Summary					
I * Cities		24	Senior 19	Junior 43	Total
II Towns-		31	13	44	
more than 5,000					
III Towns-		37		37	
less than 5,000					
Schools Reporting		92	32	124	

Of the 124 secondary schools reporting, three times as many senior high schools evaluate the improvement in service of in-

dividual counselors as do the junior high schools. In the senior high schools the individual counselor is doing a great deal , or very little, toward improvement while in service; 37 schools report the highest rating while 38 report a judgment below the average , which is found in 12 of the senior high schools. The ratings for the counselors in the junior high schools are scattered along the scale; 7 of them appear as highest ratings and 8 of them for the lowest score. The type and size of community has little influence; there is a balanced distribution in the number of reports and in the concentration of scores at various points of the scale for schools from different centers.

Authorship and Research,-- Two of the three criteria suggested for the evaluation of improvement in service by the individual counselor are authorship and research; reading was reported extensively as a source of improvement. A compilation of data for the two challenging items will serve as a sampling of evidence for other schools. (Table 26)

More than 400 individual counselors are included in the reports made by the senior high schools and 150 members of the junior high schools report more than 1500 items of professional improvement, an average of three each. Counselors in the city schools are doing more in professional improvement than those in the larger and smaller towns, which follow in that order. In spite of limited facilities, counselors in the small towns are reporting half as many items of professional improvement as are counselors in city schools. Junior high schools report one-third

Table 26. A Summary of Improvement in Service by Individual Counselors Reporting Authorship and Research in a Survey of 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Schools	Individual Counselors	Items of Authorship	Items of Research
(1)	(2)	(3)	(4)
Senior			
I * Boston State	78	18	359
II	83	13	154
III	145	43	299
	126	43	305
Totals	432	117	1117
Junior			
I	113	34	270
II	37	22	111
Totals	150	56	381
Summary			
I * Cities	377	Senior 304	Junior 681 Total
II Towns-less than 5,000	342	133	475
III Towns-less than 5,000	348		348
Professional Items	1067	437	1504
Counselors	432	150	582

as much activity as do the senior high schools.

According to reports made, every third counselor in the senior high school may claim authorship of one educational publication of three research studies. Junior high school counselors write as frequently but average two research studies each. Counselors in the junior high schools of the large towns appear to be doing more in professional improvement in service than those reporting from the city junior high schools.

Counselors- Part-Time and Full-Time.-- In reporting on the guidance staff, the G Form provides a computation form for recording the number of pupils enrolled in the school and the number of counselors on the staff in terms of full-time equivalence. From this data pupils per counselor may be obtained. The same limitations in comprehensive reports that have pertained to other considerations relating to the guidance staff will provide a sampling of data that is objective but subject to extensive error due to omissions of essentials and misunderstandings as to computations. (Table 27)

Table 27. Counselors in Full-Time Equivalence Reported in a Survey of 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Schools	Number of Counselors Reported						
	Less than 1	1	2	3	4	5 or More	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Senior							
I *	12	13	7		1	5	
II	10	23	5	1		1	
III	21	18	1		2	5	
Totals	43	54	13	1	3	11	
Junior							
I	5	10	2	1	1	8	
II	3	4	2	3		5	
	8	14	4	4	1	13	
Summary							
I * Cities		38	Senior	27	Junior	65	Total
II Towns-more than 5,000		40		17		57	
III Towns, less than 5,000		47				47	
Schools Reporting		125		44		169	

Pupils per Counselor,-- There are 162 secondary schools that have reported on the pupil-load of the guidance counselors on their staffs; 117 of them are senior high schools and 45 are junior high schools. There is an even distribution among the senior high schools reporting from the communities of different populations; reports from junior high schools in cities are twice as numerous as those from towns. (Figure 6)

The pupil-load of senior high schools in cities, according to this sampling, is reported by 13 schools as being 600 or less per counselor. The remainder of the 37 city schools reporting is scattered along the scale to the maximum of more than 6000 pupils. In the senior high schools of the towns ,both large and small, there is a concentration on the scale at 500 pupils or less; other data is scattered in range. More than half of the senior high schools reporting have a pupil load of 600 pupils or less per counselor.

Of the 45 junior high schools making reports, half of those in both cities and towns, record a pupil-load of 290 or less. The maximum load in the junior high schools is reported by a city school as 1228 pupils per counselor.

" Without guidance it will be impossible to attain the democratic school.....The more democratic school now developing must be concerned with all." *

* Leonard V. Koos and Grayson N. Kefauver, Guidance in Secondary Schools, New York, Macmillan Company, 1932. p.7

Figure 10.

Percentile Scores for Pupils Per Counselor as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939

Percentile Scale	Pupil Norms 200 Schools	Senior High Schools				Junior High Schools			Norms- Location Type Size
		6 Towns		Small	Total	C Towns		Small	
		I	II			I	II		
100	55	2	2	4	8	7	5	12	
95	290	3	16	19	38	7	4	11	
90	471	5	6	6	17	2	2	4	
85	606	3	1	1	5	5	2	7	
80	713		2	4	6	1		1	
75	Q3 800	3	4	1	8	2	1	3	Private
70	1044	3	2	3	8	3		3	
65	1228	2	2		4	1		1	Very Large
60	1504	2	1	1	4				Middle States
55	1867	3			3				New England
50	Median 2290	2	2	1	5				Medium Accredited
45	2844	2	1		3				North Central Public
40	3618	1	1		2				Small Northwest
35	6309	6			6				Large Non-Accredited
30									South
25									
20									
15									
10									
5									
0									
	Totals	37	40	40	117	29	16	45 117	
								162	Schools Reporting

CHAPTER IX

" The question..... really is part of the larger problem of conservation.....conservation of the native capacity of her youth, their special aptitudes and interests, and the results of years of education provided for them at public expense, is involved. Here is incalculable wealth, both economic and social. For its own sake as well as for the sake of its youth, society cannot afford to neglect so important a phase of conservation. " *

GENERAL SUMMARY OF THE GUIDANCE SERVICE

In the introduction to the G Form, Guidance Service, the two-fold nature of the work is emphasized as evaluation and stimulation to improvement. The careful and discriminating judgment, which is essential in the checking and evaluation of the 210 criterial items of the checklist and the 47 evaluations associated with the several aspects of guidance, leads logically to the consideration of gains which have been made, shortages that have been revealed, and the organization of plans for continued growth. Five viewpoints are suggested for a discriminating analysis of guidance service provided by the individual school.

What are the best elements or characteristics of the guidance service?

In what respects is it least adequate or in greatest need of improvement?

In what respects has it been improved within the last two

* George E. Myers, The Problem of Vocational Guidance, New York, Macmillan and Company, 1927. p.40.

years?

What improvements are now being made or are definitely planned for the immediate future?

What scientifically-conducted studies has the school made of its own problems in this field within the past three years or is it now making ?

School Reports.-- One-third of the reports received from the secondary schools contained data for the senior high schools, approximately one-half of each group of schools ,according to organization, making a general summary of guidance service. (Table 28) The reports coming from junior high schools were in smaller proportions.

In general, the senior high schools average a mention of one item for each of five categories of the summary,with only one school in three reporting a research study. The average of items mentioned by the 75 junior high schools gives one to each school for the good elements and one for the least adequate. Improvements in service,made or planned , are less numerous. An average grants one research study to every third junior high school reporting. A total of 776 items mentioned by 208 secondary schools provides an average of three for each school. Inasmuch as provision was made for reports of three items for each of the five categories of the summary, a total of summary data appears limited.

The tendencies,which appear in the data for all schools reporting, are characteristic also of the groups of schools accord-

Table 28. General Summary of Guidance Service as Reported in a Survey of 356 Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Number of Items Reported	Best	Least	Gains	Plans	Studies	All
(1)	(2)	(3)	(4)	(5)	(6)	(7)
61 Senior High Schools in Six-Year Systems						
3 Items	10	7	5	7		29
2	7	11	10	7	1	36
1	15	20	11	15	8	69
37 Schools report	32	38	26	29	9	134
97 Senior High Schools in Four-Year Systems						
3 Items	22	17	13	14	2	68
2	13	12	15	11	1	52
1	11	15	13	15	11	65
47 Schools report	47	44	41	40	14	185
21 Senior High Schools in Four-Two Systems						
3 Items	5	6	3	1		15
2	1		1	3		5
1	3	5	6	4	2	20
12 Schools report	9	11	10	8	2	40
72 Senior High Schools in Three-Three Systems						
3 Items	20	13	13	3	1	50
2	4	12	6	14	5	41
1	7	10	15	15	11	58
37 Schools report	31	35	34	32	17	149
26 Junior High Schools in Four-Two Systems						
3 Items	6	5	4	4		19
2	2	2	1		2	7
1	2	3	3	2	1	11
11 Schools report	10	10	8	6	3	37
139 Junior High Schools in Three-Three Systems						
3 Items	29	16	15	8	1	69
2	12	15	19	17	4	67
1	7	10	15	15	14	58
56 Schools report	52	49	44	36	19	200

Table 28. (Concluded)

Number of Items Reported	Best	Least	Gains	Plans	Studies	All
(1)	(2)	(3)	(4)	(5)	(6)	(7)
19 Junior High Schools in Systems, without Senior High Schools						
3 Items	5	3	1	2		11
2	2	4	1	2		9
1	2	1	5	1	2	11
8 Schools report	9	8	7	5	2	31
Summary of Senior High Schools						
37 6-Year	32	38	26	29	9	134
47 4-Year	47	44	41	40	14	185
12 4/2 Systems	9	11	10	8	2	40
37 3/3 Systems	31	35	34	32	17	149
133 Schools	119	128	111	109	42	508
Summary of Junior High Schools						
11 4/2 Systems	10	10	8	6	3	37
56 3/3 Systems	52	49	44	36	19	200
8 0/3 Systems	9	8	7	5	2	31
75 Schools report	71	67	59	47	24	268
208 Secondary Schools report	190	195	170	156	66	776

ing to organization. Each school averages one item of mention for each category, except in research studies which are limited in number. No general tendencies are noted in relation to the number of items reported by category for individual school types; more appear to mention one item than three items.

Best Elements of Guidance Service.--- The summary of the best elements or characteristics of the guidance service, as reported by 208 secondary schools, includes 357 items, more being men-

tioned in the reports of the senior high schools than in those coming from junior high schools. (Table 29) The largest number of best elements is mentioned by the senior high schools of the small towns with the city high schools recording the smallest number. Junior high schools in cities mention twice as many good characteristics as do the schools in large towns.

The element of guidance mentioned most often as satisfactory in the senior high schools is the consideration of the individual. Much attention is being given to educational guidance and better results, in general, are being obtained from the guidance service. The junior high school is likewise giving the individual much consideration. The organization of the guidance program is considered one of the best characteristics, with educational guidance another.

Inadequacies in Guidance Service.-- A summary of the inadequacies in guidance service, or those in greatest need of improvement, includes 361 items mentioned by 208 secondary schools. (Table 30) Town high schools report more inadequacies than do the city schools in the senior group, while the junior high schools in cities report more items than do the town schools. In general, city schools recognize many needed improvements.

The item mentioned most frequently by both junior and senior high schools as in greatest need of improvement is the organization of the guidance program; one-fifth of the schools reporting included this element in the summary. Adequate time allotment in the school program for guidance and counseling appears to be

Table 29. Aspects of Guidance Reported as Best Elements or Characteristics of Guidance Service Reported in a Survey of Secondary Schools of Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards

Guidance Aspect	208 Schools		Senior High Schools			Junior High Schools			
	All (1)	% (2)	I* (3)	II (4)	III (5)	All (6)	I (7)	II (8)	All (9)
1. Articulation	17	4	4	4	1	9	3	5	8
2. Basic Data	29	8	1	5	15	21	4	4	8
3. Program									
Organization	47	13	2	12	13	27	13	7	20
Educational	53	15	13	15	10	38	11	4	15
Vocational	28	8	3	5	9	17	7	4	11
Homeroom	24	7	7	4	4	15	5	4	9
Individual	84	24	18	24	19	61	16	7	23
4. Post-school	12	3	7	4	1	12			
5. Results	40	11	6	8	14	28	10	2	12
6. Staff	23	7	5	5	5	15	6	2	8
Total items	357	100	66	86	91	243	75	39	114
Summary									
* I	Cities		66	Senior	75	Junior			141
II	Towns-more than 5,000		86		39				125
III	Towns- less than 5,000		91						91
208 Schools report			243		114				357

the next greatest need of the senior high schools with an adequate personnel reported as next in frequency. Junior high schools report these same items as the outstanding improvements needed in their guidance service.

Recent Improvements,-- More than one-fourth of the 208 secondary schools reporting summaries of guidance service indicate organization of program as the most prevalent improvement. Six

Table 30. Aspects of Guidance Service Reported as Least Adequate or in Greatest Need of Improvement in a Survey of 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Guidance Aspect	208 Schools		Senior High Schools			Junior High Schools			
	All (1)	% (2)	I* (3)	II (4)	III (5)	All (6)	I (7)	II (8)	All (9)
1. Articulation	10	3	1	2	3	6	2	2	4
2. Basic Data	32	9	2	11	5	18	7	7	14
3. Guidance Program									
Organization	76	22	14	11	21	46	18	12	30
Personnel	45	12	8	14	4	26	15	4	19
Time allotment	54	15	10	11	17	38	11	5	16
Testing	33	9	7	8	7	22	7	4	11
Vocational	30	8	7	9	9	25	3	2	5
Individual	19	5	7	2	3	12	4	3	7
4. Post-School	35	10	4	12	8	24	6	5	11
5. Results									
6. Staff	27	7	6	8	8	22	3	2	5
Total items	362	100	66	88	85	239	76	46	122
Summary									
* I	Cities		66	Senior	76	Junior			143
II	Towns-more than 5,000		88		46				134
III	Towns-less than 5,000		85						85
208 Schools report			239		122				362

times as many senior high schools have reported items of improvement as have the junior high schools. More information is being obtained concerning the individual pupil, his needs are being given more attention, and his welfare after leaving the school has become a matter of more interest to the school. Real gains are reported in regard to the training and qualifications of the guidance staff by 33 schools. (Table 31) Besides the im-

Table 31. Improvements in Guidance Service Made within Last Two Years Reported in a Survey of 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Guidance Aspect Items (1)	208 Schools			Senior High Schools			Junior High Schools		
	All (2)	% (3)	I* (4)	II (5)	III (6)	All (7)	I (8)	II (9)	All (10)
1. Articulation	8	3	2	2		4	2	2	4
2. Basic Data	27	9	3	11	9	23	3	1	4
3. Guidance Program									
Organization	73	27	13	14	10	37	24	12	36
Program	35	13	10	13	12	35			
Personnel	15	5	6	3		9	5	1	6
Testing	15	5	4	3	3	10	3	2	5
Individual	32	11	3	6	11	20	7	5	12
Vocational	22	7	3	3	10	16	3	3	6
4. Post-School	18	6	3	7	7	17		1	1
5. Results	7	2	3	2	1	6	1		1
6. Staff	33	12	1	7	12	20	8	5	13
Total items	285	100	51	71	75	197	56	32	88
Summary									
* I Cities				51	Senior		56	Junior	107
II Towns- more than 5,000				71			32		103
III Towns-less than 5,000				75					75
208 Schools report				197			88		285

provement in the organization of the program, the junior high schools are giving more attention to the individual; advances in regard to the other aspects of guidance service are very few.

Planned Improvements.-- Approximately one-third of the plans made for the improvement of guidance service in secondary schools relate to the organization of the program, as reported by 208 secondary schools in Massachusetts. (Table 32)

Table 32. Improvements in Guidance Service Being Made or Definitely Planned for Immediate Future Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Guidance Aspect	208 Schools		Senior High Schools			Junior High Schools			
	All (1)	% (2)	I (3)	II (4)	III (5)	All (6)	I (7)	II (8)	All (9)
1. Articulation	6	2	3		1	4	1	1	2
2. Basic Data	32	12	3	12	10	25	5	2	7
3. Guidance Program									
Organization	69	26	10	17	20	47	14	8	22
Program	20	8	2	6	7	15	5		5
Personnel	24	9	5	5	7	17	7		7
Testing	23	9	3	7	7	17	4	2	6
Individual	24	9	3	6	6	15	5	4	9
Vocational	26	10	6	6	10	22	1	3	4
4. Post-School	21	8	7	8	4	19		2	2
5. Results	2	1			2	2			
6. Staff	11	4			3	3	3	5	8
Total items	258	98	42	67	77	186	45	27	72
Summary									
* I Cities				42	Senior	45	Junior		87
II Towns-more than 5,000				67		27			94
III Towns-less than 5,000				77					77
208 Schools report				186		72			258

Increased knowledge of the individual through improved forms of basic information and of cumulative record cards is the aim of several schools, mostly senior high schools. This group of schools is also making plans for gains in regard to the vocational aspect of guidance and in post-school relationships. Apart from the schools that are planning for the organization of

of the guidance service, the junior high schools are making few plans.

Problems Studied.-- The general summary of the guidance service provides for the reporting of scientifically-conducted studies made by the school of its own problems in guidance. Included in the summary are those made within the past three years or now in process.

The survey of secondary schools in Massachusetts reports on returns received from 356 schools; 213 are senior high schools and 143 are junior high schools. A compilation of data contained in their summaries of guidance totals 83 studies in guidance , or closely related to the field. Senior high schools report 57 studies, one for every 27th senior high school in the state. A record of 26 studies made by the junior high schools grants one to every 18th junior high school. The report of studies for the State places one in every 23rd secondary school. The subjects of studies show wide diversity of interest; the repetition in any one aspect was too slight to permit of totals by subject. Many schools reported a general interest in objective data but believed that their activities in this field were too informal to be included in the summary.

Studies in Guidance Problems

Senior High Schools

Attendance
 Causes of Absence
 Aptitudes and Interests
 Cumulative Records
 Civic Curriculum
 Disciplinary Problems
 Employment
 Causes of Failure
 Harvard Study
 Students Who Leave
 Educational, Vocational Results
 College Grades
 Follow-up -1,2,3,6 years
 Interests, Activities, Jobs
 Graphs of Teachers' Marks
 Guidance Organization
 Study Habits, methods
 I.Q. and Curricula
 Predictive Grades
 Occupational Survey
 Personality Traits
 Reading Abilities
 Revision of School Program
 Social-Economic Backgrounds
 Subject Likes and Dislikes
 Typewriting-Predict Success

Junior High Schools

Abilities and Disabilities
 Achievement vs Teaching Methods
 Aptitudes
 Articulation
 Course vs Employment
 Failures vs Guidance
 Factors in Withdrawal
 Pupil Placement
 Harvard Study
 Follow-up-Marks, Courses
 Individual Adjustment
 Occupational Opportunities
 Preferences, 1,2,3 years
 Reading Disabilities
 Recreational Interests
 Results of Guidance
 Study Habits
 Test Evaluation

Allowing this sample of studies of guidance problems to serve as an illustration of what other schools may be doing or planning, the immediate future will find many programs in secondary schools revised or replaced to meet the needs of a changing society. The pupil within the school will be studied in terms of his individual differences. More information will be recorded concerning his environment and background. Variations from the normal, relating to absence, behavior, general intelligence, or withdrawal will provide situations for analysis, interpretation, and assistance according to need. The interest

that the school manifested in his welfare as a student will follow him into the post-school period, whether he enters employment or seeks a higher education. The need for objective data is apparently recognized; an era of scientific research in education has come to the secondary schools of Massachusetts.

" The adolescent explorer passes through consecutive stages on the journey of exploration during his junior high school years. First, he adjusts himself to his new environment that he may learn how most effectively to benefit by his exploratory experiences; second, he enters upon his exploratory activities; third, he makes a tentative selection of an educational placement which makes a particular appeal to his individual interests; fourth, after the testing of his choice, he undertakes the initial stage of his differentiation into a curriculum group. When the foregoing steps have been taken, he is ready for specialized training of his choice in the senior high school. " *

* Jones, op. cit. p.124

CHAPTER X

" Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet- educational, vocational, health, moral, social, civic, and personal. " *

SCHOOL SCORES

In the formulation of purposes for the Cooperative Study of Secondary School Standards a two-fold nature of the work was emphasized: evaluation and stimulation to improvement.^{1/} In using the G Form, Guidance Service, the official reporting for his school unit obtains a comprehensive summary of the elements of guidance functioning within the program, satisfactory, average, or inadequate, in the process of checking the 210 criterial items of the checklist. As administrator and supervisor, a school principal is influenced by the philosophy established for the educational program; he knows its purposes and its objectives; he is conversant with the nature of the pupil population and the community which is served. Thus equipped, the 47 evaluations which are reported for each aspect of guidance are the result of his personal judgment and first-hand observation. The analytical study of the evaluations, then, will establish the critical opinion held by reporting officials themselves in relation to

* G Form, op.cit. p.4.

the guidance services, both qualitatively and quantitatively, as they are now functioning in the secondary schools of Massachusetts.

Two forms of school scores may be obtained from the compilation of reported data, primary and summary.^{1/} In general, the G Forms, which were returned by the 356 schools included in this study, were reasonably complete and without error for the first four sections: Articulation, Guidance Information, Guidance Program, and Post-School Relationships. The remaining divisions which referred to Results of Guidance and Guidance Staff were returned with extensive omissions and numerous errors, thus making it unwise to attempt computations of summary percentile scores. The primary scores for all schools, so far as reported, will serve as a relative estimate of the provisions now being made for the several aspects of guidance in this State.

Primary Scores

Computation.-- A sample summary form in Figure 11 illustrates the type of data from which computations of primary and summary scores may be derived. The figures which have been used as convenient symbols for the five-point rating scale are transferred from the G Forms to the designated areas.^{2/} The primary score for each section is the average of the number of evalua-

^{1/} Page 67

^{2/} Ibid

Figure 11. A Sample Summary Form with Reported Data

School - 6-1-8-3-J-3

SUMMARY FORM

Section	Title of Measure	Pages	Computation of Primary School Scores						Computation of Summary School Scores									
			Evaluations						Total	Divisor	Score	Per-centile	Weights			Weighted Percentile		
			Alpha	Beta	Gamma	Alpha	Beta	Gamma										
I	Articulation	56-57	A-z 4	B-z 3	C-z 1	→			8	3	2.6	43	8	--	--	344		
II	Guidance Information	57-60	A-1-y 2	A-1-z 2	A-2-y 4	A-2-z 3	A-3-y 5	} →	16	14	2.7	61	20	45	60	1220		
			A-3-z 3	A-4-y 2	A-4-z 2	A-5-y 1	A-5-z 1		9									
			B-y 3	B-z 2	C-y 5	C-z 4	→		14									
								39										
III	Guidance Program	60-63	A-y 2	A-z 3	B-z 5	C-z 5	D-z 3	} →	18	13	3.3	80	40	40	--	3200		
			E-z 3	F-z 2	G-1-y 4	G-1-z 3	G-2-y 4		16									
			G-2-z 3	G-3-y 3	G-3-z 3	→	9											
								43										
IV	Post-School Relationships	64-65	A-y 1	A-z 1	B-y 3	B-z 2	C-y 2	C-z 2	11	6	1.8	16	12	--	--	192		
V	Results	65	x 3	y 2	z 3	→			8	3	2.6							
VI	A	Pupils Per Counselor	65	→														
	B	1,2,3	Guidance Staff -- Preparation and Qualifications	66	1-z 3	2-y 3	2-z 3	3-y 3	3-z 3	→	15	5	3.0					
		4	Guidance Staff -- Preparation and Qualifications	67	→													
	C	1	Guidance Staff -- Improvement in Service	67	z /	→					/	1	/					
		2	Guidance Staff -- Improvement in Service	67	→													
IX	General Evaluation	68	y 3	z 3	→			6	2	3.0								

Totals: 100 100 100

Summary Score (Divide by 100)

Equivalent Percentile (From Percentile Conversion Table)

pertaining to that guidance aspect, the resulting scores remaining within the range of the five points of the rating scale. In case of an omission in evaluation, an arbitrary value of one was given to the section that the average might be obtained. Since the evaluations of services have been considered in conjunction with the provisions of practices (Figures A-Z), the summary of the primary scores for the eight aspects, so reported, will be based upon Table 35. (Appendix 10.)

Evaluations of services.-- Reported data was sufficiently comprehensive to permit derivation of primary scores for eight of the sections: Articulation, Basic Information, Operation of the Guidance Program, Post School Relationships, Results of Guidance, the Guidance Staff- its preparation and qualification and its improvement in service, and a General Evaluation of the Guidance Service. (Table 36.)

Articulation.-- Thirty per cent of the senior high schools and 28 per cent of the junior high schools are reported on the scale between 2.6 and 3.0, a percentile range of 43-61. The next higher group includes 17 per cent of both groups of schools giving them a percentile between 61 and 80. Of the senior high schools 38 per cent have a percentile score for articulation above 80. The group of junior high schools to rate a similar score is 10 per cent smaller. While 11 per cent of the senior high schools score below 2.6 on the scale, twice as many junior high schools are within this same range according to the primary scores obtained from their reported evaluations.

Table 36. Primary Scores Derived from Evaluations as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards.

Guidance Aspects WITH Percentages of Schools for Scores								
I. Articulation								
II. Basic Information								
III. Operation of the Guidance Program								
IV. Post-School Relationships								
V. Results of Guidance								
VI. Guidance Staff- Preparations and Qualifications								
VI. Improvement in Service								
IX. General Evaluation of Guidance Service								
213 Senior High Schools								
Primary Scores ^{1/}	I	II	III	IV	V	VIa	VIb	IX
	(1) %	(2) %	(3) %	(4) %	(5) %	(6) %	(7) %	(8) %
4.6 - 5.0	6	3	2	4 $\frac{1}{2}$	6	8	6	3
4.1 - 4.5	4	8 $\frac{1}{2}$	9	3 $\frac{1}{2}$	1	15	15	2
3.6 - 4.0	28	17	9	9 $\frac{1}{2}$	22	21		11
3.1 - 3.5	17	26	32 $\frac{1}{2}$	16	11	11		5
2.6 - 3.0	30	20 $\frac{1}{2}$	23	26	32	16	17	21
2.1 - 2.5	3	12	16 $\frac{1}{2}$	17 $\frac{1}{2}$	11	5		6
1.6 - 2.0	6	6 $\frac{1}{2}$	2	14 $\frac{1}{2}$	9	1 $\frac{1}{2}$	3	4
1.1 - 1.5	2	1	2	2	2	1 $\frac{1}{2}$		3
Omissions	5	5 $\frac{1}{2}$	5 $\frac{1}{2}$	7	11	29	59	45
143 Junior High Schools								
4.6 -5.0	4	3	2	1	5	6	4	2
4.1 -4.5	1	12 $\frac{1}{2}$	10		2	4		3
3.6 -4.0	22	20	15	3	13	7	5	9
3.1 -3.5	17	23	25	9	11	14		8
2.6 -3.0	28	15	18	9	25	14	10	13
2.1 -2.5	7	9	11	12	7	6		6
1.6 -2.0	11	6	2	14	3	1	4	3
1.1 -1.5	2	4	3	19	3	2	1	3
Omissions	12	8	13	33	33	46	68	53

^{1/} Table 35, Appendix X

Basic Information.-- Twenty per cent of the senior high schools and 15 per cent of the junior high schools are rated between 2.6 and 3.0 of the scale, which equals a percentile range between 57 and 72. The next higher group includes 26 per cent of the senior high schools and slightly fewer of the junior high group, giving them a percentile score between 72 and 85. Of the senior high schools 28 per cent hold a score in basic information above 85 while 35 per cent of the junior high schools have a similar rating. Similar proportions of each group of schools are included in the 19 per cent which appear on the scale below the percentile score of 55.

Operation of the guidance program.-- Twenty-three per cent of the senior high schools and slightly more of the junior high schools are reported on the scale between 2.6 and 3.0, a percentile range of 47 and 70. The next higher group includes 32 per cent of the senior high schools and 7 per cent fewer of the junior high schools, giving them percentile scores between 70 and 85. Twenty per cent of the senior high schools and 27 per cent of the junior high schools receive higher ratings than 80. Approximately similar proportions of each group of schools appear on the scale below the percentile score of 47 according to the reported evaluations for the operation of the guidance program.

Post-School relationships.-- Twenty-six per cent of the senior high schools are reported on the scale between 2.6 and 3.0 which equals a percentile score of 47 to 69; only one-third as many of the junior high schools have a similar placement. In

the next higher group 16 per cent of the senior high schools and one-half as many of the junior high schools appear, earning a percentile score between 69 and 91. Twenty per cent of the senior high schools and but 4 per cent of the junior high schools obtain a higher rating than 91 percentile. Below the 2.6 point on the scale are found one-third of the senior high schools and more than 40 per cent of the junior high schools according to the reported evaluations for post-school relationships.

Results of guidance.-- One-third of the senior high schools are reported on the scale between 2.6 and 3.0; a percentile scale is not available for this section so that comparison of relative positions must suffice. The next higher group includes 11 per cent of each group of schools. Of the senior high schools 29 per cent appear within the highest point and one-half of the scale, approximately 10 per cent less of the junior high school group earning a similarly high placement. The section of the scale below 2.6 includes 22 per cent of the senior high schools and ten per cent fewer of the junior high schools according to the reported evaluations for results of guidance.

Guidance Staff- Qualifications.-- Approximately equal proportions of the junior and senior high schools report the ratings of the guidance staff, its qualifications and preparation, between 2.6 and 3.0; an average of 15 per cent of the guidance staffs in the secondary schools thus receive a percentile score between 5 and 20. The next higher group includes 11 per cent of the senior high schools and 14 per cent of the junior high

schools, the percentile score rising to 55. On the rating scale between 3.6 and 4.0 , the group includes 21 per cent of the senior high schools and one-third as many junior high schools, a percentile range that is between 55 and 89. Of the senior high schools , 23 per cent have guidance staffs rating higher than 89 in preparation and qualifications while half as many junior high schools receive a similar placement. Almost equal proportions of both groups report evaluations that place guidance staffs near the zero percentile according to reported evaluations for 7-9 per cent of the schools .

Staff improvement in service.-- Seventeen percent of the senior high schools report a rating between 2.6 and 3.0 for improvement in service, a percentile range of 85 to 95; half as many junior high schools hold similar positions on the scale. Of the senior high schools, 21 per cent report evaluations rating a score higher than 95 while one-fifth as many junior high schools gain similar placement. Small proportions of both groups of schools report evaluations that place the improvement of the guidance staff in service in the lower range of the scale. Many omissions occurred in reports on this section.

General Evaluation of Guidance Service.-- In the final section of the G Form, Guidance Service, provision is made for a general evaluation of the guidance service that a composite of all checkings and evaluations may be presented in answer to two questions:

How well does the guidance service accord with the philos-

ophy of education of the school?

How well does the school's guidance service meet the needs of the community and the pupil population ?

The evaluations reported as answers to these two inquiries place 26 per cent of the senior high schools within the middle section of the rating scale with 21 per cent of the junior high schools receiving similar placement. Approximately similar proportions of both groups of schools gain placement on the higher section of the scale , equally sized groups rating the lowest ; approximately 15 per cent of the reporting schools consider the services as very good while 13 per cent consider the provisions as inadequate. Such a general evaluation of guidance service as reported by the school officials provides an average rating for the secondary schools of the State.

Percentile Scores

The comprehensive data provided by the complete reports of the first four sections of the G Form makes it possible to consider them in terms of percentile scores derived from the primary scores, or averages of the reported evaluations.

Articulation.-- The percentile scores for articulation as reported by 356 secondary schools in Massachusetts are distributed according to the organization of the schools in number of years. (Figure 12.) The thermometer percentile scale places the norms for the 200 schools included in the Cooperative Study of Secondary School Standards at the quartiles, 25, 50, and 75.

Figure 12 Percentile Scores for Articulation in Secondary Schools in Massachusetts as reported by 356 Schools using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Percentile Scale	Senior High Schools					Junior High Schools			
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
100	3	1	1	4	9	1	2	2	5
95	5		2	10	17		3	1	4
90	11	5	1	7	24	5	12		17
85									
80	4	11	3	12	30	1	9	3	13
75	9*	17*	4*	9*	39M	1	16	1*	18
70									
65	10	7	4	18	39	4*	18*		22M
60									
55									
50									
45									
40	3	13	5	4	25	2	13		15
35									
30	1	3		4	8	3	6	2	11
25									
20	4	4		4	12	2	4	3	9
15									
10	1			1	2		8		8
5	1	2			3		1		1
0							3		3
	52	63	20	73	208	19	95	13	126
Schools in Study in Mass.	52	69	21	71	213	22	108	13	143
	61	96	21	77	255	26	136	19	181

* M- Group Medians

The distribution of percentile scores for the junior and senior high schools is placed in contrast to this thermometer scale. The median percentile score for each type of senior high school is found at the 75th percentile. In the junior high school group, the small towns which do not support a senior high school gain a similar placement while the junior high schools in the four-two and three-three systems are located at the 65th percentile, ten points below that of the senior high schools. Most of the secondary schools reporting are making satisfactory provision for articulation as an aspect of guidance. (Table 37)

Table 37. Summary of Percentile Scores for Articulation as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Quartiles	Senior High Schools					Junior High Schools			
	Organization in Years								
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Q 4	32	34	11	42	119	8	42	7	57
Q 3	10	7	4	18	39	4	18		22
Q 2	4	16	5	8	33	5	19	2	26
Q 1	6	6		5	17	2	16	3	21
Totals	52	63	20	73	208	19	95	12	126

The majority of the senior high schools are above the median for the group, but one-fourth of them appearing on the scale below that point. Two-thirds of the junior high schools attain a similar high rating leaving one-third to be below the median in their provision for articulation as a guidance service.

Guidance Information.-- The percentile scores for guidance information as reported by the secondary schools indicate a satisfactory provision for this guidance service. (Figure 13)

In the secondary school group, the four-year senior and the three-year senior schools are between the 75th and the 85th percentiles. The three-year junior high school has a score similar to the three-year senior high school, a rating that is also gained by the three-year junior high school in the small towns that do not maintain the senior high school unit. The six-year senior-junior unit is located on the scale between the 70th and the 75th percentiles. A similar placement is made by the senior and the junior high schools in the four-two systems. The median senior high school is located at the 75th percentile with the junior high school median placed five points higher. The adequacy of the provision for guidance information in the secondary schools of the State is emphasized in summarized scores. (Table 38)

Table 38. Summary of Percentile Scores for Guidance Information as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939

Quartiles	Senior High Schools					Junior High Schools			
	Organization in Years								
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Q 4	24	35	9	47	115	9	62	7	78
Q 3	15	14	7	14	50	7	19		26
Q 2	8	9	3	4	24	2	8	2	12
Q 1	2	4	2	5	13	1	7	3	11
Totals	49	62	21	70	202	19	96	12	127

Figure 13 Percentile Scores for Guidance Information in the Secondary Schools of Massachusetts as Reported by 356 Schools Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Percentile Scale	Senior High Schools					Junior High Schools			
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
100									
95	3	6	4	16	29	2	22	1	25
90	3	8	1	12	24	1	12	2	15
85	5	4		5	14	2	7		9
80	7	7	1	* 8	23	3	11	2	16M
75	6*	10	3	6	25M	1	10*	2*	13
70	* 2	3	* 3	4	12	1*	1		2
65	4	1		2	7	1	4		5
60	6	4	1	5	16	1	3		4
55	2	3	2	2	9	1	7		8
50	1	3	1	1	6	3	4		7
45	1	1	1	2	5		1	1	2
40		1			1		1		1
35	3	4			7		1	1	2
30	1			1	2		1		1
25	3	3	2	1	9	2	4		6
20	1	1		2	4				
15	1		1	3	5		2	1	3
10		1			1		2		2
5		2	1		3	1	2	1	4
0							1	1	2
	49	62	21	70	202	19	96	12	127
Schools In Study	52	69	21	71	213	22	108	13	143
in Mass.	61	96	21	77	255	26	136	19	181

Approximately 80 per cent of the senior high schools are making satisfactory provision for guidance information as indicated by their ratings above the median percentile of the scale at 50, according to reported data. A slightly smaller proportion of the junior high schools reporting receive a similar placement on the scale. Of the secondary schools reporting, one-sixth of the senior high schools and several more of the junior high schools are making a more limited provision for guidance information according to their evaluations for this section.

Guidance Program.-- Percentile scores for the guidance program are available for approximately three-fourths of the secondary schools in Massachusetts. According to the evaluations for this section reported by 327 schools, there are significant divergences in provisions in program in both senior and junior high school groups. (Figure 14) The four-year senior high school and the three- year senior high school attain scores which place them between the 75th and 80th percentile. The three-year junior high school and the junior high school in the small town that does not maintain a senior high school receive similar ratings. Both junior and senior high schools in the four-two systems appear on the scale between the 60th and 65th percentiles, ten full points lower than the ratings of the majority of the schools. The schools in the six-year systems appear on the scale five points below the largest group. The median percentile for both groups of secondary schools is found between the 75th and 80th percentile according to the evaluations re-

Figure 14 Percentile Scores for Guidance Program in the Secondary Schools in Massachusetts as Reported by 356 Schools Using the G Form of the Cooperative Study of Secondary Schools Standards in 1938-1939.

Percentile Scale	Senior High Schools					Junior High Schools			
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
100									
95	6	6	3	17	32	2	18	2	22
90	1	3			4	3	6	1	10
85	2	9		9	20		14		14
80	7	8	4	9	28	1	11	2	14
75 <i>Q₃</i>	6	5*	1	4*	16M	1	8*	1*	10M
70	7*	3	1	8	19	1	6		7
65									
60	1	3	4*	3	11	2*	1	2	5
55	6	3	1	8	18	4	5	1	10
50 Median	1	2	3	2	8		4		4
45				4	4	1	2		3
40	7	11		1	19		8	1	9
35		2		3	5		3		3
30	1	1	1	1	4		1		1
25 <i>Q₁</i>	2	1			3	2	1		3
20			1		1				
15			1		1	1			1
10		3			3		3		3
5	2		1	1	4				
0		1		1	2		2	1	3
	49	61	21	71	202	18	93	11	122
Schools in Study	52	69	21	71	213	22	108	13	143
in Mass.	61	96	21	77	255	26	136	19	181

* M- Group Medians

ported. A summary of the distribution of percentile scores will emphasize the provisions made for guidance programs. (Table 39)

Table 39. Summary of Percentile Scores for Guidance Programs as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Quartiles	Senior High Schools					Junior High Schools			
	Organization in Years								
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Q 4	19	31	8	39	97	7	57	6	70
Q 3	15	11	9	21	56	7	16	3	26
Q 2	10	15	1	9	35	3	15	1	19
Q 1	2	4	3	2	11	1	5	1	7
Totals	46	61	21	71	199	18	93	11	122

Of the 321 secondary schools reporting data for their guidance programs from which percentile scores have been derived, equal proportions of senior and junior high schools appear in the upper quartiles , approximately 75 per cent of each group, leaving the remaining schools reporting evaluations that give ratings for one-fourth of the secondary schools below the median score of the 50th percentile.

Post-School relationships.-- The same number of senior high schools but many less of the junior high schools report data for the post-school relationships, data for less than 300 schools being available for this section. Of the schools reporting, no group obtains a median rank in the upper quartile. The median for the senior high school group appears between the

Figure 15 Percentile Scores for Post-School Relationships in The Secondary Schools in Massachusetts as Reported by 356 Schools Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Senior High Schools Junior High Schools

Organization in Years

Percentile Scale	Senior High Schools					Junior High Schools			
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
100	5	8	1	15	29		4	1	5
90	3	5	1	3	12				
85				1	1				
80	4	4	7	7	22	2	6		8
75	1	1		2	4		2		2
70	2	2		2	6		2	2	4
65	6	10	4*	5	25		2	1	3
60									
55	3	5*	1	4*	13M		4		4
50									
45	5*	4	1	7	17		5	1	6
40	5	2		4	11	1	3	1*	5
35	2	9	2	6	19	1	7*		8M
30		1			1				
25	3	1		3	7		3		3
20	6	5	2	5	18	1	4		5
15	1	1	2	2	6		4		4
10									
5	3	3		1	7	2*	13	4	19
0				1	1	5	14	1	20
	49	61	21	68	199	12	73	11	96
Schools in Study in Mass.	52	69	21	71	213	22	108	13	143
	61	96	21	77	255	26	136	19	181

* M- Group Median

55th and the 60th percentiles. (Figure 15) The four-year senior high school and the three-year senior high school have a similar rating. The senior high school in the four-two system appears on the scale five points higher, between 65 and 70. The six-year junior-senior high schools receive a group rating between the 45 th and 50 th percentiles.

According to the evaluations reported by less than 100 junior high schools, provisions for post-school relationships in guidance are limited, if not unsatisfactory. The highest group median is reported for the junior high school in the small town not maintaining a senior high school, the rating appearing between the 40th and 45 th percentiles. The three-year junior high school has a median rating five points lower. The junior high school in the four-two systems has the very low median rating on the percentile scale of 5- 10. The median for the junior high school group is found between the 35th and the 40th percentiles. A summary of the distribution will emphasize these divergences.

Table 40. Summary of Percentile Scores for Post-School Relationships as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Quartiles	Senior High Schools					Junior High Schools			
	6	4	4/2	3/3	Total	4/2	3/3	0/3	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Q 4	13	18	9	28	68	2	12	1	15
Q 3	11	17	5	11	44		8	3	11
Q 2	15	17	3	20	55	2	18	2	22
Q 1	10	9	4	9	32	8	35	5	48
Totals	49	61	21	68	199	12	73	11	96

Slightly more than half of the senior high schools receive percentile scores that appear in the two upper quartiles, according to their evaluations of provisions for post-school relationships in their guidance programs. Fifty-five senior high schools have a ratings between the 25th and 50th percentiles. A group of 32 senior high schools have ratings below the 25th percentile, which were based upon their reports of provisions relating to this section.

Data pertaining to post-school relationships was reported by less than 100 junior high schools. Twenty-six of them receive ratings that place them in the two upper quartiles. Nearly 50 per cent of the junior high school group have made evaluations for post-school relationships that place them below the 25th percentile. A group of 22 junior high schools appear on the percentile scale between the 25th and the 50th percentile according to their scores for this section.

Average Percentile Scores

Composite scores.-- Inasmuch as final summary scores will not be available because of limited data, a score established as a composite of the four percentile scores computed from the primary scores for the first four sections of the G Form will serve for the final consideration of guidance practices and services in the secondary schools of Massachusetts as reported by 356 schools. The percentile scores for Articulation, Guidance Information, Guidance Program and Post-School Relationships, when

Figure 16 Percentile Scores-An Average of Percentile Scores for Articulation, Guidance Information, Guidance Program, and Post-School Relationships- Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Senior High Schools

Junior High Schools

Organization in Years.

Percentile Scale	6	4	4/2	3/3	Total Senior	4/2	3/3	0/3	Total Jr.	Total State
100										
95	3	2		9	14		3	1	4	18
90	2	4	2	6	14		4		4	18
85	3	5	1	8	17	1	2		3	20
80	3	5	2	7	17	1	3	1	5	22
75	4	8	3	1	16	1	7	1	9	25
70	7M	4	1	8	20	2	8		10	30
65	5	6M	1	4M	16M	1	9		10	26
60	3	3	2M	4	12	1	8M		9	21M
55	7	7	1	4	19		8	1	9M	28
50	4	2	2	11	19	3M	12	2M	17	36
45	2	1	1	2	6	2	9	1	12	18
40	2	2	1	2	7	1	5	1	7	14
35	3	4	1	1	9	2	3	4	6	15
30		4	2	2	8	2	2		4	12
25		1		1	2	1	2		3	5
20	1	1	1		3		2		2	5
15		2		1	3		2		2	5
10	1				1		3		3	4
5							1		1	1
0										
	50	61	21	71	203	18	93	12	120	323
Schools in Study	52	69	21	71	213	22	108	13	143	356
in Mass.	61	96	21	77	255	26	136	19	181	436

averaged, produce a summary score for this study. The distribution of percentile scores, so obtained, will represent the prevailing tendencies in regard to the four aspects of guidance thus analyzed. (Figure 16)

Summary scores.-- According to the averages of percentile scores for the first four sections of the G Form, the median score for each group of schools, classified according to the organization in years, is found at the 50th percentile or ranging upward to the 75th percentile. The median senior high school is located between the 65-th and 70th percentile which is ten points higher than the median of the junior high school group. The median of the four-year senior high school and of the three- senior high school coincides with that for all senior high schools ; the six-year senior high school is five points higher on the percentile scale while the senior high school of the four-two system is five points lower. Among the junior high school groups, the three-year junior high school has a median that coincides with that of the entire secondary school group, and is five points higher than the median for junior high schools. The junior high schools in the four-two systems and in the small towns that do not maintain senior high schools have a group median on the 50th percentile. Combining all schools according to their averages obtained from the percentile scores as reported for the first four sections of the G For, the median for the group of 323 secondary schools reporting their evaluations is established as between the 60th and

65th percentiles for the State of Massachusetts. A summary of the average percentile scores will emphasize the distribution.

Table 41. Summary of Average Percentile Scores as Reported for Articulation, Guidance Information, Guidance Program, and Post-School Relationships by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Quartiles	Senior High Schools					Junior High Schools				
	Organization in Years					Total	4/2	3/3	0/3	Total
	6	4	4/2	3/3						
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
Q 4	15	24	8	31	78	3	19	3	25	
Q 3	26	22	7	31	86	7	45	3	55	
Q 2	7	12	5	8	32	8	21	6	35	
Q 1	2	3	1	1	7		8		8	
Total	50	61	21	71	203	18	93	12	123	

Approximately three-fourths of the secondary schools have average percentile scores that place them on the scale above the median at the 50th percentile. Within the group of the six-year junior-senior high schools, 26 appear within the quartile between the percentile points of 50 and 75, while 15 are rated higher. Seven of the 6-year senior high schools having average percentile scores that rate below the median at 50.

Almost equal proportions of the four-year senior high schools, have ratings placing them within the third and fourth quartile areas; one-fourth of this group appears on the scale below the 50th percentile. A similar distribution in scores is found in the senior high schools of the four-two systems.

Thirty-one of the senior high schools in the three-three systems have ratings within the range of each of the upper quartiles, a total of more than 80 per cent of this type of school; but nine of them reported evaluations that produced scores below the median of the 50th percentile.

Of the 203 senior high schools with average percentile scores available, 86 of them, approximately 40 per cent, are within the quartile range between the percentile points of 50 and 75; a group of schools almost as large have average percentile scores above the 75th percentile, while one-fifth of the group reporting are below the 50th percentile.

In the junior high school group, 55 schools have average percentile scores within the range of the third quartile, 50-75 percentiles, approximately 50 per cent of the group reporting. Half as many of the junior high schools have scores placing them above the 75th percentile; a larger group of 35 schools score between the 25th and 50th percentiles with 8 schools rating below the 25th percentile.

Seven of the 18 junior high schools in four-two systems have ratings between the 50th and 75th percentiles; three of them have higher ratings while 8 of these junior high schools have scores between the 25th and the 50th percentiles.

Of the 12 junior high schools reporting from small towns that do not maintain senior high schools, three of them are within the two quartile areas above the 50th percentile while half of them report evaluations that place them between the 25 th and

50th percentile.

Fifty per cent of the junior high schools in the three-three systems have scores placing them between the 50th and the 75th percentiles; one-third as many junior high schools have ratings that place them above the 75th percentile. Of the remaining junior high schools, 21 of them have scores between the 50th and 25th points on the percentile scale while 8 of them are below the 25th percentile point.

The majority of the secondary schools reporting on guidance service have average percentile scores that range between the median at the 50th percentile and the third quartile point at 75; the median school for the State has been placed between the 60th and the 65th percentile points. Approximately one-third of the secondary schools reporting have average percentile scores above the 75th percentile point while 82 schools have reported evaluations of their guidance services that place their scores below the 50th percentile, 15 of them rating below the 25th point. Guidance services in the secondary schools of Massachusetts are evaluated by reporting officials as slightly better than a median percentile, one-third of the schools rating their services as very satisfactory and one-fourth of the group reporting considering their guidance provisions as less adequate than the median percentile rating.

A listing of the schools according to their type of organization and average percentile scores (Table 42) concludes the discussion of provisions for guidance services as reported.

Table 42. Secondary Schools of Massachusetts According to Organization in Years and Percentile Score Averages as Reported Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939.

Scores	6-Year Senior	4-Year Senior	4/2 Senior	3/3 Senior	4/2 Junior	3/3 Junior
100	Essex Foxboro Yarmouth	Melrose Rockport		Boston-Burke Girls High Girls Latin Hyde Park Prac. Arts Lynn-Classical New Bedford Newton Waltham		Boston-Curley Holyoke-West Malden-Beebe Bedford 0/3
95						
to	Dighton Williamstown	Haverhill N. Brookfield Southbridge Tewksbury	Littleton Stoughton	Adams Beverly Boston-S. Boston Greenfield Norwood Winthrop		Boston-Barnes Brockton- Winthrop Greenfield Lowell-Moody
90						
to	Millis Scituate Southboro	Gt. Barrington Huntington Montague Rutland Somerset	Amherst	Boston- Dorch. Girls English Public Latin Rox. Girls Milton Plymouth Reading Wellesley	Middleboro	Boston-Rogers Somerville-West
85						
to	Acton Brimfield Chatham	Hatfield New Salem Northfield Salem Uxbridge	W. Boylston Winchester	Boston Charlestown Boys-Commerce E. Boston Mech. Arts Framingham Methuen Shrewsbury	Amherst	Boston-Wilson Leominster Waltham-South E. Brookfield 0/3
80						

Table 42. (Continued)

Scores	6-Year Senior	4-Year Senior	4/2 Senior	3/3 Senior	4/2 Junior	3/3 Junior
to	Groton	Braintree	Maynard	Medford	Nantucket	Boston-Lewis
	Holliston	Fairhaven	N.Attleboro		W.Boylston	Chicopee-Kirby
75	Oxford	Georgetown	Westport			Newton (4)
	Topsfield	Lancaster				N.Attleboro
		S.Hadley				Worcester-
		Taunton				Grafton
		Westfield				Mattapoisett 0/3
		W.Newbury				N.Reading 0/3
to	Charlton	Marlborough	Danvers	Andover	Amesbury	Beverly
	Duxbury	Merrimac		Arlington	Danvers	Fitchburg- T.C.
70	Easthampton	N.Adams		Belmont		Lynn-Breed
	Kingston	Orange		Falmouth		Pickering
	Northbridge			Lexington		Natick
	Orleans			Marblehead		Norwood
	Tisbury			Swampscott		Pittsfield-Crane
				Worcester		Wellesley
				Classical		
to	Hamilton	Abington	Ipswich	Chicopee	Winchester	Boston-Holmes
	Harwich	Gloucester		Holyoke		Holyoke-
65	Provincetown	Newburyport		Springfield		Highland
	Sharon	N.Andover		Technical		Medford-(3)
	Spencer	Swansea		W.Springfield		New Bedford (2)
		Wayland				Springfield-
						Van Sickle
						Winthrop
to	Easton	Attleboro	Fall River	Boston-	Dedham-	Boston-
	Northboro	Auburn	Milford	Jaimaica Pln	Oakdale	Blackstone
60	Warren	Hopkinton		Roslindale		Shaw
				Millbury		W.Irving
				Worcester-No.		Brockton
						Huntington
						Lexington
						Milton

Table 42. (Continued)

Scores	6-Year Senior	4-Year Senior	4/2 Senior	3/3 Senior	4/2 Junior	3/3 Junior
to						Pittsfield - Plunkett Tucker
60						Springfield- Center St. Cummington 0/3 Princeton 0/3
to	Hanover	Bourne	Franklin	Boston	Hingham	Belmont
	Ludlow	Dartmouth		Brighton		Boston-Campbell
55	Medfield	Gardner		Chelsea		Mich'langelo
	Mendon	Norton		Lynn-English		Lynn-Cobbett
	Oak Bluffs	Shelburne				Mansfield
	Sandwich	Stockbridge				Needham
	Weston	Weymouth				Pittsfield- Center
						Springfield- Chestnut
						Watertown-East Westminster-0/3
to	Barnstable	Sutton	Nantucket	Everett	Dedham-	Boston-Edison
	E. Bridgewater	Winchendon	Walpole	Fitchburg	Avery	Brockton-Paine
50	Marshfield			Leominster	Ipswich	Chicopee-Taylor
	Westboro			Natick	Littleton	Arlington-Cent'r
				Needham		Framingham-
				Pittsfield		Saxonville
				Revere		Holyoke-Metcalf
				Springfield- Commercial		Lynn-Eastern
				Watertown		Lowell-Morey
				Woburn		Revere-Garfield
				Commercial- Worcester		Springfield- Buckingham
						Waltham-West
						W. Springfield
						Longmeadow-0/3
						Sterling- 0/3

Table 42. (Continued)

Scores	6-Year Senior	4-Year Senior	4/2 Senior	3/3 Senior	4/2 Junior	3/3 Junior
to	Medway	W.Bridgewater	Amesbury	Boston Rox. Boys	Stoughton	Arlington-West Boston- Bigelow Roosevelt Brockton- Goddard Howard Chicopee-Center Northampton- Florence Plymouth W.Brookfield-0/3
45						
to	Edgartown Sudbury	Hudson	Middleboro	Athol Springfield- Classical	Franklin	Arlington-East Holyoke-Morgan Malden-Lincoln Methuen Marblehead Worcester- Providence St Wenham-0/3
40						
to	Avon Norwell Rockland	Belchertown Charlemont Grafton Holden Plainville	Concord	Saugus	Fall River Lord Walpole Plimpton	Boston-Lincoln Chelsea-Carter Millbury Pittsfield- Pomeroy
35						
to		Douglas Sherborn Wakefield Westfield Manchester	Hingham Ware	Boston- Dor. Boys Somerville	Dedham-Ames Fall River- Morton	Everett-Parlin Framingham- Lincoln Lowell-Butler
30						
to				Northampton	Walpole-Bird	Malden-Brown Woburn-Linscott
25	Sheffield	Chester	Dedham			Athol Pittsfield- Pontoosuc
to						
20						

Table 42. (Concluded)

Scores	6-Year Senior	4-Year Senior	4/2 Senior	3/3 Senior	4/2 Junior	3/3 Junior
to 15		Ashland Whitman Williamsburg		Worcester- South		Chelsea- Shurtleff Fitchburg- Brown
to 10	Groveland Holliston					Everett- Whitney Northampton- Vernon Somerville- North South
5 to 0						Seekonk-0/3

Summary:

95 - 100	3	2			9	3	1 0/3
90 - 95	2	4	2		6	4	
85 - 90	3	5	1		8	2	
80 - 85	3	5	2		7	3	1
75 - 80	4	8	3		1	8	2
70-75 75	7	4	1		8	8	
65 - 70	5	6	1		4	9	
60 - 65	3	3	2		4	9	2
55 - 60	7	7	1		3	9	1
50 - 55	4	2	2		11	12	2
45 - 50	1	1	1		1	8	1
40-4 45	2	1	1		2	6	1
35 - 40	3	5	1		1	4	
30 - 35		4	2		2	3	
25 - 30		1			1	2	
20 - 25	1	1	1			2	
15 - 20		3			1	2	
10 - 15	2					4	1

CHAPTER XI

" Guidance does not dictate, determine, or coerce; it simply lends a helping hand to the pilgrim who needs assistance in reaching a given goal or destination. It seeks to aid him in reaching that destination with the least possible loss of time and vitality. " *

CONCLUSION

Thirty-five years ago, a personnel service for youth was initiated in Boston. From that beginning the guidance movement has developed. Objectives were established according to a philosophy founded upon individual differences and needs. Seeking the conservation of human resources, guidance is now recognized as an essential social service, a fundamental function of education. Its principles and practices have encircled the globe.

Few periods in history can record such advances in scientific and social progress as have been made during these last three decades. Many of the factors essential to the pattern of living for today were unknown in 1900. With each cycle of progress, the element in social culture representing the greatest "lag" has been that of education; it follows but it never leads. It holds to a present and often to the past. It is traditionally conserv-

* William M. Proctor, " The Task of Guidance in a Modern School, " California Journal of Secondary Education, Vol. 12, No. 3, March, 1937, California Society of Secondary Education, Stanford University, California, p. 143

ative, perhaps wisely so. The changes effected thus far in this century have resulted in widespread economic confusion, presenting to education an exceptional challenge for dynamic leadership.

Schools of today must prepare students for an unpredictable future. Training must include fundamentals as well as opportunities that make for versatility and constant readjustment, for nothing is static in this rapidly changing social order. Schools, then, cannot rely upon the present, much less, the past. Organization and administration will take on a faster tempo to meet new and strange demands.

Much has been done; much remains to be done if the educational offering is to adequately serve and appropriately prepare the youth for whom the school is held responsible during the twelve most formative years of its life. Had the same degree of interest, an equal financial investment, the same intensity of research that have characterized the continual advancement, refinement, and perfection of material factors—such as the automobile which had its beginning in 1903 as did guidance—had these been granted to education, many of the perverse problems of today would have found a satisfactory solution.

Lacking these favorable conditions, administrators, supervisors and instructors must pool their professional and personal resources that the richest possible educational opportunity may be made available to every boy and girl in Massachusetts, at the time of his greatest need, the period of his secondary school education.

An extensive study of this nature has many compensations. Abstract as the actual survey procedures may be, one senses the richness of personality that emanates from returned reports, recognizes the dynamic leadership found in unexpected places, and applauds the heroism of men and women achieving gloriously under exceptional handicaps. In sharp contrast is the disinterest and the lethargy that prevades elsewhere. One appreciates the task of the principal who must first arouse the school staff to a consciousness of pupil needs before proceeding with the organization of a guidance program. Both enthusiasm and pessimism can be noted; the critic and the cynic are both present. Despite all, one feels the surge of the guidance movement as it is moving slowly, but cautiously, yet moving all the while across the State of Massachusetts. The glow of achievement that is attendant upon the efforts of those pioneering within their school units and school systems will spread its warmth to others.

Unusual acumen and foresight have marked the educational progress of Massachusetts throughout its history; given an understanding of a problem and aroused to a consciousness of need, leadership steps forth, concerted action ensues; the conservation of its youth resources, thru guidance, is the immediate task.

The objective data provided by the summaries of reports of self-analysis and self-evaluation made by the officials of secondary schools in Massachusetts is privileged to lead the way.

Summary

Articulation is functioning better between junior and senior high schools than between the elementary school and the junior high school. The relationship between the senior high school appears to be satisfactory, although no information is available concerning those who fail to make the necessary academic and personal adjustments; mortality on the college level is known to be high. Effecting the transfer from high school graduation to entrance into business or industry involves serious problems. Schools have yet to face them realistically and develop procedures for their solution. Those withdrawing from the secondary school before completion of the school period form a forgotten youth group.

Compilation of comprehensive and significant data concerning the individual pupil suggests the case-study technique; it implies a desire for knowledge for purposes of diagnosis and interpretation that precedes prescriptive and remedial procedures. Education is a service for individuals, for unique personalities to be trained and developed each according to aptitudes and interests, in terms of strengths and weaknesses; talents are cultivated and shortages are minimized. All such factors are important items in basic records, now limited, in general, to items of necessity and academic credits. Items which serve generously in providing an understanding of the heritage and environment of the pupil are very limited. Granted the adequacy of

basic records, comparatively few of the secondary schools recognize its value for guidance purposes.

Guidance is a part of every activity of the school; it is a function shared cooperatively by every member of the staff. Such is the status of guidance service in one-half of the schools reporting, with many schools on the senior level and one-fourth of the junior high school group remaining non-committal in regard to their guidance programs; it may be assumed that an organized service would have been reported. Existing guidance programs lack direction and coordination of effort. Time allotment for specific services is meagre; most counseling is incidental and dependent upon the personal sacrifice of staff members who are conscious of their responsibilities and carry on the work despite heavy teaching assignments. The guidance program exists within the school, detached from the outer world with its occupational, social and civic problems. The potential guidance values to be found within the school program itself- course offerings and activities- are yet to be recognized as desirable opportunities for exploration, for self-analysis, and for the revelation of latent powers. Education is proceeding in a sheltered present with little concern for the future plans of its pupils. It is traveling a road, well-rutted by the passage of previous generations, uncharted according to present-day needs, and without a determined destination.

A post-school relationship is attached to every educational level; it implies an interest in pupils to be maintained af-

ter direct responsibility for him has ceased; it suggests a desire to know that former students have been adequately prepared for their new experiences. Few reports from secondary schools were made for this section. Senior high schools aid definitely in the selection of colleges. Non-college pupils are given much less attention in terms of their immediate problems. Placement and follow-up have been rightly called "the guidance frontier". In general, the leaving of school at graduation or through withdrawal marks a complete severance of ties, a release from further obligation on the part of the school.

Guidance, incidental or organized, has improved in-school relations but has had little effect upon post-school relations. Pupil-retention is noted and the cooperation of staff members has been extended. Equipped with some cautions pertaining to misrepresentations in advertising, to short-cut methods, and with warnings relating to pseudo-analysts, the young graduate enters a working world with little knowledge of the requirements of occupations or of life problems in general. What self-direction he ultimately achieves will result from an experience of trial and error rather than as an outcome of a guidance program that provided adequate preparation, training in self-analysis and self-training, and a counseling that was stimulating.

Members of the staffs of senior high schools that have been assigned to special guidance activities are better qualified for their duties than are those doing similar work in the junior high schools, according to the limited number of reports.

In general, personal qualifications are satisfactory. Less than half of the counselors reported hold the Master's degree with educational preparation in general fields rather than in the special field of guidance. Successful teaching has led to assignment in counseling, a background which is being improved in service by professional reading.

Approximately half of the schools reporting are concerned with the establishment of guidance service in their programs. The average-sized school has been more active in effecting reorganization and revision of programs to permit of this innovation. Improvement is far more extensive among senior high schools than among junior high schools. Several of the very small units have made remarkable progress due to the personal enthusiasm of the principals. General tendencies include increased formalization of services according to guidance objectives, improvement of basic records and the increased attention given to individual needs.

The primary and summary scores derived from reported data indicate general rather than specific guidance practices. They are definitely fortified and favorably influenced by the many criterial items that refer to routines of administration and the traditional academic emphases, to things that are done anyway in a well organized school. Other supporting items are related to mandatory procedures for which every school is held responsible. Such elements, though related to guidance services, function within the school regardless of the presence or the

absence of a formally organized guidance program.

By and large, from a state-wide viewpoint, a limited guidance service is now available to the youth of Massachusetts, as evidenced by the status of formal guidance service as reported; the organized program is not a characteristic of the secondary schools in this State. The true status of guidance has not been determined due to the extensive tendency to be non-committal in regard to the most vital aspects contained in the survey form. Several schools and some systems are highly organized and successfully effective. Many officials have reported experimentation preceding the adoption of programs suited to local conditions. Committees are now studying the situation in their communities before making recommendations. In contrast to this encouraging aspect, some of the largest schools in the State report no guidance, incidental or formal. City systems with complex educational problems and cosmopolitan pupil-populations are without directed or coordinated effort related to personnel services. Neither city nor town, rural nor urban school, has the advantage in respect to its guidance program. Senior high schools are moving forward steadily; the absence of effective guidance programs in junior high school units, based upon an educational philosophy that centers in guidance, presents a problem for study.

Guidance service will be advanced as the factors involved in the advancement from one level to another in education are known and understood by both pupils and parents. It is a problem of general orientation for all with special adjustments ^{to be} made
^

Basic information will include the personal details that will lead to an understanding of his background and environment that he may be effectively directed according to his pattern of aptitudes and interests , his unique traits and capacities.

Educational guidance ,an important factor in any school program, will be closely associated with the other needs of the individual- vocational, social, personal, civic,leisure. The intrinsic values of subject instruction and extra-curricular activities will be directed to contribute to the guidance program.

The post-school problems of all students will be faced realistically. With long-term planning, youth will be reasonably equipped to take the places in the working world that the school has helped him to obtain.The school that does not maintain an inquiring interest into the successes and failures of its former pupils is failing in its duty; it will be constantly alert to the factors that help or hinder the young adult.

In-service training of necessity will prepare the designated counselors for their special duties. Administrators and supervisors should share generously in making the adjustment satisfactory. Time allotment in the program is essential; reasonable pupil-load is important if true service is to be rendered

Recommendations

Private and semi-public agencies have promoted and sustained the guidance movement during the thirty-five years of its development. The state-wide scope of the problems facing the

youth of Massachusetts invites the attention and support of the principles and practices associated with guidance by parents, service organizations and legislators. The nature of the problem places guidance logically within the province of the State Department of Education.

A guidance service is a problem to be met and solved by the school unit and local system. A clearing-house of information is an outstanding need. With the establishment of a Bureau of Guidance Information, now possible through Federal cooperation, a source of information- programs, devices, materials, methods, reports- will be accessible to the teachers and school administrators of the State.

Specialized training is essential. Part-time and full-time courses are needed in the more distant areas ; conferences and institutes might well be organized for the pooling of experiences and sharing of experiments.

Organized guidance is the direct responsibility of the administration of the school system, since it directs the financial aspect as well. Provision should be made for a properly trained counselor in every school of average population; larger schools should be staffed according to need. Adequate time allotment for guidance services should make personnel problems as important as instruction.

By official recommendation and through legislative action, where necessary, courses in the fundamentals of guidance should be established as a minimum requirement for graduation from ev-

ery teacher-training institution in the State

Research

Under the direction of the State Department of Education, an annual study should be made using some form of the Cooperative Study of Secondary School Standards that objective data may be made available to the Department and to educators in general.

Due to the position of disadvantage in which the junior high school is placed by this Study, an analysis of its characteristics within this State may be of value.

The immediate success of guidance rests with teachers now in service. A study of their qualifications may contribute much.

Every school unit should attempt a follow-up study of one or more of its classes, using the entering group rather than the graduating group as the basis for survey.

Under teacher-pupil direction, a study of local occupational opportunities should provide a nucleus for the direction of guidance efforts. The concomitant outcomes will be as valuable as the objective data.

With the schools reporting for this Study grouped according to average percentile scores, certain selections at various levels will provide material for more intensive analysis and the determining of factors that aid or deter the development of guidance within the school unit.

Guidance service is an internal problem intimately related to the local school unit. The organization of an effective *guidance service* will probably result from the personal acceptance of and belief in its philosophy by the principal, as leader of the organization. Its success will be dependent upon his enthusiasm and ability to interest the members of the staff in the individual welfare of the pupils of the school. The growth of the program will be in proportion to his skill in seeking and obtaining the sustained cooperation of the teaching staff. Classroom and homeroom teachers will contribute largely to the success of the guidance program as they become conscious of the guidance values to be found within subjects of instruction and activities.

" The ultimate goal of guidance service is the well adjusted individual taking his place and playing his part cooperatively in a democratic social order. " *

* Proctor, op. cit.

BIBLIOGRAPHY

- Alstetter, M.L., "Guidance Service in Two Hundred Secondary Schools," Occupations, March, 1938, p. 513-20.
- Annual Report of the Department of Education, Year Ending November 30, 1937, Part II, Commonwealth of Massachusetts, Public Document No. 2.
- Ayers, Leonard P., An Index Number for State School Systems, Russell Sage Foundation, New York, 1920.
- Bloomfield, Meyer, Readings in Vocational Guidance, Ginn and Company, Boston, 1915.
- Colbert, Edward B., "Status of Guidance in the Larger Secondary Schools of Massachusetts," Unpublished Master's Thesis, Boston University, 1935.
- Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D.C.
How to Evaluate a Secondary School, a Manual, 114 p.
- _____, Evaluative Criteria, 1938 Edition, 151 p.
- _____, Guidance Service, Form G, Tentative and Experimental Edition, 16 p.
- _____, Guidance Service, Form G, 1938 Edition, 16 p.
- Cunliffe, Rex B., Guidance Practice in New Jersey, Studies in Education, No. 2, Rutgers University, Bulletin Series VIII, Number 10a, April, 1932, Rutgers University, School of Education, New Brunswick, New Jersey, 51 p.
- Educational Directory, 1938, Commonwealth of Massachusetts, Bulletin of the Department of Education, 1937, Number 10, Whole Number 311.
- Eells, Walter Crosby, Educational Temperatures, 1938 Edition, Cooperative Study of Secondary School Standards, Washington.
- _____, "Bases for a New Method of Accrediting Secondary Schools," The Educational Record, Supplement, January, 1938, p. 31.
- _____, "The Cooperative Study of Secondary School Standards," The Educational Record, April, 1936, 19 p.

Grizzell, E.D., "The Cooperative Study of Secondary School Standards," The North Central Association Quarterly, Vol. XII, July, 1937, No. 1. 44 p.

Guidance Service Standards for Secondary Schools, New Jersey Secondary School Teachers' Association, 1937, 50 p.

Guidance Program in High Schools, Report of Committee of High School Principals, Massachusetts Department of Education, 1929.

Hilton, Eugene, Message for American Education Week, 1938, National Education Association, Washington, D.C.

Jones, Arthur J., Principles of Guidance, McGraw-Hill Company, Incorporated, New York, 1934, 456 p.

Jones, Chester E., "Guidance in Cape Cod Secondary Schools," Unpublished Master's Thesis, Boston University, 1933.

Koos, Leonard V. and Kefauver, Grayson N., Guidance in Secondary Schools, Macmillan Company, New York, 1932, 640 p.

Manual for the Use of the General Court, 1937-1938, Commonwealth of Massachusetts, Boston, 1937

Meyers, George E., The Problem of Vocational Guidance, Macmillan Company, New York, 1927, 40 p.

National Survey of Education, The Reorganization of the Secondary School, Bulletin, 1932, No. 17, Monograph No. 5, United States Department of the Interior, Office of Education, 1933.

Phillips, Frank M., "Educational Rank," American School Board Journal, 84: (February-May, 1932)

Scates, Douglas E. "Revised Index Number for State School Systems," American School Board Journal, 94: (June, 1937) p. 52-53.

Secondary Education, Bulletin of the Department of Secondary Education, Vol. VIII, No. 1, National Education Association, Washington, D.C. January, 1939, p. 51.

Shaw, Edwin A. and Lincoln, Edward A., Harvard Monograph in Education, Whole No. 1, Series 1, No. 1, Harvard University, Cambridge, Mass., May, 1922, p. 1.

APPENDIX I

Cities and Towns of Massachusetts by Counties

Population
Registered Voters
Valuation
Area

APPENDIX I CITIES AND TOWNS OF MASSACHUSETTS BY COUNTIES ^{1/}
Population, Registered Voters, Valuation, Area

Cities ^{a/} and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles
BARNSTABLE COUNTY					
1. II Barnstable	7,271	8,037	4,428	\$ 24,288	62.74
2. III Bourne	2,895	3,336	1,903	10,104	41.54
3. III Brewster	769	715	539	2,254	25.16
4. IV Chatham	1,931	2,050	1,287	6,060	16.31
5. IV Dennis	1,829	2,017	1,243	3,613	21.90
6. IV Eastham	543	606	372	1,250	14.60
7. III Falmouth	4,821	6,537	2,951	21,990	45.72
8. III Harwich	2,329	2,373	1,400	6,307	22.41
9. IV Mashpee	361	380	233	917	25.96
10. III Orleans	1,181	1,425	935	3,811	14.19
11. III Provincetown	3,808	4,071	2,085	4,457	8.75
12. III Sandwich	1,437	1,516	875	2,815	43.62
13. IV Truro	513	541	308	1,591	21.60
14. III Wellfleet	823	948	634	2,080	20.82
15. III Yarmouth	1,794	2,095	1,159	5,029	25.53
I 0					
II 1					
III 10					
IV 4					
Totals	32,305	36,647	20,352	\$ 96,574	410.85
BERKSHIRE COUNTY					
1. II Adams	12,697	12,858	6,148	\$ 10,792	23.02
2. IV Alford	200	210	124	303	11.58
3. IV Becket	672	723	425	916	48.04
4. IV Cheshire	1,697	1,660	808	1,441	27.57
5. IV Clarksburg	1,296	1,330	653	812	12.72
6. III Dalton	4,220	4,282	2,475	8,436	21.83
7. IV Egremont	513	569	342	974	18.91
8. IV Florida	307	405	232	1,455	24.71
9. II Great Barrington	5,934	6,369	3,311	9,414	45.86
10. IV Hancock	361	408	195	453	35.59
11. IV Hinsdale	1,144	1,144	599	1,102	21.66
12. IV Lanesborough	1,170	1,237	660	1,255	29.56
13. III Lee	4,061	4,178	2,194	5,199	27.11
14. III Lenox	2,742	2,706	1,774	6,712	21.58
15. IV Monterey	321	325	201	864	27.23
16. IV Mt. Washington	60	64	41	158	22.34
17. IV New Ashford	75	94	548	1,399	13.65
18. III New Marlborough	864	921	11,106	24,522	48.04
19. I North Adams	21,621	22,085	243	592	20.70
20. IV Otis	367	415	89	312	37.90

^{1/} Annual Report of the Department of Education, Year Ending November 30, 1937, Part II, Commonwealth of Massachusetts, Public Document No. 2.

^{a/} I Cities
 II Towns with more than 5,000 population
 III Towns with less than 5,000 population maintaining High Schools
 IV Towns with less than 5,000 population not maintaining High Schools

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles	
<u>BERKSHIRE COUNTY (continued)</u>						
21. IV Peru	108	151	24,352	\$ 64,856	26.10	
22. I Pittsfield	49,677	47,516	343	773	42.43	
23. IV Richmond	583	628	343	773	19.06	
24. IV Sandisfield	412	471	213	701	52.98	
25. IV Savoy	307	299	160	200	36.11	
26. III Sheffield	1,650	1,810	801	1,516	48.67	
27. III Stockbridge	1,762	1,912	1,100	5,548	23.70	
28. IV Tyringham	246	243	139	500	18.98	
29. IV Washington	222	252	138	220	38.78	
30. IV W. Stockbridge	1,124	1,138	597	1,312	18.61	
31. III Williamstown	3,900	4,272	2,312	8,103	46.86	
32. IV Windsor	387	412	179	504	35.26	
I 2						
II 2						
III 7	Totals	120,700	121,099	62,550	\$161,499	947.14
IV 21						
<u>BRISTOL COUNTY</u>						
1. IV Acushnet	4,092	3,951	1,517	\$ 3,580	18.82	
2. I Attleboro	21,769	21,835	10,469	26,500	27.77	
3. IV Berkley	1,120	1,156	520	864	16.40	
4. II Dartmouth	8,778	9,424	3,683	11,900	61.82	
5. III Dighton	3,147	3,116	1,253	3,836	22.35	
6. II Easton	5,298	5,295	3,036	5,645	29.44	
7. II Fairhaven	10,951	11,005	5,065	11,665	12.40	
8. I Fall River	115,274	117,414	47,145	114,257	38.08	
9. IV Freetown	1,656	1,813	884	1,472	36.21	
10. II Mansfield	6,364	6,543	3,360	7,727	20.46	
11. I New Bedford	112,597	110,022	44,630	125,227	19.83	
12. II No. Attleborough	10,197	10,202	5,590	10,383	19.45	
13. III Norton	2,737	2,925	1,505	2,383	29.40	
14. IV Raynham	2,136	2,208	1,012	1,845	20.72	
15. IV Rehoboth	2,610	2,777	1,239	2,513	47.46	
16. IV Seekonk	4,762	5,011	1,897	5,121	18.68	
17. II Somerset	5,398	5,656	2,642	13,033	8.51	
18. III Swansea	3,941	4,327	2,071	4,648	22.79	
19. I Taunton	37,355	37,431	17,247	37,747	48.59	
20. III Westport	4,408	4,355	1,943	5,856	55.94	
I 4						
II 6						
III 4	Totals	364,590	366,465	156,708	\$396,211	
IV 6						

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles	
DUKES COUNTY						
1. IV Chilmark	252	253	181	\$ 709	22.16	
2. III Edgartown	1,276	1,399	757	4,965	29.25	
3. IV Gay Head	161	158	91	147	6.34	
4. IV Gosnold	120	129	79	1,385	12.95	
5. III Oak Bluffs	1,333	1,657	945	5,335	7.25	
6. III Tisbury	1,541	1,822	935	5,645	7.45	
7. IV W. Tisbury	270	282	165	913	26.68	
I						
II						
III	Totals	4,953	5,700	3,153	\$ 19,101	
IV						
ESSEX COUNTY						
1. II Amesbury	11,899	10,514	5,292	\$ 9,815	13.81	
2. II Andover	9,969	10,542	5,860	18,884	31.99	
3. I Beverly	25,086	25,871	13,682	45,895	15.36	
4. IV Boxford	652	726	429	1,516	24.39	
5. II Danvers	12,957	13,884	6,067	14,163	13.84	
6. III Essex	1,465	1,486	916	2,019	14.38	
7. III Georgetown	1,853	2,009	1,166	2,008	13.27	
8. I Gloucester	24,204	24,164	11,596	41,402	26.48	
9. III Groveland	2,336	2,219	1,252	1,662	9.37	
10. III Hamilton	2,044	2,235	1,259	6,016	14.99	
11. I Haverhill	48,710	49,516	23,372	57,045	35.83	
12. II Ipswich	5,599	6,217	3,027	7,045	33.35	
13. I Lawrence	85,068	86,785	38,820	106,559	7.24	
14. I Lynn	102,320	100,909	47,813	145,888	11.21	
15. IV Lynnfield	1,594	1,896	1,274	4,035	10.49	
16. III Manchester	2,636	2,509	1,536	12,266	7.72	
17. II Marblehead	8,668	10,173	6,536	20,689	4.42	
18. III Merrimac	2,392	2,209	1,545	1,539	9.03	
19. II Methuen	21,069	21,073	11,383	20,366	23.05	
20. IV Middleton	1,712	1,975	854	2,155	14.46	
21. IV Nahant	1,654	1,748	1,244	6,252	1.06	
22. IV Newbury	1,530	1,576	961	2,220	24.34	
23. I Newburyport	15,084	14,815	8,152	13,373	8.91	
24. II No. Andover	6,961	7,164	4,555	9,383	27.83	
25. I Peabody	21,345	22,082	9,873	24,530	16.81	
26. III Rockport	3,630	3,634	2,128	6,075	7.08	
27. IV Rowley	1,356	1,495	840	1,503	19.03	
28. I Salem	43,353	43,472	21,819	61,142	8.18	
29. IV Salisbury	2,194	2,245	1,458	3,541	16.13	
30. II Saugus	14,700	15,076	7,714	15,713	11.58	
31. II Swampscott	10,346	10,480	5,940	27,268	3.10	
32. III Topsfield	986	1,113	659	4,012	12.86	
33. IV Wenham	1,119	1,196	734	4,011	8.21	
34. III W. Newbury	1,549	1,476	879	1,513	14.66	
I	8					
II	9	Totals	498,040	504,483	250,635	\$701,520
III	9					
IV	8					

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles
FRANKLIN COUNTY					
1. III Ashfield	860	918	472	\$ 1,311	40.32
2. III Bernardston	893	975	501	956	23.51
3. IV Buckland	1,497	1,540	890	3,096	20.07
4. III Charlemont	816	923	531	1,204	26.50
5. IV Colrain	1,391	1,554	786	1,548	43.42
6. IV Conway	900	952	482	1,007	37.90
7. III Deerfield	2,882	2,963	1,335	4,083	33.57
8. IV Erving	1,263	1,283	613	2,251	14.24
9. IV Gill	983	995	500	953	14.72
10. II Greenfield	15,500	15,903	8,911	29,813	21.84
11. IV Hawley	313	308	145	250	31.02
12. IV Heath	331	368	160	400	24.99
13. IV Leverett	677	726	302	506	22.92
14. IV Leyden	261	253	149	301	18.22
15. IV Monroe	218	240	103	1,262	10.89
16. II Montague	8,081	7,967	3,929	10,397	32.04
17. III New Salem	414	443	246	476	30.34
18. III Northfield	1,888	1,950	1,015	2,044	35.24
19. II Orange	5,365	5,383	3,031	5,257	35.81
20. IV Rowe	298	277	136	776	24.05
21. III Shelburne	1,544	1,606	955	3,021	23.46
22. IV Shutesbury	222	239	118	453	27.20
23. IV Sunderland	1,159	1,182	425	1,210	14.78
24. IV Warwick	367	565	218	382	37.64
25. IV Wendell	353	397	206	1,014	31.90
26. IV Whately	1,136	1,133	472	1,158	20.82
I 0					
II 3					
III 7	Totals	49,612	51,043	26,631	\$ 75,123
IV 16					

HAMPDEN COUNTY

1. II Agawam	7,095	7,206	3,298	\$ 9,736	24.35
2. IV Blandford	545	469	270	851	53.41
3. III Brimfield	884	892	455	863	35.52
4. III Chester	1,464	1,362	704	1,458	37.10
5. I Chicopee	43,930	41,952	18,107	42,446	24.04
6. IV E. Longmeadow	3,327	3,375	1,578	4,025	13.04
7. IV Granville	674	704	364	2,015	43.28
8. IV Hampden	684	854	511	706	19.70
9. IV Holland	137	201	108	214	12.92
10. I Holyoke	56,537	56,139	27,983	90,893	22.86
11. IV Longmeadow	4,437	5,105	2,905	13,105	9.62
12. II Ludlow	8,876	8,569	3,058	8,531	28.48
13. III Monson	4,918	5,193	2,080	3,590	44.96
14. IV Montgomery	141	174	92	301	15.13
15. II Palmer	9,577	9,437	4,094	8,564	32.14

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles
------------------------	---	---------------------------------------	------------------------------	------------------------------------	-------------------------------

HAMPDEN COUNTY (Continued)

16. IV Russell	1,237	1,283	662	\$ 4,464	18.06
17. IV Southwick	1,461	1,540	595	2,250	31.79
18. I Springfield	149,900	149,642	69,645	306,672	33.08
19. IV Holland	134	141	70	100	12.92

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles
<u>HAMPDEN COUNTY (Continued)</u>					
16. IV Russell	1,237	1,283	662	\$ 4,464	18.06
17. IV Southwick	1,461	1,540	595	2,250	31.79
18. I Springfield	149,900	149,642	69,645	306,672	33.08
19. IV Tolland	134	141	76	402	32.82
20. IV Wales	360	382	230	378	16.23
21. II W. Springfield	19,775	18,788	8,409	26,244	17.54
22. I Westfield	16,684	17,118	7,982	19,874	47.53
23. IV Wilbraham	2,719	2,969	1,254	3,109	22.51
I 4					
II 4					
III 3	Totals	335,496	333,495	154,460	\$550,802
IV 12					
<u>HAMPSHIRE COUNTY</u>					
1. II Amherst	5,888	6,473	3,401	\$ 10,144	27.79
2. III Belchertown	3,139	3,863	1,183	1,573	52.82
3. IV Chesterfield	420	445	283	680	31.34
4. III Cummington	531	610	342	557	23.18
5. II Easthampton	11,323	10,486	4,735	10,497	13.65
6. IV Enfield	497	495	229	457	17.66
7. IV Goshen	248	257	144	365	17.71
8. IV Granby	891	956	485	1,005	28.26
9. IV Greenwich	238	219	112	603	19.71
10. III Hadley	2,682	2,711	920	3,028	24.78
11. III Hatfield	2,476	2,433	911	2,731	17.00
12. III Huntington	1,242	1,345	731	1,013	26.78
13. IV Middlefield	197	220	139	321	24.25
14. I Northampton	24,381	24,525	11,545	28,352	35.61
15. IV Pelham	455	504	229	753	24.60
16. IV Plainfield	306	332	171	353	21.40
17. IV Prescott	48	18	14	26	18.48
18. II So. Hadley	6,773	6,954	3,522	9,033	18.41
19. IV Southampton	931	838	483	1,066	29.00
20. II Ware	7,385	7,727	3,890	5,421	28.90
21. IV Westhampton	374	405	205	411	27.38
22. III Williamsburg	1,891	1,859	1,014	1,231	25.64
23. IV Worthington	485	530	299	652	32.12
I 1					
II 4	Totals	72,801	74,205	34,987	\$ 80,221
III 6					
IV 12					

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square Miles
<u>MIDDLESEX COUNTY</u>					
1.III Acton	2,482	2,653	1,537	\$ 4,116	20.31
2. II Arlington	36,094	38,539	20,474	62,778	5.58
3.III Ashby	982	957	468	1,044	23.94
4.III Ashland	2,397	2,497	1,417	2,958	12.96
5.III Ayer	3,060	3,861	1,612	3,685	9.34
6. IV Bedford	2,603	3,185	1,176	2,929	13.85
7. II Belmont	21,748	24,831	13,656	51,493	4.66
8. II Billerica	5,880	6,650	3,622	9,853	25.96
9. IV Boxborough	312	404	209	375	10.40
10. IV Burlington	1,722	2,146	1,084	2,521	11.88
11. I Cambridge	113,643	118,075	50,795	196,554	7.14
12. IV Carlisle	569	688	367	1,112	15.44
13. II Chelmsford	7,022	7,595	3,875	7,107	22.96
14. II Concord	7,477	7,723	3,650	10,614	25.77
15. II Dracut	6,912	6,500	2,990	4,126	21.30
16. IV Dunstable	384	419	226	465	17.18
17. I Everett	48,424	47,228	20,617	75,943	3.75
18. II Framingham	22,210	22,651	10,840	37,316	25.54
19.III Groton	2,434	2,534	1,468	5,615	33.19
20.III Holliston	2,864	2,925	1,701	4,025	19.10
21.III Hopkinton	2,563	2,616	1,502	3,037	27.92
22. II Hudson	8,469	8,495	3,926	7,228	11.81
23. II Lexington	9,467	10,813	5,614	23,247	16.63
24. IV Lincoln	1,493	1,573	936	3,510	14.92
25.III Littleton	1,447	1,530	861	3,032	17.34
26. I Lowell	100,234	100,114	47,196	110,546	14.27
27. I Malden	58,036	57,277	26,518	74,147	5.13
28. I Marlborough	15,587	15,781	8,335	16,796	22.04
29. II Maynard	7,156	7,107	3,165	6,974	5.35
30. I Medford	59,714	61,444	30,239	83,506	8.76
31. I Melrose	23,170	24,256	13,953	39,434	4.80
32. II Natick	13,589	14,394	7,592	21,324	15.99
33. I Newton	65,276	66,144	37,197	167,301	18.33
34. IV No. Reading	1,945	2,321	1,254	2,652	13.53
35.III Pepperell	2,922	3,004	1,559	3,103	22.99
36. II Reading	9,767	10,703	5,805	17,125	9.85
37.III Sherborn	943	994	580	2,511	17.12
38. IV Shirley	2,427	2,548	993	2,102	16.03
39. I Somerville	103,908	100,773	45,844	122,288	4.12
40. II Stoneham	10,060	10,841	5,624	15,198	6.66
41.III Stow	1,142	1,190	620	1,497	17.94
42.III Sudbury	1,182	1,638	829	3,027	24.50
43. II Tewksbury	5,585	6,563	1,476	4,605	20.91
44.III Townsend	1,752	1,942	1,138	2,600	32.83
45. IV Tyngsborough	1,358	1,331	791	1,652	17.86
46. II Wakefield	16,318	16,494	8,420	22,257	7.89

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square
<u>MIDDLESEX COUNTY</u> (continued)					
47. I Waltham	39,247	40,557	18,847	\$ 59,728	13.52
48. II Watertown	34,913	35,827	16,742	56,246	4.17
49. III Wayland	2,937	3,346	1,774	6,294	15.88
50. III Westford	3,600	3,789	1,594	4,458	31.00
51. III Weston	3,322	3,848	2,085	10,554	17.36
52. III Wilmington	4,013	4,493	2,024	4,412	17.12
53. IV Winchester	12,719	13,371	7,454	32,855	6.28
54. I Woburn	19,434	19,695	10,183	21,821	13.11
I 11					
II 17					
III 17	Totals	934,924	958,855	464,454	\$1,441,718
IV 9					
<u>NANTUCKET COUNTY</u>					
1. III Nantucket	3,678	3,495	1,988	\$ 13,149	50.35
<u>NORFOLK COUNTY</u>					
1. III Avon	2,414	2,362	1,286	\$ 1,985	4.50
2. IV Bellingham	3,189	3,056	1,356	2,548	18.86
3. II Braintree	15,712	17,122	9,309	28,785	14.41
4. II Brookline	47,490	50,319	26,462	165,924	6.82
5. II Canton	5,816	6,505	3,342	9,173	19.38
6. III Cohasset	3,083	3,418	1,973	10,670	10.06
7. II Dedham	15,136	15,371	7,822	26,424	10.79
8. III Dover	1,195	1,305	710	5,276	15.30
9. II Foxborough	5,347	5,834	3,172	6,011	20.80
10. II Franklin	7,028	7,494	3,480	9,606	27.00
11. III Holbrook	3,353	3,364	1,911	3,529	7.32
12. III Medfield	4,066	4,162	1,312	2,757	14.52
13. III Medway	3,153	3,268	1,669	3,504	11.66
14. III Millis	1,738	2,098	1,138	3,427	12.26
15. II Milton	16,434	18,147	10,974	38,777	13.20
16. II Needham	10,845	11,828	6,371	25,942	12.75
17. IV Norfolk	1,429	2,073	766	1,667	15.35
18. II Norwood	15,049	15,574	7,394	27,145	10.59
19. III Plainville	1,583	1,606	904	1,653	11.84
20. I Quincy	71,983	76,909	38,817	130,982	16.64
21. II Randolph	6,553	7,580	4,041	6,164	10.32
22. III Sharon	3,351	3,683	2,033	6,503	24.31
23. II Stoughton	8,204	8,478	4,280	9,584	16.40
24. II Walpole	7,273	7,449	3,434	15,459	21.09
25. II Wellesley	11,439	13,376	6,898	40,516	10.51
26. IV Westwood	2,097	2,537	1,520	5,371	11.24
27. II Weymouth	20,882	21,748	11,582	49,677	17.72
28. III Wrentham	3,584	4,160	1,327	3,844	22.68
I 1					
II 14	Totals	299,426	320,826	165,407	\$ 642,918
III 10					
IV 3					

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square
<u>PLYMOUTH COUNTY</u>					
1. II Abington	5,872	5,696	3,220	\$ 5,983	10.14
2. II Bridgewater	9,055	9,201	3,142	5,979	28.14
3. I Brockton	63,797	62,407	33,156	80,020	21.48
4. IV Carver	1,381	1,559	543	3,188	39.58
5. III Duxbury	1,696	2,244	1,336	7,393	24.51
6. III E. Bridgewater	3,591	3,670	1,915	5,387	17.72
7. IV Halifax	728	817	452	1,492	17.36
8. III Hanover	2,808	2,709	1,416	3,953	15.63
9. IV Hanson	2,184	2,417	1,243	2,843	15.82
10. II Hingham	6,657	7,330	3,950	16,099	22.59
11. IV Hull	2,047	2,619	1,587	18,720	2.53
12. III Kingston	2,672	2,743	1,357	4,483	19.03
13. IV Lakeville	1,574	1,443	720	1,424	36.16
14. IV Marion	1,638	1,867	1,009	5,366	14.30
15. III Marshfield	1,625	2,053	1,526	7,928	28.52
16. IV Mattapoisett	1,501	1,682	989	4,036	17.48
17. II Middleborough	8,608	8,865	4,630	9,440	72.96
18. III Norwell	1,519	1,666	990	2,134	21.33
19. III Pembroke	1,492	1,621	862	2,952	23.26
20. II Plymouth	13,042	13,183	6,332	26,153	103.20
21. IV Plympton	511	558	319	758	15.19
22. IV Rochester	1,141	1,229	484	1,353	36.04
23. II Rockland	7,524	7,890	4,664	8,542	10.11
24. III Scituate	3,119	3,846	2,602	13,149	17.07
25. II Wareham	5,686	6,047	3,388	13,251	38.03
26. III W. Bridgewater	3,206	3,356	1,647	3,161	15.75
27. II Whitman	7,638	7,591	4,420	8,703	6.98
I 1					
II 8					
III 9	Totals	162,311	166,329	87,899	\$263,903
IV 9					
<u>SUFFOLK COUNTY</u>					
1. I Boston	781,188	817,713	356,118	1,861,089	45.40
2. I Chelsea	45,816	42,673	16,739	50,860	2.18
3. I Revere	35,680	35,319	15,514	38,032	6.32
4. II Winthrop	16,852	17,001	9,561	25,611	1.62
I 3					
II 1	Totals	879,536	912,706	397,932	1,975,594
III 0					
IV 0					

APPENDIX I (continued)

Cities and Towns	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square
<u>WORCESTER COUNTY</u>					
1. IV Ashburnham	2,079	2,051	1,016	\$ 1,764	40.89
2. II Athol	10,677	10,751	5,058	11,806	33.07
3. II Auburn	6,147	6,535	2,935	6,307	16.44
4. III Barre	3,510	3,509	1,459	3,186	44.82
5. IV Berlin	1,075	1,091	580	1,072	13.18
6. III Blackstone	1,675	1,091	580	1,072	11.29
7. IV Bolton	4,674	4,588	2,071	2,414	19.99
8. IV Boylston	1,097	1,361	621	950	19.77
9. III Brookfield	1,352	1,309	755	1,417	16.83
10. III Charlton	2,154	2,366	1,157	1,907	43.96
11. II Clinton	12,817	12,373	6,416	11,910	7.21
12. IV Dana	505	387	194	488	18.98
13. III Douglas	2,195	2,403	1,046	1,960	38.08
14. IV Dudley	4,265	4,568	1,963	3,453	21.79
15. IV E. Brookfield	926	945	442	1,159	10.31
16. I Fitchburg	40,692	41,700	19,521	53,721	28.33
17. I Gardner	19,399	20,397	8,160	24,071	22.84
18. II Grafton	7,030	7,681	3,103	4,648	23.82
19. III Hardwick	2,460	2,379	1,017	1,833	39.92
20. IV Harvard	987	952	633	2,600	26.98
21. III Holden	3,871	3,914	1,940	3,378	36.20
22. III Hopedale	2,973	3,068	1,588	8,498	5.26
23. IV Hubbardston	1,010	1,000	499	781	41.71
24. III Lancaster	2,897	2,590	1,345	3,503	27.93
25. III Leicester	4,445	4,426	2,413	3,453	24.52
26. I Leominster	21,810	21,894	10,444	28,081	29.51
27. III Lunenburg	1,923	2,124	1,065	2,322	27.49
28. III Mendon	1,107	1,265	673	1,373	17.94
29. II Milford	14,747	15,008	7,143	15,852	14.99
30. II Millbury	6,957	6,879	3,818	6,241	16.38
31. IV Millville	2,111	1,901	928	1,072	4.97
32. IV New Braintree	407	436	185	522	21.00
33. III Northborough	1,946	2,396	1,164	2,108	18.72
34. II Northbridge	9,713	10,577	4,436	10,074	17.96
35. III No. Brookfield	3,013	3,186	1,527	2,488	21.99
36. IV Oakham	502	441	211	451	21.23
37. III Oxford	3,943	4,249	2,159	3,162	27.39
38. IV Paxton	672	731	373	976	15.40
39. III Petersham	660	718	422	1,556	39.02
40. IV Phillipston	357	423	214	401	24.29
41. III Princeton	717	707	409	1,329	35.70
42. IV Royalston	744	841	383	856	42.43
43. III Rutland	2,442	2,466	768	1,352	36.11
44. II Shrewsbury	6,910	7,144	3,349	9,449	21.83
45. III Southborough	2,166	2,109	1,209	3,839	15.42
46. II Southbridge	14,264	15,786	7,356	10,867	20.74

APPENDIX I (concluded)

Cities and	Population United States Census 1930	Population State Census 1935	Registered Voters 1936	Valuation in 1,000's 1935	Area in Square
<u>WORCESTER COUNTY (continued)</u>					
47. II Spencer	6,272	6,487	3,317	\$ 4,539	34.02
48. IV Sterling	1,502	1,556	921	1,988	31.62
49. IV Sturbridge	1,772	1,918	957	1,413	33.96
50. III Sutton	2,147	2,408	1,173	1,793	33.95
51. III Templeton	4,159	4,302	1,778	3,306	32.24
52. III Upton	2,026	2,163	1,168	1,468	21.81
53. II Uxbridge	6,285	6,397	3,161	8,368	29.84
54. III Warren	3,765	3,662	1,684	2,599	27.80
55. II Webster	12,992	13,837	6,488	11,048	14.50
56. II Westborough	6,409	6,073	2,563	4,869	21.51
57. III W.Boylston	2,114	2,158	1,598	2,303	13.78
58. IV W.Brookfield	1,255	1,258	728	1,470	21.21
59. IV Westminster	1,925	1,965	729	1,784	37.10
60. II Winchendon	6,202	6,603	2,899	5,741	43.89
61. I Worcester	195,311	190,471	90,785	326,016	38.50
I 4					
II 14					
III 24	Totals	491,242	495,562	234,493	
IV 19					

APPENDIX II

Cities and Towns of Massachusetts by Counties

Valuations
Tax Rates
School Support

APPENDIX II CITIES AND TOWNS OF MASSACHUSETTS BY COUNTIES ^{1/}
 Valuations, Tax Rates, School Support

Cities ^{a/} and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
BARNSTABLE COUNTY							
1. II Barnstable	\$24,288,	\$14,039	\$27.00	\$3.27	\$176,	\$7.36	\$103.39
2. III Bourne	10,104,	14,346	29.20	1.35	70,	7.59	108.91
3. III Brewster	2,254,	18,460	24.50	.30	15,	7.18	132.61
4. III Chatham	6,060,	16,237	25.30	.82	31,	5.33	86.58
5. IV Dennis	3,613,	11,219	32.80	.51	37,	10.06	112.32
6. IV Eastham	1,250,	10,960	25.00	.17	12,	9.44	103.52
7. III Falmouth	21,990,	15,064	25.80	2.92	114,	5.24	78.96
8. III Harwich	6,307,	13,946	20.60	.86	37,	6.00	83.74
9. IV Mashpee	917,	7,943	36.40	.13	8,	8.89	70.62
10. III Orleans	3,811,	16,087	24.30	.52	25,	6.69	107.70
11. III Provincetown	4,457,	5,982	40.10	.67	47,	11.67	69.83
12. III Sandwich	2,815,	10,879	27.50	.39	25,	9.57	104.16
13. IV Truro	1,591,	17,303	22.00	.21	12,	7.66	132.54
14. III Wellfleet	2,080	13,719	28.60	.29	13,	6.64	91.13
15. III Yarmouth	5,029,	12,660	31.60	.68	35,	7.03	88.99
	\$96,574			\$13.09			

BERKSHIRE COUNTY

1. II Adams	\$10,792,	\$6,216	\$35.00	\$1.69	\$110,	\$10.52	\$65.38
2. IV Alford	303,	10,306	33.00	.05	2,	10.01	103.15
3. IV Becket	916,	6,338	42.00	.14	9,	11.41	72.30
4. IV Cheshire	1,441,	3,676	46.60	.23	12,	11.06	40.65
5. IV Clarksburg	812,	3,152	39.50	.14	12,	17.87	56.32
6. III Dalton	8,436,	7,195	32.50	1.17	58,	10.21	73.44
7. IV Egremont	974,	12,065	22.00	.14	7,	7.99	96.45
8. IV Florida	1,455,	16,471	32.40	.19	9,	6.87	113.22
9. II Great Barrington	9,414,	7,508	33.00	1.36	85,	9.96	74.77
10. IV Hancock	453,	5,856	28.00	.07	3,	7.61	44.58
11. IV Hinsdale	1,102,	4,053	51.00	.16	11,	11.96	48.49
12. IV Lanesboro	1,255,	6,050	25.00	.19	11,	9.72	58.82
13. III Lee	5,199,	6,130	39.00	.77	49,	11.29	69.21
14. III Lenox	6,712,	11,538	30.00	.92	51,	8.70	100.39
15. IV Monterey	864,	17,497	18.40	.12	5,	6.06	105.99
16. IV Mount Washington	225,	21,123	21.00	.03	1,	7.35	155.30
17. IV New Ashford	158,	6,798	24.00	.02	1,	8.38	56.99
18. III New Marlborough	1,399,	8,565	33.10	.20	13,	9.71	83.16
19. I North Adams	24,522,	7,369	36.00	3.68	229,	10.11	74.47
20. IV Otis	592,	8,496	33.00	.09	5,	9.16	77.87
21. IV Peru	312,	7,833	38.50	.04	2,	8.15	63.85
22. I Pittsfield	64,856,	7,080	37.50	9.44	607,	10.30	71.04

^{1/} Annual Report of the Department of Education, Year Ending November 30, 1937,
 Part II, Commonwealth of Massachusetts, Public Document No. 2.

^{a/} I Cities
 II Towns with more than 5,000 population
 III Towns with less than 5,000 population maintaining high schools
 IV Towns with less than 5,000 population not maintaining high schools

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
<u>BERKSHIRE COUNTY</u> (continued)							
23. IV Richmond	\$773,	\$7,217	\$31.00	\$.12	\$ 5,	\$7.96	\$57.41
24. IV Sandisfield	701,	7,037	30.00	.10	6,	9.38	66.04
25. IV Savoy	200,	4,076	56.00	.04	2,	12.06	49.17
26. III Sheffield	1,516,	5,282	32.20	.24	16,	11.21	59.21
27. III Stockbridge	5,548,	15,052	30.00	.75	34,	7.97	120.04
28. IV Tyringham	500,	13,274	34.50	.07	4,	11.44	151.89
29. IV Washington	220,	4,361	44.00	.04	2,	10.53	45.91
30. IV W. Stockbridge	1,312,	5,348	37.40	.20	10,	9.32	49.86
31. III Williamstown	8,103,	8,702	30.00	1.14	57,	8.52	74.13
32. IV Windsor	504,	5,686	26.00	.07	3,	8.84	50.27
	\$161,499,			\$23.61			
<u>BRISTOL COUNTY</u>							
1. IV Acushnet	\$3,580,	\$4,199	\$39.00	\$.56	\$40,	\$14.95	\$62.75
2. I Attleboro	26,500,	6,655	33.90	3.94	285,	11.26	74.91
3. IV Berkley	864,	3,189	37.00	.14	9,	11.06	35.28
4. II Dartmouth	11,900,	6,283	32.00	1.75	114,	9.87	62.04
5. III Dighton	3,836,	5,354	28.00	.56	46,	13.45	72.02
6. II Easton	5,645,	4,577	32.30	.88	60,	12.08	55.31
7. II Fairhaven	11,665,	5,440	34.50	1.77	94,	8.36	45.47
8. I Fall River	114,257,	6,523	42.00	17.53	990,	9.89	64.49
9. IV Freetown	1,472,	4,084	43.20	.24	17,	12.35	50.43
10. II Mansfield	7,727,	5,920	37.20	1.16	86,	11.75	69.61
11. I New Bedford	125,227,	7,284	39.20	18.80	1,138,	9.70	70.62
12. II No. Attleboro	10,383,	7,613	29.00	1.61	96,	9.70	73.89
13. III Norton	2,383,	4,256	33.20	.38	29,	13.51	57.48
14. IV Raynham	1,845,	4,364	32.00	.29	23,	13.24	57.77
15. IV Rehoboth	2,513,	4,510	31.00	.40	25,	10.64	47.97
16. IV Seekonk	5,121,	4,634	27.00	.77	70,	13.90	64.41
17. II Somerset	13,033,	11,946	21.50	1.77	82,	6.40	76.41
18. III Swansea	4,648,	6,026	26.00	.71	35,	7.71	46.48
19. I Taunton	37,747,	5,820	41.80	5.76	415,	12.27	71.40
20. III Westport	5,856,	6,977	32.40	.86	55,	9.63	67.18
	\$396,211,			\$59.88			
<u>DUKES COUNTY</u>							
1. IV Chilmark	\$ 709,	\$15,828	\$18.40	\$.10	\$ 3,	\$5.18	\$82.04
2. III Edgartown	4,965,	15,945	26.00	.66	22,	5.54	88.38
3. IV Gay Head	147,	5,944	24.80	.02	2,	13.48	80.16
4. IV Gosnold	1,385,	76,291	14.00	.18	4,	3.27	243.35
5. III Oak Bluffs	5,335,	16,507	36.00	.71	24,	5.12	84.57
6. III Tisbury	5,645,	11,830	24.40	.75	21,	4.00	47.26
7. IV W. Tisbury	913,	18,604	17.50	.12	5,	6.40	119.06
	\$19,101,			\$2.54			

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
<u>ESSEX COUNTY</u>							
1. II Amesbury	\$9,815,	\$6,901	\$36.40	\$1.54	\$83,	\$9.24	\$63.75
2. II Andover	18,884,	10,594	29.20	2.65	152,	9.38	99.38
3. I Beverly	45,895,	10,224	33.80	6.47	412,	9.74	99.54
4. IV Boxford	1,516,	8,248	34.00	.21	10,	9.10	75.05
5. II Danvers	14,163,	5,441	40.80	2.09	144,	12.24	66.57
6. III Essex	2,019,	6,959	36.40	.30	16,	9.92	69.01
7. III Georgetown	2,008,	5,147	36.00	.31	20,	12.18	62.74
8. I Gloucester	41,402,	9,446	31.20	5.89	331,	8.49	80.36
9. III Groveland	1,662,	3,860	43.20	.28	19,	12.19	47.06
10. III Hamilton	6,016,	14,274	27.50	.81	38,	7.00	99.97
11. I Haverhill	57,045,	7,513	41.20	8.53	515,	9.67	72.65
12. II Ipswich	7,045,	5,566	44.00	1.05	84,	12.18	67.79
13. I Lawrence	106,559,	9,107	37.60	15.68	988,	10.07	91.76
14. I Lynn	145,838,	9,171	35.00	21.11	1,230,	9.01	82.68
15. IV Lynnfield	4,035,	10,834	24.80	.56	32,	8.59	93.02
16. III Manchester	12,266,	23,710	25.00	1.60	57,	5.15	122.21
17. II Marblehead	20,639,	11,519	33.00	2.88	147,	7.27	83.72
18. III Merrimac	1,539,	4,005	51.00	.27	18,	10.51	42.09
19. II Methuen	20,366,	5,933	40.20	3.15	253,	13.96	82.82
20. IV Middleton	2,155,	6,294	34.40	.31	22,	11.28	70.97
21. IV Nahant	6,252,	18,950	36.00	.84	37,	6.47	122.65
22. IV Newbury	2,220,	8,234	31.40	.33	21,	10.11	83.28
23. I Newburyport	13,373,	6,141	45.40	2.09	140,	11.06	67.90
24. II No. Andover	9,333,	6,464	40.00	1.39	102,	13.11	84.75
25. I Peabody	24,530,	5,785	37.80	3.72	312,	13.25	76.68
26. III Rockport	6,075,	9,757	33.00	.88	41,	7.39	72.13
27. IV Rowley	1,503,	5,199	31.00	.23	14,	10.18	52.94
28. I Salem	61,142,	10,510	34.50	8.79	443,	7.77	81.61
29. IV Salisbury	3,541,	7,759	46.00	.52	27,	9.61	74.57
30. II Saugus	15,713,	4,735	32.00	2.42	179,	11.20	53.02
31. II Swampscott	27,268,	14,131	27.00	3.69	167,	7.22	102.00
32. III Topsfield	4,012,	14,886	24.00	.53	22,	7.64	113.75
33. IV Wenham	4,011,	21,258	18.00	.53	23,	6.22	132.26
34. III W. Newbury	1,513,	5,049	40.00	.23	14,	12.09	61.05
	\$701,520,			\$101.88			
<u>FRANKLIN COUNTY</u>							
1. III Ashfield	\$1,311,	\$7,654	\$30.00	\$0.19	\$10,	\$10.04	\$76.88
2. III Bernardston	956,	4,370	30.60	.15	6,	8.17	35.72
3. IV Buckland	3,096,	9,517	24.00	.43	22,	8.43	80.23
4. III Charlemont	1,204,	5,421	30.00	.18	9,	10.33	56.00
5. IV Colrain	1,548,	4,018	33.00	.24	17,	14.05	57.36
6. IV Conway	1,007,	5,129	36.00	.16	8,	9.73	49.93
7. III Deerfield	4,083,	6,856	25.00	.60	48,	11.83	81.08
8. IV Erving	2,251,	6,835	30.00	.32	21,	10.91	74.59
9. IV Gill	935,	4,378	30.00	.15	6,	8.04	35.21
10. II Greenfield	29,813,	9,200	33.20	4.18	220,	8.97	82.56
11. IV Hawley	250,	3,947	30.00	.04	2,	8.91	35.17
12. IV Heath	400,	4,365	33.00	.06	3,	8.87	38.72

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
FRANKLIN COUNTY							
(continued)							
13. IV Leverett	\$506,	\$3,298	\$45.00	\$.08	\$4,	\$10.72	\$35.36
14. IV Leyden	301,	6,646	32.00	.05	2,	8.23	54.68
15. IV Monroe	1,262,	17,242	23.50	.17	5,	5.56	95.88
16. II Montague	10,397,	6,608	37.80	1.51	141,	13.65	90.23
17. III New Salem	476,	8,012	34.00	.07	5,	12.41	99.45
18. III Northfield	2,044,	5,454	33.00	.31	22,	11.63	63.43
19. II Orange	5,257,	5,053	40.80	.83	58,	11.78	59.51
20. IV Rowe	776,	11,773	28.00	.11	6,	9.15	107.69
21. III Shelburne	3,021,	9,780	22.00	.43	18,	6.98	68.23
22. IV Shutesbury	453,	7,378	24.40	.06	3,	9.22	68.02
23. IV Sunderland	1,210,	3,799	35.00	.18	14,	14.03	53.31
24. IV Warwick	382,	4,358	40.00	.06	3,	9.36	40.80
25. IV Wendell	1,014,	10,269	32.00	.14	7,	7.91	81.25
26. IV Whately	1,158,	4,774	25.00	.18	11,	10.97	52.37
	\$75,123,		\$10.88				
HAMPDEN COUNTY							
1. II Agawam	\$9,736,	\$5,910	\$34.60	\$1.42	\$109,	\$11.49	\$67.94
2. IV Blandford	851,	9,216	33.00	.12	6,	7.67	70.72
3. III Brimfield	863,	5,431	31.75	.15	9,	10.64	57.77
4. III Chester	1,458,	4,480	40.00	.23	16,	13.32	59.66
5. I Chicopee	42,446,	7,232	41.00	6.37	472,	11.31	81.82
6. IV E. Longmeadow	4,025,	5,894	35.40	.60	61,	15.97	94.10
7. IV Granville	2,015,	13,628	25.00	.27	13,	7.61	103.67
8. IV Hampden	706,	4,150	44.00	.12	8,	12.48	51.79
9. IV Holland	214,	7,664	33.00	.03	2,	11.60	88.91
10. I Holyoke	90,893,	13,192	27.50	12.86	630,	7.45	99.50
11. IV Longmeadow	13,105,	10,753	28.00	1.77	127,	10.07	119.06
12. II Ludlow	8,531,	4,261	47.00	1.27	114,	16.27	69.34
13. III Monson	3,590,	4,114	46.70	.56	47,	16.51	67.90
14. IV Montgomery	301,	5,928	30.00	.04	2,	9.94	58.94
15. II Palmer	8,564,	4,341	36.00	1.32	119,	15.10	65.55
16. IV Russell	4,464,	13,111	16.00	.59	27,	6.82	89.43
17. IV Southwick	2,250,	5,769	37.30	.32	15,	7.93	45.77
18. I Springfield	306,672,	11,476	33.40	42.23	2,426,	8.73	100.17
19. IV Tolland	402,	10,311	21.00	.05	3,	9.21	94.92
20. IV Wales	378,	5,609	29.00	.06	3,	12.01	51.49
21. II W. Springfield	26,244,	8,791	37.00	3.75	272,	10.85	95.34
22. I Westfield	19,874,	5,963	42.20	3.02	262,	13.19	78.69
23. IV Wilbraham	3,109,	6,764	28.00	.47	41,	13.21	89.37
	\$550,802,		\$77.62				

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
HAMPSHIRE COUNTY							
1. II Amherst	\$10,144,	\$7,796	\$28.60	\$1.44	\$94,	\$10.03	\$78.20
2. III Belchertown	1,573,	3,363	46.00	.26	24,	16.41	55.19
3. IV Chesterfield	680,	6,949	47.00	.10	4,	8.06	56.02
4. IV Cummington	557,	3,927	44.00	.09	6,	11.85	46.55
5. II Easthampton	10,497,	7,306	35.00	1.61	95,	9.25	67.57
6. IV Enfield	457,	8,207	22.00	.07	5,	8.95	73.48
7. IV Goshen	365,	7,573	31.00	.05	3,	9.11	69.03
8. IV Granby	1,005,	5,098	23.00	.16	7,	8.02	40.89
9. IV Greenwich	603,	8,664	13.60	.08	4,	15.18	131.55
10. III Hadley	3,028,	4,631	26.00	.45	31,	10.66	49.34
11. III Hatfield	2,731,	5,249	26.00	.41	27,	10.33	54.21
12. III Huntington	1,013,	4,266	39.60	.17	13,	13.50	57.58
13. IV Middlefield	321,	9,192	40.00	.05	3,	12.25	112.57
14. I Northampton	28,352,	8,487	31.60	4.10	239,	9.19	77.99
15. IV Pelham	753,	7,243	30.00	.11	6,	8.72	63.18
16. IV Plainfield	353,	4,459	50.00	.05	3,	11.75	52.42
17. IV Prescott	26,	11,641	18.70	.01		21.22	247.31
18. II So. Hadley	9,033,	6,444	29.30	1.31	89,	10.25	66.07
19. IV Southampton	1,006,	5,316	33.60	.15	7,	8.17	43.45
20. II Ware	5,421,	6,593	39.00	.91	73,	11.24	74.08
21. IV Westhampton	411,	4,415	30.00	.06	2,	6.66	29.43
22. III Williamsburg	1,231,	3,428	35.00	.21	11,	9.13	31.28
23. IV Worthington	652,	5,951	39.00	.10	5,	8.87	52.79
	\$80,221,			\$11.95			

MIDDLESEX COUNTY

1. III Acton	\$4,116,	\$8,134	\$28.50	\$.60	\$39,	\$10.48	\$85.25
2. II Arlington	62,778,	8,567	34.00	8.93	590,	10.03	85.94
3. III Ashby	1,044,	6,312	34.20	.16	10,	9.90	62.52
4. III Ashland	2,958,	5,065	31.30	.44	33,	12.64	64.00
5. III Ayer	3,685,	5,482	34.40	.55	32,	9.11	49.96
6. IV Bedford	2,929,	6,273	38.00	.42	34,	8.44	74.74
7. II Belmont	51,493,	10,623	27.40	7.08	413,	8.27	87.89
8. II Billerica	9,853,	5,904	38.60	1.43	104,	12.37	73.03
9. IV Boxborough	375,	4,531	22.20	.06	3,	9.67	43.84
10. IV Burlington	2,521,	4,924	32.00	.37	26,	10.87	55.64
11. I Cambridge	196,554,	11,659	40.50	27.52	1,669,	9.36	109.12
12. IV Carlisle	1,112,	9,601	25.40	.16	10,	9.42	90.46
13. II Chelmsford	7,107,	4,379	33.80	1.11	80,	11.97	52.44
14. II Concord	10,614,	8,212	38.20	1.51	129,	13.20	108.39
15. II Dracut	4,126,	2,918	53.40	.70	66,	16.34	47.68
16. IV Dunstable	465,	4,466	31.00	.07	4,	9.60	42.88
17. I Everett	75,943,	8,194	36.40	10.79	662,	9.00	73.80
18. II Framingham	37,316,	7,733	32.40	5.26	321,	9.53	73.68
19. III Groton	5,615,	9,681	32.40	.78	40,	10.61	102.72
20. III Holliston	4,025,	6,358	33.00	.59	30,	8.42	53.51
21. III Hopkinton	3,037,	6,030	35.80	.46	30,	10.80	65.10

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
<u>MIDDLESEX COUNTY</u>							
(continued)							
22. II Hudson	\$7,228,	\$5,807	\$36.20	\$1.15	\$67,	\$10.07	\$58.48
23. II Lexington	23,247,	9,489	32.50	3.20	170,	7.87	74.68
24. IV Lincoln	3,510,	11,238	27.20	.48	31,	10.16	114.21
25. III Littleton	3,032,	10,614	19.00	.43	20,	7.17	76.07
26. I Lowell	110,546,	7,792	46.40	16.38	1,022,	9.79	76.32
27. I Malden	74,147,	7,974	37.50	10.90	703,	10.12	80.73
28. I Marlborough	16,796,	7,635	35.60	2.57	161,	10.19	77.79
29. II Maynard	6,974,	4,710	36.80	1.10	77,	12.68	59.70
30. I Medford	83,506,	7,061	36.80	12.13	950,	11.92	84.18
31. I Melrose	39,434,	8,895	32.00	5.60	340,	9.29	82.65
32. II Natick	21,324,	7,354	33.80	3.07	201,	10.59	77.88
33. I Newton	167,301,	13,876	28.00	22.59	1,395,	8.45	117.23
34. IV No. Reading	2,652,	4,857	38.00	.39	31,	12.69	61.62
35. III Pepperell	3,103,	4,854	28.80	.48	28,	10.10	49.03
36. II Reading	17,125,	7,411	34.70	2.43	200,	12.07	89.43
37. III Sherborn	2,511,	10,344	28.20	.34	16,	8.27	85.51
38. IV Shirley	2,102,	5,834	33.00	.32	20,	10.28	59.96
39. I Somerville	122,288,	7,129	41.90	18.17	1,371,	11.85	84.48
40. II Stoneham	15,198,	8,459	33.20	2.20	143,	10.02	84.77
41. III Stow	1,497,	6,830	32.00	.22	12,	8.85	60.43
42. III Sudbury	3,027,	8,302	26.00	.42	22,	9.18	76.22
43. II Tewksbury	4,605,	6,495	33.30	.66	49,	11.00	71.45
44. III Townsend	2,600,	6,490	37.00	.39	22,	9.91	64.31
45. IV Tyngsborough	1,652,	4,850	47.20	.25	14,	12.57	60.96
46. II Wakefield	22,257,	6,978	35.20	3.25	222,	10.62	74.10
47. I Waltham	59,728,	9,056	34.40	8.52	520,	9.39	85.05
48. II Watertown	56,246,	7,797	33.40	3.02	506,	9.60	74.39
49. III Wayland	6,294,	9,229	30.80	.87	44,	8.18	75.51
50. III Westford	4,458,	5,028	38.00	.66	56,	14.32	72.00
51. III Weston	10,554,	17,275	24.50	1.44	65,	6.48	111.98
52. III Wilmington	4,412,	3,828	38.20	.67	51,	12.01	45.96
53. II Winchester	32,855,	12,591	27.60	4.44	235,	7.43	93.56
54. I Woburn	21,821,	5,478	41.90	3.29	238,	11.33	62.09

\$1,441,718,

\$206.02

NANTUCKET COUNTY

1. I Nantucket	\$13,149,	\$18,705	\$24.00	\$1.74	\$55,	\$4.62	\$82.26
----------------	-----------	----------	---------	--------	-------	--------	---------

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
NORFOLK COUNTY							
1. III Avon	\$1,985,	\$4,177	\$40.60	\$.32	\$20,	\$11.78	\$49.20
2. IV Bellingham	2,548,	3,392	32.20	.41	31,	13.51	45.81
3. II Braintree	28,785,	7,158	32.60	4.05	265,	10.10	72.33
4. II Brookline	165,924,	25,564	24.00	21.76	874,	5.45	139.43
5. II Canton	9,173,	10,576	37.20	1.31	87,	10.46	110.66
6. III Cohasset	10,670,	18,861	28.80	1.42	64,	6.26	118.03
7. II Dedham	26,424,	8,071	35.00	3.72	224,	9.15	73.88
8. III Dover	5,276,	23,545	22.30	.69	28,	7.14	168.07
9. II Foxborough	6,011,	6,207	36.00	.89	59,	10.65	66.08
10. II Franklin	9,606,	5,778	33.60	1.41	87,	10.01	57.81
11. III Holbrook	3,529,	5,077	41.70	.54	48,	15.67	79.56
12. III Medfield	2,757,	7,297	41.80	.41	23,	8.70	63.47
13. III Medway	3,504,	5,059	36.00	.53	38,	12.14	61.43
14. III Millis	3,427,	6,643	28.50	.49	22,	9.74	64.31
15. II Milton	38,777,	11,890	28.40	5.32	312,	8.16	97.05
16. II Needham	25,942,	9,476	29.00	3.56	199,	8.70	82.43
17. IV Norfolk	1,667,	5,240	31.40	.25	19,	12.49	65.45
18. II Norwood	27,145,	9,461	32.40	3.83	292,	12.14	114.86
19. III Plainville	1,653,	5,798	30.00	.26	17,	11.49	66.63
20. I Quincy	130,982,	8,778	33.60	18.46	1,057,	8.52	74.76
21. II Randolph	6,164,	3,558	38.20	.95	78,	13.12	46.70
22. III Sharon	6,503,	8,429	29.50	.92	57,	9.68	81.57
23. II Stoughton	9,584,	5,772	34.00	1.44	86,	10.07	58.13
24. II Walpole	15,459,	8,331	32.80	2.14	138,	10.01	83.40
25. II Wellesley	40,516,	15,658	23.60	5.35	295,	7.39	115.67
26. IV Westwood	5,371,	12,215	23.00	.74	42,	8.33	101.76
27. II Weymouth	49,677,	10,181	25.50	6.81	351,	7.50	76.32
28. III Wrentham	3,844,	8,165	33.40	.55	34,	9.32	76.09
	\$642,918,		\$88.53				

PLYMOUTH COUNTY

1. II Abington	\$5,983,	\$5,149	\$42.60	\$.92	\$72,	\$12.98	\$66.88
2. II Bridgewater	5,979,	3,860	43.60	.94	95,	18.62	71.87
3. I Brockton	80,020,	7,156	36.30	11.88	710,	9.47	67.80
4. IV Carver	3,188,	12,488	21.80	.45	23,	8.18	102.14
5. III Duxbury	7,393,	19,730	22.00	.99	40,	5.71	112.57
6. III E. Bridgewater	5,387,	6,000	33.20	.78	57,	12.68	76.08
7. IV Halifax	1,492,	10,501	31.00	.21	11,	8.09	84.95
8. III Hanover	3,953,	5,789	38.50	.58	46,	13.28	76.88
9. IV Hanson	2,843,	6,438	42.60	.43	28,	10.75	69.21
10. II Hingham	16,099,	11,103	26.25	2.19	112,	7.36	81.73
11. IV Hull	18,720,	33,849	31.50	2.40	103,	5.81	196.78
12. III Kingston	4,483,	9,619	20.60	.65	33,	7.59	73.05
13. IV Lakeville	1,424,	5,716	27.20	.23	17,	12.44	71.09
14. IV Marion	5,366,	16,221	21.00	.72	30,	5.76	93.46
15. III Marshfield	7,928,	21,768	29.00	1.04	38,	5.11	111.32

APPENDIX II (continued)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
<u>PLYMOUTH COUNTY</u>							
(continued)							
16. IV Mattapoisett	\$4,036,	\$11,100	\$26.00	\$.55	\$22,	\$6.51	\$72.31
17. II Middleborough	9,440,	4,893	37.60	1.44	102,	12.85	62.86
18. III Norwell	2,134,	6,079	36.00	.32	26,	12.73	77.36
19. III Pembroke	2,952,	9,040	39.40	.42	28,	10.89	98.46
20. II Plymouth	26,153,	9,036	29.20	3.66	194,	8.74	79.01
21. IV Plympton	758,	7,622	34.80	.11	7,	11.24	85.71
22. IV Rochester	1,353,	5,594	30.00	.21	13,	11.85	66.32
23. II Rockland	8,542,	5,751	39.70	1.31	90,	11.21	64.44
24. III Scituate	13,149,	17,450	31.60	1.76	73,	5.74	100.33
25. II Wareham	13,251,	10,802	26.00	1.86	104,	8.04	86.90
26. III W. Bridgewater	3,161,	5,026	31.00	.49	34,	10.98	55.20
27. II Whitman	8,703,	6,091	36.00	1.32	81,	19.27	62.57
	\$263,903,			\$37.86			
<u>SUFFOLK COUNTY</u>							
1. I Boston	\$1,861,089,	\$12,660	\$38.00	\$253.72	\$14,695,	\$9.62	\$114.80
2. I Chelsea	50,860,	6,572	43.40	7.56	542,	11.62	76.34
3. I Revere	38,032,	5,708	40.00	5.68	521,	12.52	71.44
4. II Winthrop	25,611,	7,381	28.00	3.70	236,	9.63	71.06
	\$1,975,594,			\$270.66			
<u>WORCESTER COUNTY</u>							
1. IV Ashburnham	\$1,764,	\$4,820	\$43.80	\$.29	\$22,	\$14.52	\$69.99
2. II Athol	11,806,	5,300	36.40	1.79	116,	10.86	57.57
3. II Auburn	6,307,	4,232	38.80	.97	77,	12.88	54.51
4. III Barre	3,186,	4,077	41.00	.51	51,	18.74	76.40
5. IV Berlin	1,072,	6,256	36.20	.17	11,	10.34	64.71
6. III Blackstone	2,414,	3,784	47.80	.41	29,	12.72	48.13
7. IV Bolton	1,152,	10,201	32.00	.17	9,	8.54	87.16
8. IV Boylston	950,	4,129	41.00	.16	11,	12.33	50.92
9. III Brookfield	1,417,	5,547	31.00	.22	16,	13.15	72.96
10. III Charlton	1,907,	3,849	37.60	.30	21,	11.97	46.09
11. II Clinton	11,910,	6,493	36.60	1.81	112,	9.80	63.64
12. IV Dana	488,	7,371	28.00	.07	5,	12.94	95.36
13. III Douglas	1,960,	3,785	32.00	.31	24,	13.62	51.54
14. IV Dudley	3,453,	4,831	50.00	.55	61,	19.38	93.61
15. IV E. Brookfield	1,159,	5,732	28.00	.17	9,	9.78	56.07
16. I Fitchburg	53,721,	10,487	34.00	7.86	42,	8.82	92.47
17. I Gardner	24,071,	8,369	33.20	3.56	182,	8.47	70.87
18. II Grafton	4,648,	3,711	44.75	.74	66,	16.08	59.68
19. III Hardwich	1,833,	6,132	45.00	.30	17,	9.78	59.97
20. IV Harvard	2,600,	20,910	23.60	.36	13,	6.45	134.92
21. III Holden	3,378,	3,635	38.00	.53	51,	15.97	58.04

APPENDIX II (concluded)

Cities and Towns	Valuation		Tax Rate per \$1000		School Support- Local Funds		
	in \$1000's	per Pupil	Local	State	in \$1000's	per \$1000	per Pupil
WORCESTER COUNTY							
(continued)							
22. III Hopedale	\$8,498,	\$6,036	\$30.50	\$1.15	\$45,	\$9.92	\$77.30
23. IV Hubbardston	781,	4,312	42.00	.13	10,	12.43	53.61
24. III Lancaster	3,503,	7,240	37.00	.50	29,	10.57	76.54
25. III Leicester	3,453,	3,947	44.00	.55	48,	15.52	61.24
26. I Leominster	28,081,	7,698	36.00	4.13	208,	9.29	71.55
27. III Lunenburg	2,322,	5,210	33.10	.35	23,	10.41	54.24
28. III Mendon	1,373,	5,789	30.00	.21	14,	10.46	60.56
29. II Milford	15,852,	6,031	38.00	2.39	177,	12.04	72.62
30. II Milbury	6,241,	4,750	39.20	.98	72,	12.74	60.50
31. IV Millville	1,072,	2,288	41.60	.19	17,	16.06	36.75
32. IV New Braintree	522,	8,775	31.00	.08	4,	8.92	78.25
33. III Northborough	2,108,	6,036	33.80	.33	18,	9.12	46.25
34. II Northbridge	10,074,	5,069	35.00	1.55	114,	13.27	66.88
35. III No. Brookfield	2,488,	5,040	34.00	.40	23,	10.37	62.58
36. IV Oakham	451,	4,889	36.00	.07	3,	6.84	33.46
37. III Oxford	3,162,	3,445	46.60	.52	39,	13.90	47.90
38. IV Paxton	976,	7,134	33.00	.14	9,	10.19	72.69
39. III Petersham	1,556,	11,096	28.20	.21	14,	10.02	111.22
40. IV Phillipston	401,	5,072	47.30	.06	2,	8.09	41.03
41. III Princeton	1,329,	8,978	33.00	.19	12,	10.18	91.37
42. IV Royalston	856,	6,527	41.40	.13	8,	10.36	67.36
43. III Rutland	1,352,	5,033	31.50	.22	15,	11.43	57.51
44. II Shrewsbury	9,449,	5,559	35.20	1.37	102,	12.36	68.69
45. III Southborough	3,839,	8,710	34.50	.54	36,	12.18	106.06
46. II Southbridge	10,867,	6,796	37.50	1.81	128,	10.46	71.07
47. II Spencer	4,539,	6,481	37.50	.77	53,	11.52	74.67
48. IV Sterling	1,988,	6,616	39.00	.30	19,	10.57	69.94
49. IV Sturbridge	1,413,	4,238	38.00	.24	17,	13.12	55.59
50. III Sutton	1,793,	3,364	41.20	.29	20,	11.73	39.47
51. III Templeton	3,306,	3,717	47.00	.53	39,	14.12	52.47
52. III Upton	1,468,	3,761	41.00	.25	16,	12.74	47.90
53. II Uxbridge	8,368,	6,300	30.60	1.23	81,	11.40	71.82
54. III Warren	2,599,	3,669	47.00	.43	30,	14.10	51.73
55. II Webster	11,048,	7,946	36.20	1.77	112,	10.69	84.91
56. II Westborough	4,869,	4,878	34.90	.35	25,	11.56	56.39
57. III W. Boylston	2,303,	5,515	34.00	.22	15,	11.25	62.02
58. IV W. Brookfield	1,470,	5,819	32.80	.73	55,	11.84	68.78
59. IV Westminster	1,784,	5,257	37.70	.27	25,	16.18	85.07
60. II Winchendon	5,741,	4,073	42.00	.91	62,	11.93	48.58
61. I Worcester	326,016,	8,837	35.80	46.00	3,186,	11.08	97.94
	\$640,538,			\$93.74			

APPENDIX III

Cities and Towns of Massachusetts by Counties

School Organization
School Enrollment
Secondary School Grades

APPENDIX III CITIES AND TOWNS OF MASSACHUSETTS BY COUNTIES ^{1/}
 School Organization, School Enrollment in System and Secondary Schools

Cities ^{a/} and Towns	Sys- tem	Total School Enrol't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>BARNSTABLE COUNTY</u>										
1. II Barnstable	6-3-3	1,785	157	130	151	438	113	103	103	319
2. III Bourne	8- 4	705	55	73	49	177	44	38	36	118
3. III Brewster	8- 4	137	11	14	12	37	12	8	6	26
4. IV Chatham	6-3-3	381	37	32	40	109	26	21	13	60
5. IV Dennis	8-	277	30	29						
6. IV Eastham	8-	98	11	11						
7. III Falmouth	6-3-3	1,565	108	97	108	313	101	61	58	220
8. III Harwich	6-3-3	504	46	47	33	126	32	23	21	76
9. IV Mashpee	8-	95	9	13						
10. III Orleans	8- 4	275	31	15	30	76	26	24	22	72
11. III Provincetown	6-3-3	752	85	47	68	200	50	43	29	122
12. III Sandwich	8- 4	258	26	25	21	72	16	20	16	52
13. IV Truro	8-	72	12	6						
14. III Wellfleet	8- 4	160	14	13	11	38	14	10	10	34
15. III Yarmouth	8- 4	193	32	37	62	131	52	46	28	126
<u>BERKSHIRE COUNTY</u>										
1. II Adams	6-3-3	1,875	152	185	220	557	151	108	102	361
2. IV Alford	8-	20	0							
3. IV Becket	8-	106	13	10						

^{1/} Annual Report of the Department of Education, Year Ending November 30, 1937, Part II, Commonwealth of Massachusetts, Public Document No. 2.

- ^{a/} I Cities
 II Towns with more than 5,000 population
 III Towns with less than 5,000 population maintaining High Schools
 IV Towns with less than 5,000 population not maintaining High Schools

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>BERKSHIRE COUNTY</u>										
(continued)										
4. IV Cheshire	8-	254	32	2						
5. IV Clarksburg	8-	170	28	9						
6. III Dalton	8- 4	917	82	79	89	250	91	79	62	232
7. IV Egremont	8-	59	10	2						
8. IV Florida	8-	89	12	7						
9. II Great Barrington	8- 4	1,255	102	105	153	360	102	91	58	251
10. IV Hancock	8-	63	6	4						
11. IV Hinsdale	8-	211	28	32						
12. IV Lanesborough	8-	169	25	24						
13. III Lee	8- 4	801	62	52	87	201	76	60	49	185
14. III Lenox	8- 4	540	48	49	58	155	29	38	25	92
15. IV Monterey	8-	36	6							
16. IV Mt. Washington	8-	7	1	2						
17. IV New Ashford	8-	17	3							
18. III New Marlborough	8- 4	171	16	17	14	47	9	5	7	21
19. I North Adams	8- 4	3,308	239	229	305	773	207	146	117	470
20. IV Otis	8-	67	8	7						
21. IV Peru	8-	14	2	3						
22. I Pittsfield	6-3-3	9,065	1,004	727	499	2,230	946	501	475	1,922
23. IV Richmond	8-	80	12	11						
24. IV Sandisfield	8-	83	8	10						
25. IV Savoy	8-	40	6	6						
26. III Sheffield	8- 4	297	26	23	14	63	16	18	12	46
27. III Stockbridge	8- 4	364	25	35	51	111	39	43	22	104
28. IV Tyringham	8-	17	3	3						
29. IV Washington	8-	30	5	4						
30. IV. W. Stockbridge	8-	158	20	18						
31. III Williamstown	8- 4	856	59	83	53	195	77	50	32	159
32. IV Windsor	8-	58	11	7						

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>BRISTOL COUNTY</u>										
1. IV Acushnet	8-	606	71	48						
2. I Attleboro	8- 4	4,036	357	351	307	1,015	267	192	144	603
3. IV Berkley	8-	234	29	19						
4. II Dartmouth	8- 4	1,935	203	158	125	486	103	79	54	236
5. III Dighton	6-3-3	733	64	57	59	180	53	49	19	121
6. II Easton	6-3-3	1,143	94	84	88	266	70	69	52	191
7. II Fairhaven	8- 4	2,258	210	207	210	627	191	136	94	421
8. I Fall River	6-3-3	16,538	1,418	1,349	1,597	4,364	1,141	815	683	2,099
9. IV Freetown	8-	316	38	30						
10. II Mansfield	6-3-3	1,293	113	104	117	334	103	89	66	258
11. I New Bedford	6-3-3	17,333	1,481	1,232	1,401	4,114	848	581	492	1,921
12. II No. Attleborough	8- 4	1,390	104	90	122	326	147	107	129	383
13. III Norton	8- 4	540	47	38	45	130	37	25	25	87
14. IV Raynham	8-	342	54	32						
15. IV. Rehoboth	8-	465	52	30						
16. IV Seekonk	8-	943	125	87						
17. II Somerset	8- 4	1,135	100	80	91	271	70	47	49	166
18. III Swansea	8- 4	864	84	55	81	220	50	45	32	127
19. I Taunton	8- 4	6,287	582	519	516	1,617	428	386	290	1,104
20. IV Westport	8- 4	866	69	77	63	209	45	31	25	101
<u>DUKES COUNTY</u>										
1. IV Chilmark	8-	32	1	9						
2. III Edgartown	8- 4	263	15	19	17	51	13	17	15	45
3. IV Gay Head	8-	15								
4. IV Gosnold	8-	13	1	1						
5. III Oak Bluffs	8- 4	314	37	15	15	67	15	7	7	29
6. III Tisbury	8- 4	469	44	41	44	129	41	29	20	90
7. IV W. Tisbury	8-	42	7	5						

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>ESSEX COUNTY</u>										
1. II Amesbury	8- 4	1,518	117	113	217	447	161	134	124	419
2. II Andover	6-3-3	1,613	171	141	179	491	130	105	99	334
3. I Beverly	6-3-3	4,283	316	418	376	1,110	331	356	317	1,004
4. IV Boxford	8-	114	12	17						
5. II Danvers	8- 4	2,311	240	185	210	635	192	164	140	496
6.III Essex	8- 4	258	23	27	20	70	20	19	21	60
7.III Georgetown	8- 4	350	32	36	33	101	31	18	16	65
8. I Gloucester	8- 4	4,328	363	330	360	1,053	327	286	257	870
9.III Groveland	8- 4	423	36	42	41	119	35	23	19	77
10.III Hamilton	6-3-3	403	35	37	41	113	34	21	28	83
11. I Haverhill	8- 4	7,766	678	664	623	1,965	603	545	433	1,581
12. II Ipswich	8- 4	1,333	164	118	112	394	103	75	63	241
13. I Lawrence	8- 4	11,263	1,069	984	1,195	3,248	1,041	855	715	2,611
14. I Lynn	6-3-3	15,567	1,261	1,344	1,398	4,003	1,471	1,171	962	3,609
15. IV Lynnfield	8-	278	38	35						
16.III Manchester	8- 4	493	44	49	49	142	36	32	32	100
17. II Marblehead	6-3-3	1,861	151	131	137	419	158	114	105	377
18.III Merrimac	8- 4	461	49	43	43	135	29	22	24	75
19. II Methuen	8- 4	3,212	358	365	316	1,039	208	149	183	540
20. IV Middleton	8-	278	20	25						
21. IV Nahant	6-3	252	24	26	26	76				
22. IV Newbury	8-	219	25	20						
23. I Newburyport	8- 4	2,285	176	200	268	644	199	206	182	587
24. II No. Andover	8- 4	1,278	125	120	112	357	92	86	77	255
25. I Peabody	8- 4	4,236	437	404	432	1,273	351	293	224	868
26.III Rockport	8- 4	593	62	46	44	152	37	46	28	111
27. IV Rowley	8-	220	36	37						
28. I Salem	8- 4	5,705	471	419	455	1,345	473	354	319	1,151
29. IV Salisbury	8-	309	38	38						
30. II Saugus	8- 4	3,577	286	337	297	920	278	229	150	657
31. II Swampscott	6-3-3	1,727	129	148	143	420	164	134	108	406
32.III Topsfield	8- 4	237	22	17	25	64	15	15	11	41
33. IV Wenham	6-3	155								
34.III W. Newbury	6-3-3	256	21	22	18	61	17	21	10	48

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>FRANKLIN COUNTY</u>										
1.III Ashfield	8- 4	174	16	12	16	45	21	14	13	48
2.III Bernardston	8- 4	217	28	17	23	68	14	20	13	47
3. IV Buckland	8-	205	27	26						
4.III Charlemont	8- 4	197	14	11	24	49	14	12	19	45
5. IV Colrain	8-	261	30	38						
6. IV Conway	8-	146	24	17						
7.III Deerfield	8- 4	749	58	68	94	220	95	66	36	197
8. IV Erving	8-	234	25	38						
9. IV Gill	8-	145	15	21						
10. II Greenfield	6-3-3	2,824	225	224	284	733	309	262	257	828
11. IV Hawley	8-	64	10	7						
12. IV Heath	8-	81	11	12						
13. IV Leverett	8-	112	9	11						
14. IV Leyden	8-	37	4	6						
15. IV Monroe	8-	48	3	7						
16. II Montague	8- 4	1,685	150	144	155	449	145	130	97	372
17.III New Salem	8- 4	104	15	3	11	29	22	10	7	39
18.III Northfield	8- 4	387	40	40	32	112	30	18	24	72
19. II Orange	8- 4	1,088	101	79	112	292	87	75	62	224
20. IV Rowe	8-	42	9	3						
21.III Shelburne	8- 4	532	35	24	89	148	74	82	64	220
22. IV Shutesbury	8-	52	8	4						
23. IV Sunderland	8-	195	34	31						
24. IV Warwick	8-	78	9	9						
25. IV Wendell	8-	77	10	7						
26. IV Whately	8-	186	22	34						

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>HAMPDEN COUNTY</u>										
1. II Agawam	6-3-3	1,695	153	153	121	427	127	115	79	321
2. IV Blandford	8-	64	6	5						
3. III Brimfield	6-3-3	206	24	19	23	66	9	10	16	35
4. III Chester	8- 4	335	27	24	34	85	26	26	17	69
5. I Chicopee	6-3-3	6,270	576	591	610	1,777	499	366	222	1,087
6. IV E. Longmeadow	8-	879	59	71						
7. IV Granville	8-	112	20	11						
8. IV Hampden	8-	139	16	10						
9. IV Holland	8-	28	5	3						
10. I Holyoke	6-3-3	6,678	465	511	636	1,612	619	492	452	1,563
11. IV Longmeadow	6-3	878	80	91	88	259				
12. II Ludlow	6-3-3	1,747	174	155	185	514	152	119	71	342
13. III Monson	6-3-3	732	74	67	76	217	51	37	36	124
14. IV Montgomery	8-	27	4	8						
15. II Palmer	8- 4	1,969	176	157	243	576	243	132	137	512
16. IV Russell	8-	225	26	26						
17. IV Southwick	8-	274	36	35						
18. I Springfield	6-3-3	26,768	2,182	2,095	2,204	6,481	2,206	1,581	1,344	5,131
19. IV Tolland	8-	28	1	3						
20. IV Wales	8-	59	5	5						
21. II W. Springfield	6-3-3	2,936	276	277	269	822	227	240	132	615
22. I Westfield	8- 4	3,702	267	295	375	937	336	270	262	868
23. IV Wilbraham	8-	347	55	48						

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>HAMPSHIRE COUNTY</u>										
1. II Amherst	8- 4	1,389	124	132	167	423	136	119	104	359
2. III Bellingham	8- 4	522	38	52	47	137	42	25	28	95
3. IV Chesterfield	8-	68								
4. III Cummington	6-3	119	13	12	11	36	3			
5. II Easthampton	8- 4	1,553	128	108	205	441	131	119	61	311
6. IV Enfield	8-	63	8	8						
7. IV Goshen	8-	30	4	4						
8. IV Granby	8-	133	19	11						
9. IV Greenwich	8-	31	3	1						
10. III Hadley	8- 4	699	79	90	41	210	64	46	50	160
11. III Hatfield	8- 4	523	55	55	40	150	44	26	37	107
12. III Huntington	8- 4	295	18	9	35	62	36	31	21	88
13. IV Middlefield	8-	35	2	2						
14. I Northampton	6-3-3	3,240	328	317	254	899	194	264	197	655
15. IV Pelham	8-	82	13							
16. IV Plainfield	8-	77	6	10						
17. IV Prescott		2								
18. II So. Hadley	8- 4	1,458	121	129	143	393	109	116	88	313
19. IV Southampton	8-	128	20	16						
20. II Ware	8- 4	1,120	87	98	132	317	115	93	69	277
21. IV Westhampton	8-	76	11	10						
22. III Williamsburg	8- 4	451	49	47	38	134	48	23	22	93
23. IV Worthington	8-	76	10	9						

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>MIDDLESEX COUNTY</u>										
1. III Acton	8- 4	506	38	33	60	131	37	42	30	109
2. II Arlington	6-3-3	7,079	677	604	559	1,840	727	547	315	1,589
3. III Ashby	8- 4	175	13	14	11	38	9	17	7	33
4. III Ashland	8- 4	538	55	58	55	168	43	46	34	123
5. III Ayer	8- 4	806	69	63	91	223	72	63	63	198
6. IV Bedford	6-3	416	36	36	92	164				
7. II Belmont	6-3-3	4,898	419	350	374	1,143	417	308	246	971
8. II Billerica	6-3-3	1,592	154	129	145	428	102	88	50	240
9. IV Boxborough	8-	72	3	8						
10. IV Burlington	8-	398	50	32						
11. I Cambridge	8- 4	16,863	1,193	1,121	1,559	3,873	1,284	1,118	878	3,280
12. IV Carlisle	8-	82	15	8						
13. II Chelmsford	8- 4	1,664	160	145	114	419	137	93	89	319
14. II Concord	8- 4	1,364	110	101	89	300	123	116	89	328
15. II Dracut	8- 4	1,560	147	116	137	400	104	78	59	241
16. IV Dunstable	8-	85	9	6						
17. I Everett	6-3-3	9,293	774	840	848	2,462	654	556	471	1,681
18. II Framington	6-3-3	4,582	395	478	412	1,285	375	357	271	1,003
19. III Groton	6-3-3	427	47	30	37	114	28	26	22	76
20. III Holliston	8- 4	604	54	39	54	147	40	51	32	123
21. III Hopkinton	8-	525	41	44	55	140	39	40	22	101
22. II Hudson	8- 4	1,340	115	121	168	404	115	82	83	280
23. II Lexington	6-3-3	2,564	203	163	195	561	239	225	192	656
24. IV Lincoln	6-3	234	27	23	19	69				
25. III Littleton	8- 4	296	27	23	23	73	10	16	15	41
26. I Lowell	6-3-3	14,109	1,151	1,019	1,356	3,526	1,203	932	771	2,906
27. I Malden	6-3-3	9,224	794	841	840	2,475	727	602	548	1,877
28. I Marlborough	8- 4	2,286	218	178	203	599	216	160	133	509
29. II Maynard	8- 4	1,345	102	125	146	373	121	117	101	339
30. I Medford	6-3-3	11,807	1,026	1,044	1,004	3,074	978	860	709	2,547

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>MIDDLESEX COUNTY</u> (continued)										
31. I Melrose	8- 4	4,305	359	364	398	1,121	378	364	266	1,008
32. II Natick	6-3-3	2,706	259	221	243	723	253	207	162	622
33. I Newton	6-3-3	12,384	965	955	976	2,896	980	819	555	2,354
34. IV No. Reading	6-3	455	44	54	34	132				
35. III Pepperell	8- 4	620	59	38	57	154	33	31	17	81
36. II Reading	6-3-3	2,356	201	204	194	599	203	178	149	530
37. III Sherborn	8- 4	197	13	21	23	57	12	13	9	34
38. IV Shirley	8-	416	25	36						
39. I Somerville	6-3-3	17,178	1,320	1,310	1,354	3,984	1,484	1,098	854	3,436
40. II Stoneham	6-3-3	1,763	160	129	175	464	171	133	120	424
41. III Stow	8- 4	227	16	14	30	60	21	9	8	38
42. III Sudbury	6-3-3	322	28	28	29	85	23	16	9	48
43. II Tewksbury	8- 4	736	61	71	67	199	60	55	27	142
44. III Townsend	8- 4	368	34	32	36	102	24	24	18	66
45. IV Tyngsborough	8-	231	22	24						
46. II Wakefield	8- 4	1,326	283	241	341	865	218	273	239	720
47. I Waltham	6-3-3	6,437	498	458	471	1,427	501	362	291	1,154
48. II Watertown	6-3-3	7,049	573	549	494	1,616	528	424	318	1,270
49. III Wayland	8- 4	655	66	51	48	165	37	27	25	89
50. III Westford	8- 4	832	84	78	74	236	54	30	31	115
51. III Weston	6-3-3	619	63	53	61	177	40	37	36	113
52. III Wilmington	8- 4	1,205	104	90	87	281	81	69	49	199
53. II Winchester	8- 4	2,661	188	216	239	643	223	190	122	535
54. I Woburn	6-3-3	4,112	379	359	338	1,076	299	317	231	847
<u>NANTUCKET COUNTY</u>										
1. III Nantucket	8- 4	734	59	50	49	158	49	36	25	110

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>NORFOLK COUNTY</u>										
1.III Avon	8- 4	432	37	48	33	118	35	31	32	98
2. IV Bellingham	8-	620	62	69						
3. II Braintree	8- 4	3,817	300	293	272	865	253	214	188	655
4. II Brookline	8- 4	6,450	518	534	459	1,511	507	472	418	1,397
5. II Canton	8- 4	842	80	80	84	244	80	73	53	206
6.III Cohasset	8- 4	569	51	50	37	138	32	40	25	97
7. II Dedham	8- 4	3,245	318	253	321	892	280	259	174	713
8.III Dover	6-3-3	165	12	16	10	38	9	7	4	20
9. II Foxborough	6-3-3	961	104	80	86	270	78	60	46	184
10. II Franklin	8- 4	1,700	129	139	187	453	163	121	79	363
11.III Holbrook	8- 4	632	50	52	52	154	41	48	38	127
12.III Medfield	6-3-3	404	28	35	26	89	27	19	20	66
13.III Medway	8- 4	674	67	55	55	177	49	36	32	117
14.III Millis	6-3-3	458	50	51	28	129	36	24	30	90
15. II Milton	6-3-3	3,309	254	313	230	797	305	223	171	699
16. II Needham	6-3-3	2,498	245	198	181	624	180	142	144	466
17. IV Norfolk	8-	207	31	22						
18. II Norwood	6-3-3	2,618	249	236	201	686	261	248	173	682
19.III Plainville	8- 4	278	35	27	16	78	18	19	13	50
20. I Quincy	6-3-3	14,694	1,305	1,180	1,178	3,663	1,138	1,016	911	3,065
21. II Randolph	8- 4	1,813	196	165	136	497	110	105	80	295
22.III Sharon	6-3-3	752	65	71	72	208	52	31	46	129
23. II Stoughton	8- 4	1,581	148	146	134	428	120	103	73	296
24. II Walpole	8- 4	1,811	145	141	159	445	149	148	97	394
25. II Wellesley	6-3-3	2,625	232	211	171	614	180	156	125	461
26. IV Westwood	8-	316	36	31						
27. II Weymouth	8- 4	4,833	440	411	467	1,318	368	359	281	1,008
28.III Wrentham	6-3-3	472	39	33	48	120	44	27	17	88

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>PLYMOUTH COUNTY</u>										
1. II Abington	8- 4	1,111	89	107	91	287	105	89	74	268
2. II Bridgewater	6-3-3	1,390	124	125	122	371	106	104	73	283
3. I Brockton	8- 4	10,835	1,013	972	1,013	2,998	901	727	690	2,318
4. IV Carver	8-	217	29	22						
5.III Duxbury	6-3-3	397	26	37	38	101	23	17	20	60
6.III E.Bridgewater	6-3-3	770	78	59	70	207	62	43	45	150
7. IV Halifax	8-	118	21	12						
8.III Hanover	6-3-3	635	48	50	54	152	50	49	36	135
9. IV Hanson	8-	323	40	37						
10. II Hingham	8- 4	1,575	103	130	143	376	147	140	114	401
11. IV Hull	8-	412	42	33						
12.III Kingston	6-3-3	491	36	32	33	101	29	18	26	73
13. IV Lakeville	8-	198	24	24						
14. IV Marion	6-3	329	24	26	26	76				
15.III Marshfield	6-3-3	382	35	34	34	103	30	23	22	75
16. IV Mattapoisett	6-3	269	29	25	26	80				
17. II Middleborough	8- 4	1,899	142	142	192	476	150	140	105	395
18.III Norwell	6-3-3	356	33	24	27	84	30	28	24	82
19.III Pembroke	6-3-3	314	34	26	27	84	25	25	19	69
20. II Plymouth	6-3-3	2,586	251	231	212	694	210	147	137	494
21. IV Plympton	8-	82	9	6						
22. IV Rochester	8-	188	30	18						
23. II Rockland	6-3-3	1,476	135	103	133	371	115	100	84	299
24.III Scituate	6-3-3	786	77	57	70	204	55	64	33	152
25. II Wareham	8- 4	1,377	118	113	87	318	67	67	47	181
26.III W.Bridgewater	8- 4	684	67	59	57	183	37	31	25	93
27. II Whitman	8- 4	1,533	136	115	187	438	176	131	101	408
<u>SUFFOLK COUNTY</u>										
1. I Boston	6-3-4	139,759	10,490	10,238	11,475	32,203	10,778	8,790	6,801	26,369
2. I Chelsea	6-3-3	7,409	626	644	669	1,939	630	545	474	1,649
3. I Revere	6-3-3	7,543	572	511	607	1,690	598	531	403	1,532
4. II Winthrop	6-3-3	3,411	281	281	306	868	273	272	233	778

APPENDIX III (continued)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>WORCESTER COUNTY</u>										
1. IV Ashburnham	8-	306	38	32						
2. II Athol	6-3-3	2,135	169	181	203	553	144	131	120	395
3. II Auburn	8- 4	1,468	148	138	124	410	113	77	47	237
4. III Barre	8- 4	727	93	66	85	244	51	30	36	117
5. IV Berlin	8-	143	14	16						
6. III Blackstone	8- 4	763	55	63	113	231	73	55	49	177
7. IV Bolton	6-3	93								
8. IV Boylston	8-	196	24	21						
9. III Brookfield	6-3-3	243	20	20	25	65	13	10	7	30
10. III Charlton	8- 4	504	49	48	28	125	27	24	25	76
11. II Clinton	8- 4	1,892	160	146	264	570	212	146	130	488
12. IV Dana	8-	40	6							
13. III Douglas	8- 4	512	52	40	34	126	34	15	13	62
14. IV Dudley	6-3	570	70	77	65	212				
15. IV E. Brookfield	6-3	166								
16. I Fitchburg	8- 4	5,034	471	419	455	1,345	478	354	319	1,151
17. I Gardner	8- 4	2,656	228	237	299	764	221	208	189	618
18. II Grafton	8- 4	1,174	132	113	89	334	76	62	50	188
19. III Hardwich	8- 4	337	24	28	34	86	37	38	29	104
20. IV Harvard	8-	102	16	12						
21. III Holden	8- 4	913	92	69	74	225	54	47	45	146
22. III Hopedale	8- 4	629	62	48	51	161	31	33	21	85
23. IV Hubbardston	8-	155	21	27						
24. III Lancaster	8- 4	421	37	35	39	111	21	24	17	62
25. III Leicester	8- 4	885	78	77	77	232	60	52	30	142
26. I Leominster	6-3-3	3,193	258	259	269	786	282	197	163	642
27. III Lunenburg	6-3-3	456	33	45	30	108	29	38	27	94
28. III Mendon	8- 4	252	29	15	16	60	15	9	6	30
29. II Milford	8- 4	2,635	215	205	215	635	199	162	176	537
30. II Millbury	8-	1,278	108	106	104	318	78	76	64	
31. IV Millville	8-	371	64	33						
32. IV New Braintree	8-	52	7	8						

APPENDIX III (concluded)

Cities and Towns	Sys- tem	Total School Enroll't	Junior Grades			Total Junior	Senior Grades			Total Senior
			7	8	9		10	11	12	
<u>WORCESTER COUNTY</u>										
(continued)										
33.III Northborough	8-	435	41	46	38	125	33	29	15	77
34. II Northbridge	6-3-3	1,785	187	136	144	467	127	105	94	326
35.III No.Brookfield	8- 4	421	30	25	77	132	45	32	31	108
36. IV Oakham	8-	79	19	14						
37.III Oxford	8- 4	894	89	78	64	231	54	37	36	127
38. IV Paxton	8-	103	13	12						
39.III Petersham	8- 4	153	22	12	15	49	9	9	4	22
40. IV Phillipston	8-	66	7	9						
41.III Princeton	6-3-3	142	22	16	7	45	13	9		
42. IV Royalston	8-	114	10	14						
43.III Rutland	8- 4	284	132	17	22	71	21	18	11	50
44. II Shrewsbury	6-3-3	1,551	148	125	112	385	99	88	79	266
45.III Southborough	8- 4	377	30	30	25	85	35	22	25	82
46. II Southbridge	8- 4	1,997	177	221	249	647	148	136	108	392
47. II Spencer	8- 4	806	74	56	79	209	77	67	68	212
48. IV Sterling	6-3	241	31	22	20	73				
49. IV Sturbridge	8-	253	26	33						
50.III Sutton	8- 4	541	40	39	37	116	28	18	25	71
51.III Templeton	8- 4	800	84	63	71	218	54	48	23	125
52.III Upton	8- 4	362	29	36	40	105	22	12	12	46
53. II Uxbridge	8- 4	1,176	108	102	91	301	64	51	28	143
54.III Warren	8- 4	676	60	54	60	174	64	47	39	150
55. II Webster	6-3-3	1,557	132	145	192	469	187	161	112	460
56. II Westborough	8- 4	865	79	72	66	217	68	73	44	185
57.III W. Boylston	8- 4	512	41	36	47	124	40	33	24	97
58. IV W. Brookfield	6-3	231	27	28	25	80				
59. IV Westminster	6-3	252	29	31	24	84				
60. II Winchendon	8- 4	1,400	121	130	114	365	94	72	53	219
61. I Worcester	6-3-3	34,079	2,839	2,643	2,560	8,042	2,013	1,981	1,481	5,475

APPENDIX IV

Cities and Towns of Massachusetts by Counties

with Increases of at Least 100
in Population between 1930 and 1935

APPENDIX IV

Table 5. Cities and Towns of Massachusetts by Counties with Increases of at Least 100 in Population between 1930 and 1935

Group I Cities Gains in 100's (1)	Group II Towns over 5,000 (2)	Group III Towns less than 5,000 High Schools (3)	Group IV Towns less than 5000 No High Schools (4)
<u>BARNSTABEE COUNTY</u>			
		Chatham 1	Dennis 1
		Wellfleet 1	
		Barnstable 2	
		Orleans 2	
		Provincetn 2	
		Yarmouth 3	
		Bourne 4	
		Falmouth 17	
<u>Berkshire</u>			
North Adams 4	Adams 1	Lee 1	Florida 1
	G.Barrington 4	Sheffield 1	
		Stockbridgel	
		Williamstown 3	
<u>Bristol</u>			
Fall River 21	Mansfield 1	Norton 1	Freetown 1
	Somerset 2	Swansea 3	Rehoboth 1
	Dartmouth 6		Seekonk 2
<u>Dukes</u>			
		Edgartown 1	
		Tisbury 2	
		Oak Bluffs 3	
<u>Essex</u>			
Salem 1	Swampscott 1	Georgetown 1	Rowley 1
Beverly 7	N.Andover 2	Hamilton 1	Middleton 2
Lawrence 7	Saugus 3	Topsfield 1	Lynnfield 3
Peabody 7	Andover 4		
Haverhill 8	Ipswich 6		
	Danvers 9		
	Marblehead 15		
<u>Franklin</u>			
	Greenfield 4	Charlemont 1	Colrain 1
<u>Hampden</u>			
Westfield 4	Agawam 1	Monson 2	Hampden 1
			Wilbraham 2
			Longmeadow 6
<u>Hampshire</u>			
Northampton 1	S.Hadley 1	Huntington 1	
	Ware 3	Belchertown 7	
	Amherst 5		

Table 5. (Concluded)

I		II		III		IV	
<u>Middlesex</u>							
Woburn	2	Wakefield	1	Acton	1	Carlisle	1
Marlboro	2	Concord	2	Ashland	1	Shirley	1
Newton	8	Framingham	4	Groton	1	N. Reading	3
Melrose	10	Chelmsford	5	Westford	1	Burlington	4
Waltham	13	Natick	6	Townsend	2	Bedford	5
Medford	17	Winchester	6	Sudbury	4		
Cambridge	44	Billerica	7	Wayland	4		
		Stoneham	7	Wilmington	4		
		Tewksbury	9	Ayer	8		
		Watertown	9	Weston	5		
		Lexington	14				
		Arlington	24				
		Belmont	31				
<u>Nantucket</u>							
<u>Norfolk</u>							
		Walpole	1	Dover	1	Westwood	4
		Dedham	2	Medway	1	Norfolk	6
		Stoughton	2	Cohasset	3		
		Franklin	4	Millis	3		
		Foxboro	5	Sharon	3		
		Norwood	5	Wrentham	5		
		Canton	7				
		Weymouth	8				
		Needham	10				
		Randolph	10				
		Braintree	14				
		Milton	17				
		Wellesley	19				
		Brookline	28				
<u>Plymouth</u>							
		Bridgewater	1	Norwell	1	Carver	1
		Plymouth	1	Pembroke	1	Mattapoiset	1
		Middleboro	2	W. ridgewtr	1	Hanson	2
		Rockland	3	Marshfield	4	Marion	2
		Wareham	3	Duxbury	4	Hull	5
		Hingham	6	Scituate	7		
<u>Suffolk</u>							
Boston	365	Winthrop	1				
<u>Worcester</u>							
Gardner	10	Milford	2	Mendon	1	Boylston	4
Fitchburg	11	Shrewsbury	2	N. Brkfield	1	Sturbridge	1
		Spencer	2	Templeton	1	Roaylston	1
		Auburn	3	Upton	1	Dudley	4
		Winchendon	4	Charlton	2		
		Grafton	6	Sutton	2		
		Northbridge	8	Douglas	3		
		Webster	8	Oxford	3		
		Southbridge	15	Northboro	4	Lunenburg	6

APPENDIX V

Two Hundred Schools

Cooperative Study of Secondary School
Standards

TWO HUNDRED SCHOOLS

Cooperative Study of Secondary School Standards

New England

Connecticut

Plainville High School

Plainville, Conn.

* Suffield School

Suffield, Conn.

Hall High School

W. Hartford, Conn.

Maine

Bridgton High School

Bridgton, Maine

Ellsworth High School

Ellsworth, Maine

* Fryeburg Academy

Fryeburg, Maine

Norway High School

Norway, Maine

Massachusetts

* Cushing Academy

Ashburnham, Mass.

Brookline High School

Brookline, Mass.

o Hingham High School

Hingham, Mass.

o Learned High School

Holden, Mass.

* The Cambridge School, Inc.

Kendal Green, Mass.

o Millis Consolidated School

Millis, Mass.

o Plymouth High School

Plymouth, Mass.

o Sharon High School

Sharon, Mass.

o Williamstown High School

Williamstown, Mass.

New Hampshire

Peterborough High School

Peterborough, N.H.

Rhode Island

Westerly High School

Westerly, R.I.

Vermont

Bellows Falls High School

Bellows Falls, Vt.

Middle States

Delaware

Claymont Public High School

Claymont, Del.

District of Columbia

* The Sidwell Friends School

Washington, D.C.

Maryland

Douglass Senior-Junior H.S.

Baltimore, Md.

* Greenwood School, Inc.

Rixton, Md.

New Jersey

Public High School

Atlantic City, N.J.

Atlantic Highlands H.S.

Atlantic Highlands, N.J.

* St. Peter's College H.S.

Jersey City, N.J.

* Lawrenceville School

Lawrenceville, N.J.

Scotch Plains High School

Scotch Plains, N.J.

New York

Albany Senior High School

Albany, N.Y.

* Buffalo Seminary

Buffalo, N.Y.

Hudson High School

Hudson, N.Y.

Oneonta Senior High School

Oneonta, N.Y.

* Private

o Included in Mass. Study-1938

* Emma Willard School	Troy, N.Y.
Dewitt Clinton High School	New York City
Pennsylvania	
Beaver High School	Beaver, Pa.
Chester High School	Chester, Pa.
Germantown High School	Germantown, Pa.
Mount Joy High School	Mount Joy, Pa.
* St. Joseph's College H.S.	Philadelphia, Pa.
Port Allegheny Senior H.S.	Port Allegheny, Pa.
* Valley Forge Military Acad.	Wayne, Pa.
West Reading High School	West Reading, Pa.

North Central

Arizona

Buckeye Union High School	Buckeye, Ariz.
---------------------------	----------------

Arkansas

Ashdown High School	Ashdown, Ark.
Arkansas Senior High School	Texarkana, Arkansas

Colorado

Alamosa High School	Colorado Springs, Colo.
Greeley High School	Greeley, Colo.

Illinois

Reed Custer Township H.S.	Braidwood, Ill.
Casey Township High School	Casey, Ill.
Centralia Township H.S.	Centralia, Ill.
Champaign Senior High School	Champaign, Ill.
* Harvard School for Boys	Chicago, Ill.
* Morgan Park Military Acad.	Chicago, Ill.
Evanston Township High S.	Evanston, Ill.
Monticello Community H.S.	Monticello, Ill.
Pekin Community High School	Pekin, Ill.
Robinson Township H.S.	Robinson, Ill.
Salem High School	Salem, Ill.
Tuscalo Community High S.	Tuscola, Ill.

Indiana

* Park School	Indianapolis, Ind.
Monticello, Union Township H.S.	Monticello, Ind.
North Judson-Wayne Township H.S.	North Judson, Ind.
Plymouth High School	Plymouth, Ind.
Central Junior-Senior H.S.	South Bend, Ind.

Iowa

Adel Public High School	Adel Iowa
* St. Mary's High School	Cherokee, Iowa
North High School	Des Moines, Iowa
Keokuk Senior High School	Keokuk, Iowa
Senior High School	Marshalltown, Iowa
Tabor High School	Tabor, Iowa

Kansas

Caldwell High School	Caldwell, Kan.
* Ward High School	Kansas City, Kan.
Oxford Rural High School	Oxford, Kan.
Partridge Rural High School	Partridge, Kan.

* Private

	Plains Consolidated High School	Plains, Kan.
	Sodan High School	Sodan, Kan.
	Sun City Rural High School	Sun City, Kan.
Michigan		
	Birmingham High School	Birmingham, Mich.
	* Liggett School	Detroit, Mich.
	Northwestern High School	Detroit, Mich.
	E. Grand Rapids High School	E. Grand Rapids, Mich.
	High School Dist. No. 1, Leelanau	Northport, Mich.
	Potoskey High School	Potoskey, Mich.
	Portland High School	Portland, Mich.
	Perkley High School	Royal Oak, Mich.
Minnesota		
	Atkin High School	Aitkin, Minn.
	Chaska Public High School	Chaska, Minn.
	Lakefield Public High School	Lakefield, Minn.
	* Northrop Collegiate School	Minneapolis, Minn.
	Sauk Center Public School	Sauk Center, Minn.
Missouri		
	Hemper Military School	Boonville, Mo.
	Central High School	Kansas City, Mo.
	Lexington Junior-Senior H. S.	Lexington, Mo.
	Liberty High School	Liberty, Mo.
	Mound City High School	Mound City, Mo.
Nebraska		
	Alliance High School	Alliance, Neb.
	Greenwood High School	Greenwood, Neb.
	Hastings Public High School	Hastings, Neb.
	Kimball County High School	Kimball, Neb.
	Stromsburg High School	Stromsburg, Neb.
New Mexico		
	Dawson High School	Dawson, N.M.
North Dakota		
	Cooperstown High School	Cooperstown, N.D.
	Wahpeton High School	Wahpeton, N.D.
Ohio		
	Akron East High School	Akron, Ohio
	Bluffton-Richmond High School	Bluffton, Ohio
	Margaretta High School	Castalia, Ohio
	Collinwood High School	Cleveland, Ohio
	Glendale High School	Glendale, Ohio
	Hillsboro High School	Hillsboro, Ohio
	* Western Reserve Academy	Hudson, Ohio
	Mount Vernon High School	Mt. Vernon, Ohio
	North Baltimore H.S.	N. Baltimore, Ohio
	Rutland High School	Rutland, Ohio
Oklahoma		
	Blackwell City High School	Blackwell, Okla.
	Durant High School	Durant, Okla.
	Haskell City High School	Haskell, Okla.
	Perry Junior-Senior H.S.	Perry Okla.
	Wynnewood High School	Wynnewood, Okla.

* Private

South Dakota

Canton High School Canton, S.D.
 Rapid City Junior-Senior H.S. Rapid City, S.D.
 * St. Mary's High School Springfield, S.D.

West Virginia

Bridgeport High School Bridgeport, W. Va.
 Elkins High School Elkins, W.Va.
 Nicholas High School Summersville, W.Va.

Wisconsin

Columbus High School Columbus, Wis.
 Washington High School Milwaukee, Wis.
 * Champion Jesuity High School Prairie du Chien, Wis.
 Waukesha High School Waukesha, Wis.
 Williams Bay High School Williams Bay, Wis.

Wyoming

Green River High School Green River, Wyo.

Southern

Alabama

Anniston High School Anniston, Ala.
 Sheffield High School Sheffield, Ala.

Florida

Charlotte High School Punta Gorda, Florida
 * St. Leo Preparatory School St. Leo, Florida
 Plant High School Tampa, Florida

Georgia

Technological High School Atlanta, Ga.
 Boston Consolidated School Boston, Ga.
 * Darlington School Rome, Ga.
 Senior High School Waycross, Ga.

Kentucky

* Carr Creek High School Carr Creek, Ky.
 Flat Gap High School Flat Gap, Ky.
 Memorial Consolidated School Hardyville, Ky.
 Louisville Girls H.S. Louisville, Ky.
 Highlands High School Fort Thomas, Ky.

Louisiana

Amite High School Amite, La.
 Boyce High School Boyce, La.
 Haynesville High School Haynesville, La.
 Jonesboro High School Jonesboro, La.

Mississippi

Columbia High School Columbia, Miss.
 Leland Consolidated High School Leland, Miss.
 Meridian Senior H.S. Meridian, Miss.

North Carolina

* Acad. St. Genevieve of the Pines Asheville, N.C.
 Hillside Park High School Durham, N.C.
 Curry of Womans College Greensboro, N.C.
 Charles L. Coon High S. Wilson, N.C.

* Private

South Carolina	
Columbia High School	Columbia, S.C.
Greenwood High School	Greenwood, S.C.
Tennessee	
* The McCallie School	Chatanooga, Tenn.
* Graysville Academy	Graysville, Tenn.
Central High School	Jacksboro, Tenn.
Central High School	Nashville, Tenn.
Texas	
Bowie High School	Bowie, Texas
Austin High School	Bryan, Texas
Crockett Colored H.S.	Crockett, Texas
Hutto Public High School	Hutto, Texas
Junction High School	Junction, Texas
McCamey High School	McCamey, Texas
Mt. Pleasant High School	Mt. Pleasant, Texas
Waco High School	Waco, Texas
Virginia	
Amelia High School	Amelia, Va.
Marshall High School	Richmond, Va.
* Staunton Military Acad.	Staunton, Va.
Wilson High School	Waynesboro, Va.
Northwest	
Idaho	
Caldwell High School	Caldwell, Ida.
Genesee Public High S.	Genesee, Ida.
Montana	
Polson High School	Polson, Mont.
Stevensville High S.	Stevensville, Mont.
Whitefish High School	Whitefish, Mont.
Whitehall High School	Whitehall, Mont.
Nevada	
Carson City High School	Carson City, Nev.
Oregon	
Mill City High School	Mill City, Ore.
McLaughlin Union H.S.	Milton, Ore.
Lincoln High School	Portland, Ore.
Sheridan High School	Sheridan, Ore.
Utah	
Tooele, High School	Tooele, Utah
Washington	
Long High School	Longview, Wasg.
North Bend High School	North Bend, Wash.
Olympia High School	Olympia, Wash.
Pullman High School	Pullman, Wash.
Renton Senior H.S.	Renton, Wash.
Western	
California	
Carpinteria Union H.S.	Carpinteria, Cal.
Coalinga Union High S.	Coalinga, Cal.
Escondido Union H.S.	Escondido, Cal.

* Private

Grass Valley High School Grass Valley, Cal.
Monrovia-Arcadia-Duarte H.S. Monrovia, Cal.
Portola Junior-Senior H.S. Portola, Cal.
Sacramento Senior H.S. Sacramento, Cal.
* St. Ignatius High School San Francisco, Cal.

* Private

APPENDIX VI

G Form- Guidance Service- 1938 Edition

Cooperative Study of Secondary School
Standards, 744 Jackson Place, Washington.

Supplementary Instructions

Simplifying the References Covered in
Form G, Guidance Survey

GUIDANCE SERVICE

1938 Edition

OUTLINE OF CONTENTS

- I. Articulation Between Schools
- II. Basic Information Regarding the Pupil
- III. Operation of the Guidance Program
- IV. Post-School Relationships
- V. Results of Guidance
- VI. The Guidance Staff
- VII. Supplementary Data
- VIII. General Summary of the Guidance Service
- IX. General Evaluation of the Guidance Service

NAME OF SCHOOL..... DATE. *March 21, 1939*.....

Checklists checked by:

Evaluations made by:

Computations made by:

.....

.....

.....

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

744 JACKSON PLACE, WASHINGTON, D. C.

Copyright, 1938, by Cooperative Study of Secondary School Standards

17131 (10-3)

SUMMARY FORM

Section	Title of measure	Pages	Computation of primary school scores				Computation of summary school scores				
			Evaluations	Total	Divisor	Score	Per-centile	Weights	Weighted Percentile		
							Alpha	Beta	Gamma		
I	Articulation	56-57	A-z A-1-y A-2-y A-3-z B-y A-y E-z G-2-z A-z #	→ → → → → → → → → → →	3		8	—	—		
II	Guidance information	57-60	A-3-y A-2-z A-5-z C-z C-z G-1-z G-2-y C-y B-z #	→ → → → → → → → → → →	14		20	45	80		
III	Guidance program	60-63	A-z A-1-z A-4-y B-z A-z F-z G-3-z A-z #	→ → → → → → → → → →	13		40	40	—		
IV	Post-school relationships	64-65	A-z B-y #	→ → →	6		12	—	—		
V	Results	65	#	→	3						
A	Pupils per counsellor	65		→			2	—	—		
1, 2, 3	Guidance staff—preparation and qualifications	66	1-z 2-y 3-z	→ → →	5						
B	4	67		→			15	15	20		
VI	Guidance staff—preparation and qualifications	67	#	→	1						
C	1	67		→			3	—	—		
2	Guidance staff—improvement in service	67		→							
IX	General evaluation	68	#	→	2						
Totals:							100	100	100	100	
Summary score (Divide by 100)											
Equivalent percentile (From percentile conversion table)											

**PERCENTILE
CONVERSION TABLE**
(For Summary Scores only)

Weighted Score	Percentile		
	Alpha	Beta	Gamma
100	100	100	100
99	100	100	100
98	100	100	100
97	100	99	99
96	99	99	98
95	99	98	97
94	99	98	97
93	98	97	96
92	98	96	95
91	98	95	95
90	97	94	94
89	96	94	92
88	95	93	91
87	93	92	91
86	93	91	90
85	92	89	89
84	91	88	88
83	90	87	87
82	90	87	86
81	87	86	86
80	86	85	83
79	84	84	83
78	84	82	82
77	84	81	81
76	83	80	81
75	82	79	80
74	80	78	79
73	80	76	78
72	79	76	77
71	78	75	75
70	77	75	74
69	76	73	72
68	75	72	71
67	73	72	69
66	72	71	67
65	71	71	66
64	70	69	65
63	68	67	64
62	67	65	63
61	65	63	62
60	63	63	60
59	62	61	60
58	61	60	59
57	60	59	58
56	60	58	58
55	59	56	57
54	58	55	57
53	56	53	56
52	55	52	56
51	53	52	54
50	50	50	52
49	49	50	51
48	48	49	49
47	47	48	47
46	45	47	46
45	44	47	45
44	44	45	45
43	43	44	44
42	42	43	43
41	40	43	41
40	39	41	40
39	39	40	39
38	38	39	38
37	36	38	37
36	35	36	36
35	33	35	35
34	31	35	34
33	30	34	32
32	28	32	31
31	27	30	31
30	25	29	29
29	24	28	27
28	23	27	26
27	22	26	25
26	22	24	23
25	20	22	23
24	19	20	22
23	18	19	22
22	17	16	21
21	16	15	20
20	15	15	19
19	13	13	17
18	12	12	16
17	12	11	14
16	10	11	13
15	8	10	12
14	6	9	11
13	6	7	11
12	6	6	11
11	6	6	10
10	5	6	9
9	4	5	8
8	3	4	7
7	3	3	6
6	3	3	5
5	2	2	4
4	2	2	2
3	1	1	1
2	1	0	1
1	0	0	1
0	0	0	0

Instructions

GENERAL

In checking and evaluating the various features included in this section the underlying philosophy and expressed purposes and objectives of the school and the nature of the pupil population and community which it serves (as outlined in Sections B and C) should be kept constantly in mind. Evaluations are to be made in the light of these factors.

The two-fold nature of the work—evaluation and stimulation to improvement—should also be kept constantly in mind. Careful, discriminating judgment is essential if these purposes are to be satisfactorily served. While the attainment of a high score may be desirable, it is of secondary importance. It should not be permitted to interfere with accurate evaluation; otherwise, real improvement cannot be undertaken and attained. Care and discrimination, therefore, in the use of check marks and of evaluations are supremely important.

CHECKLISTS

The checklists consist of provisions, conditions or traits found in good secondary schools. Not all of them are necessary, or even desirable, in every good school. Nor do these lists contain all that is desirable in a good school. A school may therefore lack some of the items listed but have other compensating features.

The use of the checklists requires four symbols. (1) If the provision or provisions called for in a given item of the checklist are definitely made or if the conditions indicated are present to a very satisfactory degree, mark the item, in the parenthesis preceding it, with a plus sign (+); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with a minus sign (-); (3) if the provisions or conditions are needed but are not made, or are very poorly made, or are not present to any significant degree, mark the item with a zero (0); (4) if it is unnecessary or unwise for the school to have or to supply what specific items call for, mark such items with the symbol (N). In brief, mark items:

- + condition or provision is present or made to a very satisfactory degree
- condition or provision is present to some extent or only fairly well made
- 0 condition or provision is not present or is not satisfactory
- N condition or provision does not apply

Space is provided at the end of each CHECKLIST for writing in additional items.

EVALUATIONS

Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the checklist as marked in accordance with the above instructions, and of all other available evidence, using a five point rating scale, as follows: (Note: The figures are to be regarded merely as convenient symbols, not mathematical quantities.)

- 5.—*Highly satisfactory or practically perfect*; the provisions or conditions are present and functioning almost perfectly
- 4.—*Very good*; distinctly above average; the provisions or conditions are present and functioning very well
- 3.—*Average*; the provisions or conditions are present and functioning fairly well
- 2.—*Poor*; distinctly below average; the provisions or conditions are present in an inadequate amount or, if present, are functioning poorly
- 1.—*Very poor*; the provisions or conditions, although needed, are very poorly met or not present at all
- N.—Does not apply.

Under *Comments* make notations of compensating features or particular shortcomings, explanations, justifications of evaluations, or other pertinent matters.

The purpose and application of items and sections vary in specific situations and therefore some flexibility in the interpretation and application of the scale will be necessary. Schools, however, should always be able to substantiate evaluations with evidence. Those making the evaluations should be constantly on guard against the common tendency to choose the higher of two possible evaluations when in doubt. Unless a superior evaluation is definitely indicated and justified by the available evidence, one of average or below average should be made.

COMPUTATION

For instructions for the computation of school scores on this section, see *How to Evaluate a Secondary School*, Chapter IX, especially pages 79-81.

Statement of Guiding Principles

The rapid growth of secondary school enrollment, the change in the character of the school population, the apparent breaking down of some of the social agencies dealing with youth, the rapid changes in the business and industrial world resulting in longer school attendance, and the attendant expansion of our educational offerings have all emphasized the need for the guidance of young people who must make their way in this complex civilization.

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counselling and guidance; and through definite provisions for articulating the work of the school with whatever activity the pupil engages in after he leaves it.

While counselling is a technical part of the guidance program and requires special training, every staff member should realize that he has some responsibility for guidance and that he can do much to meet some pupil needs. Although every teacher and administrative officer should be encouraged to prepare himself for guidance work, the services of competent counsellors should also be available. As an aid in the guidance task, measurements and tests of various types, standardized or locally devised, should always be available, but should be used with full knowledge of their values and limitations.

I. Articulation between Schools

A. GENERAL PROCEDURES

CHECKLIST

To assure proper understanding and articulation between the secondary school and other schools regularly promoting pupils to it, the administrative and supervisory staffs of the schools concerned follow such procedures as the following:

- | | |
|---|--|
| (-) 1. Study carefully the aims and functions of both schools | (-) 4. Make proper adjustments for exceptional pupils passing from one school to the other |
| (-) 2. Study carefully the program and facilities of both schools | (-) 5. Understand the factors that shall be considered and shall determine promotion from one school to the other |
| (-) 3. Seek to organize their programs so that the pupil's work may be as continuous and progressive as possible as he passes from one school to the other | () 6. |
| | () 7. |

EVALUATION

- (3) z. *How effectively are such procedures as the above followed?*

Comments:

B. INFORMATION ABOUT THE SECONDARY SCHOOL

CHECKLIST

The receiving school provides the sending school with information regarding the following:

- | | |
|--|---|
| () 1. Its purposes and objectives | () 5. Its plant and equipment |
| (- +) 2. Its curricular offerings and aims | () 6. Its staff—personnel and organization |
| () 3. The pupil activity program and its aims | () 7. |
| () 4. The guidance program and its functions | () 8. |

EVALUATION

- (5) z. *How well—qualitatively and quantitatively—does the school provide such information as the above?*

Comments:

C. INFORMATION REGARDING THE SUCCESS OF PUPILS (N)

CHECKLIST

The receiving school provides the sending school with the following information:

- | | |
|--|---|
| <input type="checkbox"/> 1. Scholastic progress of the sending school's former pupils | <input type="checkbox"/> b. Outstanding achievements of these pupils |
| <input type="checkbox"/> 2. Other significant information concerning former pupils' progress, such as: | <input type="checkbox"/> c. Serious difficulties of these pupils |
| <input type="checkbox"/> a. Social and personal adjustment of these pupils | <input type="checkbox"/> d. General problems requiring better understanding or articulation |
| | <input type="checkbox"/> e. |
| | <input type="checkbox"/> f. |

EVALUATION

- z. *How well—qualitatively and quantitatively—does the school provide such information as the above?*

Comments:

II. Basic Information Regarding the Pupil

A. PERMANENT CUMULATIVE RECORD

1. Information Regarding Each Pupil's Home and Family

CHECKLIST

The permanent cumulative record includes such information as the following:

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1. Full name of each parent (or guardian) | <input type="checkbox"/> 9. Marked talents or accomplishments of family members or near relatives |
| <input checked="" type="checkbox"/> 2. Their address and telephone number | <input type="checkbox"/> 10. Health status of family members |
| <input type="checkbox"/> 3. Occupations of each parent and regularity of employment | <input type="checkbox"/> 11. Economic status of family; home ownership |
| <input checked="" type="checkbox"/> 4. Race, nationality and birthplace of parents | <input type="checkbox"/> 12. Attitude of the home toward school and toward attendance of pupil at school |
| <input type="checkbox"/> 5. Citizenship status of parents; how long residents of this country | <input checked="" type="checkbox"/> 13. Facilities for home study—library, magazines, conveniences for study |
| <input type="checkbox"/> 6. Educational and cultural status of parents | <input type="checkbox"/> 14. Plans of the parents for the pupil's future |
| <input checked="" type="checkbox"/> 7. Parental status—living or dead; living together or divorced | <input type="checkbox"/> 15. |
| <input type="checkbox"/> 8. Ages of brothers and sisters of the pupil | <input type="checkbox"/> 16. |

★★¹ EVALUATIONS

- y. *How well—qualitatively and quantitatively—is such information as the above provided?*
- z. *How extensively and effectively is it used for pupil guidance?*

Comments:

2. A Correct Report of the Pupil's Record

CHECKLIST

The permanent cumulative record includes such information as the following:

- | | |
|---|---|
| <input checked="" type="checkbox"/> 1. Name, sex; date and place of birth | <input checked="" type="checkbox"/> 7. Marked interests and abilities |
| <input checked="" type="checkbox"/> 2. Name and location of school or schools attended | <input checked="" type="checkbox"/> 8. Names, dates, and scores on standard psychological tests taken |
| <input checked="" type="checkbox"/> 3. Academic record for each year, with special note of particularly good or poor work | <input type="checkbox"/> 9. Names, dates and scores on standard achievement tests taken in the past two years |
| <input checked="" type="checkbox"/> 4. Health record; serious or protracted illnesses | <input type="checkbox"/> 10. Personality trait ratings by several teachers |
| <input checked="" type="checkbox"/> 5. Attendance and tardiness record; reasons for excessive absence or tardiness | <input type="checkbox"/> 11. |
| <input checked="" type="checkbox"/> 6. Conduct or citizenship record; explanation of unusual behavior | <input type="checkbox"/> 12. |

★★ EVALUATIONS

- y. *How well—qualitatively and quantitatively—is such information as the above provided?*
- z. *How extensively and effectively is it used for pupil guidance?*

Comments:

¹ For meaning of symbols, see *How to Evaluate a Secondary School*, p. 44.

3. A Correct Record of the Pupil's Physical and Health Status

CHECKLIST

The permanent cumulative record includes information relative to the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Height and weight | <input checked="" type="checkbox"/> 9. Skin and scalp |
| <input checked="" type="checkbox"/> 2. Vision | <input checked="" type="checkbox"/> 10. Physical abnormalities and deformities, under-nourishment, etc. |
| <input checked="" type="checkbox"/> 3. Hearing | <input type="checkbox"/> 11. Physiological maturation |
| <input checked="" type="checkbox"/> 4. Teeth and gums | <input checked="" type="checkbox"/> 12. Immunizations |
| <input checked="" type="checkbox"/> 5. Speech defects | <input type="checkbox"/> 13. |
| <input type="checkbox"/> 6. Posture and feet | <input type="checkbox"/> 14. |
| <input checked="" type="checkbox"/> 7. Tonsils, adenoids, etc. | |
| <input type="checkbox"/> 8. Vital organs | |

★★ EVALUATIONS

- y. How well—qualitatively and quantitatively—is such information as the above provided?
 z. How extensively and effectively is it used for pupil guidance?

Comments:

4. A Correct Record of the Pupil's Psychological and Other Traits

CHECKLIST

The permanent cumulative record includes such information as the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. General intelligence | <input type="checkbox"/> 5. Characterizing attitudes, ideals and prejudices |
| <input checked="" type="checkbox"/> 2. Special aptitudes (by tests or otherwise) | <input type="checkbox"/> 6. Social interests and development |
| <input checked="" type="checkbox"/> 3. Achievement (by standard tests and past school record) | <input checked="" type="checkbox"/> 7. Educational and vocational intentions |
| <input checked="" type="checkbox"/> 4. Special interests (by means of tests or otherwise) | <input type="checkbox"/> 8. |
| | <input type="checkbox"/> 9. |

★★ EVALUATIONS

- y. How well—qualitatively and quantitatively—is such information as the above provided?
 z. How extensively and effectively is it used for pupil guidance?

Comments:

5. Reports of Progress

CHECKLIST

The following information is added to the permanent cumulative record as the pupil progresses through the school:

- | | |
|--|--|
| <input checked="" type="checkbox"/> 1. Complete academic record including courses, year taken, marks and credits received, courses failed | <input type="checkbox"/> 5. Membership in out-of-school clubs, groups or cliques; environment of these organizations |
| <input type="checkbox"/> 2. Names, dates and comparative scores on all standard tests, inventories, scales, etc., that have been given | <input type="checkbox"/> 6. Religious interests and activities |
| <input checked="" type="checkbox"/> 3. Attendance and tardiness record, causes being noted in serious cases | <input type="checkbox"/> 7. Employment during out-of-school hours—home chores with or without pay; other employment, nature, amount of time required, remuneration, use of money, etc. |
| <input checked="" type="checkbox"/> 4. Conduct record—nature of any serious offences, contributory causes or circumstances, disposition of each case, progress | <input type="checkbox"/> 8. Use of leisure time—amount of time given to play, reading, hobbies, and movies and nature of each |

- | | |
|---|--|
| <ul style="list-style-type: none"> () 9. Periodic ratings by teachers on personality traits () 10. Degree of socialization; difficulties or problems in socialization; anti- or non-social habits; progress () 11. At successive stages of development, intention and reasons for wanting or not wanting to complete the secondary school and for wishing or not wishing to enter college, including type of college () 12. Vocational preferences at successive stages of development and reasons therefor () 13. Evidences of vocational aptitudes—interest and skill in performance () 14. Participation in pupil activity program | <ul style="list-style-type: none"> () 15. Special talents or interests—musical, artistic, athletic, inventive, literary, dramatic, scientific, etc. () 16. Special achievements in school and out of school; honors received (+) 17. Findings of comprehensive periodic physical examinations () 18. A careful study of each problem pupil and a careful record of interviews and incidents that promise information of value and adjustment and correction () 19. Attitude toward the school and school activities () 20. () 21. |
|---|--|

★★ EVALUATIONS

- (4) y. *How well—qualitatively and quantitatively—is such information as the above provided?*
 (N) z. *How extensively and effectively is it used for pupil guidance?*

Comments:

B. OTHER MATTERS OF RECORD AND NECESSARY OR DESIRABLE FORMS

CHECKLIST

Such records as the following are provided:

- | | |
|---|--|
| <ul style="list-style-type: none"> (+) 1. Entry, registration, assignment; withdrawal and transfer of all pupils (+) 2. A complete school membership roll (+) 3. The school census record against which school membership and attendance is regularly checked () 4. Records of all pupils of secondary school age in the school district not in school and not required to attend, with reasons for non-attendance of each () 5. Record of the places, hours and kind of employment of pupils employed part time, the social and sanitary conditions of their labor, contractual conditions, name of employer, promotions, if any, and date and reasons for leaving the employment () 6. A record of graduates, noting employment, further education, unusual happenings, and general progress | <ul style="list-style-type: none"> (+) 7. A periodic progress report during the year which is not simply a grade card but an effort to keep pupil and parent informed regarding progress and difficulties (+) 8. An annual summation card, for the pupil and his parents, on which is indicated the work or courses completed, conditioned, or failed during the year; means of removing conditions or failures; pupil activity work; special achievements, etc. (+) 9. Special reports to parents whenever such a report may be helpful in the pupil's development (+) 10. Records of a temporary nature—for example, excuse for tardiness or absence, readmission to classes, permit to work in some place other than that scheduled () 11. () 12. |
|---|--|

★★ EVALUATIONS

- (5) y. *How well—qualitatively and quantitatively—is such information as the above provided?*
 (N) z. *How extensively and effectively is it used for pupil guidance?*

Comments:

C. NATURE AND USE OF RECORDS AND REPORTS

CHECKLIST

- | | |
|--|---|
| <p>(+) 1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons</p> <p>(+) 2. All pupil and school records of permanent value are kept in a fireproof safe or vault; whenever removed such records are carefully guarded against loss in any way</p> <p>(+) 3. All entry, assignment, withdrawal and transfer records, the original or duplicate, are carefully checked for accomplishment of function indicated</p> <p>(-) 4. The daily schedule card of each pupil is on file in the office and a copy thereof wherever else it is needed</p> <p>(+) 5. Provision is made for duplicates of parts of the pupil's permanent cumulative record or of other records for use by staff members having general need for them. Such records are as carefully used as the originals and are accessible to no other persons</p> | <p>() 6. The pupil accounting system distinguishes between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record</p> <p>() 7. The pupil accounting system is so organized that data are cumulatively entered in sequential order; relationships and progress can be easily traced</p> <p>() 8. Forms for collecting and recording data are so organized that each supplements the others and each is a vital part of the whole system</p> <p>() 9. Forms are compact, data are easily and accurately recorded, checked, and filed for later use</p> <p>() 10. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential)</p> <p>() 11. Graphs are used extensively to indicate relative progress</p> <p>() 12.</p> <p>() 13.</p> |
|--|---|

★★ EVALUATIONS

- (+) y. *How well are such facilities or conditions as the above provided?*
- (N) z. *How extensively and effectively are they used for pupil guidance?*

Comments:

III. Operation of the Guidance Program (N) Completely

A. GENERAL ORGANIZATION

CHECKLIST

- | | |
|---|---|
| <p>() 1. All staff members regard guidance as a cooperative undertaking and responsibility, requiring both knowledge and skill</p> <p>() 2. The guidance activities are directed and coordinated by a director of guidance or a trained counsellor</p> <p>() 3. Certain staff members or counsellors are assigned to specific responsibilities requiring special ability, interest, and training</p> <p>() 4. All teachers and other staff members in charge of pupils are assigned some responsibilities in the guidance program</p> <p>() 5. Care is exercised by all who are concerned with the guidance program to recognize their limitations and to refer cases too difficult for them to those more skilled or better trained</p> | <p>() 6. Counsellors are freed from other obligations in proportion to the time and energy required for counselling</p> <p>() 7. Pertinent or valuable facts revealed during counselling, except those given in confidence, are filed with the pupil's permanent cumulative record</p> <p>() 8. Counselling is conducted as a continuous function extending throughout the secondary school and into the educational, social, and vocational life after school</p> <p>() 9. The counselling program is coordinated with similar programs or agencies in the elementary school, the college or trade school, and in industry</p> |
|---|---|

- () 10. The counselling program is informational and advisory in nature; final decisions are more and more to be made by the pupil, the goal being development of a self-reliant yet cooperative personality
- () 11. Individuals and organizations in the community are consulted and used to promote the school's guidance program
- () 12. Counsellors, homeroom teachers, and others responsible for counselling are continuing their preparation for this work.
- () 13. The guidance program is characterized by research attitudes and activities on the part of the counselling staff
- () 14. Causes of misconduct are sought as the first step in improvement
- () 15. Methods of counselling and their results are constantly studied
- () 16. Counselling stimulates; it emphasizes confidence, self-discovery, and self-direction by the pupil
- () 17. Cooperation of the home is sought
- () 18.
- () 19.

★ EVALUATIONS

- () y. *How well is the guidance program organized?*
- () z. *How extensive is teacher participation in pupil guidance?*

Comments:

B. SCHOOL ORGANIZATION AND PROGRAM

CHECKLIST

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:

- () 1. The general aim and purpose of the school
- () 2. The general traditions and code of conduct of the school
- () 3. The purposes and objectives of various courses and curricula
- () 4. The sequence and relationships of specific courses
- (+) 5. The library and how to use it
- (+) 6. The school staff, its personnel and organization; responsibilities of various officials
- (+) 7. The school plant and the location of the pupil's various activities
- () 8. The school's time schedule, signals, traffic regulations, etc.
- () 9.
- () 10.

★ EVALUATION

- (±) z. *How well are such matters as the above provided for in the guidance program?*

Comments:

C. REGISTRATION AND PUPIL LOAD

CHECKLIST

Provision is made for informing the pupil regarding matters which may require guidance such as the following:

- (+) 1. The program of registration—sequence or order, filling out cards, etc.
- (+) 2. Making the program of studies for the semester, year and following years
- (+) 3. Determination of a proper pupil load
- (+) 4. Making out the pupil's daily schedule or program
- () 5. The pupil activity program and the part the pupil should play therein
- () 6.
- () 7.

★ EVALUATION

- (5) z. *How well are such matters as the above provided for in the guidance program?*

Comments:

D. PROBLEMS OF THE FUTURE (N) Completely

CHECKLIST

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:

- | | |
|--|---|
| <input type="checkbox"/> 1. Getting acquainted with a variety of occupations, or vocations, their trends, their desirable and undesirable elements, their requirements, and their potentialities | <input type="checkbox"/> 4. Getting information regarding curricula, costs, entrance requirements, etc., from colleges or other schools and selecting the one that gives most promise of meeting his future needs |
| <input type="checkbox"/> 2. Selecting a vocation in the light of its requirements and its relation to himself, his abilities, interests, and limitations | <input type="checkbox"/> 5. Determining how long pupils should continue in school or college |
| <input type="checkbox"/> 3. Selecting and developing desirable avocational and leisure interests and habits | <input type="checkbox"/> 6. Securing a position and keeping it |
| | <input type="checkbox"/> 7. |
| | <input type="checkbox"/> 8. |

★ EVALUATION

- z. How well are such matters as the above provided for in the guidance program?

Comments:

E. SOCIAL AND CIVIC RELATIONSHIPS (N) Completely

CHECKLIST

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:

- | | |
|--|---|
| <input type="checkbox"/> 1. Selecting and cultivating desirable friends and friendships | <input type="checkbox"/> 5. Developing leadership qualities; compensations and responsibilities of leadership |
| <input type="checkbox"/> 2. Knowing and practicing proper social usage | <input type="checkbox"/> 6. Developing followership qualities; need and dignity of intelligent followership |
| <input type="checkbox"/> 3. Knowing and practicing the proper relations and conduct with the opposite sex | <input type="checkbox"/> 7. Developing the ability to cooperate agreeably and effectively |
| <input type="checkbox"/> 4. Understanding the privileges and responsibilities of being a good neighbor and citizen in the school and community | <input type="checkbox"/> 8. |
| | <input type="checkbox"/> 9. |

★ EVALUATION

- z. How well are such matters as the above provided for in the guidance program?

Comments:

F. PERSONAL PROBLEMS

CHECKLIST

Provision is made for informing the pupil regarding matters which may require guidance, such as the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1. Mastering study techniques; learning how to take notes, make abstracts, make book reports, etc. | <input type="checkbox"/> 4. Analyzing his own deficiencies and limitations and seeking their cause and correction |
| <input type="checkbox"/> (-) 2. Learning to keep an open mind regarding important life matters and choices and yet to make a decision when necessary | <input type="checkbox"/> 5. Analyzing and understanding his prejudices and learning to modify and control them |
| <input type="checkbox"/> 3. Analyzing his own interests, aptitudes and ideals, determining their worth, and seeking their improvement | <input type="checkbox"/> 6. |
| | <input type="checkbox"/> 7. |

★ EVALUATION

- z. How well are such matters as the above provided for in the guidance program?

Comments:

G. ADDITIONAL MEANS AND MATERIALS USED IN GUIDANCE

1. Provisions in the School's Program

CHECKLIST

Provisions for guidance such as the following are found in the school's program:

- | | | | |
|-------------------------------------|---|-------------------------------------|--|
| <input type="checkbox"/> | 1. Exploratory courses in various fields | <input type="checkbox"/> | 7. Informational talks having guidance value |
| <input type="checkbox"/> | 2. Classes for the study of occupations and professions | <input checked="" type="checkbox"/> | 8. Case studies of the individual pupil for specific reasons |
| <input checked="" type="checkbox"/> | 3. Library materials on occupations and guidance—books, pamphlets, articles and bulletins | <input type="checkbox"/> | 9. Adjustment of the curriculum or program for the pupil who has failed, is working part time, has physical handicaps, has unusual home conditions, etc. |
| <input type="checkbox"/> | 4. Visual materials on occupations and guidance—exhibits, posters, pictures, slides, and films | <input type="checkbox"/> | 10. Provision for the pupil of exceptional ability |
| <input type="checkbox"/> | 5. Diagnostic, aptitude and prognostic tests given near the time of admission and periodically thereafter | <input type="checkbox"/> | 11. Interviews with pupils |
| <input type="checkbox"/> | 6. Periodic personality ratings of the pupil by his teachers | <input type="checkbox"/> | 12. |
| | | <input type="checkbox"/> | 13. |

★ EVALUATIONS

- y. How well does the school make such provisions as the above?
 z. How effectively are they used for pupil guidance?

Comments:

2. Pupil Activity Program

CHECKLIST

Provision is made for guidance in the following aspects of the pupil activity program:

- | | | | |
|-------------------------------------|------------------------|--------------------------|---|
| <input checked="" type="checkbox"/> | 1. Home room programs | <input type="checkbox"/> | 5. Pupil participation in school government |
| <input type="checkbox"/> | 2. Clubs | <input type="checkbox"/> | 6. Management of finances of pupil activities |
| <input type="checkbox"/> | 3. School assembly | <input type="checkbox"/> | 7. |
| <input type="checkbox"/> | 4. School publications | <input type="checkbox"/> | 8. |

★ EVALUATIONS

- y. How well are the above facilities provided?
 z. How effectively are the above facilities used for pupil guidance?

Comments:

3. Extra-school Means and Materials

CHECKLIST

Means such as the following are used for guidance:

- | | | | |
|-------------------------------------|---|--------------------------|---|
| <input checked="" type="checkbox"/> | 1. Interviews with parents, other family members, and interested friends of the pupil | <input type="checkbox"/> | 6. Placement of the pupil in employment, part time or full time |
| <input type="checkbox"/> | 2. Visits to the pupil's home | <input type="checkbox"/> | 7. Follow-up work—interviewing the pupil and employers after employment |
| <input checked="" type="checkbox"/> | 3. Periodic pupil progress reports to the home | <input type="checkbox"/> | 8. Organized and directed visitation of factories, places of business, etc. |
| <input checked="" type="checkbox"/> | 4. Interviews with the pupil's teachers and classmates | <input type="checkbox"/> | 9. |
| <input type="checkbox"/> | 5. Part time employment—after school, Saturdays, vacations | <input type="checkbox"/> | 10. |

★ EVALUATIONS

- y. How well are such facilities as the above provided?
 z. How effectively are they used for pupil guidance?

Comments:

IV. Post-School Relationships

A. SELECTION OF THE POST-SECONDARY SCHOOL (N) Completely

CHECKLIST

- | | |
|---|--|
| <p><input type="checkbox"/> 1. Current catalogues of all schools, colleges, and universities in which any pupil is interested are on file or are made available</p> <p><input type="checkbox"/> 2. The pupil is guided in the proper understanding of the catalogs</p> <p><input type="checkbox"/> 3. The standing of any particular institution or any of its units in which a pupil is interested is ascertained</p> <p><input type="checkbox"/> 4. Interviews are arranged between pupils and graduates or other representatives of colleges for better understanding of the college life, traditions, organizations, activities, faculty, etc.</p> <p><input type="checkbox"/> 5. If possible, a carefully and cooperatively planned visit to one or more schools, colleges or universities is made</p> <p><input type="checkbox"/> 6. The pupil is guided in the comparison and evaluation of various institutions and in making a selection on the basis of fundamental values and of his own life plans, without being unduly influenced by athletics, fraternities, and other secondary matters</p> <p><input type="checkbox"/> 7. The pupil is guided to select such activities and courses, sequences of courses, and combinations of courses as will best prepare him for the college program which will be in line with his needs</p> <p><input type="checkbox"/> 8. Pupils of outstanding ability but with no intention of going to college are encouraged to continue their post-secondary education, the parents being also consulted</p> <p><input type="checkbox"/> 9. Effort is made to help pupils of outstanding ability who lack financial means to find ways of earning part or all of their expenses and to help them secure scholarships, or loans, if needed</p> | <p><input type="checkbox"/> 10. Pupils apparently lacking the ability or other qualifications required for successful college work or for their preferred vocations are counselled to make plans more in accord with their abilities, the parents also being consulted</p> <p><input type="checkbox"/> 11. The college is provided with such information regarding the pupil as will enable it to understand, counsel and assist him properly in selecting his college program</p> <p><input type="checkbox"/> 12. The school keeps itself informed regarding the graduates who have gone to college and the progress they are making; its counsel continues to be available to such students as far as possible</p> <p><input type="checkbox"/> 13. The counselling staff is in an understanding relationship with the admissions officers of the colleges to which its graduates commonly go</p> <p><input type="checkbox"/> 14. Steps of a nature similar to those indicated above are taken in the selection of some other type of school—business college, nurses training school, trade school, evening school, etc.—in case such a school will best promote the pupil's program</p> <p><input type="checkbox"/> 15. The pupil is helped to understand the possible dangers involved in selecting a school conducted for commercial purposes—misleading advertising, over-ambitious claims and promises, etc.</p> <p><input type="checkbox"/> 16. Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction</p> <p><input type="checkbox"/> 17.</p> <p><input type="checkbox"/> 18.</p> |
|---|--|

EVALUATIONS

- y. *How extensively are such facilities as the above provided?*
- z. *How effectively are they used?*

Comments:

B. ADAPTATION TO AND SUCCESS IN CIVIC AND SOCIAL LIFE (N) Completely

CHECKLIST

- | | |
|---|---|
| <p><input type="checkbox"/> 1. The school's guidance service is available to any former pupil needing counselling; he is encouraged to use the school's counsellors, library, etc.</p> <p><input type="checkbox"/> 2. The school cooperates with civic, social, and religious agencies of the community for effecting better adjustment to and improvement in civic and social situations</p> | <p><input type="checkbox"/> 3. The school regularly seeks information from former pupils relative to their individual adjustment to social and civic activities</p> <p><input type="checkbox"/> 4.</p> <p><input type="checkbox"/> 5.</p> |
|---|---|

EVALUATIONS

- y. *How extensively are such facilities as the above provided?*
- z. *How effectively are they used?*

Comments:

C. SECURING OF EMPLOYMENT

(N) Completely

CHECKLIST

- () 1. A placement service for pupils withdrawn from school and for graduates is provided
- () 2. The director of guidance or a counsellor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans
- () 3. Assistance in satisfactory placement is extended to the pupils who must or who may profitably withdraw from school, a full understanding of the pupil's situation and plans being sought
- () 4. Means of continuing education on a part-time basis are pointed out to the pupil entering employment—evening or part time school, correspondence courses, reading courses, magazines and books, use of library, etc.
- () 5. Follow-up service and counselling is extended to the pupil entering employment; the school keeps informed regarding his progress
- () 6. Problems of placement and adjustment are studied by school and employer
- () 7. Cooperative relationships are maintained with state and other placement and employment agencies
- () 8.

EVALUATIONS

- () y. How extensively are such facilities as the above provided?
- () z. How effectively are they used?

Comments:

V. Results of Guidance

CHECKLIST

The guidance program results in such outcomes as:

- () 1. Better retention of pupils in school and return of pupils who have withdrawn
- () 2. Better cooperation of the staff members in the guidance program
- () 3. Better formulation by pupils of a long-time planning program
- (-) 4. Better understanding by pupils of the dangers of short cut methods in education and in business and social relations
- () 5. Better understanding of misrepresentations in advertising and of cheap or adulterated products
- () 6. Better understanding of the limitations or falsity of character and ability analyses such as astrology, palmistry and similar devices
- () 7. A better outlook on the problems of life
- () 8. Better understanding of occupational problems and opportunities
- () 9. Better relations between school and business and better placement of pupils in occupations
- (-) 10. More guidance and occupational literature in the library
- () 11. Better placement of pupils in post-secondary schools
- () 12. Greater ability in self-direction by pupils in securing positions, in social and civic participation, and in use of leisure
- () 13.
- () 14.

EVALUATIONS

- () x. How effective has the guidance program been in promoting better in-school relationships on the part of pupils?
- () y. How effective has it been in promoting better post-school and out-of-school relationships on the part of pupils?
- () z. How effective has it been in making pupils more self-reliant?

Comments:

VI. The Guidance Staff

A. PUPILS PER COUNSELLOR

(For instructions on the use of this form, see *How to Evaluate a Secondary School*, page 79.)

COMPUTATION FORM

1. Number of pupils	_____
(Should agree with data in Section C)	
2. Number of full-time counsellors or equivalent . . .	_____
3. Pupils per counsellor	_____
(line 1 ÷ line 2)	_____
	School Score

B. PREPARATION AND QUALIFICATIONS

1. Personal Qualifications

CHECKLIST

The counsellors possess such qualifications as the following:

- | | |
|---|---|
| <input type="checkbox"/> 1. Maturity and general life experience sufficient to assure practical judgment | <input type="checkbox"/> 4. The ability to work effectively with other staff members, with parents, and with the public |
| <input type="checkbox"/> 2. A thorough and sympathetic understanding of adolescents | <input type="checkbox"/> 5. Personal character and conduct that inspire and hold the confidence of pupils and of associates |
| <input type="checkbox"/> 3. The ability to work effectively with adolescents without unduly or undesirably dominating or antagonizing them; ability to inspire them | <input type="checkbox"/> 6. |
| | <input type="checkbox"/> 7. |

● EVALUATION

- y. *How satisfactory are the personal qualifications of the counselling staff?*

Comments:

2. Preparation in College or University

CHECKLIST

The educational preparation of the guidance staff is characterized by:

- | | |
|--|--|
| <input type="checkbox"/> 1. An education which is the equivalent of the requirements of the Master's degree (Sec. M, pp. 141-42) | <input type="checkbox"/> 4. Extensive study of tests and measurements; skill in the use and interpretation of standard tests and scales, including attitude and aptitude tests |
| <input type="checkbox"/> 2. Extensive study in the sciences, the social studies, and in the arts | <input type="checkbox"/> 5. An extensive study of guidance as a factor in the educational program; understanding of the various types or phases of guidance |
| <input type="checkbox"/> 3. Extensive preparation in psychology, particularly educational, social, and individual or personal psychology | <input type="checkbox"/> 6. An extensive study of mental hygiene, character education and sex education |
| | <input type="checkbox"/> 7. |
| | <input type="checkbox"/> 8. |

● EVALUATIONS

- y. *How extensive is the general education of the counsellors?*
 z. *How thorough is their specific preparation for guidance service?*

Comments:

3. Preparation Resulting Largely from Experience

CHECKLIST

The preparation of the guidance staff is characterized by:

- | | |
|---|--|
| <input type="checkbox"/> 1. Successful experience as a teacher over a term of years (Sec. M, p. 141) | <input type="checkbox"/> 4. Contacts which result in an understanding of occupational opportunities and acquaintance with probable local employment opportunities |
| <input type="checkbox"/> 2. Experience in types of social service other than teaching, such as: settlement work, juvenile court work, social case work, clinics, child or adult guidance, and personnel work in industrial or commercial institutions | <input type="checkbox"/> 5. Contacts which result in an understanding of the educational or training requirements for specific or typical occupations and knowledge of where adequate education and training may be received |
| <input type="checkbox"/> 3. Thorough acquaintance with a variety of types of occupations through experience, study, or observation | <input type="checkbox"/> 6. A good understanding of the school's philosophy and program of education |
| | <input type="checkbox"/> 7. |
| | <input type="checkbox"/> 8. |

● EVALUATIONS

- y. *How satisfactory and extensive is the preparation of counsellors for educational and vocational guidance?*
 z. *How adequate is their preparation for other types of counselling?*

Comments:

4. Summary of Data for Individual Counsellors

(For instructions on the use of this form, see *How to Evaluate a Secondary School*, pages 79-80.)

COMPUTATION FORM

Item and source of data	Sum of ratings for all staff members	Number of ratings	Average (Columns A ÷ B)
	(A)	(B)	(C)
General adequacy of education (Section M, I-C, D, page 142)			
General committee judgment (Section N, special evaluation "z," page 150)			
Outstanding contributions (Section N, II-B, page 151)			
Personal qualifications (Section N, II-A, page 151)			
Professional qualifications (Section N, II-E, page 152)			
Total			
Divide by 5			

★★ School Score

C. IMPROVEMENT IN SERVICE

1. General (For evidence, see items under B-3 above, and in Section M as filled out by counsellors.)

● EVALUATION

() z. *How extensive and reliable are the evidences that the counsellors are improving in professional ability and service?*

Comments:

2. Summary of Data for Individual Counsellors

(For instructions on the use of this form, see *How to Evaluate a Secondary School*, pages 80-81.)

COMPUTATION FORM

Item and source of data	Sum of ratings for all staff members	Number of ratings	Average (Columns A ÷ B)
	(A)	(B)	(C)
Authorship (Section M, III-B, page 144)			
Reading (Section M, III-C, page 144)			
Research (Section M, III-F, page 144)			
Total			
Divide by 3			

School Score

VII. Supplementary Data

1. () Names of full-time counsellors:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. () Names of part-time counsellors (half-time or more):
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. () Equivalence of all the above counsellors in terms of full-time.
4. Copies of forms and other printed or mimeographed materials used by the guidance service.

VIII. General Summary of the Guidance Service

1. What are the best elements or characteristics of the guidance service?
 - a.
 - b.
 - c.
2. In what respects is it least adequate or in greatest need of improvement?
 - a.
 - b.
 - c.
3. In what respects has it been improved within the last two years?
 - a.
 - b.
 - c.
4. What improvements are now being made or are definitely planned for the immediate future?
 - a.
 - b.
 - c.
5. What carefully conducted studies has the school made of its own problems in this field within the past three years or is it now making?

IX. General Evaluation of the Guidance Service

● EVALUATIONS

- () y. *How well does the guidance service accord with the philosophy of education as presented by the school in Section B?*
- () z. *How well does the school's guidance service meet the needs of the community and the pupil population as indicated by data in Section C?*

Comments:

SIMPLIFYING THE REFERENCES COVERED IN FORM G -- GUIDANCE SURVEY

To eliminate need for consulting other forms in the series, to which references are made in Form G, abstracts from the cited passages are quoted here, covering what is needed to make the respective ratings and evaluations called for.

FIRST REFERENCE: Page 13, VI -- "Page 79, Section C".

1. Number of pupils will include all pupils in the school as organized:-- One-year, two-year, three-year, four-year, five-year, and six-year.
2. Number of full-time counselors, or equivalent. Indicate the equivalence on full-time basis as 1.00; one-half as .50; etc. Give the total (e.g.--2.75).
3. Line 1 divided by line 2. This ratio is the school score.

SECOND REFERENCE: Page 14, B-2-1, "Section M, pp. 141-142" -- Master's degree.

- 1.A. Colleges, universities, normal schools attended; source of degree. For this scale, each is assigned a quality rating on this basis:
 - Members of Association of American Universities.....Rating 5
 - Institutions approved by Ass'n. of American Universities...Rating 4
 - Other accredited colleges and universities as listed in C.S. Marsh, American Universities and Colleges, American Council on Education, 1936.....Rating 3
 - Other four-year institutions.....Rating 2
 - Other one-year, two-year or three-year institutions.....Rating 1

1.C. Academic Preparation:

<u>Undergraduate:</u>	Semester Hours	<u>Rating</u>	<u>Graduate:</u>	Semester Hours
	0-129	1		0-9
	130-146	2		10-17
	147-165	3		18-29
	166-179	4		30-43
	180 or more	5		44 or more

- 1.D. Professional preparation -- Graduate work in subject fields:--History of Education, Principles of Education, School Administration, Supervision, Educational Psychology, Methods of Teaching, Practice-Teaching, Guidance, Mental Hygiene, Pupil Activities, Curriculum-Making, Statistics, Educational Measurements, Library Training. (Ratings just above.)

THIRD REFERENCE: Page 14, B-3-1, "Section M, p. 141".

- 1.B. Experience:-- (1) Educational, in total number of years;
(2) Non-educational, in total number of years.
School score for each equals the aggregate number of years divided by the number of staff members included.

FOURTH REFERENCE: Page 15, 4 -- "Pages 79-80" -- and for each item as follows:

1. "Section M, I-C, D -- Page 142".
Semester hours, both academic and professional, with rating for adequacy:

0-129	1	166-179	4
130-146	2	180 or more ...	5
147-165	3		
2. Omit.
3. "Section N, II-B -- Page 151": Contributions of individual to school life. Evaluation, using 5-point scale, page 3, Form G, becomes individual score:
Z. How significant are contributions?

4. "Section N, II-A -- Page 151": Evaluations using five-point scale, Form G:
- Q. Cooperation--Gets along well with others; adapts plans when necessary.
 - R. Sincerity--Loyalty--Accorded respect and confidence; accords support.
 - S. Intelligence--Resourcefulness, adaptability, judgment in attaining results.
 - T. Self-control--Calm, poised, temperate in conduct, speech, modulate voice.
 - U. General culture--Broad interests, refined tastes, careful in appearance.
 - V. Interest in current problems--Studies them, participates in solution.
 - W. Good physical health--Good habits, energetic, physically fit.
 - X. Good mental health--Friendly, cheerful, sanely optimistic.
 - Y. Enjoyment and understanding of adolescents--Pupils cordial, friendly.
 - Z. Understanding of educative value of environmental factors.
- Total of evaluations becomes individual score of staff member.

5. "Section N, II-E -- Page 152": These evaluations apply to the director of guidance and to counselors. In case no one designated officially as director of guidance or counselor, but school has guidance program, the person or persons performing such duties should be evaluated, using five-point scale, page 3:
- V. Ability as counselor -- pupils seek and follow counsel.
 - W. Understanding of school's educational program -- advice sought.
 - X. Knowledge of vocations -- requirements, conditions of work.
 - Y. Knowledge of colleges--admission requirements, conditions, officers.
 - Z. Skill in use and interpretation of standard tests and scales.
- Total of evaluations becomes individual score of staff member.

FIFTH REFERENCE: "Page 15, B-3, refers to page 14 of this form.

SIXTH REFERENCE: "Page 15, pages 80-81" and for each item as follows:

1. "Section M, III-B, page 144" -- Authorship: Books or magazine articles written in past three years.
- ONE point for each magazine article; maximum of four per staff member.
 - FIVE points for each book written; maximum of twenty per staff member.

<u>Authorship</u>	<u>Rating</u>	<u>Rating</u>	<u>Reading</u>	<u>Rating</u>
0	1	.....	0-6
1	2	.....	7-11
2	3	.....	12-16
3-4	4	.....	17-22
5-24	5	.....	23-40

2. "Section M, III-C, page 144" -- Reading. (Rating just above.)
- Books read, professional and non-professional, within last six months:
 - ONE point for each book; maximum of 10 points per staff member.
 - Professional magazines read regularly and extensively, national educational, subject matter, field of teaching, or state educational:
 - THREE points for each magazine; maximum of 30 points per staff member.
3. "Section M, III-F, page 144" -- Research. Active participation in educational experimentation or research in past three years or improvement in techniques or procedures in regular work of past year.
- Other educational improvement in service during past three years.
 - Evaluation using five-point scale, page 3, this form.
- Y. How extensive and outstanding have been efforts or improvement?
 - Z. How effective are efforts to improve in service?
- Total of evaluations becomes the individual score of staff members.

APPENDIX VII

Secondary Schools of Massachusetts 1938-1939

Organization in Years
Guidance Service Survey
 Percentile Score Averages
 Incomplete Reports
 No Reports Received

APPENDIX VII

Secondary Schools of Massachusetts 1938-1939

Organization in Years	Percentile Score Averages	School
4	65	Abington Senior
6	81	Acton Junior-Senior
0		Acushnet
3- 3	92	Adams Senior
3- 3	/	Adams Junior
6	/	Agawam Junior-Senior
0		Alford
4- 2	49	Amesbury Senior
4- 2	70	Amesbury Junior
4- 2	86	Amherst Senior
4-2	83	Amherst Junior
3- 3	72	Andover Senior
3- 3	/	Andover Junior
3- 3	72	Arlington Senior
3- 3	50	Arlington Center Junior
3- 3	40	Arlington East Junior
3- 3	46	Arlington West Junior
0		Ashburnham
4	?	Ashby Senior
4	/	Ashfield Senior
4	15	Ashland Senior
3- 3	43	Athol Senior
3- 3	20	Athol Junior
4	60	Attleboro Senior
4	60	Auburn Senior
6	38	Avon Junior-Senior
4	/	Ayer Senior
6	53	Barnstable Junior-Senior
4	/	Barre Senior
0		Becket
0- 3	98	Bedford Junior
4	35	Belchertown Senior
0		Bellingham
3- 3	70	Belmont Senior
3- 3	59	Belmont Junior
0		Berkley
0		Berlin
4	??	Bernardston Senior
3- 3	92	Beverly Senior
3- 3	71	Beverly Junior
6	?	Billerica Junior-Senior
4	/	Blackstone Senior
0		Blandford
0- 3	?	Bolton Junior

? Incomplete Report
 ?? Report received too late for use
 / No report received

Organization in Years	Percentile Score Averages	School
3- 3	57	Boston-Brighton Senior
3- 3	83	Charlestown Senior
3- 3	81	Commerce-Boys Senior
3- 3	30	Dorchester- Boys Senior
3- 3	88	Dorchester- Girls Senior
3- 3	99	Dorchester- Burke-Girls Sr.
3- 3	83	East Boston Senior
3- 3	86	English- Boys Senior
3- 3	96	Girls Senior
3- 3	98	Girls Latin Senior
3- 3	99	Hyde Park Senior
3- 3	63	Jamaica Plain Senior
3- 3	83	Mechanic Arts-Boys Senior
3- 3	96	Practical Arts- Girls Senior
3- 3	88	Public Latin-Boys Senior
3- 3	64	Roslindale Senior
3- 3	49	Roxbury-Boys Senior
3- 3	86	Roxbury-Girls Senior
3- 3	93	South Boston Senior
		Boston
3- 3	93	Barnes Junior
3- 3	46	Bigelow Junior
3- 3	62	Blackstone Junior
3- 3	59	Campbell Junior
3- 3	?	Cleveland Junior
3- 3	99	Curley Junior
3- 3	50	Edison Junior
3- 3	/	Edwards Junior
3- 3	/	Gavin Junior
3- 3	/	Hart Junior
3- 3	67	Holmes Junior
3- 3	/	Lewenberg Junior
3- 3	76	Lewis Junior
3- 3	37	Lincoln Junior
3- 3	/	McKay Junior
3- 3	58	Michaelangelo
3-3	87	Robers Junior
3- 3	45	Roosevelt Junior
3- 3	60	Shaw Junior
3- 3	?	South End Junior
3- 3	/	Taft Junior
3- 3	/	Thompson Junior
3- 3	/	Timilty Junior
3- 3	60	Washington Irving Junior
3- 3	81	Wilson Junior
3- 3	/	Winthrop Junior

? Incomplete Report
/ No report received

Organization in Years	Percentile Score Averages	School
4	55	Bourne Senior
0		Boxborough
0		Boxford
0		Boylston
4	77	Braintree Senior
4	/	Brewster Senior
3- 3	49	Bridgewater Senior
3- 3	/	Bridgewater Junior
6	82	Brimfield Junior-Senior
3- 3	?	Brockton Senior
3- 3	48	Goddard Junior
3- 3	45	Howard Junior
3- 3	64	Huntington Junior
3- 3	53	Paine Junior
3- 3	?	Russell Junior
3- 3	/	Whitman Junior
3- 3	92	Winthrop Junior
0- 3	/	Brookfield Junior
** 4	/	Brookline Senior
0		Buckland
0		Burlington
4	?	Cambridge High and Latin
4	?	Rindge Technical High
4	/	Canton Senior
0		Carlisle
0		Carver
4	35	Charlemont Senior
6	72	Charlton Junior-Senior
6	80	Chatham Junior-Senior
4	/	Chelmsford Senior
3- 3	56	Chelsea Senior
3- 3	37	Carter Junior
3- 3	18	Shurtleff Junior
3- 3	?	Williams Junior
0		Cheshire
4	20	Chester Senior
0		Chesterfield
3- 3	68	Chicopee Senior
3- 3	45	Center Junior
3- 3	76	Kirby Junior
3- 3	/	Memorial Junior
3- 3	52	Taylor Junior
0		Chilmark
0		Clarksburg
4	/	Clinton Senior
4	?	Cohasset Senior
0		Colrain

? Incomplete Report

/ No report received

** One of 200 Schools in Cooperative Study

Organization in Years	Percentile Score Averages	School
4- 2	36	Concord Senior
4- 2	?	Bulkley Junior
4- 2	/	Wheeler Junior
0		Conway
0- 3	64	Cummington Junior
4	??	Dalton Senior
0		Dana
4- 2	73	Danvers Senior
4- 2	71	Danvers Junior
4	55	Dartmouth Senior
4- 2	24	Dedham Senior
4- 2	30	Ames Junior
4- 2	54	Avery Junior
4- 2	63	Oakdale Junior
4	/	Deerfield Senior
0		Dennis
6	91	Dighton Junior-Senior
4	30	Douglas Senior
6	?	Dover Junior-Senior
4	/	Dracut Senior
0- 3	/	Dudley Junior
0		Dunstable
6	70	Duxbury Junior-Senior
6	51	East Bridgewater Junior- Senior
0- 3	80	East Brookfield Junior
0		Eastham
6	71	Easthampton Junior- Senior
0		East Longmeadow
6	60	Easton Junior- Senior
6	42	Edgartown Junior- Senior
0		Egremont
0		Enfield
0		Irving
6	95	Essex Junior- Senior
3- 3	52	Everett Senior
3- 3	32	Parlin Junior
3- 3	14	Whitney Junior
4	76	Fairhaven Senior
4- 2	62	Fall River Senior
4- 2	36	Morton Junior
4- 2	32	Lord Junior
3- 3	72	Falmouth Senior
3- 3	/	Falmouth Junior
3- 3	50	Fitchburg Senior
3- 3	15	Brown Junior
3- 3	70	Teachers College Junior
0		Florida
6	98	Foxborough Junior-Senior

? Incomplete Report
/ No report received
?? Report received too late for use

Organization in Years	Percentile Score Averages	School
3- 3	83	Framingham Senior
3- 3	33	Lincoln Junior
3- 3	/	Maynard Junior
3- 3	/	Memorial Junior
3- 3	50	Saxonville Junior
4- 2	56	Franklin Senior
4- 2	42	Franklin Junior
0		Freetown
4	55	Gardner Senior
0		Gay Head
4	75	Georgetown Senior
0		Gill
4	66	Gloucester Senior
0		Goshen
0		Gosnold
4	39	Grafton Senior
0		Granby
0		Granville
4	87	Great Barrington Senior
3- 3	90	Greenfield Senior
3- 3	94	Greenfield Junior
0		Greenwich
6	75	Groton Junior- Senior
6	14	Groveland Junior-Senior
4	/	Hadley Senior
0		Halifax
6	65	Hamilton Junior-Senior
0		Hampden
0		Hancock
6	58	Hanover Junior-Senior
0		Hanson
4	/	Hardwick Senior
0		Harvard
6	67	Harwich Junior-Senior
4	81	Hatfield Senior
4	90	Haverhill Senior
0		Hawley
0		Heath
**4- 2	34	Hingham Senior
4- 2	55	Hingham Junior
0		Hinsdale
3- 3	/	Holbrook Senior
3- 3	/	Holbrook Junior
** 4	41	Holden Senior
0		Holland
6	75	Holliston Junior- Senior

? Incomplete Report

/ No report received

** One of 200 Schools in Cooperative Study

Organization in Years	Percentile Score Averages	School
3- 3	69	Holyoke Senior
3- 3	69	Highland Junior
3- 3	?	Lawrence Junior
3- 3	51	Metcalf Junior
3- 3	44	Morgan Junior
3- 3	95	West Street Junior
3- 3	/	Hopedale Senior
3- 3	/	Hopedale Junior
4	63	Hopkinton Senior
0		Hubbardston
4	42	Hudson Senior
0		Hull
4	89	Huntington Senior
4- 2	66	Ipswich Senior
4- 2	50	Ipswich Junior
6	74	Kingston Junior- Senior
0		Lakeville
4	79	Lancaster Senior
0		Lanesborough
4	?	Lawrence Senior
4	/	Lee Senior
4	/	Leicester Senior
4	/	Lenox Senior
3- 3	52	Leominster Senior
3- 3	80	Leominster Junior
0		Leverett
3- 3	74	Lexington Senior
3- 3	62	Lexington Junior
0		Leyden
0- 3	/	Lincoln Junior
4- 2	93	Littleton Senior
4- 2	50	Littleton Junior
0- 3	53	Longmeadow Junior
3- 3	/	Lowell Senior
3- 3	?	Bartlett Junior
3- 3	32	Butler Junior
3- 3	91	Moody Junior
3- 3	54	Morey Junior
3- 3	?	Varnum Junior
6	55	Ludlow Junior- Senior
6	/	Lunenburg Junior-Senior
3- 3	95	Lynn Classical Senior
3- 3	57	Lynn English Senior
3- 3	72	Breed Junior
3- 3	55	Cobbett Junior
3- 3	50	Eastern Junior
3- 3	70	Pickering Junior
0		Lynnfield

? Incomplete Report
/ No report received

Organization in Years	Percentile Score Averages	School
3- 3	?	Malden Senior
3- 3	99	Beebe Junior
3- 3	29	Browne Junior
3- 3	42	Lincoln Junior
	4	Manchester Senior
3- 3	/	Mansfield Senior
3- 3	57	Mansfield Junior
3- 3	71	Marblehead Senior
3- 3	41	Marblehead Junior
0- 3	/	Marion Junior
	4	Marlbrough Senior
	6	Marshfield Junior- Senior
	0	Mashpee
0- 3	75	Mattapoissett Junior
4- 4	75	Maynard Senior
4- 2	/	Maynard Junior
	6	Medfield Junior- Senior
3- 3	75	Medford Senior
3- 3	66	Hobbs Junior
3- 3	66	Lincoln Junior
3- 3	66	Roberts Junior
	6	Medway Junior- Senior
	4	Melrose Senior
	6	Mendon Junior- Senior
	4	Merrimac Senior
3- 3	83	Methuen Senior
3- 3	40	Methuen Junior
4- 2	44	Middleborough Senior
4- 2	88	Middleborough Junior
	0	Middlefield
	0	Middleton
4- 2	62	Milford Senior
4- 2	/	Milford Junior
3- 3	64	Millbury Senior
3- 3	39	Millbury Junior
**	6	Millis Junior-Senior
	0	Millville
3- 3	89	Milton Senior
3- 3	63	Milton Junior
	0	Monroe
	6	Monson Junior-Senior
	4	Montague Senior
	0	Monterey
	0	Montgomery
	0	Mt. Washington
0- 3	/	Nahant Junior
4- 2	50	Nantucket Senior
4- 2	79	Nantucket Junior

? Incomplete Report

/ No report received

** One of 200 Schools in Cooperative Study

Organization in Years	Percentile Score Averages	School
3- 3	51	Natick Senior
3- 3	70	Natick Junior
3- 3	53	Needham Senior
3- 3	57	Needham Junior
0		New Ashford
3- 3	98	New Bedford Senior
3- 3	69	Normandin Junior
3- 3	67	Roosevelt Junior
0		New Braintree
4	67	Newburyport
0		Newbury
6	/	New Marlborough Junior- Senior
4	82	New Salem Senior
3- 0	97	Newton Senior
3- 3	78	Bigelow Junior
3- 3	78	Day Junior
3- 3	78	Warren Junior
3- 3	78	Weeks Junior
0		Norfolk
4	70	North Adams Senior
3- 3	29	Northampton Senior
3- 3	49	Florence Junior
3- 3	/	Hawley Junior
3- 3	12	Vernon Junior
4	68	North Andover Senior
4- 2	79	North Attleborough Senior
4- 2	78	North Attleborough Junior
6	60	Northborough Junior-Senior
6	73	Northbridge Junior- Senior
4	91	North Brookfield Senior
4	83	Northfield Senior
0- 3	77	North Reading
4	59	Norton Senior
6	35	Norwell Junior- Senior
3- 3	93	Norwood Senior
3- 3	70	Norwood Junior
6	57	Oak Bluffs Junior- Senior
0		Oakham
4	73	Orange
6	73	Orleans Junior- Senior
0		Otis
6	76	Oxford Junior- Senior
4	/	Palmer Senior
0		Paxton
4	/	Peabody Senior
0		Pelham
4	/	Pembroke Senior
4	/	Pepperell Senior

/ No report received

Organization in Years	Percentile Score Averages	School
0		Peru
4	/	Petersham Senior
0		Phillipston
3- 3	53	Pittsfield Senior
3- 3	59	Central Junior
3- 3	71	Crane Junior
3- 3	63	Plunkett Junior
3- 3	35	Pomeroy Junior
3- 3	23	Pontoosuc Junior
3- 3	64	Tucker Junior
0		Plainfield
4	36	Plainville Senior
**3- 3	88	Plymouth Senior
3- 3	45	Plymouth Junior
0		Plympton
0		Prescott
0-3	63	Princeton Junior
6	69	Provincetown Junior- Senior
3- 3	/	Quincy North Junior-Senior
3- 3	/	Quincy Senior
3- 3	/	Central Junior
3- 3	/	Point Junior
3- 3	/	South Junior
4	/	Randolph Senior
0		Raynham
3- 3	85	Reading Senior
3- 3	?	Reading Junior
0		Rehoboth
3- 3	54	Revere Senior
3- 3	53	Garfield Junior
0		Richmond
0		Rochester
6	37	Rockland Junior- Senior
4	98	Rockport Senior
0		Rowe
0		Rowley
0		Royalston
0		Russell
4	88	Rutland Senior
4	84	Salem Senior
0		Salisbury
0		Sandisfield
6	59	Sandwich Junior-Senior
3- 3	36	Saugus Senior
3- 3	/	Saugus Junior
0		Savoy
6	86	Scituate Junior- Senior
0- 3	6	Seekonk Junior

? Incomplete Report

/ No report received

** One of 200 Schools in Cooperative Study

Organization in Years	Percentile Score Averages	School
** 6	66	Sharon Junior- Senior
6	21	Sheffield Junior- Senior
4	57	Shelburne Senior
4	30	Sherborn Senior
0		Shirley
3- 3	83	Shrewsbury Senior
3- 3	/	Shrewsbury Junior
0		Shutesbury
4	87	Somerset Senior
3- 3	31	Somerville Senior
3- 3	11	Northeastern Junior
3- 3	12	Southern Junior
3- 3	86	Western Junior
0		Southampton
6	88	Southborough Junior-Senior
4	93	Southbridge Senior
4	75	South Hadley Senior
0		Southwick
6	65	Spencer Junior-Senior
3- 3	44	Springfield Classical Senior
3- 3	53	Springfield Commercial Senior
3- 3	67	Springfield Technical Senior
3- 3	52	Buckingham Junior
3- 3	63	Central Street Junior
3- 3	57	Chestnut Street Junior
3- 3	?	Forest Park Junior
3- 3	/	Howard Street Junior
3- 3	/	Myrtle Street Junior
3- 3	66	Van Sickle Junior
0- 3	52	Sterling Junior
4	58	Stockbridge Senior
6	?	Stoneham Junior-Senior
4- 2	94	Stoughton Senior
4- 2	45	Stoughton Junior
4	/	Stow Senior
0- 3	/	Sturbridge Junior
6	44	Sudbury Junior- Senior
0		Sunderland
4	54	Sutton Senior
3- 3	74	Swampscott Senior
3- 3	/	Swampscott Junior
4	69	Swansea Senior
4	77	Taunton Senior
4	/	Templeton Senior
4	93	Tewksbury Senior
6	70	Tisbury Junior- Senior
0		Tolland
6	76	Topsfield Junior- Senior

? Incomplete Report
 / No report received
 ** One of 200 schools in Cooperative Study

Organization in Years	Percentile Score Averages	School
6	/	Townsend Junior- Senior
0		Truro
0		Tyngsborough
0		Eyringham
4	/	Upton Senior
4	82	Uxbridge Senior
4	30	Wakefield Senior
0		Wales
4- 2	54	Walpole Senior
4- 2	28	Bird Junior
4- 2	35	Plimpton Junior
3- 3	98	Waltham Senior
3- 3	?	North Junior
3- 3	80	South Junior
4- 2	32	Ware Senior
4- 2	/	Ware Junior
6	/	Wareham Junior- Senior
6	63	Warren Junior- Senior
0		Warwick
0		Washington
3- 3	51	Watertown Senior
3- 3	55	East Junior
3- 3	51	West Junior
4	69	Wayland Senior
6	/	Webster Junior- Senior
3- 3	85	Wellesley Senior
3- 3	73	Wellesley Junior
6	/	Wellfleet
0		Wendell
0- 3	43	Wenham Junior
6	50	Westborough Junior- Senior
4- 2	80	West Boylston Senior
4- 2	77	West Boylston Junior
4	48	West Bridgewater Senior
0- 3	46	West Brookfield Junior
4	77	Westfield Senior
4	31	Westford Senior
0		Westhampton
0- 3	56	Westminster Junior
4	78	West Newbury Senior
6	58	Weston Junior- Senior
4- 2	79	Westport Senior
4- 2	?	Westport Junior
3- 3	68	West Springfield Senior
3- 3	54	West Springfield Junior
0		West Stockbridge
0		West Tisbury
0		Westwood

/ No report received

Organization in Years	Percentile Score Averages	School
4	57	Weymouth Senior
0		Whateley
4	18	Whitman Senior
0		Wilbraham
4	18	Williamsburg Senior
** 6	90	Williamstown Junior- Senior
4	?	Wilmington Senior
4	53	Winchendon Senior
4- 2	81	Winchester Senior
4- 2	65	Winchester Junior
0		Windsor
3- 3	94	Winthrop Senior
3- 3	67	Winthrop Junior
3- 3	53	Woburn Senior
3- 3	?	Linscott Junior
3- 3	26	Woburn Junior
3- 3	72	Worcester Classical Senior
3- 3	50	Worcester Commercial Senior
3- 3	63	Worcester North Senior
3- 3	15	Worcester South
3- 3	76	Grafton Street Junior
3- 3	44	Providence Street Junior
0		Worthington
6	/	Wrentham Junior- Senior
6	96	Yarmouth Junior- Senior

? Incomplete Report

/ No report received

** One of 200 schools in Cooperative Study

APPENDIX VIII

A Summary of Guidance Practices in 356 Secondary Schools of Massachusetts, 1938-1939

APPENDIX VIII

Table 33. A Summary of Guidance Practices in 356 Secondary Schools of Massachusetts, 1938-1939 as Reported by Using the Four-Point Self-Rating Code of the G Form of the Cooperative Study.

213 Senior High Schools					:	143 Junior High Schools				
Plus*	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
I. Articulation between Schools										
A. General procedures										
1. Study aims and functions of both schools										
57	34	3	1	5	:	59	26	4	2	9
2. Study program and facilities of both schools										
67	24	2	1½	5½	:	64	22	4	1	9
3. Seek to organize programs as continuous, progressive										
70	22	1½	1	5½	:	73	16	4	-	7
4. Make proper adjustments for exceptional pupils										
39	39	15	2	5	:	43	31	13	2	11
5. Understand factors that determine promotion										
64	27	4	-	5	:	67	16	7	1	9
B. Information about secondary school-receiving to sending										
1. Its purposes and objectives										
64	22	6	4	4	:	53	18	12	6	11
2. Its curricular offerings and aims										
82	10	1	2	5	:	67	14	4	5	10
3. The pupil activity program and its aims										
52	26	14	3	5	:	45	20	15	6	14
4. The guidance program and its functions										
30	40	17	7	6	:	25	23	24	14	14
5. Its plant and equipment										
55	15	14	10	6	:	38	24	15	9	14
6. Its staff-personnel and organization										
46	21	17	10	6	:	38	20	19	9	14
* Plus Condition or prevision present to satisfactory degree										
Minus present, fairly well made										
Zero not present or not satisfactory										
N does not apply										
/ Errors in checking and omissions in checking										

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

C. Information regarding the success of pupils
Receiving school provides sending school with information:

1. Scholastic progress of sending school's former pupils

45 21 24 6 4 : 40 21 24 6 9

2. Other significant information concerning pupils' progress

a. Social and personal adjustment
23 32 33 8 4 : 17 25 35 8 13

b. Outstanding achievements of these pupils

33 33 23 6 5 : 24 28 30 7 11

c. Serious difficulties of these pupils

33 34 19 6 8 : 24 35 25 5 11

d. General problems requiring better understanding
or articulation

25 39 25 4 7 : 21 37 24 6 12

II. Basic information regarding the pupil

A. Permanent cumulative record

1. Information regarding each pupil's home and family

(1) Full name of each parent, or guardian

84 10 $\frac{1}{2}$ $\frac{1}{2}$ 5 : 82 9 2 1 6

(2) Their address and telephone number

84 9 1 2 4 : 83 7 2 1 7

(3) Occupation of each parent; regularity of employment

50 33 10 2 6 : 51 31 9 2 7

(4) Race, nationality, birthplace of parents

42 20 25 7 6 : 48 16 21 6 9

(5) Citizenship status of parents; how long residents
of this country

12 18 56 8 6 : 14 13 52 11 10

Table 33(continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	/	Plus %	Minus %	Zero %	N %	/	
(6) Educational and cultural status of parents										
9½	17	58	10	5½	12	14	52	11	11	
(7) Parental status--living or dead; living together or divorced										
30	20	38	6	6	36	15	31	7	11	
(8) Ages of brothers and sisters of the pupil										
15	15	55	9	6	22	10	44	13	11	
(9) Marked talents or accomplishments of family members or near relatives										
6	16	65	7	6	4	11	60	14	11	
(10) Health status of family members										
9	18	63	5	5	11	18	49	11	11	
(11) Economic status of family; home ownership										
8	14	65	7	6	9	19	50	11	11	
(12) Attitude of home toward school and toward attendance of pupil at school										
12	29	48	5	6	22	16	42	9	11	
(13) Facilities for home study--library, magazines conveniences for study										
8	22	58	7	5	9	14	55	10	12	
(14) Plans of the parents for the pupil's future										
27	31	32	4	6	24	24	31	9	12	
2. A correct report of the pupil's record										
(1) Name, sex, date and place of birth										
91	3	½	½	5	90	2	1	2	5	
(2) Name and location of school or schools attended										
90	5	1	½	½	86	3	2	2	7	

213 Senior High Schools : 143 Junior High Schools

Plus %	Minus %	Zero %	N %	/	:	Plus %	Minus %	Zero %	N %	/
-----------	------------	-----------	--------	---	---	-----------	------------	-----------	--------	---

(3) Academic record for each year, with special note of particularly good or poor work

87	8	$\frac{1}{2}$	$\frac{1}{2}$	4	:	81	9	3	1	6
----	---	---------------	---------------	---	---	----	---	---	---	---

(4) Health record; serious or protracted illnesses

66	19	8	2	5	:	81	8	2	2	7
----	----	---	---	---	---	----	---	---	---	---

(5) Attendance and tardiness record; reasons for excessive absence or tardiness

74	19	2	1	4	:	79	11	2	1	7
----	----	---	---	---	---	----	----	---	---	---

(6) Conduct or citizenship record; explanation of unusual behavior

48	29	16	1	6	:	60	24	7	2	7
----	----	----	---	---	---	----	----	---	---	---

(7) Marked interests and abilities

34	32	27	$\frac{1}{2}$	$6\frac{1}{2}$:	35	26	24	4	11
----	----	----	---------------	----------------	---	----	----	----	---	----

(8) Names, dates, scores on psychological tests

57	19	15	4	5	:	60	13	14	4	9
----	----	----	---	---	---	----	----	----	---	---

(9) Names, dates, scores on standard achievement tests taken in past two years

42	23	23	7	5	:	52	15	19	6	8
----	----	----	---	---	---	----	----	----	---	---

(10) Personality trait ratings by several teachers

32	21	37	3	7	:	22	13	47	7	11
----	----	----	---	---	---	----	----	----	---	----

3. A correct record of the pupil's physical and health status

(1) Height and weight

74	2	14	2	8	:	84	2	4	3	7
----	---	----	---	---	---	----	---	---	---	---

(2) Vision

75	8	7	2	8	:	86	2	2	3	7
----	---	---	---	---	---	----	---	---	---	---

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	/ %	:	Plus %	Minus %	Zero %	N %	/ %
(3) Hearing					:					
75	9	6	2	8	:	86	2	2	3	7
(4) Teeth and gums					:					
68	11	8	3	10	:	76	8	5	4	7
(5) Speech defects					:					
50	15	22	3	10	:	67	11	9	4	9
(6) Posture and feet					:					
58	13	17	3	9	:	63	16	9	4	8
(7) Tonsils, adenoids, etc.					:					
69	6	11	4	10	:	78	8	4	3	7
(8) Vital organs					:					
55	11	18	4	12	:	61	17	9	3	9
(9) Skin and scalp					:					
55	14	17	4	10	:	64	14	11	4	7
(10) Physical abnormalities and deformities, undernourishment, etc.					:					
61	15	12	5	7	:	69	12	8	4	7
(11) Physiological maturation					:					
26	18	34	6	16	:	29	15	37	6	13
(12) Immunization					:					
55	12	18	4	11	:	63	11	11	6	9
4. A correct record of the pupil's psychological and other traits										
(1) General intelligence					:					
68	12	16	1	3	:	64	16	11	3	6

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	/ %	:	Plus %	Minus %	Zero %	N %	/ %
(2) Special aptitudes, by tests or otherwise										
22	28	40	3	7	:	29	20	38	5	8
(3) Achievement, by standard tests and past school record										
49	24	21	1	5	:	61	15	13	4	7
(4) Special interests, by means of tests and otherwise										
22	26	42	3	7	:	20	30	33	8	9
(5) Characterizing attitudes, ideals, prejudices										
11	22	56	5	6	:	14	27	44	6	9
(6) Social interests and development										
17	23	50	4	6	:	16	24	46	5	9
(7) Educational and vocational intentions										
43	30	20	2	5	:	36	22	28	6	8
5. Reports of progress :										
(1) Complete academic record including courses, year taken, marks, and credits received, courses failed										
95	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	3	:	86	4	2	2	6
(2) Names, dates, comparative scores on all standard tests, inventories, scales, etc. that have been given										
56	15	18	6	5	:	55	17	15	6	7
(3) Attendance and tardiness record, causes being noted in serious cases										
78	13	3	1	5	:	78	10	4	2	6
(4) Conduct record--nature of any serious offences, contributory causes or circumstances, disposition of each case, progress										
48	26	19	$1\frac{1}{2}$	$5\frac{1}{2}$	:	58	23	9	4	6

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

(5) Characterizing attitudes, ideals, prejudices

11 22 56 5 6 : 14 27 44 6 9

(6) Social interests and development

17 23 50 4 6 : 16 24 46 5 9

(7) Educational and vocational intentions

43 30 20 2 5 : 36 22 28 6 8

5. Reports of progress

(1) Complete academic record including courses, year taken, marks, and credits received, courses failed

95 $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ 3 : 86 4 2 2 6

(2) Names, dates, comparative scores on all standard tests, inventories, scales, etc. that have been given

56 15 18 6 5 : 55 17 15 6 7

(3) Attendance and tardiness record, causes being noted in serious cases

78 13 3 1 5 : 78 10 4 2 6

(4) Conduct record--nature of any serious offences, contributory causes or circumstances, disposition of each case, progress

48 26 19 $1\frac{1}{2}$ $5\frac{1}{2}$: 58 23 9 4 6

(5) Membership in out-of-school clubs, groups or cliques; environment of these organizations

19 18 53 5 5 : 18 21 45 9 7

(6) Religious interests and activities

4 8 66 16 6 : 5 9 61 16 9

(7) Employment during out-of-school hours--home chores with or without pay; other employment, nature, amount of time required, remuneration, use of money, etc.

16 23 52 4 5 : 12 26 39 13 10

Table 33 (continued)

213 Senior High Schools : 143 Junior High Schools

Plus %	Minus %	Zero %	N %	/ %	:	Plus %	Minus %	Zero %	N %	/ %
-----------	------------	-----------	--------	--------	---	-----------	------------	-----------	--------	--------

(5) Membership in out-of-school clubs, groups or cliques; environment of these organizations

19 18 53 5 5 : 18 21 45 9 7

(6) Religious interests and activities

4 8 66 16 6 : 5 9 61 16 9

(7) Employment during out-of-school hours--home chores with or without pay; other employment, nature, amount of time required, remuneration, use of money, etc.

16 23 52 4 5 : 12 26 39 13 10

(8) Use of leisure time--amount of time given to play, reading, hobbies, and movies; nature of each

10 20 58 5 7 : 11 26 45 9 9

(9) Periodical ratings by teachers on personality traits

28 17 47 3 5 : 16 13 52 10 9

(10) Degree of socialization; difficulties or problems in socialization; anti- or non-social habits; progress

6 26 57 4 7 : 11 21 49 10 9

(11) At successive stages of development, intention and reasons for wanting or not wanting to complete the secondary school and for wishing or not wishing to enter college, including type of college

20 30 42 3: 5 16 24 41 10 9

(12) Vocational preferences at successive stages of development and reasons therefor

24 28 40 2: 6 16 26 38 11 9

(13) Evidences of vocational aptitudes--interests and skill in performance

15 32 45 3: 5 15 26 40 10 9

(14) Participation in pupil activity program

41 28 23 3: 5 41 18 25 8 8

Table 33 (continued)

213 Senior High Schools				:	143 Junior High Schools			
Plus	Minus	Zero	N	:	Plus	Minus	Zero	N
%	%	%	%	:	%	%	%	%
(15) Special talents or interests--musical, artistic, athletic, inventive, literary, dramatic, scientific, etc.								
36	29	28	2	:	5	35	23	27 6 9
(16) Special achievements in school and out of school; honors received								
41	30	22	1	:	6	32	23	28 8 9
(17) Findings of comprehensive periodic physical examinations								
47	20	25	2	:	6	54	16	14 7 9
(18) A careful study of each problem pupil and a careful record of interviews and incidents that promise information of value and adjustment and correction								
27	30	34	1	:	7	30	25	26 9 10
(19) Attitude toward school and school activities								
18	28	42	2	:	10	29	18	33 9 11
B. Other matters of record and necessary or desirable forms								
1. Entry, registration, assignment; withdrawal and transfer of all pupils								
92	3	$\frac{1}{2}$	$\frac{1}{2}$	:	4	90	3	-- 1 6
2. A complete school membership roll								
93	1	$\frac{1}{2}$	$\frac{1}{2}$	:	5	91	2	1 -- 6
3. The school census record against which school membership and attendance is regularly checked								
75	9	9	2	:	5	76	6	6 2 10
4. Records of all pupils of secondary school age in the school district not in school and not required to attend with reasons for non-attendance of each								
42	19	26	9	:	4	49	13	15 12 10

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	/	:	Plus %	Minus %	Zero %	N %	/
3. All entry, assignment, withdrawal and transfer records, the original or duplicate, are carefully checked for accomplishment of function indicated										
67	18	8	1½	5½	:	78	11	3	1	7
4. The daily schedule card of each pupil is on file in the office and a copy thereof wherever else it is needed										
86	4	3	1	6	:	67	5	5	8	5
5. Provision is made for duplicates of parts of the pupil's permanent cumulative record or of other records for use by staff members having general need for them. Such records are as carefully used as the originals and are accessible to no other persons										
46	17	18	13	6	:	50	14	16	11	9
6. The pupil accounting system distinguishes between data of permanent value and those of temporary value, only the former being preserved in permanent cumulative record										
62	16	13	3	6	:	56	14	12	9	9
7. The pupil accounting system is so organized that data are cumulatively entered in sequential order; relationships and progress can be easily traced										
52	28	9	5	6	:	53	19	12	8	8
8. Forms for collecting and recording data are so organized that each supplements the others and each is a vital part of the whole system										
49	29	11	5	6	:	55	17	14	5	9
9. Forms are compact and data are easily and accurately recorded, checked, and filed for later use										
61	24	7	2	6	:	66	15	7	2	10
10. Graphs are used extensively to indicate relative progress										
65	21	4	5	5	:	68	10	9	4	9
11. Codes and marking systems are carefully explained on each										

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

11. (cont.) form on which they are used, unless entirely confidential

65	21	4	5	5	:	68	10	9	4	9
----	----	---	---	---	---	----	----	---	---	---

12. Graphs are used extensively to indicate relative progress

6½	26	54	8	55	:	8	21	51	9	11
----	----	----	---	----	---	---	----	----	---	----

III. Operation of the guidance program

A. General organization

1. All staff members regard guidance as a cooperative undertaking and responsibility, requiring both knowledge and skill

53	34	5	2	6	:	64	18	6	2	10
----	----	---	---	---	---	----	----	---	---	----

2. The guidance activities are directed and coordinated by a director of guidance or a trained counselor

27	20	35	10	8	:	27	20	34	9	10
----	----	----	----	---	---	----	----	----	---	----

3. Certain staff members or counselors are assigned to specific responsibilities requiring special ability, interest and training

38	23	24	7	8	:	34	18	27	10	11
----	----	----	---	---	---	----	----	----	----	----

4. All teachers and other staff members in charge of pupils are assigned some responsibilities in the guidance program

48	25	17	3	7	:	58	17	11	4	10
----	----	----	---	---	---	----	----	----	---	----

5. Care is exercised by all who are concerned with the guidance program to recognize their limitations and to refer cases too difficult for them to those more skilled or better trained

51	25	11	5	8	:	47	26	11	6	10
----	----	----	---	---	---	----	----	----	---	----

6. Counselors are freed from other obligations in proportion to the time and energy required for counseling

14	22	50	17	7	:	15	15	34	25	11
----	----	----	----	---	---	----	----	----	----	----

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
7. Pertinent or valuable facts revealed during counseling, except those given in confidence, are filed with the pupil's permanent cumulative record										
27	21	35	8	9	:	19	23	35	13	10
8. Counseling is conducted as a continuous function extending through the secondary school and into the educational, social and vocational life after school										
18	31	38	7	6	:	17	26	38	8	11
9. The counseling program is coordinated with similar programs or agencies in the elementary school, the college or trade school, and in industry										
9	31	44	9	7	:	11	22	44	11	12
10. The counseling program is informational and advisory in nature; final decisions are more and more to be made by the pupil, the goal being development of a self-reliant yet cooperative personality										
58	25	6	3	8	:	52	21	11	4	12
11. Individuals and organizations in the community are consulted and used to promote the school's guidance program										
24	35	27	6	8	:	24	25	29	10	12
12. Counselors, homeroom teachers, and others responsible for counseling are continuing their preparation for this work										
23	42	20	7	8	:	31	34	18	6	11
13. The guidance program is characterized by research attitudes and activities on the part of the counseling staff										
24	34	24	9	9	:	29	23	22	14	12
14. Causes of misconduct are sought as the first step in improvement										
51	31	7	4	7	:	55	22	8	4	11
15. Methods of counseling and their results are constantly studied										
33	37	18	4	8	:	43	23	21	2	11

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

5. Record of the places, hours and kind of employment of pupils employed part time, the social and sanitary conditions of their labor, contractual conditions, name of employer, promotions, if any, and date and reasons for leaving the employment.

16 25 45 7 7 : 16 18 32 23 11

6. A record of graduates, noting employment, further education, unusual happenings, and general progress

22 46 25 3 4 : 9 17 51 13 10

7. A periodic progress report during the year which is not simply a grade card but an effort to keep pupil and parent informed regarding progress and difficulties

37 24 32 2 5 : 45 19 21 6 9

8. An annual summation card for the pupil and his parents, on which is indicated the work or courses completed, conditioned, or failed during the year; means of removing conditions or failures; pupil activity work, special achievements, etc.

38 28 26 2 6 : 35 26 22 9 8

9. Special reports to parents whenever such a report may be helpful in the pupil's development

75 17 3 1/2 4 1/2 : 73 13 4 2 8

10. Records of a temporary nature--for example, excuse for tardiness or absence, readmission to classes, permit to work in some place other than that scheduled

73 18 4 --5 : 69 14 7 3 7

C. Nature and use of records and reports

1. Records are easily accessible to all who have approved reason to use them and use them properly, but only to such persons

92 2 -- 1/2 5 1/2 : 90 2 -- 1 7

2. All pupil and school records of permanent value are kept in a fireproof safe or vault; whenever removed such records are carefully guarded against loss in any way

52 18 23 1/2 6 1/2 : 44 23 23 3 7

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

B. School organization and program

Provision is made for informing the pupil regarding matters which require guidance, such as the following:

1. The general aim and purpose of the school

75 20 1 $\frac{1}{2}$ $3\frac{1}{2}$: 72 11 3 3 11

2. The general traditions and code of conduct of school

76 18 $\frac{1}{2}$ $\frac{1}{2}$ 5 : 74 13 2 2 9

3. Purposes and objectives of courses and curricula

79 15 1 -- 5 : 74 10 2 6 8

4. Sequence and relationships of specific courses

67 26 3 -- 2 : 62 16 6 6 10

5. Library and how to use it

63 19 11 3 4 : 57 15 10 9 9

6. School staff, its personnel and organization; responsibilities of various officials

55 30 8 2 5 : 63 17 6 5 9

7. The school plant and the location of the pupil's various activities

73 14 4 4 5 : 76 9 1 5 9

8. The school's time schedule, signals, traffic regulations

88 7 -- -- 5 : 85 4 -- 2 9

C. Registration and pupil load

Provision is made for informing pupil regarding matters which may require guidance:

1. Program of registration--sequence or order, filling out cards, etc.

88 5 $\frac{1}{2}$ 2 $4\frac{1}{2}$: 72 9 4 5 10

2. Making the program of studies for the semester, year and following years

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	%	:	Plus	Minus	Zero	N	%
%	%	%	%	%	:	%	%	%	%	%
2. (cont.) following years										
84	9	1	2	4	:	67	13	3	6	11
3. Determination of a proper pupil load										
79	10	2	4	5	:	62	11	6	10	11
4. Making out pupil's daily schedule or program										
86	7	1	2	4	:	77	5	3	5	10
5. The pupil activity program and the part the pupil should play therein										
50	34	8	2	6	:	64	20	3	3	10
D. Problems of the future										
Provision is made for informing pupil regarding matters which may require guidance:										
1. Getting acquainted with a variety of occupations, or vocations, their trends, their desirable and undesirable elements, their requirements, and their potentialities										
37	46	11	1	5	:	47	27	12	4	10
2. Selecting a vocation in the light of its requirements, and its relation to himself, his abilities, interests, and limitations										
31	53	10	1	5	:	34	33	14	9	10
3. Selecting and developing desirable avocational and leisure interests and habits										
25	53	16	1	5	:	37	37	15	2	9
4. Getting information regarding curricula, costs, entrance, requirements, etc., from colleges or other schools and selecting the one that gives most promise of meeting his future needs										
69	22	3	1	5	:	32	27	19	12	10
5. Determining how long pupils should continue in school										
25	42	25	3	5	:	23	28	26	12	11

Table 33 (continued)

213 Senior High Schools						143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	%
%	%	%	%	%	%	%	%	%	%	%
6. Securing a position and keeping it										
26	52	14	1	7	:	19	20	30	19	12
E. Social and civic relationships Provision is made for informing pupil regarding matters which may require guidance:										
1. Selecting and cultivating desirable friends and friendships										
28	48	18	1	5	:	45	32	11	1	11
2. Knowing and practicing proper social usage										
33	51	9	2	5	:	48	31	10	1	10
3. Knowing and practicing proper relations and conduct with opposite sex										
20	45	24	5	6	:	25	42	16	6	11
4. Understanding privileges and responsibilities of being a good neighbor and citizen in school and community										
60	30	4	1	5	:	70	17	3	1	9
5. Developing leadership qualities; compensations and responsibilities of leadership										
44	42	8	1	5	:	57	26	5	1	11
6. Developing followership qualities; need and dignity of intelligent followership										
34	50	11	1	4	:	52	30	6	1	11
7. Developing ability to cooperate agreeably and effectively										
46	43	5	1	5	:	68	18	4	1	9
F. Personal problems Provision is made for informing pupil regarding matters which may require guidance:										

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/:	Plus	Minus	Zero	N	/	
%	%	%	%	%	%	%	%	%	%	
1. Mastering study techniques; learning how to take notes, make abstracts, make book reports, etc.										
48	44	3	--	5	:	60	23	4	4	9
2. Learning to keep an open mind regarding important life matters and choices and yet to make a decision when necessary										
40	47	8	$\frac{1}{2}$	$4\frac{1}{2}$:	45	35	7	4	9	
3. Analyzing his own interests, aptitudes and ideals, determining their worth, and seeking their improvement										
26	57	12	--	5	:	36	39	11	4	10
4. Analyzing his own deficiencies and limitations and seeking their cause and correction										
26	54	14	$\frac{1}{2}$	$5\frac{1}{2}$:	33	40	12	4	11	
5. Analyzing and understanding his prejudices and learning to modify and control them										
19	56	20	$\frac{1}{2}$	$6\frac{1}{2}$:	28	39	18	4	11	
G. Additional means and materials used in guidance										
1. Provisions in the school's program:										
(1) Exploratory courses in various fields										
20	32	34	6	8	:	45	25	13	6	11
(2) Classes for study of occupations and professions										
21	23	45	4	7	:	31	23	25	9	12
(3) Library materials on occupations and guidance-books, pamphlets, articles and bulletins										
55	33	5	$\frac{1}{2}$	$6\frac{1}{2}$:	36	34	14	5	11	
(4) Visual materials on occupations and guidance-exhibits, posters, pictures, slides, and films										
25	45	23	1	6	:	30	33	20	6	11

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
16. Counseling stimulates; it emphasizes confidence, self-discovery, and self-direction by the pupil										
42	35	9	4	10	:	51	26	7	4	12
17. Cooperation of the home is sought										
61	25	3	1	10	:	68	13	4	2	13
B. School organization and program										
Provision is made for informing the pupil regarding matters which require guidance, such as the following:										
1. The general aim and purpose of the school										
75	20	1	$\frac{1}{2}$	$3\frac{1}{2}$	:	72	11	3	3	11
2. The general traditions and code of conduct of school										
76	18	$\frac{1}{2}$	$\frac{1}{2}$	5	:	74	13	2	2	9
3. Purposes and objectives of courses and curricula										
79	15	1	--	5	:	62	16	6	6	10
4. Sequence and relationships of specific courses										
67	26	3	--	2	:	62	16	6	6	10
5. Library and how to use it										
63	19	11	3	4	:	57	15	10	9	9
6. School staff, its personnel and organization; responsibilities of various officials										
55	30	8	2	5	:	63	17	6	5	9
7. The school plant and the location of the pupil's various activities										
73	14	4	4	5	:	76	9	1	5	9
8. The school's time schedule, signals, traffic regulations										
88	7	--	--	5	:	85	4	--	2	9

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/%	/%	Plus	Minus	Zero	N	/%
%	%	%	%	%	%	%	%	%	%	%
5. Diagnostic, aptitude and prognostic tests given near the time of admission and periodically thereafter										
7	33	48	5	7	:	17	27	39	7	10
6. Periodic personality ratings of pupil by his teacher										
26	18	47	2	7	:	18	17	50	6	9
7. Informational talks having guidance value										
41	45	7	$\frac{1}{2}$	$6\frac{1}{2}$	:	40	32	14	4	10
8. Case studies of individual pupil for specific reasons										
31	29	31	4	5	:	29	35	21	5	10
9. Adjustment of curriculum or program for pupil who has failed, is working part time, has physical handicaps, has unusual home conditions, etc.										
52	35	7	1	5	:	43	22	18	6	11
10. Provision for pupil of exceptional ability										
24	51	19	$\frac{1}{2}$	$5\frac{1}{2}$	:	27	36	19	5	12
11. Interviews with pupils										
65	25	2	1	7	:	61	15	7	4	13
2. Pupil activity program										
(1) Homeroom program										
39	30	19	4	8	:	64	16	9	2	9
(2) Clubs										
49	32	11	1	7	:	60	17	10	2	11
(3) School assembly										
64	28	$2\frac{1}{2}$	$\frac{1}{2}$	5	:	69	10	9	2	10
(4) School publications										
58	23	11	2	6	:	40	19	23	8	10

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
(5) Pupil participation in school government										
43	27	17	5	8	:	41	21	21	6	11
(6) Management of finances of pupil activities										
48	33	11	1	7	:	31	30	19	9	11
3. Extra-school means and materials										
(1) Interviews with parents, other family members, and interested friends of pupil										
56	36	2 $\frac{1}{2}$	$\frac{1}{2}$	5	:	65	20	5	2	8
(2) Visits to the pupil's home:										
19	45	28	2	6	:	24	35	24	6	11
(3) Periodic pupil progress reports to the home										
64	22	8	1	5	:	73	13	3	2	9
(4) Interviews with pupil's teachers and classmates										
50	42	2	1	5	:	58	22	8	2	10
(5) Part-time employment--after school, Saturdays, vacations										
20	41	29	4	6	:	9	20	45	15	11
(6) Placement of pupil in employment, part-time or full-time										
22	44	24	6	4	:	6	18	43	24	9
(7) Follow-up work--interviewing pupil and employer after employment										
17	35	36	6	6	:	2	9	50	29	10
(8) Organized and directed visitation of factories, places of business, etc.										
9	36	40	7	8	:	7	19	38	27	9

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	%	:	Plus	Minus	Zero	N	%
%	%	%	%	%	:	%	%	%	%	%

IV. Post-school relationships

A. Selection of the post-secondary school

1. Current catalogs of all schools, colleges, and universities in which any pupil is interested are on file or are made available

93	2	--	--	5	:	37	17	11	18	17
----	---	----	----	---	---	----	----	----	----	----

2. The pupil is guided in proper understanding of catalogs

76	15	4	--	5	:	27	20	15	18	20
----	----	---	----	---	---	----	----	----	----	----

3. The standing of any particular institution or any of its units in which a pupil is interested is ascertained

75	17	3	--	5	:	29	12	14	24	21
----	----	---	----	---	---	----	----	----	----	----

4. Interviews are arranged between pupils and graduates or other representatives of colleges for better understanding of the college life, traditions, organizations, activities, faculty, etc.

42	36	17	$\frac{1}{2}$	$4\frac{1}{2}$:	3	11	30	35	21
----	----	----	---------------	----------------	---	---	----	----	----	----

5. If possible, a carefully and cooperatively planned visit to one or more schools, colleges or universities is made

24	34	28	8	6	:	5	9	27	38	21
----	----	----	---	---	---	---	---	----	----	----

6. The pupil is guided in the comparison and evaluation of various institutions and in making a selection on the basis of fundamental values and of his own life plans, without being unduly influenced by athletics, fraternities, and other secondary matters

48	30	14	2	6	:	12	14	19	32	23
----	----	----	---	---	---	----	----	----	----	----

7. The pupil is guided to select such activities and courses, sequences of courses, and combinations of courses as will best prepare him for the college program which will be in line with his needs

70	20	4	$\frac{1}{2}$	$5\frac{1}{2}$:	41	14	7	18	20
----	----	---	---------------	----------------	---	----	----	---	----	----

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
15. The pupil is helped to understand the possible dangers involved in selecting a school conducted for commercial purposes--misleading advertising, over-ambitious claims and promises, etc.										
58	29	7	1	5	:	19	12	23	25	21
16. Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction										
22	27	37	5	9	:	2	11	25	41	21
B. Adaptation to and success in civic and social life										
1. The school's guidance service is available to any former pupil needing counseling; he is encouraged to use the school's counselors, library, etc.										
43	28	16	7	6	:	27	19	18	21	15
2. The school cooperates with civic, social, and religious agencies of the community for effecting better adjustment to and improvement in civic and social institutions										
45	34	12	3	6	:	42	22	12	12	12
3. The school regularly seeks information from former pupils relative to their individual adjustment to social and civic activities										
25	34	32	2	7	:	13	24	35	16	12
C. Securing of employment										
1. A placement service for pupils withdrawn from school and for graduates is provided										
19	25	41	9	6	:	2	2	30	47	19
2. The director of guidance or a counselor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans										
36	30	22	5	7	:	27	12	18	21	22

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	%	:	Plus	Minus	Zero	N	%
%	%	%	%	%	:	%	%	%	%	%
3. Assistance in satisfactory placement is extended to pupils who must or who may profitably withdraw from school, a full understanding of the pupil's situation and plans being sought										
20	36	34	5	5	:	12	11	26	35	16
4. Means of continuing education on a part-time basis are pointed out to the pupil entering employment--evening or part-time school, correspondence courses, reading courses, magazines and books, use of library, etc.										
37	37	15	5	6	:	24	17	14	29	15
5. Follow-up service and counseling is extended to the pupil entering employment; the school keeps informed regarding his progress										
7	33	50	8	7	:	4	11	31	40	14
6. Problems of placement and adjustment are studied by school and employer										
8	30	49	7	6	:	5	17	35	33	10
7. Cooperative relationships are maintained with state and other placement and employment agencies										
9	21	55	7	8	:	6	9	40	33	12
V. Results of Guidance										
The guidance program results in these outcomes:										
1. Better retention of pupils in school and return of pupils who have withdrawn										
41	36	10	3	10	:	41	24	8	11	16
2. Better cooperation of the staff members in the guidance program										
41	38	7	5	9	:	42	23	6	11	18
3. Better formulation by pupils of a long-time planning program										
45	36	7	1	11	:	42	21	9	10	18

Table 33 (continued)

213 Senior High Schools					143 Junior High Schools				
Plus	Minus	Zero	N	%	Plus	Minus	Zero	N	%
%	%	%	%	%	%	%	%	%	%
8. Pupils of outstanding ability but with no intention of going to college are encouraged to continue their post-secondary education, the parents being also consulted									
57	32	6	--	5	34	14	11	24	17
9. Effort is made to help pupils of outstanding ability who lack financial means to find ways of earning part or all of their expenses and to help them secure scholarships, or loans, if needed									
62	27	7	--	4	11	12	18	37	22
10. Pupils apparently lacking the ability or other qualifications required for successful college work or for their preferred vocations are counseled to make plans more in accord with their abilities, the parents also being consulted									
60	30	5	--	5	40	13	9	19	19
11. The college is provided with such information regarding the pupil as will enable it to understand, counsel and assist him properly in selecting his college program									
70	20	3	1	6	11	6	17	45	21
12. The school keeps itself informed regarding the graduates who have gone to college and the progress they are making; its continues to be available to such students as far as possible									
63	30	3	--	4	7	12	24	36	21
13. The counseling staff is in an understanding relationship with the admissions officers of the colleges to which its graduates commonly go									
49	26	15	5	5	5	9	24	40	22
14. Steps of a nature similar to those indicated above are taken in the selection of some other type of school--business college, nurses training school, trade school, evening school, etc.--in case, such a school will best promote the pupil's program									
68	23	4	--	5	24	13	14	29	20

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	%	:	Plus	Minus	Zero	N	%
%	%	%	%	%	:	%	%	%	%	%
15.	The pupil is helped to understand the possible dangers involved in selecting a school conducted for commercial purposes--misleading advertising, over-ambitious claims and promises, etc.									
58	29	7	1	5	:	19	12	23	25	21
16.	Problems or conditions requiring better articulation are studied cooperatively by secondary and post-secondary schools for the purpose of correction									
22	27	37	5	9	:	2	11	25	41	21
B. Adaptation to and success in civic and social life										
1.	The school's guidance service is available to any former pupil needing counseling; he is encouraged to use the school's counselors, library, etc.									
43	28	16	7	6	:	27	19	18	21	15
2.	The school cooperates with civic, social, and religious agencies of the community for effecting better adjustment to and improvement in civic and social institutions									
45	34	12	3	6	:	42	22	12	12	12
3.	The school regularly seeks information from former pupils relative to their individual adjustment to social and civic activities									
25	34	32	2	7	:	13	24	35	16	12
C. Securing of employment										
1.	A placement service for pupils withdrawn from school and for graduates is provided									
19	25	41	9	6	:	2	2	30	47	19
2.	The director of guidance or a counselor has a conference with each pupil planning to withdraw from school, seeking a full understanding of the pupil's situation and plans									
36	30	22	5	7	:	27	12	18	21	22
3.	Assistance in satisfactory placement is extended to pupils who must or who may profitably withdraw from school, a full understanding of the pupil's situation and plans being									

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	/: %	Plus %	Minus %	Zero %	N %	/ %	
3. (cont.) sought										
20	36	34	5	5	:	12	11	26	35	16
4. Means of continuing education on a part-time basis are pointed out to the pupil entering employment--evening or part-time school, correspondence courses, reading courses, magazines and books, use of library, etc.										
37	37	15	5	6	:	24	17	14	29	15
5. Follow-up service and counseling is extended to the pupil entering employment; the school keeps informed regarding his progress										
7	33	50	8	7	:	4	11	31	40	14
6. Problems of placement and adjustment are studied by school and employer										
8	30	49	7	6	:	5	17	35	33	10
7. Cooperative relationships are maintained with state and other placement and employment agencies										
9	21	55	7	8	:	6	9	40	33	12
V. Results of Guidance										
The guidance program results in these outcomes:										
1. Better retention of pupils in school and return of pupils who have withdrawn										
41	36	10	3	10	:	41	24	8	11	16
2. Better cooperation of the staff members in the guidance program										
41	38	7	5	9	:	42	23	6	11	18
3. Better formulation by pupils of a long-time planning program										
45	36	7	1	11	:	42	21	9	10	18
4. Better understanding by pupils of the dangers of short-cut methods in education and in business and social										

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%
4. (cont.) relations										
41	39	9	1	10	:	34	27	11	9	19
5. Better understanding of misrepresentations in advertising and of cheap or adulterated products										
38	34	14	4	10	:	29	26	14	13	18
6. Better understanding of the limitations or falsity of character and ability analyses such as astrology, palmistry and similar devices										
31	26	24	7	12	:	24	21	23	14	18
7. A better outlook on the problems of life										
49	32	7	1	11	:	49	20	6	8	17
8. Better understanding of occupational problems and opportunities										
41	43	5	1	10	:	42	23	7	10	18
9. Better relations between school and business and better placement of pupils in occupations										
30	40	16	4	10	:	12	26	18	26	18
10. More guidance and occupational literature in library										
47	31	10	2	10	:	35	25	9	12	19
11. Better placement of pupils in post-secondary schools										
53	27	8	2	10	:	22	20	17	23	18
12. Greater ability in self-direction by pupils in securing positions, in social and civic participation, and in use of leisure										
42	37	10	1	10	:	29	25	11	16	19
VI. The Guidance Staff										
A. Pupils per counselor (reported elsewhere)										
B. Preparation and qualifications										
1. Personal qualifications										

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	%	:	Plus	Minus	Zero	N	%
%	%	%	%	%	:	%	%	%	%	%
(1) Maturity and general life experience sufficient to assure practical judgment										
65	10	$\frac{1}{2}$	5	19 $\frac{1}{2}$	:	45	9	1	11	34
(2) A thorough and sympathetic understanding of adolescents										
60	15	1	5	19	:	42	12	1	12	33
(3) The ability to work effectively with adolescents without unduly or undesirably dominating or antagonizing them; ability to inspire them										
59	17	1	5	18	:	39	15	1	12	33
(4) Ability to work effectively with other staff members, with parents, and with the public										
60	16	$\frac{1}{2}$	5	18 $\frac{1}{2}$	:	44	10	1	12	33
(5) Personal character and conduct that inspire and hold the confidence of pupils and associates										
61	15	1	5	18	:	45	9	1	12	33
2. Preparation in college or university										
(1) An education which is equivalent of requirements of Master's degree										
45	16	8	7	24	:	20	20	10	12	38
(2) Extensive study in the sciences, the social studies, and in the arts										
43	24	3	6	24	:	22	26	4	12	36
(3) Extensive preparation in psychology, particularly educational, social and individual or personal psychology										
36	31	4	6	23	:	21	28	4	12	35
(4) Extensive study of tests and measurements; skill in the use and interpretation of standard tests and scales, including attitude and aptitude tests										
26	40	6	9	19	:	15	32	5	12	36

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus %	Minus %	Zero %	N %	%	:	Plus %	Minus %	Zero %	N %	%
(5) Extensive study of guidance as a factor in the educational program; understanding of the various types or phases of guidance										
29	33	8	6	24	:	25	25	4	12	34
(6) Extensive study of mental hygiene, character education and sex education										
16	37	17	7	23	:	12	30	9	12	37
3. Preparation resulting largely from experience										
(1) Successful experience as a teacher over a term of years										
66	7	$\frac{1}{2}$	7	19 $\frac{1}{2}$	:	45	7	2	9	37
(2) Experience in types of social service other than teaching, such as: settlement work, juvenile court work, social case work, clinics, child or adult guidance, and personnel work in industrial or commercial institutions										
15	20	32	10	23	:	16	18	19	10	37
(3) Thorough acquaintance with a variety of types of occupations through experience, study, or observation										
32	34	7	7	20	:	17	29	7	10	37
(4) Contacts which result in an understanding of occupational opportunities and acquaintance with probable local employment opportunities										
33	33	5	8	21	:	12	31	8	10	39
(5) Contacts which result in an understanding of the educational or training requirements for specific or typical occupations and knowledge of where adequate education and training may be received										
37	33	3	6	21	:	15	29	8	9	39
(6) A good understanding of the school's philosophy and program of education										
58	13	1	6	22	:	40	11	2	9	38

Table 33 (continued)

213 Senior High Schools					:	143 Junior High Schools				
Plus	Minus	Zero	N	/	:	Plus	Minus	Zero	N	/
%	%	%	%	%	:	%	%	%	%	%

4. Data for individual counselors

C. Improvement in service

1. General

2. Summary data for individual counselors

VII. Supplementary data

1. Number of full-time counselors

2. Number of part-time counselors

3. Equivalence of all counselors in terms of full-time

4. Copies of forms and printed or mimeographed materials used by guidance service

VIII. General summary of guidance service

1. Best elements or characteristics

2. Least adequate or in greatest need of improvement

3. Improvements in last two years

4. Improvements now being made or are planned for immediate future

5. Scientifically-conducted studies within past three years

IX. General evaluation of the guidance service

APPENDIX IX

Evaluations of Guidance Services as Reported by
the 356 Secondary Schools of Massachusetts

APPENDIX IX

Table 34. A Summary of Evaluations of Guidance Services as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939

	213 Senior High Schools							143 Junior High Schools						
5*	4	3	2	1	N	/	:	5	4	3	2	1	N &	/
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>I. Articulation between schools</u>														
<u>A. General Procedures- followed</u>														
16	35	36	9	1	1	2	:	13	40	27	6	2	12	
<u>B. Information about secondary schools-provision</u>														
17	39	26	7	4	1	6	:	11	29	33	9	5	13	
<u>C. Information regarding success of pupils-provision</u>														
10	19	30	20	10	3	6	:	4	17	24	21	16	18	
<u>II. Basic information regarding pupil</u>														
<u>A. Permanent cumulative record</u>														
<u>1. Information regarding home and family-provision</u>														
5	23	34	21	9	$\frac{1}{2}$	$7\frac{1}{2}$	:	14	21	30	18	6	11	
<u>1. Information regarding home and family-use in guidance</u>														
8	24	28	16	12	$1\frac{1}{2}$	$10\frac{1}{2}$	:	10	21	28	16	11	14	
<u>2. Correct report of pupil's record-provision</u>														
23	35	30	$5\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$5\frac{1}{2}$	:	20	42	20	8	2	8	
<u>2. Correct report of pupil's record-used in guidance</u>														
15	32	33	10	3	1	6	:	14	31	31	10	3	11	
<u>3. Correct record-physical and health status-provision</u>														
27	29	18	8	6	2	10	:	37	33	15	2	5	8	
<u>3. Correct record-physical and health status-used in guid.</u>														
17	18	30	14	8	2	11	:	20	28	27	11	5	9	
<u>4. Correct record-psychological traits-provision</u>														
5	22	34	21	9	1	8	:	7	22	36	14	11	10	
<u>4. Correct record-psychological traits-guidance use</u>														
7	16	38	15	15	1	8	:	9	20	32	18	9	12	
<u>5. Reports of progress-provision</u>														
5	23	31	22	8	$1\frac{1}{2}$	$9\frac{1}{2}$	:	6	18	26	18	8	14	
<u>5. Reports of progress-use in guidance</u>														
5	21	35	18	$8\frac{1}{2}$	$1\frac{1}{2}$	11	:	10	18	32	17	9	14	

* Code at end of table

Table 34. (Continued)

		213 Senior High Schools						:	143 Junior High Schools					
5 *	4	3	2	1	N	/	:	5	4	3	2	1	N & /	
%	%	%	%	%	%	%	:	%	%	%	%	%	%	
	B. Other matters of record; other forms- provision													
16	34	34	8	$\frac{1}{2}$	$3\frac{1}{2}$	4	:	16	32	33	4	3	12	
	B. Other matters of record; other forms-used in guidance													
10	20	39	17	4	1	9	:	14	22	30	13	6	15	
	C. Nature and use of records and reports- provision													
21	31	30	8	2	1	7	:	21	35	23	5	4	12	
	C. Nature and use of records and reports-used in guidance													
17	31	31	10	2	1	8	:	12	28	33	8	7	12	
<u>III. Operation of Guidance Program</u>														
	A. General organization- provision													
7	20	34	18	8	4	9	:	8	23	28	20	8	13	
	A. General organization- used in guidance													
10	19	36	17	6	2	9	:	11	25	31	13	7	13	
	B. School organization and program- provision													
29	35	22	5	2	-	7	:	38	27	17	4	2	12	
	C. Registration and pupil load- provision													
36	37	17	$4\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$4\frac{1}{2}$	:	33	23	18	10	3	13
	D. Problems of the future- provision													
11	22	35	22	1	$1\frac{1}{2}$	$7\frac{1}{2}$	:	9	16	35	17	3	20
	E. Social and civic relationships- provision													
10	21	41	17	3	2	6	:	19	27	34	6	2	12	
	F. Personal problems- provision													
8	12	46	16	9	$2\frac{1}{2}$	$6\frac{1}{2}$	:	14	23	31	14	5	13
	G. Additional means and materials used in guidance													
	1. Provisions in school program- provision													
6	21	47	16	4	$\frac{1}{2}$	$8\frac{1}{2}$	:	6	25	40	13	4	12
	1. Provisions in school program-used in guidance													
10	22	37	15	6	$\frac{1}{2}$	$7\frac{1}{2}$	:	10	22	37	13	5	13
	2. Pupil activity program- provision													
14	30	39	7	2	$\frac{1}{2}$	$7\frac{1}{2}$	:	21	30	24	9	5	11
	2. Pupil activity program-used in guidance													
11	24	41	11	4	$\frac{1}{2}$	$8\frac{1}{2}$	:	17	30	21	14	6	12

Table 34. (Continued)

		213 Senior High Schools						:	143 Junior High Schools					
5*	4	3	2	1	N	%	:	5	4	3	2	1	N&c/	
%	%	%	%	%	%	%	:	%	%	%	%	%	%	
6	16	42	24	5	$\frac{1}{2}$	$7\frac{1}{2}$	:	3	17	39	21	6	14
5	16	39	22	$8\frac{1}{2}$	$\frac{1}{2}$	9	:	4	13	38	23	6	16	
IV. <u>Post-school relationships</u>														
A. Selection of the post-secondary school-provision														
22	41	30	2	-	-	5	:	6	6	23	9	09	47	
A. Selection of post-secondary school-used in guidance														
18	40	31	4	-	$1\frac{1}{2}$	$5\frac{1}{2}$	:	5	9	16	13	8	49
B. Adaptation to and success in civic-social life-provision														
8	19	34	21	9	2	7	:	6	14	21	17	12	30	
B. Adaptation to and success in civic-social life-guidance														
7	12	36	21	13	3	8	:	7	10	19	19	15	31	
C. Securing employment-provision														
4	13	25	28	15	6	9	:	2	11	10	20	10	47	
C. Securing employment-used in guidance														
7	9	24	30	17	$3\frac{1}{2}$	$9\frac{1}{2}$	:	2	5	16	12	16	49
V. <u>Results of guidance</u>														
1- in promoting better in-school relationships														
9	35	35	8	2	$1\frac{1}{2}$	$9\frac{1}{2}$	:	12	28	24	4	2	30
2- in promoting better post-school relationships														
8	22	35	17	6	$1\frac{1}{2}$	$10\frac{1}{2}$	:	10	14	27	8	7	40
3- in making pupils more self-reliant														
8	23	40	14	$2\frac{1}{2}$	1	$11\frac{1}{2}$	:	6	22	25	8	4	35
VI. <u>Guidance Staff</u>														
A. Pupils per counselor - no evaluations														
B. Preparation and qualifications														
1. Personal qualifications														
26	22	20	2	8	4	14	:	20	20	11	3	6	40	

Table 34. (Concluded)

* Code for the tabulations

- 5- Highly satisfactory or practically perfect; the provisions present and functioning almost perfectly
- 4- Very good; distinctly above average; the provisions or conditions are present and functioning very well
- 3- Average; the provisions or conditions are present and functioning fairly well
- 2- Poor; distinctly below average; the provisions or conditions are present in an inadequate amount, or, if present, are functioning poorly
- 1- Very poor; the provisions or conditions, although needed, are very poorly met or not present at all
- N- Does not apply
- / Includes errors in checking and omissions in checking

APPENDIX X

The Primary Scores for Guidance Services as
Reported by 356 Secondary Schools in Massachusetts

Table 35. The Primary Scores for Guidance Services as Reported by 356 Secondary Schools in Massachusetts Using the G Form of the Cooperative Study of Secondary School Standards in 1938-1939

Rating Code	Senior High Schools					Junior High Schools					
	Organization in Years						Per Cent				
Primary Score	6	4	4/2	3/3	All	Per Cent	4/2	3/3	0/3	All	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	52	68	21	72	213	:	22	108	13	143	

I. Articulation Between Schools

5.0	2	1	1	4	8	3.5:	5	5	3.		
4.6	3		1	3	7	3.:	1	1	1.		
4.3	2	1		7	10	4.5:	2	2	1.		
4.0	11	5	1	7	24	12.:	1	15	17	12.	
3.6	4	11	3	12	30	14.:	3	8	1	12	10.
3.3	7	17	4	8	36	17.:	3	13	2	18	17.
3.0	10	7	4	19	40	19.:	3	17	2	22	15.
2.6	3	13	5	2	23	11.:	4	15		19	13.
2.3	1	3		4	8	3.:		7	2	9	7.
2.0	4	4		3	11	5.:	3	6		9	7.
1.6	1			1	2	1.:	1	3	2	6	4.
1.3	1	2			3	1.5:		2		2	1.
1.1			1		1	.5:		2	1	3	1.
0.0*	3	5		2	10	5.:	3	12	1	17	12.

II. Basic Information Regarding the Pupil

5.0						:	1	2	3	2.	
4.9			1	2	3	1.:					
4.7				3	3	1.5:		1	1	2	1.
4.5		1	1		2	1.:		2		2	1.
4.4	1			3	4	2.:		5		5	4.
4.2		3	1	4	8	3.:		4		4	2.5
4.1	1	1	1	3	6	3.:		7		7	5.
4.0	2	1			3	1.:	5			5	4.
3.9		3	1	2	6	3.:		6		6	4.
3.8	1	2		7	10	5.:		8		8	6.
3.7	3	3		1	7	3.:		3		3	2.
3.6	4	3		3	10	5.:	1	2	3	6	4.
3.5	1	1		2	4	2.:		2		2	1.
3.4	3	2		4	9	4.:		5		5	4.
3.3	4	6		4	14	7.:	1	9	1	11	8.
3.2	1	6	1	2	10	5.:		5		5	4.
3.1	4	4	2	5	15	8.:		8		8	6.
3.0	3	3	3	3	12	5.5:	4			4	4.

* Evaluations omitted

Table 35. (Continued)

Primary Score	Senior High Schools					Junior High Schools					
	Organization in Years					All Per : 4/2 3/3 0/3 All Per Cent Cent					
	6	4	4/2	3/3	All	Per	4/2	3/3	0/3	All	Per
(1)	2	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	52	68	21	72	213	:	22	108	13	143	

II. Basic Information- continued

2.9	4	1		2	7	3.	:		5	5	4.	
2.8		3	1	2	6	3.	:		2	2	1.	
2.7	4	1		5	10	5.	:		2	2	1.	
2.6	2	3	2	2	9	4.	:	2	5	7	5.	
2/5	1	3	1	1	6.	3.	:		5	2	7	5.
2.4	1	1	1	2	5.	2.	:		2	2	1.	
2.3	4	4			8	4.	:	3		3	2.	
2.2	1			1	2	1.	:		2	2	1.	
2.0	3	3	2	1	9	4.	:	2	1	3	6	4.
1.8	2	1	1	3	7	3.	:		1		1	.5
1.6		1		2	3	1.5:	:		3		3	1.5
1.4		1	2		3	1.	:		2		2	1.
1.2							:		2		2	1.
0.0*	2	7		3	12	5.5:	:	3	6	1	10	8.

III. Operation of the Guidance Program

5.0				1	1	.5:	:					
4.6	1			2	3	1.5:	:		2		2	1.
4.4	2	2		3	7	3.	:	1	3	2	6	5.
4.2	1	2	2	6	11	4.	:		6		6	4.
4.0		1		1	2	1.	:		4		4	3.
3.9	2	1		2	5	2.5:	:	1	4		5	3.
3.8	1				1	.5:	:	2	4		6	4.
3.7	1	3			4	2.	:	1	3	1	5	3.
3.6	1	2	1	4	8	4.	:		5		5	3.
3.5	1	6		5	12	6.	:		9		9	6.
3.4	5	4	2	7	18	8.	:		5	1	6	4.
3.3	2	5	1	2	10	5.	:	1	6	1	8	6.
3.2	6	5	1	4	16	8.	:	1	7	1	9	6.
3.1	5	2	1	5	13	5.5:	:	2	2		4	3.
3.0	3	4	4	6	17	8.	:	2	4	2	8	5.
2.8	7	4	5	10	26	12.	:	2	11	1	14	10.
2.6	3	3		4	10	6.	:	1	4	1	8	6.
2.4	5	10		4	19	9.5:	:		8		8	5.
2.2	3	2	2	1	8	4.	:	2	2		4	3.
1.8		3			3	1.5:	:		2		2	2.
1.4	1		1	1	3	1.5:	:		1		1	1.
1.1	1			1	2	1.	:	1		1	2	2.
0.0*	3	7		3	13	5.5:	:	4	14	2	20	13.

* Evaluations omitted

Table 35. (Continued)

Primary Score	Senior High Schools					Junior High Schools					
	Organization in Years										
	6	4	4/2	3/3	All	Per Cent:	4/2	3/3	0/3	All	Per Cent
	52	68	21	72	213	:	22	108	13	143	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)

IV. Post-School relationships

5.0	1		1		2	1. :					
4.8				3	3	1.5:					
4.6	1	1		2	4	2. :		1		1	1.
4.2		2		4	6	3. :					
4.0	3	3		3	9	4.5:		3	1	4	3.
3.8		1	1	2	4	2. :					
3.6	2	5		1	8	3.5:					
3.4	1	1	1	2	5	2. :					
3.2	5	6	5	9	25	12. :	2	8		10	6.
3.0	8	11	4	8	31	14. :		4	3	7	5.
2.8	4	4		4	12	6. :		4		4	3.
2.6	5	4	1	7	17	8. :		5	1	6	4.
2.4	5	2		4	11	5. :	1	3	1	5	3.
2.2	2	10	2	7	21	9.5:	2	7		9	7.
2.0	9	6	2	8	25	12. :	1	6		7	5.
1.8		1	2	3	6	2.5:		4		4	3.
1.6	2	3		1	6	3. :	1	9	3	13	8.
1.2			1		1	.5:	2	6		8	6.
1.1				1	1	.5:	4	8	1	14	10.
0.0 *	3	8		3	14	7. :	9	37	2	48	33.

V. Results of Guidance

5.0	3		1	7	11	5. :		4	1	5	3.
4.5				2	2	1. :		1	1	2	2.
4.3				2	2	1. :		3		3	2.
4.0	4	16	2	7	29	14. :	2	5	1	8	6.
3.6	7	4	3	3	17	8. :	2	5	2	9	7.
3.3	5	10	2	10	27	11. :	2	13	1	16	11.
3.0	11	13	2	20	46	22. :	5	14	2	21	15.
2.6	8	3	5	6	22	10. :	1	11	1	13	10.
2.3	3	3	2	1	9	4. :		9		9	7.
2.0	2	7	1	5	15	7. :	2	2		4	3.
1.6	3	1		1	5	2. :					
1.2						:	1			1	1.
1.1	1	2		1	4	2. :		3	1	4.	2.
0.0 *	5	9	3	7	24	11.:	7	38	3	48	33.

* Evaluations omitted

Table 35. (Continued)

Primary Score	Senior High Schools					Junior High Schools					
	Organization in Years										
	6	4	4/2	3/3	All	Per; Cent	4/2	3/3	0/3	All	Per Cent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	52	68	21	72	213	:	22	108	13	143	

VI. Guidance Staff-Preparation and Qualifications

5.0	1	2		6	9	4.	:	1	5	6	4.	
4.8		1	1	3	5	2.	:		2	2	2.	
4.6		2	2	1	5	2.	:					
4.4	4	1		2	7	3.	:		2	1	3	2.
4.2	1	4		5	10	5.	:		2		2	2.
4.0	1	3	3	8	15	7.	:		1		1	1.
3.8	1	4		8	13	6.	:	1	4		5	3.
3.6	6	5	3	2	16	8.	:		5		5	3.
3.4	1	3	1	3	8	4.	:	1	2	1	4	3.
3.2	5	2	1	7	15	7.	:	1	15		16	11.
3.0	5	9	1	4	19	9.	:	1	5	1	7	5.
2.8	2	4	1		7	3.	:		7	1	8	6.
2.6	3	4		2	9	4.	:	1	3	1	5	3.
2.4	2			1	3	2.	:	1	2	1	4	3.
2.2	3	4			7	3.	:		3	1	4	3.
2.0		1		1	2	1.	:	1	1		2	2.
1.8				1	1	.5:	:	1			1	1.
1.4		1			1	.5:	:					
1.1						:	:		1	1	2	2.
0.0 *	17	18	8	18	61	29.	:	13	48	5	66	46.

VI. Guidance Staff - Improvement in Service

5.0	1	5	1	7	14	6.	:		5		5	4.	
4.0	10	8	3	11	32	15.	:	3	4	2	9	6.	
3.0	11	15	1	10	37	17.	:	2	11	2	15	10.	
2.0	2	4			6	3.	:	2	4		6	4.	
1.1						:	:				1	1	1.
0.0*	28	36	16	44	124	59.	:	15	83	9	98	68.	

IX. General Evaluation of Guidance Service

5.0				6	6	3.	:		2	1	3	2.
4.5	1	1		3	5	2.	:		3	1	4	3.
4.0	3	7	6	7	23	11.	:	2	9	1	12	9.
3.5	4	3	1	2	10	5.	:	1	8	2	11	8.
3.0	17	15		12	44	21.	:	2	15	2	19	13.

* Evaluations omitted

Table 35. (Concluded)

Primary Score	Senior High Schools					Junior High Schools					
	6	4	4/2	3/3	All	Per:	4/2	3/3	0/3	All	Per
	Organization in Years										
	Cent:										
	52	68	21	72	213	:	22	108	13	143	
(1)	(2)	(3)	(4)	(5)	(6)	(7):	(8)	(9)	(10)	(11)	(12)

IX. General Evaluation of Guidance Service (Concluded)

2.5	3	4	2	4	13	6.	:	2	7	9	6.
2.0	3	2	2	3	10	5.	:		4	1	5
1.5		1		1	2	1.	:	1	1		2
1.1		1		3	4	2.	:			1	1
0.0 *	21	34	11	31	97	45.	:	14	59	4	77
											53.

* Evaluations omitted