

A SURVEY OF PROVISIONS FOR GUIDANCE IN JUNIOR
HIGH SCHOOLS OF KANSAS

by

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INTRODUCTION

Guidance is usually understood as applying to the improvement of choices and personal adjustments of individual children, whether administered individually or in groups (20). Guidance is founded upon the principle of the conservation of human life and human energy: it is based upon the fact of human need (30). Guidance may be thought of as helping the individual become better acquainted with himself and his educational and occupational opportunities so that he may be able to make better choices for himself.

Those of us who have been in the profession of teaching for any length of time have been aware of the fact that children need help in making personal adjustments. In the smaller school it is easy to become well acquainted with each pupil so that one knows fairly well the kind of home he comes from, who his associates are (both in and out of school), and other facts about him that will help to aid the person doing the counseling. However, even in the small school it is desirable to have definite information as a guide in helping the pupil to plan his course in school (26).

If it is considered essential to have a guidance program in a small high school where it is fairly easy to know each pupil well, how much more important it should be to have a program in a large high school where it is impossible for the teachers to become well acquainted with each pupil, even in their own classes. It is surprising (unless one has taught in a large school) to find that most of the teachers know very little, if anything, about the conditions under which their pupils live outside of their school

room. It is just as erroneous to think that a physician could diagnose cases for 150 patients a day as it is for teachers to be able to give individual help to large numbers of pupils each day (29).

There must be some means of giving help to these pupils if they are to develop to a reasonable degree of proficiency along the lines for which they have the greatest ability. And most authorities agree that a person must be well adjusted either in his educational pursuits or in an occupation to become a happy, useful citizen.

There needs to be some help given in choosing an occupation, for quite a number of pupils do not go beyond junior high school. Some even drop out before completing junior high school because of having to help to support the home, or for other good reasons. Some drop out because they are not adjusted and happy in school work. Regardless of the cause, it is becoming more and more the problem of the school to help the individual adjust himself to the society in which he lives. Bacher and Berkowitz in their book on School Courses and Related Careers (5) state that the objectives of a high school guidance program include training and preparing the pupil for general academic training, occupational training, and also to assist graduates and drop-outs in completing vocational adjustment.

Most of the literature and studies on guidance pertain to senior high school but as guidance is a continuous process most of the principles of guidance should apply to junior high school as well as senior high school. Fenton, in his book on Mental Hygiene (20), says:

Fluctuations are the rule in the progress of the child toward adjustment. It is not to be expected that children who have presented problems for months or even years will become adjusted over night, or that they will not have setbacks from time to time during which they may revert to earlier behaviors. Patience is essential.

Many authorities believe that guidance is needed from early childhood to adulthood and even as an adult. Much of what the pupil retains is learned in his early years of school and many of his traits are developed then. It was with this idea in mind that this survey of the junior high schools of Kansas was made. It seems that if one waits until the pupil reaches senior high school it is too late for a large number. Some never reach senior high school and others are already set in patterns which are detrimental to them and society.

METHODS USED IN THE STUDY

Considerable reading was done on the subject of guidance in high schools in general to try to ascertain what constitutes a good guidance program. Attention was especially focused on the field of junior high school as that was the field of education for this particular study.

A rough draft was prepared for a questionnaire and this was studied and revised in line with recommendations of one of the leading junior high school principals in Kansas. This revised form was sent to six of the junior high school principals in Kansas who are recognized as doing outstanding work in their schools, and to two college professors who have a broad background in

junior high school experience.

A revision of this trial questionnaire, according to the combined recommendations of those consulted, resulted in the final form which was mailed to every junior high school principal in Kansas. It seemed that the best basis for determining what constituted a junior high school was to use the Kansas Educational Directory of 1950-1951. Questionnaires were also sent to the five state schools that have teacher training, and three of them reported that they do not have training schools now. Replies were received from all but five of those contacted. However, tracer cards were sent to a very few who failed to return the questionnaire within five weeks. These cards did have results. No second attempt was made to get replies on the five who did not answer.

The study was made on the basis of what the junior high schools of Kansas are doing in their present setup to meet the five functions of guidance as expressed in basic guidance textbooks by Jones (30) and by Smith (37).

Of course all of this study was done with the approval and help of a major advisor, whose approval was expressed to the principals on the letter which accompanied the questionnaire.

REVIEW OF LITERATURE RELATED TO THE PROBLEM

Many books and articles have been written about guidance in schools. Some people seem to think that it is something new. However, if one takes the view that guidance means helping the individual make the best choices and adjustments for his educational

and occupational future there has been guidance in schools as long as there have been schools. Much of this guidance may have been negative and did more harm than good, for as is pointed out in the book Principles and Techniques of Guidance by Lavever, Turrell and Weitzel (32)

"Guiding" in the absence of data is quackery. The most dangerous of all guidance practices is to "counsel" without having at hand pertinent data. Indeed, such practice may be likened to quackery.

Guidance services should be extended to all of the pupils in a school and not just to those that are very much maladjusted. In too many cases the only ones coming to the attention of the counselor, or whoever is trying to carry on the program, are the ones who are causing discipline problems or failing in their classes. Pupils must be prepared to take their place in society and according to John M. Brewer in his book, Education as Guidance (11)

Many of our pupils who do good work in their classes are misfits in society. Learning is not complete until it is put into action. How to live must be placed on a level with so-called academic courses, and schools cannot wait on properly trained teachers as that would leave too many young people out before the teachers could be trained. A program of in-service training would help until teachers could be trained.

The fact that teachers may have to receive training in service means that there will definitely need to be a well-trained person at the head of the program. Organization must center in some responsible and competent individual and the organizing of a program must go slowly after much study of the community (Bloomfield, 9). This is especially true in setting up a program for vocational guidance but is also very true for educational guidance as the

resources and customs of the community must be considered in either case. According to the American Council on Education (3)

Guidance toward a vocation is important because most of our actions revolve around our vocations. Since guidance is a continuing need, both in school and outside of school, guidance should be based on a sound system of tests, records, etc.

According to Beatty(8)

About one fourth of our gainfully occupied population is in primary occupations, such as agriculture, fishing and extraction of minerals. One fourth in manufacturing and mechanical processes. One fourth in distribution of goods. And the remaining one fourth in professional, personnel service, domestic, and clerical occupations.

Many changes are occurring in the different jobs within each of these occupations so that it is becoming more necessary, and at the same time more difficult, for a person to choose wisely the occupation in which he will be most successful and happy. Also our population is shifting so much that a person may move to a new community several times during his junior high school years. Each time he moves it is necessary for him to adapt himself to new surroundings. This necessitates a period of orientation on the part of the individual. If the school helps him by an organized plan of some kind the process is much faster and more enjoyable. Care must be taken that orientation does not take the form of "Freshman Lectures", (Shank, 36). According to Mildred Lincoln Billings (7)

The first problem of a junior high school, as in other school units, is orientation. Usually some of this orientation may be effectively given by the home room teacher in cooperation with the school counselor...Sometimes such orientation materials form an introductory guidance course taught by the counselor or by a teacher specially designated to do it. An important part of the orientation program is to inform pupils about the various courses and

curricula offered by the school. Many educators consider the junior high school the exploratory center in the child's experience. Try-out shops, clubs and other activities serve to reveal interests and abilities. Try-out facilities need to be diversified in scope.

A survey course should be given at the eighth or ninth grade level before over-age children begin to drop out of school. As a result of a thorough survey a pupil should be able to formulate, with the cooperation of home and school, a tentative three or four year program as a guide for purposeful work in high school.

In the April, 1950, issue of The Clearing House there is an article on "Guidance Projects of a Small High School" by Clyde Browning (12) in which he says:

In this small high school of 140 students at R.O.V.A. Community Unit High School, Oneida, Ill., different people of the community were brought in to talk to the students concerning their businesses and professions. There are many other guidance devices that we use - for instance: a published hand book, orientation, cumulative records, testing, outside speakers, guidance movies, community resources, field trips, student government, health clinics, getting-acquainted parties, discussions in faculty meetings by board members, laymen and students, community occupational surveys, etc.

According to Frank Grote, Jr., in the April, 1950, issue of The Clearing House, in an article entitled "Policeman First - Teacher Second" (24)

Schools with five hundred or more should have one person assigned to children's problems. For the boys this should be a man whose duties would be comparable to a dean's in a college. The principal could rely on this man for a great deal of help and information.

In the 30th yearbook of the A.A.S.A. (2) it is brought out that:

It will be necessary to increase our guidance facilities so that all children, from whatever background they come, may have sympathetic counselors who understand them, talk with them, and help them to solve their problems. Probably one full-time counselor is needed for

each 150 to 200 students if adequate guidance is to be provided.

Gruhn and Douglass(25) report that

The pupil who intends to continue beyond the junior high school is not the only one who deserves guidance with respect to further education. Every experienced teacher and principal has had some pupils withdraw from school who might have continued with profit under more fortunate circumstances. The guidance program of the school should provide a definite policy for reaching these pupils before it is too late. Practices now employed to advise pupils who plan to withdraw from school include the following, for the percentage of schools indicated:

Conference with parents regarding the pupil's withdrawal.....	67%
Conference between pupil and counselor or principal.....	59%
Program arranged for the pupil which will keep him in school.....	46%
Aid given pupil in obtaining employment.....	17%
No particular practice followed.....	11%

Gruhn and Douglass(25) also point out that

In many schools available data about pupils are not used for guidance purposes as much as is desirable because they are not readily accessible to the teachers. If it is to be of the most value in guidance, information about individual pupils should be in the hands of those teachers who are likely to use it. In many schools, however, there is a tendency to keep these data exclusively in the office of the principal or counselor. Whatever plan is employed to make data available it is essential to the success of the guidance program that all information about pupils be readily available to the home-room and class room teachers. The greatest need in the immediate future is a staff of teachers in the junior high school who are well qualified by personality, interest, training, and experience to carry on guidance activities.

The following types of organization for guidance are typical of those found in the junior high school (Gruhn and Douglass, 25):

SMALL JUNIOR HIGH SCHOOL

Principal

Committee on Guidance

Teachers Teachers Librarian Girls' Advisor Teachers Teachers

MEDIUM SIZED JUNIOR HIGH SCHOOL

Principal

Vice-Principal
and
Boys' AdvisorVice-Principal
and
Girls' Advisor

Teachers Librarian

Home Room Teachers
Advisors

LARGE JUNIOR HIGH SCHOOLS

Principal

Committee on Guidance

School Physician Vice-Principal Boys' Advisor Girls' Advisor

Librarian Teachers Home Room Class Advisors Activity Sponsors
Advisors and
Coaches

MEDIUM OR LARGE JUNIOR HIGH SCHOOL

Principal

Counselor

Special Guidance Committee

Coach Librarian Dean of Girls School Nurse

Teachers

Home Room
AdvisorsActivity
Sponsors

MEDIUM OR LARGE JUNIOR HIGH SCHOOL

Community Guidance Council
(Advisory Body)

Principal
(as a member)

Guidance Committee

Coaches	Teachers	Home Room Advisors	Activity Advisors	Librar- ian	Community Health Facilities	Community Guidance Facilities
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An example of a guidance program in a junior high school is given by Lefever, Turrell and Weitzel (32).

John Marshall Junior High School, Pasadena, California

This four-year junior high school is an integral part of the 6-4-4 plan in operation in the city of Pasadena. Grade levels seven, eight, nine, and ten are served. An enrollment of 1,389 and faculty of 64 indicate a pupil-per-teacher ratio of 21.7. The students who attend John Marshall Junior High School come from a middle class residential type of district. The curriculum has been characterized by the phrase, "exploratory in both academic and non-academic fields."

Table 1. Administrative and counseling personnel. The several duties and functions of those responsible for guidance in this junior high school.

TITLE	PERIODS OF CLASS-ROOM TEACHING PER DAY	GUIDANCE FUNCTIONS
Principal (1)	none	Has general administrative supervision of the school and its guidance program Makes master schedule and school calendar Sponsors council meetings composed of tenth grade students
Girls' Vice-Principal (1)	none	Supervises the social life of the school Sponsors girls' organizations, dances, graduation, and girls' welfare Acts as general counselor for the seventh grade

Boys' Vice-Principal (1)	none	Sponsors boys' activities and organizations Has charge of athletics and "traffic" Acts as general counselor for the ninth grade
Counselor (1)	none	Supervises guidance program, grouping, programming of students, records, tests, and scholastic relations with other schools Acts as general counselor for the eighth grade
Class Advisors (4)	four	Act as chairmen of teacher groups for certain planning periods (7:55-8:50 A.M.) Help in curriculum development Supervise guidance for their class groups
Advisory Teachers (44)	five	Are responsible for guidance in class groups assigned

Group Guidance On the seventh and eighth grade levels group guidance activities are centered in the general-education classes. Similar responsibility is assumed by the English and social studies classes for the ninth and tenth grade students. The chief objective of this guidance plan is to make certain that one teacher is especially interested in each student and that he has an opportunity to acquire the information necessary for intelligent counseling. The seventh grade program stresses orientation; the ninth, vocational problems.

Individual Counseling The counselor interviews all students with regard to final programming for graduation. Special responsibility for dealing with individual student problems is assumed by the administrative staff. The principal counsels the tenth grade; the boys' vice-principal, the ninth grade; the counselor, the eighth grade; and the girls' vice-principal advises the seventh grade. Each advisory teacher is available for consultation by any student who wishes help. Case study conferences are occasionally arranged to be held during the morning planning period.

Testing Program Incoming classes are given the Terman Group Test of Mental Ability and the Stanford Achievement Test. During the second semester of the eighth grade the Kuhlmann-

- (b) Making provision so that every pupil has a periodic interview with a counselor and other interviews as needed.
- (c) Assigning space to guidance services adequate to carry on the guidance service planned.
- (d) Providing adequate clerical service.
- (e) Supplying files, furniture, and other items of equipment.
- (f) Specifically including the needs of guidance when the budget is made.

Table 2. Enrollment and number of administrators, counselors, and teachers in junior high schools of Kansas.

Data regarding personnel	Size of school		
	: Small	: Medium	: Large
Enrollment			
Range	47-264	317-497	506-1,078
Median	132.5	416	680
No. of schools	18	16	17
Number of teachers			
Range	4-11.5	14-27	18-39
Median	6.5	18	27
Number of administrators			
Range	.5 ¹ -2 ²	1-2 ¹	1-2 ²
Median	1	1	1
Number of counselors (full-time)			
Range	0-1 ¹	0-0	0-1 ³
Median	0	0	0
Number of counselors (part-time)			
Range	0-2 ³	0-3 ³	0-2 ²
Median	0	1	0
Teacher-pupil load			
Range	12.5-26.8	18.3-27.1	20.4-30.3
Median	17.75	22.6	25.95
Teacher load when all schools are combined			
Range		12.5-30.3	
Median		22.65	

1 Reported by only one school.

2 Reported by three schools.

3 Reported by two schools.

COMPARISON OF SCHOOL SIZE

Fifty-one of the 56 junior high schools of Kansas returned question blanks. The schools were classified by enrollment as to small (0 to 300), medium (301-500), or large (501 up).

In the large junior high schools the median enrollment was 680, which with a range up to 1,078 shows that there were few schools close to the upper part of the range. The medium sized schools with a range of 317 to 497 had a median of 416 which shows that more schools were in the upper part of the range. With a median of 132.5 in a range of 47 to 264, more of the small schools were found in the upper part of the range.

Calculations show that the small schools had a teacher median of 6.5, the medium sized schools a teacher median of 18, and the large schools a median of 27 teachers. The median for administrators was one in all sized schools. There were very few full-time counselors as only three large schools, one small school, and no medium sized schools reported full-time counselors. In the matter of part-time counselors three small schools reported two, three medium sized schools reported three, and two large schools reported two. The median for medium sized schools was one, which showed that over half of them had at least one part-time counselor.

When teacher-pupil load is calculated for the different sized schools the teacher load gradually increased with the size of the school. The median for teacher load in the small schools was 17.75, in the medium sized schools 22.6, and for the large schools 25.95. All of the schools were put together in a distribution for

teacher-load to determine how the schools stood in an overall distribution. The results showed that there was a general increase of teacher load according to the size of the school as the median for the entire group was 22.65, almost the same as the median for the medium sized school, which was 22.6.

PROVISIONS FOR DISCOVERING THE PUPIL AS AN INDIVIDUAL

Home Visits

None of the schools reported that a home visit was made to all pupils. The smaller and medium sized schools made more visits with a range up to 80 per cent than did the larger schools whose range went up to 33 per cent of the pupils in their school. However, it must be kept in mind that it is much more difficult to visit the homes of any large proportion of pupils in a large town than in a small town, and of course the larger schools have to be in the larger towns.

When asked as to who made the visits the principal was named in 4 out of 18 for the small schools, 3 out of 16 for the medium, and 4 out of 17 for the large schools. Only one each of the small and medium sized schools named the counselor and only 2 of the larger schools. The home room teacher was named twice in the small, 5 times in the medium sized, and 6 times in the large school.

The nurse rated once in small schools, 6 times in medium sized schools, and 6 times in large schools. Most small schools did not have attendance officers and so that school official was

Table 3. Provisions for discovering the pupil as an individual.

Specific Provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. of schools responding			
	18	16	17	51
Home visits				
All pupils	0	0	0	0
If not to all pupils to approx. what proportion of pupils				
Range	2%-30%	10%-30%	10%-33%	
Median	15%	20%	20%	
Made by:				
Principal	4	3	4	11
Counselor	1	1	2	4
Home room teacher	2	5	6	13
Nurse	1	6	6	13
Attendance officer	0	1	1	2
Visiting teacher	3	4	6	13
Case Studies				
All pupils	3	3	2	8
If not to all pupils to approx. what proportion of pupils				
Range	0%-50%	5%-25%	1%-25%	
Median	13%	10%	8%	
Made by:				
Administrator	11	8	8	27
Counselors	4	5	7	16
Nurse	2	2	1	5
Home room teachers	0	3	0	3
Class room teachers	10	8	7	25
Cumulative Records are kept in:				
Central office	18	15	15	48
Home room	1	3	1	5
Nurse's office	0	0	1	1
Counselor's office	0	0	1	1
Cumulative Records Are Available to:				
All teachers	18	16	16	50
A Testing Program is Carried On:				
As part of an overall program in the school system	12	13	15	40

Table 3. (Cont.)

Specific provisions	Enrollment			: Total
	: 0-300	: 301-500	: 501 up;	
	: No. schools responding :			
	: 18	: 16	: 17	: 51
As a special program in the junior high school	4	3	5	12
Test results are available to all teachers	16	16	13	45
Test results are used in planning pupil's work	12	12	14	38
Standardized Tests Given				
Achievement tests				
Henman-Nelson	1	1	2	4
Stanford	7	4	4	15
Metropolitan	2	0	2	4
Spelling test	0	0	1	1
Co-op social studies	0	0	1	1
Co-op community affairs	0	0	1	1
Co-op social abilities	0	0	1	1
Co-op math. test	0	1	0	1
Iowa Basic Skills	1	1	1	3
Sangren-Woody (reading)	1	0	1	2
Iowa Every Pupil	0	1	1	2
Calven school algebra	0	0	1	1
Barrett-Ryan (English)	0	1	0	1
Iowa Silent Reading	1	3	1	5
Calif. English Usage	1	1	1	3
Otis Self Administering	1	0	0	1
Emporia Every Pupil	1	0	0	1
Coordinated Scales of				
Attainment	1	0	0	1
Schrammel-Otterstren (arith)	1	0	0	1
Davis-Schrammel (Spelling)	1	0	0	1
Davis-Schrammel (Language)	1	0	0	1
Gate's (Reading)	1	0	0	1
Scholastic aptitude tests				
Terman	0	1	3	4
Otis Mental Ability	2	6	6	14
S.P.A. Primary Mental Ability	0	1	1	2
Henman-Nelson Mental Ability	1	2	2	5
Kuhlman-Anderson	3	2	0	5
Calif. Test of Mental Ability	1	0	0	1
Intelligence Test	1	3	0	4

Table 3. (Cont.)

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. schools responding			
	18	16	17	51
Special Aptitude Tests				
Calif. (Reading)	0	1	0	1
Detroit Mach. Aptitude	0	1	0	1
Algebra Aptitude	0	1	0	1
Winston Arithmetic	1	0	0	1
Music Testing	1	0	0	1
Co-op What Would You Do	0	0	1	1
Interest Tests				
Gaston	1	0	0	1
McCredry	1	0	0	1
Calif. Personality	1	0	1	2
Kuder Vocational Interest	1	0	0	1
Calif. Interest Inventory	1	0	2	3
Occupational Meth. Test	0	0	1	1
Kuder Preference	0	3	1	4
High School Survey	0	1	0	1
Occupational Interest Survey	1	0	0	1
Personality Test	1	0	0	1
Adjustment Tests				
S.R.A. Youth Adjustment Inventory	0	0	1	1
Reninors Youth Inventory	0	1	0	1
Other Tests				
Kansas State College Reading Survey	0	0	1	1
Binet	0	0	1	1
Pintner Von Verbal	0	1	0	1
Mental Health Analysis	1	0	0	1
The Testing Program Is Administered By:				
Principal	10	7	6	23
Counselor	1	5	7	14
Teachers	9	11	13	33
Testing Bureau of College and Faculty	1	0	0	1
Graduate Assistants in College	1	0	0	1

listed only once in the medium and large schools and not at all in the small ones. Large schools reported using the visiting teacher 6 times, medium schools, 4 times, and small schools, 3 times. However, this shows a larger proportion of small schools having a visiting teacher in proportion to the large schools than one would think. It is rather surprising that none of them reported the class room teacher making home visits. This may be accounted for by the fact that most class room teachers are also home room teachers.

Case Studies

It is rather surprising to have three of the smaller schools, three of the medium sized schools, and two of the large schools reporting that case studies are made of all pupils. There may be some discrepancy as to what is considered a case study. The other schools reported a range of from none up to 50 per cent in the small schools and up to 25 per cent in the medium and large schools that came under case studies in their schools. The administrators made the largest number of case studies, being named for 11 of the 13 small, 8 of the 16 medium, and 8 of the 17 large schools. Classroom teachers came next with 10 of the 13 small, 8 of the 16 medium, and 7 of the 17 large schools, while the surprising thing is that the home room teacher did not score in the small or large schools and only 3 times in the medium. This can only be explained possibly, by the fact that the home room period has degenerated into an activity period, a checking period or a glorified study

hall, and very little guidance work is done there. Counselors made case studies in 4 of the smaller, 5 of the medium, and 7 of the large schools, while the nurse was listed twice in the smaller and medium and once in the large schools. Here it seems improbable that a nurse would make what is considered a case study in guidance.

Cumulative Records

In the small schools the cumulative records were kept in the central office in all 18 schools and one school also had them in the home room. Fifteen of the 16 medium sized schools reported keeping their cumulative records in the central office and 3 had them in home rooms, so 2 of the schools had them in both places. The larger schools had the cumulative records in the central office in 15 schools out of 17 and once each in home room, nurse's office, and counselor's office.

All of the schools reported that the cumulative records were available to all teachers, except one of the larger schools which did not report. A question arises about the usability of the records to all teachers since most all schools keep their records in the central office only.

Testing Program

There is an indication that a good testing program is carried out in most of the schools, as 12 of the 18 small schools, 13 of

the 16 medium, and 15 of the 17 large ones said that their testing program was part of an overall school testing program. Four of the small, 3 medium, and 5 large schools also reported using tests as a special program in the junior high school, which would mean that some schools had both an overall program in the school system and a special program for their junior high. Practically all of the schools had the test results available to all teachers, 16 of 18 schools in the group under 300 enrollment, all 16 schools in 301-500 enrollment, and 13 of 17 in schools of over 500. This indicates that the larger schools would have more difficulty in this line because of the large number of pupils and teachers. A goodly number of schools also reported using the test results in planning the pupils' work, 12 of the smaller schools, 12 of the medium schools, and 14 of the large ones.

In the matter of what standardized achievement tests are used there was a great variety listed, 22 in all, but the Stanford led the list, being used in 7 of the small schools, and 4 times each in the medium and large schools. Next came the Metropolitan in 2 small schools, and 2 large schools, but not mentioned in the middle group. The Iowa Silent Reading Test was used in 1 small, 3 medium, and 1 large school. Henman-Nelson once each in small and medium sized schools, and in 2 large schools. Iowa Basic Skills and California English Usage were used in one school of each group.

Two tests were used in only 1 school in 2 groups, 7 were used in only 1 of the small sized schools, 2 in only 1 school in the middle group, and 5 in only 1 school in the large schools. This

gives a large number of tests being used but not much uniformity to the program as a whole.

In the field of scholastic aptitude testing the Otis Mental Ability Test was listed most, twice in small schools, 6 times in medium sized, and 6 times in large schools. Kuhlman-Anderson was used in 3 small, 2 medium, and in none of the large schools. Henman-Nelson Mental Ability Test was listed in only 1 small school but in 2 of each of the other school groups. The Terman test was named in 3 of the large schools, once in the middle sized and not at all in the small sized school. One school in each of the large and medium groups used the S.P.A. Primary Mental Ability Test, and only one school in the small sized schools used the California Test of Mental Ability, while 1 small school and 3 medium schools just listed Intelligence Tests, which is not very definite.

Not much is done in the field of special aptitude testing in junior high schools in Kansas. Only 6 different tests were listed and each one of them only once. Two were used in each group of schools. This leads one to think that much needs to be done here.

In the field of interest testing it is almost the same story as in special aptitudes. However, two tests were used in more than one school. The Kuder Preference was used in 3 medium sized schools and 1 large school, and the California Interest Inventory was used in 1 small school and 2 large schools. One other test, the Occupational Interest Test, was used in 1 school in each group and the rest of the 10 different tests listed were used in only 1 school with the exception of 1 which was used in 1 small school and 1 large school.

There is almost nothing done with adjustment tests as only 2 tests were listed and each one of them was listed only once.

Four tests were listed under the heading of other tests and each one of them was used in only 1 school, 2 of them being used in large schools, 1 in a medium sized school, and 1 in a small school.

When asked as to who administered the testing program, 10 of the small schools, 7 of the medium sized schools, and 6 of the large schools replied that that was done by the principal. One small school, 6 medium sized schools, and 7 large schools reported the counselor, while 2 small, 11 medium, and 13 large schools listed the teacher as the one who administered the testing program. One of the teacher training institutions said that their program of testing was administered by the testing bureau of the college and the faculty, while the other teacher training school said that graduate assistants in college administered their testing program. Since so many schools rely upon the teacher for this job it is necessary that the teachers be trained in testing if the program is to be successful.

Table 4. Provisions for informing the pupil of his educational and occupational opportunities.

Specific Provisions	Enrollment			Total
	0-200	201-500	501 up	
	No. schools responding			
	18	16	17	51
Work Experience Is Provided				
For:				
All pupils	2	0	0	2
If not to all pupils to which ones				
Ninth grade	1	1	2	4
Eighth grade	1	0	0	1
If actual experience is not given information is given through				
Films	0	0	1	1
Social studies	2	3	2	7
Student council	0	0	2	2
Clubs	0	0	2	2
Shop classes	1	1	0	2
Biology	0	1	0	1
Occupational study in math.	1	1	0	2
Health	1	0	0	1
Field Visits to Business and Industry Are Provided for:				
All pupils	7	6	2	15
If not to all pupils to which ones				
Art classes	1	0	2	3
Science classes	0	1	4	5
Social studies classes	0	1	3	4
Home economics classes	0	0	1	1
Industrial arts classes	0	0	1	1
General business classes	0	1	0	1
Social living classes	0	1	0	1
Vocations classes	1	0	0	1
All of 9th grade	1	1	0	2
All of 7th grade	0	1	0	1
Through what means				
Teacher sponsored	8	4	3	15
Films	0	0	1	1
Related classes	0	0	1	1
Teacher-business men sponsored	1	0	0	1

Table 4. (Cont.)

Specific Provisions	Enrollment			Total
	0-300	301-500	501 up:	
	No. schools responding			
	18	18	17	51
Orientation Instruction is				
Provided in:				
Seventh grade	15	13	15	43
Eighth grade	8	4	7	19
Ninth grade	4	8	11	23
Orientation Instruction is				
Provided in:				
Home room	9	11	13	33
Social science class	3	8	10	21
Social living class	0	1	1	2
Occupational math. class	0	0	3	3
Science class	0	0	1	1
Health class	0	0	1	1
Group meetings	2	0	0	2
Orientation Day	1	0	0	1
Core teacher's room	1	0	0	1
Special Library Materials on				
Educational Opportunities				
Are Available to:				
All pupils	14	14	15	43
If not to all pupils to				
which ones				
Ninth grade	0	3	0	3
In what situations				
School library	9	6	8	23
Social science classes	5	6	3	14
Manual training classes	0	0	1	1
Guidance library	0	1	1	2
Social living class	0	1	0	1
Math. class	0	1	0	1
Special Library Materials on				
Vocational Opportunities Are				
Available to:				
All pupils	12	12	11	35
If not to all pupils to which				
ones				
Ninth grade	0	4	5	9
Eighth grade	0	0	1	1
In what situations				
School library	8	5	7	20
Social science class	4	4	3	11
Home room	0	0	1	1
Social living class	0	1	0	1

Table 4. (Cont.)

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	no. schools responding			
	18	16	17	51
Guidance library	0	1	1	2
9th grade occupations	0	0	2	2
9th grade math.	0	1	3	4
Other Opportunities for Educational & Occupational Information				
Films are shown in				
Assemblies	14	10	9	33
Classes	15	16	14	45
All classes	4	8	5	15
English	2	0	3	5
Social science	6	4	7	17
Math.	1	1	3	5
Science	0	2	2	4
Indus. arts	1	1	2	4
Home making	1	1	0	2
Art	3	0	0	3
Film strips are shown in				
Assemblies	4	1	1	6
Classes	10	15	11	36
All classes	3	8	3	14
Indus. arts	0	0	1	1
Social science	4	3	2	9
Home economics	0	1	1	2
Science	0	2	0	2
Gym.	1	1	0	2
Art	1	0	0	1
Math.	1	0	0	1
English	2	0	0	2
7th grade	0	0	1	1
Special speakers in				
Assemblies	10	14	8	32
Classes	4	11	9	24
All classes	1	1	1	3
Social science	1	6	3	10
Art	0	0	1	1
English	0	0	1	1
Business training	0	0	1	1
Home economics	0	0	1	1
Vocational math.	0	1	0	1
Vocations	1	0	0	1
Science	1	0	0	1
7th grade	1	0	1	2
8th grade	1	0	0	1
9th grade	1	0	0	1
Other means				
Foreign students	1	0	0	1

PROVISIONS FOR INFORMING THE PUPIL OF HIS EDUCATIONAL
AND OCCUPATIONAL OPPORTUNITIES

Work Experiences

It is recognized that pupils should have some form of work experience and two of the small schools reported that all of their pupils received work experience. Whether they meant actual work on a job or passive experience through education concerning different jobs is not certain. One small school, one medium sized school and two large schools reported that the ninth grade received work experience and one small school reported that the eighth grade had this training.

When asked as to how they provided work experience, 8 different means were given. Films were listed for one large school. Social studies classes was given by 2 small schools, 3 medium sized schools, and 2 large schools. Student council and clubs were listed in 2 large schools. Shop classes and occupational math. in two small schools and two medium sized schools. Biology was named in one medium school and health class in one small school.

Field Visits

Seven small schools, 6 medium sized schools and 2 large schools reported that field visits are made to businesses and industries by all of their pupils. When asked which ones made such visits if all of them did not have that opportunity, a wide variety of answers was given. Art classes were listed by two large schools

and one small school. Science classes by 4 large and one medium sized school. Social studies classes by 3 large and one medium sized school. Home economics and industrial arts were given in only one large school for each. General business, social living class, and seventh grade were each listed in one medium sized school. Vocations classes were given in one small school and the entire ninth grade was reported in one small school and one medium sized school.

The teacher-sponsored trips were given in 8 small schools, 4 medium sized schools, and 3 large schools as the means of sponsoring the trips. One large school listed films, and another large school listed related classes as the means of taking field trips. It is a little vague as to just how a group of pupils could take actual trips in this way. One small school reported that their pupils took trips which were sponsored by both teachers and business men. This would seem to be a very good set-up as it shows a close relationship between the school and the community which is very vital to good guidance.

Orientation

Most of the junior high schools contacted seemed to be doing a good job in orientation. Fifteen small schools, 13 medium sized schools, and 15 large schools reported orientation instruction being given in the seventh grade. The eighth grade received orientation in 8 small schools, 4 medium sized schools and in 7 large schools. The ninth grade was listed in 4 small, 8 medium sized,

and 11 large schools. Since there are only 18 small schools, 16 medium sized schools and 17 large schools represented, this report leads one to believe that some schools are trying to help pupils become adjusted to their environment after they leave junior high school. The fact is very plain that most of the schools are providing orientation in more than one grade.

The home room is the place where most of the orientation instruction takes place. Nine small schools, 11 medium sized schools, and 13 large schools said that their orientation instruction was given in the home room. There is a goodly number of the large schools, 10 out of 17, providing orientation in social science classes. Eight medium sized schools and three small schools reported this means also. From the experience of the writer, orientation has worked in very well as part of the social science work in those classes, especially in the seventh and ninth grades. Social living classes were given by one medium sized school and one large school, occupational math. in three large schools, science and health classes each in one large school, group meetings in two small schools, orientation day in one small school, and core teacher's room in one small school.

Special Materials and Opportunities

Fourteen small, 14 medium sized and 15 large schools had special library materials on educational opportunities available to all pupils, and three medium sized schools said that it was available to ninth graders only. This raises a question in regard

to one school, for it sums up to 17 schools and only 16 schools reported in the medium sized school. This situation is explained by the fact that one school has the material available to all pupils but also stated that it is particularly available for ninth graders.

Not all of the schools stated where their material was located or used, but 9 small, 6 medium sized, and 8 large schools said that the library was the place where the special materials on educational opportunities are kept. Five small, 6 medium sized, and 3 large schools used this material in social science classes. One large school listed manual training, another large school, and one medium sized school listed the guidance library, while two small schools listed social living classes and math. classes.

All of the schools except 6 of the small ones reported having special library materials on vocational opportunities available. The 12 small schools that responded had their material available to all pupils. Twelve of the medium sized schools had their material available to all pupils and 4 of them had it available to ninth graders only. Of the larger schools 11 had the material available to all pupils, 5 schools had it available to ninth graders, and one to eighth graders only.

Eight of the small schools kept their special vocational material in the school library and 4 of them kept it in social science classes. Five medium sized schools had their material in the school library, 4 in social science classes, one in ninth grade math. classes, one in social living class and one in the guidance library. Of the large schools, 7 reported keeping their material in the

school library, 3 in social science classes, 2 in ninth grade occupations, 3 in ninth grade math., one in home room, and one in the guidance library. There is much more of a tendency for the large schools to distribute their vocational materials around among the various classes than there is in the other sized schools. However, the social science classes are used for making information on vocational opportunities available about the same number of times in each school group. The medium sized schools kept their materials in the school library in fewer schools than did the other two groups of schools.

On the question of other opportunities for educational and occupational information the first medium listed was films. Fourteen small schools, 10 medium sized schools, and 9 large schools replied that they show these kinds of films in assemblies. Fifteen small, 16 medium sized, and 14 large schools reported using films in classes for giving educational and occupational information. When asked which classes these films are used in, 4 small schools, 8 medium and 3 large schools reported all classes. Six small schools gave social science classes, 2 English, 3 art, one math., one industrial arts, and one home making. Social science was listed 4 times, home making once, science twice, math. once, and industrial arts once in the medium sized school. In the large school industrial arts was given twice, social science 7 times, science twice, math. 3 times, and English 3 times. There was quite a variety of classes listed but the social science class is the most popular one for films in all three groups of schools. The number of schools showing these kinds of films in assemblies

decreased with the size of the school.

Film strips seemed to have a rather wide usage but mostly in classes, which seems sensible. Only one large school and one medium sized school reported using film strips in assemblies, and only 4 small schools reported this usage. But 10 small, 15 medium sized, and 11 large schools used them in classes. Three small, 8 medium, and 3 large schools used film strips in all classes. Social science classes were listed 4 times, gym once, art once, math. once, and English classes twice in small schools. In the medium sized schools social science classes were given 3 times, home economics once, science twice, and gym once. The large schools did not list such a variety of classes using film strips, industrial arts once, social science twice, home economics once, and the seventh grade once. It is rather hard to understand why the seventh grade is singled out in one large school for the use of film strips.

Special speakers on educational and occupational subjects were more popular in the medium sized schools, being listed in 14 of the 16 schools; next were the small schools with 10 of the 18, and the larger schools were last with 8 out of 17 schools using them to speak in assemblies. The medium sized schools also used more special speakers in classes, 11 out of 16 schools. The large schools reported 9 schools using special speakers in classes, while the small schools had 4 schools having special speakers in classes. In a school of less than 300 pupils it is much easier to get all of them together in an assembly than it is in a larger school. Speakers were used in a large variety of classes and the small schools and large schools used them in classes more than the medium

sized schools did. Each of the following classes was listed once as using a special speaker in the small schools: any class, seventh grade, social science, ninth grade, eighth grade, vocations, and science clubs. In the medium sized schools any class was listed once, social science 6 times, and vocational math. once. In the large schools any class was listed once, seventh grade once, social science 3 times, art once, English once, business training once, and home economics once.

When asked for other means of making available educational and occupational information, one of the small schools reported that they use foreign students who are there for about 10 weeks at the college. Of course, the only school having this source of information available is in a teacher college training school. It would be fine if the other schools could have this opportunity.

PROVISIONS FOR COUNSELING

Most of the schools listed the principal as the one who provided the counseling services. Fifteen of the 18 small schools, 14 of the 16 medium sized schools, and 12 of the 17 large schools named the principal, while only 2 of the large schools named 2 full time counselors. Six small, 8 medium sized, and 6 large schools had part time counselors providing their counseling services. There was quite a tendency for teachers to serve as counselors as the small schools stated that 3 of their schools used the class room teachers and 8 said that they used home room teachers. Four medium sized schools reported the class room teacher and 7 schools reported

Table 5. Provisions for counseling.

Specific provisions	Enrollment			: Total
	: 0-300	: 301-500	: 501 up	
	: No. schools responding			
	: 18	: 16	: 17	
Counseling Services Are Provided By:				
Principal	15	14	12	41
Counselor (full time)	0	0	2	2
Counselor (part time)	6	8	6	20
Class room teacher	3	4	5	12
Home room teacher	6	7	7	20
A Room Is Provided For Personal Interviews Where Privacy Is Possible				
Yes	12	12	13	37
No	4	3	2	9
Some Class Room Teachers Teach the Same Pupils Two or More Periods a Day				
Yes	17	14	9	40
No	1	1	6	8
Some Teachers Teach Same Pupils in a Double Period on a "Core Basis"				
Yes	5	6	5	16
No	11	9	8	28
These Teachers Serve as Teacher-Counselors				
Yes	7 ¹	7 ²	4	18
No	0	2	1	3
Individual Counseling Is Available for All Pupils in School				
Yes	14	14	11	39
No	4	2	3	9
If not for all pupils for which ones				
None	0	0	1	1
Those recommended by teachers	0	0	2	2
Problem cases	1	0	0	1
Those seeking help	1	0	0	1
9th grade when enrolling	1	0	0	1

Table 5. (Concl.)

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. schools responding			
	18	16	17	51
If counseling is required of some pupils which ones				
Ninth grade	0	0	2	2
Eighth grade	0	0	1	1
9th grade vocational	0	1	0	1
Those with apparent need	0	0	1	1
Those with low grades	0	1	0	1
Those with emotional problems	0	1	0	1
A Teacher-Counselor or Counselor Is Available Each Period of the Day				
Yes	0	0	6	6
No	0	0	7	7
If not for each period, for what proportion of day				
Range	15%-50%	15%-50%	15%-50%	
Median	24%	45%	25%	

- 1 Two of these teacher-counselors were classroom teachers not teaching on a "core basis".
- 2 Three of these teacher-counselors were classroom teachers not teaching on a "core basis".

the home room teacher doing the counseling. The large schools used the class room teacher in 5 schools and the home room teacher in 7 schools to counsel. There was a continual decline in the use of the principal for counseling as the size of the school increased. There seemed to be a gradual increase in the use of counselors as the size of the school increased, as the small schools had no full-time counselors and only one-third of them had part-time counselors. In the medium sized schools there were no full-time counselors but one-half of them had part-time counselors. Approximately one-third of the large schools had part-time counselors and two of them had full-time counselors.

A room is provided for personal interviews where privacy is possible. On this part of the questionnaire it was necessary to answer only yes or no, and no questions were asked as to the particulars of the room because the general set-up for organization was all that was wanted. It was surprising to find that two-thirds of the small schools, three-fourths of the medium sized schools, and a little over three-fourths of the large schools provided rooms for privacy in interviewing. Only 4 small, 3 medium sized, and 2 large schools reported that they did not have such a room. A very few schools were obviously uncertain as to the provision for such a room in their school.

Some class room teachers teach the same pupils two or more periods a day. An attempt was made here to see if the contention of the writer was right, that in the small schools the teachers become better acquainted with the pupils through their regular class room work than they do in a large system. Seventeen of the small

schools, or all except one school, reported that their teachers did have the same pupils more than one period a day. Fourteen of the medium sized schools, and only 2 of the large schools, about one-half, reported that some of their teachers taught the same pupils more than one period a day.

Some teachers teach some pupils in a double period on a "Core Basis". When asked to answer either yes or no on this proposition only 5 schools in the small school group and 5 in the large school group answered yes, while 6 in the medium sized schools reported yes. Seven of the small schools, 7 of the medium sized schools and only 4 of the large schools reported that these teachers serve as teacher-counselors. See footnote in Table 5 for further explanation.

Fourteen small schools, 14 medium sized schools and 11 large schools reported that individual counseling is available to all of their pupils. One large school reported that counseling is available to none of their pupils. This was the only school of any size making this kind of report. This school also reported that they could see no need for special counseling. Two other large schools said that the only pupils in their schools to receive individual counseling were the ones recommended by teachers. One small school said they provided individual counseling for problem cases, one small school said those seeking help, and another small school gave this help to the ninth grade when enrolling. The two medium sized schools that did not provide individual counseling for all pupils did not reveal in which situations this counseling was provided.

Two large schools reported that such counseling is required of ninth graders, one large school required eighth graders to have

individual counseling and one large school listed those with apparent need as being required to counsel. One school in the medium sized schools was listed in each of the following when asked as to which pupils were required to have individual counseling: ninth grade vocational classes, those with low grades and those with emotional problems.

Only 6 of the larger schools reported having a teacher-counselor or counselor available each period of the day. None of the other schools had anyone who was available for counseling each period of the day. Since the medium sized schools include schools with an enrollment from 301 to 500 it seems that at least some of them need counseling available at all times of the day to provide anything resembling adequate guidance facilities as was expressed in the review of literature for this study.

PROVISIONS FOR PLACEMENT

Help Given Pupils in Planning Their Educational Programs

One of the questions asked about planning the educational programs was where they got their help for planning their work in junior high school. Eight small schools, 13 medium sized schools, and 11 large schools gave help in home room. Help in the small schools was also given in social science class in 3 schools, by the principal in 3, and in group meetings in 3 schools. Of the medium sized schools, 5 gave help in social science class, in 3 schools the principal helped, and in one the counselor helped the pupils. Six

Table 6. Provisions for placement.

Specific Provisions	Enrollment			Total
	C-300	301-500	501 up	
	No. schools responding			
	15	16	17	51
Pupils Are Given Help in Choosing Their Programs for Jr. High School in:				
Social science classes	3	5	6	14
Home room	8	12	11	31
Other help				
Counselor	0	1	4	5
Principal	3	3	2	8
6th grade teachers	0	0	2	2
Group enrollment	3	0	0	3
Pupils Are Given Help in Planning Their Education Beyond Jr. High School in:				
Social science classes	0	8	5	13
Home room	0	9	12	21
Individual counseling	0	9	10	19
Other help				
Occupat. math. class	0	0	1	1
Sr. high principal	0	2	2	4
Jr. high principal	1	2	0	3
Special teachers in sr. high	0	0	1	1
Office bulletins	0	1	0	1
Group meetings	3	0	0	3
While Still in Jr. High School Pupils Plan Their Courses in Sr. High School & Help Is Given in:				
Social science classes	2	10	6	18
Home room	9	8	13	30
Individual counseling	10	9	10	29
Other help				
Sr. high principal	2	1	2	5
Occupat. math. class	0	0	1	1
Visitation for 9th grade	0	0	1	1
Sr. high counselor	0	1	0	1
Office bulletins	0	1	0	1
Sr. high teachers	1	1	0	2
Pupils Are Given Help in Securing Part-Time Jobs & Summer Employment				
Yes	5	11	7	23
No	5	5	8	18

Table 6. (Concl.)

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. schools responding			
	18	16	17	51
If given help now is it done				
By principal or teacher	2	1	0	3
By counselor	0	1	1	2
By librarian	0	0	1	1
Referred to employment agency	0	0	1	1
Through experience program	0	1	0	1
By keeping list of jobs	1	2	0	3
By keeping list of pupils wanting work	0	1	0	1
Pupils Who Drop Out During Jr. High School Are Given Help in Finding Jobs				
Yes	3	7	4	14
No	13	9	11	33
If given help how is it done				
By counselor	0	1	1	2
By personal contacts	0	1	0	1
References to pupils	0	2	0	2
Pupils Who Drop Out at End of Jr. High School Are Given Help Finding Jobs				
Yes	4	7	3	14
No	12	9	12	33
If given help how is it done				
By sr. high school	0	0	1	1
By counselor	0	1	1	2
By contacting employers	0	2	0	2
Former Pupils Come Back for Help in Finding Jobs				
Yes	5	5	2	12
No	5	11	12	28
How many per year				
Range	3-4	6-15	6-25	
Median	3.5	10	20	

large schools helped in social science class, in 4 schools the counselor helped, in 2 the principal helped, and in 2 schools the sixth grade teachers helped plan the junior high program for the pupils before they reached junior high school.

In the problem of helping the pupil to plan his education beyond junior high school not much was done in the small schools, as 3 schools reported using group meetings and only one listed the junior high principal as helping. The medium sized schools plan this phase of guidance work as follows: social science classes in 8 schools, home room in 9 schools, individual counseling in 9 schools, senior high school principal in 2 schools, junior high principal in 2 schools, and office bulletins in one school. Twelve large schools gave help in home rooms, 5 in social science classes, and 10 schools provided individual counseling. One school reported occupational math. class, 2 the senior high school principal and one school reported special teachers in senior high school.

A better response was secured upon planning the courses that the pupils would take in senior high school. A close integration between the junior high school and courses in senior high school is shown here. One reason could be that the ninth grade must be planned to fit in with the overall plan for senior high school to meet the requirements for graduation, as these requirements are still set up on the basis of a four-year high school. In this study all but 13 of the schools responding were three-year junior highs which meant that the ninth grade is included in the junior high school but must be counted in the senior high school for graduation purposes. Of the 13 two-year junior high schools 11 are in schools

with less than 150 pupils, and none of them is in schools with over 350 pupils. Two small schools helped in social science classes, 9 in home room, 10 had individual counseling, 2 got help from the senior high principal, and one school got help from senior high teachers. In the medium sized schools 10 used social science classes, 8 home room, 9 individual counseling, one senior high principal, one senior high counselor, one office bulletins, and one senior high teachers. Six large schools gave help in social science classes, 13 in home room, and 10 by individual counseling. Two also listed the senior high principal, one occupational math. classes, and one a visitation day for ninth graders as being other means of help.

Help Given Pupils in Securing Jobs

One of the means of helping pupils is to help them secure part-time jobs during school and summer employment. At the present time it is easy for a large number of pupils to get jobs without much help. However, 5 small schools, 11 medium sized schools, and 7 large schools reported that they gave pupils help in this respect. As to how this help was given, 2 small schools named the principal, and one small school reported that they keep a list of jobs that are available for the pupils to use. One medium sized school listed principal, one counselor, one through work experience, 2 as keeping a list of jobs, and one school as keeping a list of pupils wanting work. The large schools did not do very much in finding part-time jobs or summer employment as only one school reported the counselor, one the librarian, and one reported that in their school pupils

were referred to an employment agency.

Another group of pupils who face the necessity of finding jobs are those who drop out during junior high school. Only 3 small schools reported as giving help in this respect. It must be kept in mind that 11 of these small schools are two-year schools and consist of the seventh and eighth grades, and very few pupils drop out of school before finishing the eighth grade. Seven of the medium sized schools gave help to these drop-outs through the counselor in one school, personal contacts in one school, and by giving references to pupils in 2 schools. Only 4 large schools helped drop-outs find jobs and only one school reported their method, and that school gives help through the counselor. Most help is given in the medium sized schools. These schools have 3 years of junior high school which includes the ninth grade, and some pupils quit school as soon as the law allows, which is the end of the eighth grade. Still, the towns in which most of these schools are located are not large enough to enable pupils to find jobs without some help. The large schools are located in larger towns where there are more jobs and also more agencies besides the school to look to for help in finding jobs.

Pupils who drop out of school at the end of junior high school often need help in finding jobs. As in the preceding paragraph, the small schools gave very little help, as only 4 schools reported that they helped pupils. Seven of the medium sized schools helped through: the counselor in one school, and by contacting employers in 2 schools. Four schools did not list their methods. Only 3 large schools helped, by use of counselors and the senior high

school facilities.

Not much was done in helping former students who come back for help, as only 5 small schools, 5 medium sized, and 2 large schools reported having pupils come back. Five small, 11 medium sized, and 12 large schools reported that they do not have pupils come back for help in finding jobs.

PROVISIONS FOR FOLLOW-UP

As was to be expected, not much is done in the way of follow-up. Only 2 small schools reported that they checked to see if all the pupils from their junior high school who graduated from senior high school changed the senior high program that was made out while the pupils were still in junior high. Six of the medium sized schools checked, and only one large school checked. Four small schools reported that they do not check any, 4 medium sized schools checked none, and 9 large schools checked none. Two small schools reported checking from 25 per cent to 75 per cent of their former pupils, 2 medium sized schools that they check from 5 per cent to 10 per cent of their former pupils and one large school reported checking on 90 per cent of their former pupils who graduate from senior high school. Very little is done in checking on those who drop out during senior high school, but on the matter of checking pupils who drop out during junior high school only one small school reported checking none and this school reported that they have no drop outs. Eight small schools checked on all drop outs as to why they drop out, 13 medium sized schools and 13 large schools checked

Table 7. Provisions for follow-up.

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. schools responding			
	18	16	17	51
Pupils Who Enter Sr. High Are Checked As To Changes From Plan Made in Jr. High				
All who graduate from sr. high	2	6	1	9
None who graduate from sr. high	4	4	9	17
Approx. proportion who graduate				
Range	25%-75% ²	5%-10% ²	90% ¹	
Median	50%	7%		
All who drop out during sr. high school	2	1	0	3
None who drop out during sr. high school	5	4	6	15
Approx. proportion who drop out	5% ¹	5% ¹		
Pupils Who Drop Out During Jr. High School Are Checked for Reasons				
All who drop out during jr. high school	8	13	13	34
None who drop out during jr. high school	1	0	0	1
Approx. proportion who drop out	1% ¹	5% ¹	1% ¹	
Pupils Who Drop Out at End of Jr. High School Are Checked for Reasons				
All who drop out at end of jr. high school	5	6	1	12
None who drop out at end of jr. high school	3	3	6	12
Approx. proportion who drop out				
Range	2% ²	5%-50%	1%-75% ²	
Median	2%	30%	30%	

1 One school gave data.

2 Two schools gave data.

on all drop outs. The other schools check on from one to five per cent of their drop outs.

Not many schools check on pupils who drop out of school at the end of junior high school as to their reasons for dropping out of school. Five of the small schools checked this question, 6 medium sized schools and only one large school reported checking on all pupils. Three small, 3 medium sized, and 6 large schools reported that they check on none of them. Other schools reported checking on part of their pupils with the median of the small schools being 2 per cent, the medium sized schools, 30 per cent, and the large schools, 30 per cent for those who reported.

PRINCIPALS WISHING TO RECEIVE A SUMMARY OF SURVEY

One of the encouraging aspects of this survey was the interest taken by the principals of the junior high schools contacted. Thirteen in each group of schools checked that they wanted a summary. This is a good indication that the small schools as well as the other two groups are interested in knowing how the guidance program is organized in other junior high schools in the state.

HINDRANCES TO GUIDANCE

Reasons Given by Principals as the Greatest Hindrances
to the Improvement of Guidance and Counseling
in the Junior High Schools of Kansas

Quite a number of reasons were given as hindrances to guidance

Table 8. Reasons given by principals as the greatest hindrances to the improvement of guidance and counseling practices in the junior high schools of Kansas.

Specific provisions	Enrollment			Total
	0-300	301-500	501 up	
	No. schools responding			
	18	16	17	51
Lack of trained personnel	6	11	9	26
Insufficient time	6	5	4	15
Costs too much & counseling should be done by all teachers	0	0	1	1
Budget limitations	0	0	1	1
Lack of funds	3	1	3	7
Afraid of change	0	0	1	1
Lack of time, energy, aggressiveness & ideas by jr. high teachers & principal	0	0	1	1
Lack of preparation of home room teachers on a jr. high level	2	1	1	4
Need for more courses on jr. high level in teacher guidance	2	4	1	7
Salaries of counselors too low	0	1	0	1
Teachers are overloaded	4	3	0	7
Need of more counselors in system	0	1	0	1
Bd. of Ed. does not see need	0	1	0	1
Some sup'ts. do not see need	0	1	0	1
Lack of clerical help	1	1	0	2
Lack of parental interest & conflict with outside influences	1	0	0	1
Tradition	1	0	0	1
People do not see value	2	0	0	2
Depends on quality of personnel	1	0	0	1
Already have expanded teaching staff	1	0	0	1

in Kansas junior high schools. Table 8 gives these hindrances and the number of schools in each enrollment group checking each.

The accompanying distribution of hindrances shows that in the opinions of the junior high principals there were two hindrances that were common to many of them: lack of trained personnel and time lead the list with over half of the principals listing the first one and over one-fourth listing the second one. Another hindrance, need for more courses on junior high level in guidance, was named by 7 principals and might be added to the first one as this may be partly the cause for lack of trained personnel. By establishing a median for the distribution it is easily seen that the two first hindrances named plus either one of the next three named would take care of all the reasons given above the median, as compared to the reasons below the median. Three reasons were then named by almost as many principals as all of the other reasons put together. This should show some areas in which to work to improve guidance in the junior high schools of Kansas.

A questionnaire was sent to the high school principals throughout the state of Washington by Chisholm (15) asking each principal whether his school had a modern program of guidance and if not, what seemed to him to be the major handicap standing in the way of a guidance program in his school. Each principal was encouraged to list as many handicaps as he had in his school. The schools were divided into three sizes: small schools with 150 pupils or less; average size schools with enrollments from 151 to 400; and large schools with more than 400 pupils. There were 175 questionnaires received.

The handicap named most often was that teachers were generally inadequately prepared for type of guidance needed. This handicap was named in 90.9 per cent of the large schools and in 57+ per cent in the average sized schools and small schools. When all schools were combined this handicap was considered the greatest handicap in 64 per cent of the schools.

The next handicap listed was that the teachers and principal were too busy to carry on a guidance program in 63.4 per cent of the schools. These results from the survey made in 1946 in Washington are very similar to the results of the present survey as the same two handicaps or hindrances are mentioned most often in both surveys. Lack of money was a handicap in slightly less than one-third of the schools. Only two schools reported that their pupils did not need guidance at school.

One interpretation was that teacher-training institutions were not preparing teachers to fit the needs in the modern school. The principals felt the responsibility for guidance in over 82 per cent of the schools. Handicaps to guidance should be looked upon as stumbling blocks to overcome to provide a satisfactory program of guidance.

INTERPRETATIONS AND SUMMARY

1. A large number of school systems in Kansas are not listed with the state department as having a junior high school.
2. There is great need for the junior high school to be recognized as having certain functions to perform and not as just a

fill-in between elementary and senior high school.

3. Teacher-training schools have not trained enough teachers for junior high school work, so that they understand the problems of children of that age.

4. Much of the guidance work must be done by teachers.

5. Junior high teachers need more training in guidance work.

6. Teachers must have more time for guidance work if it is to be part of their teacher load.

7. A few aspects of guidance are peculiar to different sized schools but an all around program is desirable in the small as well as the larger high school.

8. A large school must have a more highly organized guidance program than a small school if all of the pupils are to have this service.

9. The functions of placement and follow-up are not stressed in the junior high school.

10. Too heavy a load is placed on principals in many junior high schools.

11. Guidance services should begin in the elementary school and continue through high school.

12. Guidance in educational opportunities is given more emphasis in junior high school than is vocational guidance.

13. No school makes home visits to all of its pupils but a few schools reported making case studies of all pupils which is one inconsistency noted by the writer.

14. There is a great diversity of tests used in the different schools.

15. Test results are used in planning the pupil's work in

many schools, two-thirds of the smaller schools, three-fourths of the medium sized schools, and over three-fourths of the large schools.

18. Most testing is done in the achievement and general aptitude fields with very little testing done for special aptitudes, interests or adjustment.

17. Teachers must do much of the testing.

18. Resources of the community could be more fully utilized.

19. Most schools give orientation instruction in more than one grade.

20. Visual aids or outside speakers or both are used for vocational and educational information in many schools.

21. Most teachers in large schools have a pupil in only one class during the day, thus having little opportunity or time to really become acquainted with him.

22. About one-third of the schools have some teachers teaching on a "core basis".

23. Less than half of the small and medium sized schools have teacher-counselors and less than one-fourth of the large schools.

24. Many schools have counseling available for all pupils but no small schools and very few other schools require counseling, and then of special groups only.

25. Junior high principals are interested in improving their guidance program if they can get the trained personnel and money to do so.

26. There is a direct relationship between teacher-pupil load and size of school.

ACKNOWLEDGMENTS

The writer wishes to express his appreciation for the great help given by Dr. H. Leigh Baker of the Department of Education for guiding this study.

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Hutchinson, Kansas

Dear Sir:

I am enclosing a questionnaire concerning the provisions for guidance and counseling in the junior high schools of Kansas. As there are not too many junior high schools in the state I am very anxious to get a hundred per cent response on this survey.

This survey is part of my work to complete the Master's Degree at Kansas State College at Manhattan. I know that all of us are interested in making our junior high schools better and the information which you furnish will be held strictly confidential. However, I will be very glad to send you a summary of my findings if you wish.

I think that you will find the questionnaire not too difficult to fill out and I wish to thank you very much for the cooperation that I know you will give to this survey.

Sincerely yours,

Morton F. Ewing

Approved, and your participation encouraged.

H. Leigh Baker

Kansas State College

A SURVEY OF PROVISIONS FOR GUIDANCE IN JUNIOR HIGH SCHOOLS
OF KANSAS

Official name of Junior High School _____

City _____ State _____

Principal _____

Number of years in your Junior High School Two _____

Three _____

Four _____

NOTE: Please revise the above information if it is incorrect.
Morton F. Ewing

INSTRUCTIONS: Place a check in the blank to indicate your answer where there are two or more answers to choose from.

Questions which require a written answer can be answered in a few words.

Present Junior High School Enrollment _____
Number of teachers _____
Number of administrative officers _____
Number of counselors (full time) _____
Number of counselors (part time) _____

A. Discovering the pupil as an individual

1. Home visits are made to the homes of: _____
All pupils _____
If not to all pupils to approximately what proportion of pupils in your school _____

Home visits are made by: visiting teacher _____
Other than visiting teacher (specify) _____

2. Case studies are made of: All pupils _____
If not all pupils what proportion of pupils _____

Case studies are made by: Classroom teachers _____
Counselors _____
Administrators _____
Others (specify) _____

3. Cumulative records are kept in: Central Office _____
Home Rooms _____
Other place (specify) _____

4. Cumulative records are available to: All teachers _____
Certain teachers _____
If only to certain teachers, which ones _____

5. A testing program is carried on:
- As part of an overall program in the school system _____
 - As a special program in the junior high school _____
 - Test results are available to all teachers _____
 - If not available to all teachers to which teachers are they available _____
 - Test results are used in planning pupil's work _____

6. Standardized tests are given as follows:

- | | |
|-----------------------------|------------------|
| a. Achievement tests | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| b. Scholastic aptitude test | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| c. Special aptitude test | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| d. Interest test | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| e. Adjustment test | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| f. Other tests | To which pupils? |
| What test? | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

7. The testing program is administered by:

Principal _____

Counselor _____

Teacher _____

Others (specify) _____

B. Informing the pupil of his educational and occupational opportunities:

1. Work experience is provided for: All pupils _____
If not for all pupils, which pupils _____

Through what means (e.g. 9th. grade social studies
classes, etc.) _____

2. Field visits to business and industry are
provided for: All pupils _____
If not for all pupils which pupils _____

Through what means _____

3. Orientation instruction is provided in:
Seventh grade _____
Eighth grade _____
Ninth grade _____

4. Orientation instruction is provided in:
Home Room _____
Social science class _____

Others (specify) _____

5. Special library materials on educational opportunities
are available to: All pupils _____
If not to all pupils, which pupils _____

In what situations (e.g. school library, social
science classes etc.) _____

6. Special library materials on vocational opportunities
are available to: All pupils _____
If not to all pupils, which pupils _____

In what situations (e.g. school library, social
science classes etc.) _____

7. Other opportunities for educational and occupational information:

- a. Films are shown in: Assemblies _____
Classes _____
If in classes, which ones _____
- b. Film strips are shown in: Assemblies _____
Classes _____
If in classes, which ones _____
- c. Special speakers in: Assemblies _____
Classes _____
If in classes, which ones _____
- d. Other means (specify) _____

C. Counseling

1. Counseling services are provided by: Principal _____
Counselor (full time) _____
Counselor (part time) _____
If part time, what proportion of time?
Class room teacher _____
Home room teacher _____
Counselor _____
2. A room is provided for personal interviews where
privacy is possible. Yes _____
No _____
3. Some class room teachers teach the same pupils
two or more periods each day. Yes _____
No _____
4. Some teachers teach some pupils in a double
period on a "core basis". Yes _____
No _____
5. These teachers serve as teacher-counselors.
Yes _____
No _____
6. Individual counseling is available for all
pupils in your school. Yes _____
No _____
If not, which pupils do have counseling
available? _____
If counseling is required for pupils, which ones? _____
7. A teacher-counselor or counselor is available each
period of the day. Yes _____
No _____
If not for each period, for what proportion
of the day? _____

D. Placement

1. Pupils are given help in choosing their programs for junior high school in:

Social science classes _____
Home room _____

Other help (specify) _____

2. Pupils are given help in planning their education beyond junior high school in:

Social science classes _____
Home room _____
Individual counseling _____

Other help (specify) _____

3. While still in junior high school pupils plan the courses they will study in senior high school and help is given in:

Social science classes _____
Home room _____
Individual counseling _____

Other help (specify) _____

4. Pupils are given help in securing part time jobs and summer employment:

Yes _____
No _____

How? _____

5. Pupils who drop out during junior high school are given help in finding jobs:

Yes _____
No _____

How? _____

6. Pupils who drop out at the end of junior high school are given help in finding jobs:

Yes _____
No _____

How? _____

7. Former pupils come back for help in finding jobs:

Yes _____
No _____

If yes, about what number per year _____

E. Follow-up

1. Pupils who enter senior high school are checked as to changes from the plan made in junior high:

All pupils who graduate from senior high school _____

None who graduate from senior high school _____

Approximately what proportion who graduate _____

All who drop out during senior high school _____

None who drop out during senior high school _____

Approximately what proportion who drop out _____

2. Pupils who enter senior high school are checked as to changes from the plan made in junior high:
All pupils who graduate from senior high school _____
None who graduate from senior high school _____
Approximately what proportion who graduate _____
- All who drop out during senior high school _____
None who drop out during senior high school _____
Approximately what proportion who drop out _____
3. Pupils who drop out during junior high school are checked for reasons for dropping out:
All pupils who drop out during junior high school _____
None who drop out during junior high school _____
Approximately what proportion who drop out _____
4. Pupils who drop out at the end of junior high school are checked for reasons for dropping out:
All who drop out at end of junior high school _____
None who drop out at end of junior high school _____
Approximately what proportion who drop out at the end of junior high school _____

F. What do you think is the greatest hindrance to the improvement of guidance and counseling practices in the junior high schools of Kansas?

G. If you wish to receive a summary report of this study please check here: _____

Your signature _____

A SURVEY OF PROVISIONS FOR GUIDANCE IN JUNIOR
HIGH SCHOOLS OF KANSAS

by

MORTON FRANKLIN EWING

B. S., Kansas State Teachers College of Pittsburg, 1944

ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1952

The purpose of this study was to determine the provisions for guidance in the junior high schools of Kansas at the present time from an administrative point of view.

Considerable reading was done in the field of guidance to give the writer a background as to the provisions for a good guidance program. A questionnaire was prepared and sent to the principals of the junior high schools that were listed by the Kansas State Department of Public Instruction in the Educational Directory of 1950-51. The size of the school, number of administrators, number of teachers, number of full-time counselors, and number of part-time counselors were asked at the beginning of the questionnaire. The main part of the questionnaire was concerned with the provisions for the five functions of guidance, namely: discovering the pupil as an individual, informing the pupil of his educational and occupational opportunities, counseling, placement, and follow-up. There was also an opportunity for each principal to list what he considered hindrances to guidance in junior high schools. No attempt was made to go into detailed provisions as the general plan of organization was the subject of the survey. Replies were received from 51 schools and these schools were divided into three groups according to enrollment, small (0 to 300), medium (301 to 500), and large (501 up). There were 18 small, 16 medium, and 17 large sized schools.

There is much literature on guidance but little has been written about junior high school guidance. However, there seems to be a common opinion among writers that guidance should be a continuous process through the entire school system.

It was found that the junior high schools have one administrator each regardless of size of school. There are very few full-time counselors and the medium sized schools from 301 to 500 were the only ones with over half of the schools having a part-time counselor. The teacher-pupil load was found to gradually increase with the size of the school. No school made home visits to all of the pupils but the principal and the home room teacher made the most of the visits that were made to the home. Case studies were made of all pupils in eight schools and of part of the pupils in a majority of the schools. The administrator, class room teacher, and counselor made most of the case studies. The home room teacher was listed as making case studies in only three of the medium sized schools and not at all in the other schools. Forty-eight of the 51 schools reporting keep their cumulative records in the central office and 50 of these schools have the cumulative records available to all teachers. The testing program in 40 of the schools is part of an overall program in the school system: 45 of them make the test results available to all teachers, with 38 schools using the test results in planning the pupil's work. Twenty-two different achievement tests were given but the Stanford was the most popular, being used in 15 schools. Otis Mental Ability test was the most popular in scholastic aptitude tests, being used in 14 schools. The Kuder Preference test is the most popular among the interest tests but quite a variety of tests were listed. Not much is done in special aptitude or adjustment testing. In the small schools the principal administers the testing program more than anyone else, as many times as the counselor and teacher

combined, while in the large schools the teachers were listed as many times as the principals and counselors combined. In the medium sized schools the teachers do almost as much testing as the other two combined.

Fifteen schools made provisions for field visits to business and industry for all pupils but most of it was done in the small and medium sized schools. In practically all cases the trips were sponsored by the teacher. Many schools provided trips for certain groups of pupils only. Forty-three schools provide orientation instruction in the seventh grade, 15 in the eighth grade, and 23 in the ninth grade. Orientation is provided in the home room and social science classes in most schools. Films, film strips and special speakers are used extensively to provide opportunities for educational and occupational information in addition to the materials in the school libraries and class rooms.

In the field of counseling the principals were listed in twice as many schools as any other one person to do the counseling. There were only two full-time counselors and home room teachers were each listed as doing the counseling in 20 schools. Eighteen schools reported teacher-counselors in their systems, and 39 schools said that individual counseling was available to all pupils in their school.

In planning work in junior high and beyond most help is given in the home room with about half of the schools giving individual counseling also. Almost half of the schools give help in securing part-time employment and summer jobs for pupils.

Fourteen schools reported that they try to help drop-outs

get jobs. Thirty-four schools check upon the pupils who drop out of school before completing junior high school, but otherwise little is done in this field.

Twenty-six principals listed the lack of trained personnel as the greatest hindrance to guidance improvement. Fifteen listed insufficient time, seven listed lack of funds, seven the need for more courses on junior high level in teacher guidance, and seven that teachers are overloaded. The great majority of the principals were very interested in the improvement of guidance in the junior high school and only one said that he did not think that it was necessary. Since teachers must do a significant part of the guidance work in the junior high school it is necessary that they be trained in this field. In addition, time and facilities will be needed if teachers are to meet their responsibilities for guidance.