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A study of the guidance programs of the secondary schools in Indiana cities

Harold L. Stafford
Indiana State University

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A STUDY OF GUIDANCE PROGRAMS
OF THE SECONDARY SCHOOLS
IN INDIANA CITIES

by

Harold L. Stafford

Contributions of the Graduate School
Indiana State Teachers College
Number 419

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1940

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The thesis of Harold L. Stafford,
Contribution of the Graduate School, Indiana State
Teachers College, Number 419, under the title
A Study of Guidance Programs
of the Secondary Schools
in Indiana Cities

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hour's
credit.

Committee on thesis:

E. L. Nelson
E. L. Abell
E. E. Ramsey, Chairman

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CHAPTER I

THE GROWTH OF THE GUIDANCE MOVEMENT

Centuries of development have left in their wake a commingled mass of social heritage which requires interpretation and understanding by the individual if he becomes adjusted to life in a changing world. It is the purpose of this study to allocate the guidance movement to its proper role of service to the individual. This will be attempted by a survey of the demands of society on the secondary schools, by clarifying the meaning of the term 'guidance', and by reviewing the history of the guidance movement in the secondary schools.

Economic and social factors have been the vital forces which have necessitated the establishment of guidance and personnel service in the public schools. The changes that have been made necessary by populations congesting in urban areas, unemployment, greater specialization, new developments in social and political thinking, far-reaching changes in international relationships, and responsibilities of similar import have been instrumental in contributing to the development of the guidance movement.

A survey of the objectives of education brings into the foreground the functions of the secondary school in a changing world. The development of good citizens, the utilization of the mental, social, and physical traits of the pupil, the moral

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training, and the ethical education call forth the necessity of guiding a somewhat bewildered and uncertain youth in order that he may build upon the best of our social heritage.

Functions of the Secondary Schools. The pupil should become acquainted with his school. He should know its history, traditions, aims, courses of study, regulations, marks, and opportunities for various activities. It seems imperative that he also know the processes of furthering his education beyond the secondary school. Information in regard to colleges, night schools, community educational facilities, and other similar institutions is now an essential part of guidance in a progressive civilization.

Meaning of Guidance. Interpretation of the term guidance in many different veins by different writers has led to confusion in the mind of the reader. McKown¹ relates guidance to the extra-curricular activities of the home room. Cohen² defines in terms of "occupational training" and separates it from other forms of guidance in this way,

¹Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company Inc., 1934), p. 20.

²David I. Cohen, Principles and Practices of Vocational Guidance (New York: The Macmillan Company, 1932), pp. 3-7.

"Vocational guidance assists the individual to make the wise choice of occupations and to progress in the work selected. Educational guidance helps him to decide concerning his educational program. Vocational guidance is more comprehensive than educational guidance and often includes it."

Brewer³ explains guidance in terms of education as guidance rather than educational guidance, the latter being related to the school life of the pupil. Jones⁴ states the general objective of all guidance as assistance to the individual in making his choices intelligently and as directing the 'whole pupil'.

For the purpose of clarity it may be stated that, from the criteria set up for purposes of survey in this study, guidance is any direction on the part of the secondary school that will enable the individual to best assume the social responsibilities that the pupil faces or may face.

Historical Background of the Guidance Movement. As the twentieth century dawned, forward-looking people noted the extravagance of the United States. Conservation seemed to be the gateway to thrift and happiness. Efforts on the part of the enlightened few led by President Theodore Roosevelt failed

³J. M. Brewer, Education as Guidance (New York: The Macmillan Company, 1932), pp. 2-3.

⁴Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company Inc., 1930), pp. 30-32.

from the university of Michigan

to stem the tide of depression in industry.

Some remedies suggested were: (1) unemployment insurance; (2) legislation to create a steady demand for the services of the otherwise unemployed; (3) vocational education to develop skilled workers; and (4) vocational guidance to aid in the choice of an occupation and entrance into an industry. Parents had determined to educate their children in the professions and relieve them from the drudgery of unskilled labor, an unfortunate condition that could be relieved only by guidance in vocational education.

Effects of the World War. The demands for skilled workers during the World War revealed a lack of training for skills. The emergency brought into use psychological and trade tests and the organization of intensive short unit courses. The culmination of the war only served to confront the nation with more complex industrial and trade problems. Rehabilitation of the disabled, selection and training of workers, and elimination of waste were some of these problems that added to the complexity of adjustment to daily life work and conduct. Psychoanalysis, psychiatry, and psychotechnology were introduced and used to adjust the ex-service man and the former worker in factories producing war materials to the changed postwar conditions.

Changes in the Home. The home was partially relieved from the drudgery of maintenance by science and invention,

thus giving the individual more time for participation in the cultural experiences offered by his environment. Changed conditions made it imperative that all members of the family have an understanding and appreciation of the meaning of the home and family in their sociological, economic, psychological, and spiritual aspects. Guidance formed the needed step for helping the individual to do better those things which he would have to do and in leading him to higher and more desirable activities. The demand for a more complete and satisfying home life required working out the knowledges, attitudes, habits, and practices which contributed to better ways of meeting needs, assuming responsibilities, and solving problems.

Changes in Standards of Living. Science and invention, which were instrumental in creating a different industrial and home life, also created a living standard far removed from early American modes of life. Musical instruments, labor saving devices in the home, automobiles, and clothing of better quality and modern design became essentials for the average citizen. Unequal distribution of wealth and ability complicated a problem that required the aid of individual guidance in creating a greater degree of satisfaction.

Educational Changes. The state responded to the demands for adjustment to the changing conditions in life by developing an educational program to meet the rapid growth of the economic

and social world. Courses of study in various vocational fields and a more thorough social training took form and began a different service for American youth. The secondary schools took up the task of interpreting these new courses of study as guides in directing and instructing a secondary school population which was increasing in numbers each year.

Integration of Personality.⁵ Changes in the philosophy of education had also been instrumental in the development of guidance services. Each pupil had come to be recognized as an integral part of humanity. The need for individual attention and the development of a program resultant from that need became evident. The belief that all could be educated demanded that the school programs be interested in the characteristics of the individual pupil. The responsibility of education developed to the extent that the school program became concerned with all phases of life's activities. So, educational changes contributed to the development of and the necessity for guidance services.

Guidance Development in the Junior High School. Shortly after the turn of the century the junior high school was organized and advanced in the field of education as the experimental

⁵Paul R. Mort, The Individual Pupil (New York: The American Book Company, 1928), pp. 265-278.

ground for child guidance. Exploration into the various curricula was permitted in order that the individual might better orient himself. A natural sequence was the club movement as a proving ground for the exploratory courses. Thus the junior high school contributed much toward the guidance movement.

Origin and Growth of Vocational Guidance. The organized guidance movement began in this country with an attempt to give assistance in selecting a vocation and securing a job. Beginning with the work of Frank Parsons in Boston⁶ in 1901, the guidance movement received formal recognition. The establishment of the Bread Winners Institute in the same city in 1905 gave the movement a start in the direction of vocational guidance. The Boston Vocational Guidance Bureau was organized in 1908 by Mr. Parsons and Meyer Bloomfield, a very capable assistant. Out of the work of these two inspiring leaders came the Committee on Vocational Advice appointed by the Boston School Committee in 1909. Then came the Boston Placement Bureau of 1912 and finally the Department of Vocational Guidance in 1915. Contemporary activities were noted in New York, Chicago, Philadelphia, Grand Rapids, and Hartford. Representatives from these cities held conferences and eventually produced the National Vocational Guidance Association in 1913.

⁶Jones, op. cit., pp. 365-367.

Specific data are not available but it may be stated that very few cities in the United States today are without some definite guidance program. There has been a phenomenal growth of a consciousness of the problem and honest effort has been made to aid and direct pupils in meeting important crises.

Sources of Some of the Criteria Used in the Study. Some of the criteria which formed a nucleus for this study were set up from practices that were discovered in the National Survey of Secondary Education made in 1932.⁷ Some of these studies are presented in the following paragraphs. Major factors that were used in this study are listed and discussed since they form a background for the more recent findings in Indiana schools.

The Providence Survey.⁸ Guidance is an integral part of the curriculum of the school system of Providence, Rhode Island. There is a scattered responsibility for guidance among the personnel of the system. It is emphasized as a part of the function of education. The coordination is accomplished by an assistant superintendent who acts as a supervisor to aid the

⁷William C. Reavis, Programs of Guidance Washington, D. C.: United States Department of Interior, 1932. Bulletin No. 17.

⁸Ibid., Chapter VI, pp. 59-71.

principals and counselors. Six class counselors in each secondary school accept definite responsibility for individual guidance. The duties of the central supervisory staff are two-fold: (1) the improvement of instruction and (2) the improvement of the counseling service. The staff duties relative to improvement of instruction are in the fields of health education, academic subjects, manual arts, drawing, musical organizations, vocational civics, and homemaking. Counseling services of the staff include administration of tests, interpretation of test results, guidance clinics, health examinations, pupil accounting, placement, discipline, home visiting, curriculum research, and occupational research. Direct responsibility lies within the school and the duties are allocated to the principal, the home-room teacher, the class-room teacher, and the counselors. The organization is simple and provides a thorough system of guidance with the secondary school as the functioning agency. Coordination is obtained by proper selection of personnel.

The Cincinnati Survey.⁹ The guidance program of the Cincinnati schools is organized as a Vocational Bureau with the Superintendent of Schools delegating the operation of the Bureau to a director. The Bureau has five divisions with specific functions. (1) The psychological laboratory administers,

⁹Ibid., Chapter VII, pp. 72-83.

diagnoses, and evaluates tests. The data that are collected are interpreted by this department. (2) The child accounting division conducts a school census, issues work certificates, and enforces attendance laws. (3) The scholarship division administers a scholarship fund that is appropriated by the community chest, by interested organizations, and by interested individuals. (4) The visiting teacher division investigates and helps solve home and school problems. (5) The occupational research and counseling division collects and publishes information regarding occupations, confers with pupils in regard to educational and vocational plans, and conducts classes in occupations.

The counseling is done chiefly in the eighth and ninth years. This is followed by more specialized training. The secondary school has guidance through principals, counselors, and teachers. The unique feature is the absence of a well-defined correlated program.

The Boston Survey.¹⁰ Boston has a department of vocational guidance headed by a director who has six vocational instructors (men) and eleven vocational assistants (women) with two clerks. This staff is responsible for educational guidance, vocational guidance, placement, and follow-up. The

¹⁰Ibid., Chapter IV, pp. 27-38.

officers who assist the director also do part-time teaching and perform guidance duties in the different schools of the system. Stress is placed on the vocational aspect of guidance. The unique service rendered is in follow-up. The State of Massachusetts requires that all pupils who have been in trade schools for six months or more shall be followed for a five-year period. This follow-up is accomplished by letters, visits to employers, telephone calls, and visits to department heads by pupils in the evenings. Careful checking is thus achieved by departments.

The LaSalle-Peru Township Survey.¹¹ A Bureau of Educational Counsel forms the nucleus of the LaSalle-Peru Township High School guidance program. A psychiatrist, who is a member of the faculty, acts as the director. All pupils are reached directly through personal interviews, general talks, or psychological tests. This plan differs from many others in that: (1) the Counselor's approach is through the principles of mental hygiene, each pupil being studied as a case and emphasis being placed on his behavior, personality, and mental responses; (2) expert advice may be secured for pupils by monthly psychiatric clinics conducted by staff members of the Institute for Juvenile Research; (3) emphasis is placed on the fullest development of the superior pupil although others are not ignored;

¹¹Ibid., Chapter XIII, pp. 127-134.

(4) responsibility for taking the initiative for guidance is on the counselor; and (5) the service extends from the ninth year through the junior college.

Summary of the Surveys. A summary of the four surveys shows that school administrators, teachers, counselors, and those trained in mental hygiene serve on the guidance staffs of the secondary schools. The duties include guidance in the fields of vocations, education, health, placement, and follow-up of those who, after leaving school, enter the vocations.

Administrative and Guidance
would: (1) identify the personnel who

CHAPTER II

THE PROBLEM AND THE EXPLANATION AND EVALUATION OF CRITERIA

Basis for the Problem. The assumption that Indiana secondary schools have kept abreast of the times and have instituted programs of guidance in keeping with the economic and social demands of the twentieth century formed a basis for thought in regard to the content and utility of such programs. The background of the pupil, what he desires to do, what he can do now, where he now is, and what experiences should be made available to him are questions which, if answered, would manifestly aid the secondary school pupil in achieving the more complete life.

Investigation of records reveals only meager information about the actual happenings in Indiana secondary schools. Perhaps the novelty of the movement, the intensity of effort in making a program to meet the needs of each school, or the casualness resulting from the utilization of common practices has permitted a program to develop without consciousness of the need for publicity and uniformity. So, it is felt that a need exists for a study that would indicate the prevailing practices among the secondary schools in Indiana.

Statement of the Needs. It is felt that such a study would: (1) satisfy a need for information in regard to

actualities in guidance procedures in Indiana secondary schools; (2) be of assistance in evaluating these procedures by comparison with standardized modern practices; (3) assist in validating theoretic implications as to what may be considered as practical procedures in guidance; (4) determine the omission of certain practices in Indiana secondary schools; and (5) bring attention to the need for a diversified liberal program for a school population of such varied interests as may be found in a state-wide survey and collection of data.

The questionnaire was compiled in consideration of the above needs and in consideration of materials that would disclose the procedures discussed in modern literature on the subject of guidance. Material used for the formation of the questionnaire used in the study was gathered from: (1) dominant factors found in national surveys of various types of city systems; (2) ideas gleaned from reading texts, magazine articles, and pamphlets on the subject of guidance procedures; and (3) a tentative choice of items revealed through observation of working programs.

A. PERSONNEL OF THE GUIDANCE PROGRAM

The essential feature of organization and administration of a successful guidance program is the personnel whose special purpose is assisting the individual pupil in his adjustments. Those who form the guidance staff are obligated to build into

the school system a guidance program that is an integral part of it and is not superimposed upon the school program. It is evident that careful selection of a personnel should be the determining factor in the success or failure of any guidance program.

Principal. Guidance activities require that a director be in charge of the entire program in order to secure unity. In many cases it is the principal of the individual school who sets up the organization, makes contact with outside agencies, and secures the coordination of all directing activities. As the system grows in population the details become more numerous and delegation of responsibility results.

Guidance Director. A guidance director develops the detailed plans of organization so that the essential conditions for guidance are provided. Direct supervision of the work of the staff develops a consciousness that results in research and a more complete understanding of the functioning of guidance programs. In larger schools the director of guidance assumes the administrative duties quite similar to those of the principal.

Home-room Teacher. The home room, properly constituted, forms the ideal situation where the pupils learn through active participation in democratic living. Adjustments to the school environment, the school routine, the curriculum, physical and in education need the school and the teacher.

mental situations, in fact, practically all phases of guidance are touched and life in its fullest form becomes an immediate realization. A home-room leader for such a program should believe in boys and girls so completely as to win their confidence and be able to advise and encourage each pupil in his charge. Cooperation of the home-room teacher with pupils and with the staff of administration brings the program to fulfillment.

Class-room Teacher. A clear concept of the nature of the learning process and the nature of teaching constitutes the first essential quality of the class-room teacher. Teaching and guiding, according to the concept of this study, are synonymous. Personality, cultural background, and specific training in the techniques of guidance are added qualifications of the good class-room teacher. A sympathetic understanding of youth and its problems is essential to an interpretation of life facts so valuable to the secondary school pupil.

Senior Class Sponsor. During the last year of secondary school life there is a need for some specific types of information. Consequently it seems advisable to have a staff member serving with the senior group during that particular year. Matters pertinent to activities leading toward commencement, senior class play, editing of the school paper or school annual, and proper selection of schools for further study and advancement in the sciences and social sciences need the special attention of one who is especially

well informed and who can clarify and diagnose problems pertinent to pupils in the last year of their high school career.

Dean. The dean should have a magnetic personality, a happy disposition, executive ability, a good social and cultural background, and refinement in taste and manners. One of the trends of guidance service is towards individual help in standards of dress, personal conduct, social qualities, and personality traits. Herein lies the field for studying cases of maladjustment which may either grow from or grow into failures, irregular attendance, and poor social attitudes.

Nurse and/or Physician. Attention to health services is important to individuals in the development of their school life. Conducting physical examinations, keeping cumulative records, visiting homes, checking on the physical examinations given, rendering first aid, and furnishing data as aids to teachers in planning programs of health instruction to fit pupil needs are duties performed by the nurse and/or physician. It is desirable to select such a personnel from those who are especially well equipped with a knowledge and understanding of the physical and mental development of adolescents and early manhood and womanhood.

Visiting Teacher. The need for a visiting teacher lies in the changing social and economic conditions which in their study of school environment, etc.

proper sequences have affected the home and home conditions. Family life has become more unstable, a population including many foreign-born people needs integration, and many of the American homes have failed to extend supervision and guidance to youth. The visiting teacher can be of assistance in many different ways such as: (1) developing a better understanding among pupil, parent, and teacher; (2) securing data for vocational choices; (3) discovering health needs; and (4) enlisting the cooperation of outside agencies which would bring the social resources of the community to the assistance of the pupil.

Psychologist. The services of a psychologist are helpful in assisting teachers in their diagnoses and treatments of special cases involving difficult learning situations. Giving tests (psychological and diagnostic), interpreting tests, analyzing the exceptional child, and interpreting the findings for teachers are useful services rendered by the psychologist.

Psychiatrist. The schools are becoming more conscious of a need for one who can devote full time to studying cases of mental diseases and emotional disturbances. A reflection of the consciousness of this need is the appointment of a psychiatrist to the guidance staff of some of the larger secondary schools. Guidance services of such a staff officer should include diagnoses of pupils, interviews with maladjusted pupils, a study of school environment, and the conducting of case studies.

Counselor. The counselor should possess skill in interpreting facts, conditions, and human qualities. He should have a background of occupational and educational information, a capacity and desire for research, and ability to interpret complex data. His personality should be attractive and pleasing so that he could easily win confidences. The work of the counselor is largely an individual matter and the duties of occupational research and interpretation of findings are dominant.

Student Council. The success of student government depends largely upon sympathetic guidance by the faculty. Pupils should have an opportunity to experience democracy in all of its aspects. Guidance services can be rendered valuable by assisting in the making of social adjustments, creating a consciousness of problems of conduct, developing a spirit of service, developing a spirit of responsibility, selecting desirable leaders, developing self-reliance, developing self-control, and promoting initiative.

B. SCOPE OF THE GUIDANCE PROGRAM

Any attempt to be all-inclusive in the selecting of factors which would enter into a guidance program would be superfluous. Each school unit has some problems peculiar to its own entity and environment that call for a flexible program of adjustment to these unique conditions. Premeditated and

established criteria would by their very nature fail in specific cases. The factors here selected are used merely as methods of measurement and are not intended as criteria for any one case. Some of the items that are applicable in certain cases would not be usable by some other school even if that school should be of similar geographic location and of similar school and community population. In so far as is known no school has used or is using all of the factors that are considered in this study as an outline for its own particular program of guidance.

The scope of the guidance program for the purposes conveyed in the explanation of the needs for this study is divided into seven units. A discussion of each of the units will be given in the pages that follow. Each unit covers one field of guidance activity and has specific divisions which are itemized. These items are regarded as measurements of what is being done that is beneficial to the pupil. Some of these items overlap and are included in more than one of the seven units. The specific purpose of the discussion which follows is to explain and evaluate the divisions of each of the seven units. The criteria are evaluated in a discussion paragraph and are followed in each instance by a second paragraph naming the divisions of the units as they are used in the questionnaire.

Orientation to the Secondary School Environment. Incoming pupils need assistance. The period for getting acquainted facilities within the school.

is of vast importance as that is the impressionable time. A secondary school should have a rather definite and complete orientation program. This should include acquaintance with the building and the staff of directors who will function in the pupil's daily life. Pupils should learn the rules, regulations and traditions of the school. The special facilities and equipment should be explained to them. They should be directed in knowing much about themselves. All of this information should be related to the individual pupil and his problem. The first few days are critical ones to a new pupil, and every aid should be extended to make his adjustment as effective as possible.

The need for proper attention to orientation is indicated by the rather serious enrollment mortality. There is evidence that many academic failures may have been prevented through a constructive program of orientation. Many excellent secondary school pupils are not planning further educational progress while large numbers are planning school attendance when other types of activity might be more profitable to them. The lack of interest and evidences of dissatisfaction point to the need for pupil orientation.

The factors related to orientation are listed in the questionnaire used in this study under these six major divisions: (1) enrollment day; (2) familiarizing the pupil with facilities within the school; (3) conduct of the individual

in and about the building; (4) introduction to the directors with whom the pupil will have contact; (5) information as to membership in the school's organizations; and (6) information about the school's policies and traditions.

Adjustment to the Secondary School Environment. During the first semester, and sometimes for a longer period, there is a need for adjustment to changed and different modes of procedure in school life. New acquaintances are to be made. Aid may be extended in this unit by the home room, by assembly meetings, or by social gatherings. Leaders are to be selected and followed, thus calling upon the individual pupil for wise selection. The pupil needs aid in proper conduct and dress for social affairs. Individual responsibility for a standard of conduct should form a part of the adjustment to the new environment.

The questionnaire classifies the factors useful in adjusting the pupil to the secondary school environment in the four major divisions: (1) a range of opportunities for extending acquaintances; (2) direction of the qualities of leadership; (3) opportunities for social adjustment; and (4) the cultivation of a sense of personal responsibility.

Adjustment to the Secondary School Curriculum. There are three major aims to consider in adjusting the pupil to the secondary school curriculum. They are: (1) the methods

of presentation and selection of subject matter; (2) the techniques used for guiding the pupil concerning his choice of a curriculum; and (3) the possible application of present and future activities to the pupil's life. Modern trends point definitely in the direction of curricula that are more applicable to the life of the pupil. Courses are made more attractive, more interesting, and more useful. The multiplicity of curricula complicates wise and useful selection and requires a careful analysis before making the offerings to the pupil. The responsibility and opportunity for character development rest upon the decisions of the pupil if he is to have experiences that will enhance his creative powers. Direction for adjustment may be given through the medium of printed matter outlining and explaining the school's offerings, through the use of oral explanation, or through some community publicity project. Care should be taken that knowledge of curricula be made available to parents, for they also play a major part in a well-balanced guidance program. Pupil interests should be guided into channels of helpfulness in choice of electives. These interests may be discovered through observation, interviews, and testing. The school's offerings should form the background for individual adjustment. The bright pupil, the one who is slow, and the one who is in dire need of remedial training and personal guidance should be able to profit from the offerings of the public secondary schools.

The questionnaire includes the following major divisions of the unit: (1) the use of printed matter or other material for presenting the offerings of the school; (2) criteria for guiding pupils concerning the choice of electives; (3) the time of adoption of a tentative curriculum; and (4) the development of the individual as affected by the offerings of the school.

Development of Vocational Interests. An important responsibility of the secondary school is the stimulation that will culminate in vocational maturity. It is quite valuable to the pupil that he should become mature in this field as well as in any other. The achievement of a degree of happiness calls for a relatively high degree of vocational satisfaction. The matter of making a vocational choice interests all pupils. Such a choice involves the processes of relating vocational planning to needs, interests, abilities, opportunities, and individual responsibility to society. The discovery of such planning on the part of the Indiana secondary schools consists in checking for individual abilities and interests, analysis of the occupational range of activities, the adaptability of the individual to his chosen field, and the discovery and training of character traits that will give the individual greater opportunities in his chosen vocation.

The questionnaire deals with these major features: (1) becoming acquainted with the world of work; (2) the use of

tests; (3) factors to consider in the choice of an occupation; (4) development of characteristics of service; (5) the development of mental attitudes toward work situations; (6) instruction in methods of locating jobs; and (7) developing traits of job success.

Adjustment of the Physical and Mental Life of the Pupil.

One of the greatest opportunities for the personnel directing the guidance program to make a contribution to the permanent welfare of the pupil lies within the health area. Satisfactory health is a basic factor in successful fulfillment of desired aims in life. If the pupil can be brought to see this for himself; if he realizes his possible contribution and his place in the success of the community health program; if all these are seen in their proper relationship to sound national health, the task of those who direct the health guidance program has been fulfilled. Various activities which become individual in character are essential to the physical welfare of the pupil. A thorough system of physical examinations and follow-up for those who need remedial stimulation should be promoted. Cleanliness, sanitation, and bodily vigor should be stressed.

The questionnaire includes these major divisions of this unit: (1) methods of developing physical and mental vigor; (2) use of tests and interpretation of findings from the tests; and (3) stress on sanitation through the use of school equipment.

Direction of the Use of Leisure Time. Social and economic factors have entered into modern life and brought forth the demand for adjustment in the use of leisure time. Again science and invention have left man with a problem, that of how to use this increasing amount of leisure time to his advantage. It would seem that the greatest advantages should result from physical development, mental relaxation, and enrichment of the individual's own life. Each pupil would need to know how to choose one of these three forms of adjustment to the use of leisure time according to his own particular needs. Observation discloses a marked inability on the part of man to adjust himself advantageously. Help from the secondary school, when youth is yet impressionable, seems desirable. Further observation reveals a leaning toward athletic and other forms of vigorous activities which become rather difficult fields of relaxation in later years.

The programs of guidance for the use of leisure time are covered by the following divisions of the questionnaire: (1) encouragement of hobbies; (2) methods used in discovering special talents; and (3) use of hours outside school time.

Development of Plans Beyond the Secondary School. The completion of courses in the secondary school is not the culmination of educational development. The problem of whether or not to attend college needs serious attention. Poorly prepared

pupils are leaving the secondary schools for college--if we are to accept the criticisms of higher institutions of learning--while many who have ability and financial resources are not going. Direction while yet under the influence of the secondary school personnel may be a means for a more careful selection of the best facilities for the further educational development of the individual.

The questionnaire asks for data on the following: (1) the analysis of the individual pupil; (2) the analysis of college life; (3) the analysis of schools other than colleges; (4) the analysis of community educational facilities; and (5) the analysis of placement guidance.

C. TECHNIQUES OF THE GUIDANCE PROGRAM

Various types of techniques may be employed as means for discovering pupil needs. Since this study is based on the fact that the individual is to receive the first consideration of the guidance staff only those techniques which are used to discover personal data are mentioned. The questions of who should be given consideration and how the investigation of the one needing special attention should be conducted are vitally important if the secondary schools are to serve the individual adequately.

Three methods of approach to the problem of gathering data in regard to the individual pupil are: (1) by observa-

tion; (2) by personal interview; and (3) by the case study.

Summary. The tentative survey program as it is presented in this chapter is based on the assumption that the secondary school has a functional duty to perform for the individual. The best method of fulfilling this obligation is to use all of the facilities of the school and the guidance staff in attempting to answer the five formulative questions (page 13): (1) what is the individual's background; (2) where is he now; (3) where does he want to be; (4) what can he do; and (5) what experiences should be made available to him.

CHAPTER III

THE QUESTIONNAIRE RESULTS

Scope of the Survey. Copies of the questionnaire were mailed to the eighty-six school cities of Indiana with a secondary school population of three hundred or more enrollees per unit. It was felt that this group would be adjusted to the guidance movement to the extent that answers could be made directly and have a satisfactory degree of accuracy. Only one of the fifty-five schools responding had no definite program in use. This school reported activity in projecting a program for the following term of school.

School Populations. Table I shows a total population of 66,554 secondary school pupils being served by guidance programs in the fifty-four schools that responded.¹ Many of the schools indicated in footnotes on the questionnaire that they were using the program more extensively in the grade levels of the junior high school. Failure to set up questions measuring the scope of the program within the entire school unit is evident. Table I also indicates the percentage of schools responding as sixty-three and five-tenths. The percentage of the total enrollment represented by the responses to the questionnaire

¹See Table in Appendix.

is sixty-three and four-tenths. A comparison of the two percentages stated above indicates that a representative group of the secondary schools furnished the information used in the study. (Table I)

TABLE I

NUMBER AND PERCENTAGE OF SCHOOLS ANSWERING QUESTIONNAIRE
AND THE NUMBER AND PERCENTAGE OF SECONDARY
SCHOOL POPULATION REPRESENTED

Number of schools surveyed	85
Number of responses	54
Per cent of responses	63.5
Enrollment of all schools surveyed	104,939
Enrollment of schools responding	66,554
Per cent of total enrollment represented by responses	63.4

Distribution of Population Surveyed. Distribution of the population indicates that the replies were representative of the secondary schools in so far as area represented is concerned. Examination of Figure I shows that the greater number of school cities answering are in the north-central, central, and southwest portions of Indiana. These areas, however, are more densely populated, consequently a greater number of pupils would be enrolled in the secondary schools. Industrial activity

in those cities would contribute toward a higher percentage of secondary school enrollment and increased school attendance.

(Figure I)

Personnel Answering the Questionnaire. The mailing list included thirty-six superintendents, forty-five principals, and four directors of guidance. The suggestion included in the letter accompanying the questionnaire that if a guidance director was employed in the system it would be desirable that the answers be made by that department was followed by two superintendents. One superintendent referred the questionnaire to a director of research. Seventeen superintendents, thirty principals, six guidance directors, and one director of research supplied the answers. Table II gives the record of the distribution of responses. The fact that more than half of the answers come from secondary school principals allocates the responsibility for organization and administration of the guidance program to that division of the personnel.

The facts that thirty-nine schools, constituting seventy-two and two-tenths per cent of the answering schools, desired copies of the findings; and that ten requests, constituting eighteen and nine-tenths per cent of the answers, were received for copies of the questionnaire to aid in program expansion were indicative of the desire for accuracy on the part of the schools responding. (Table II)

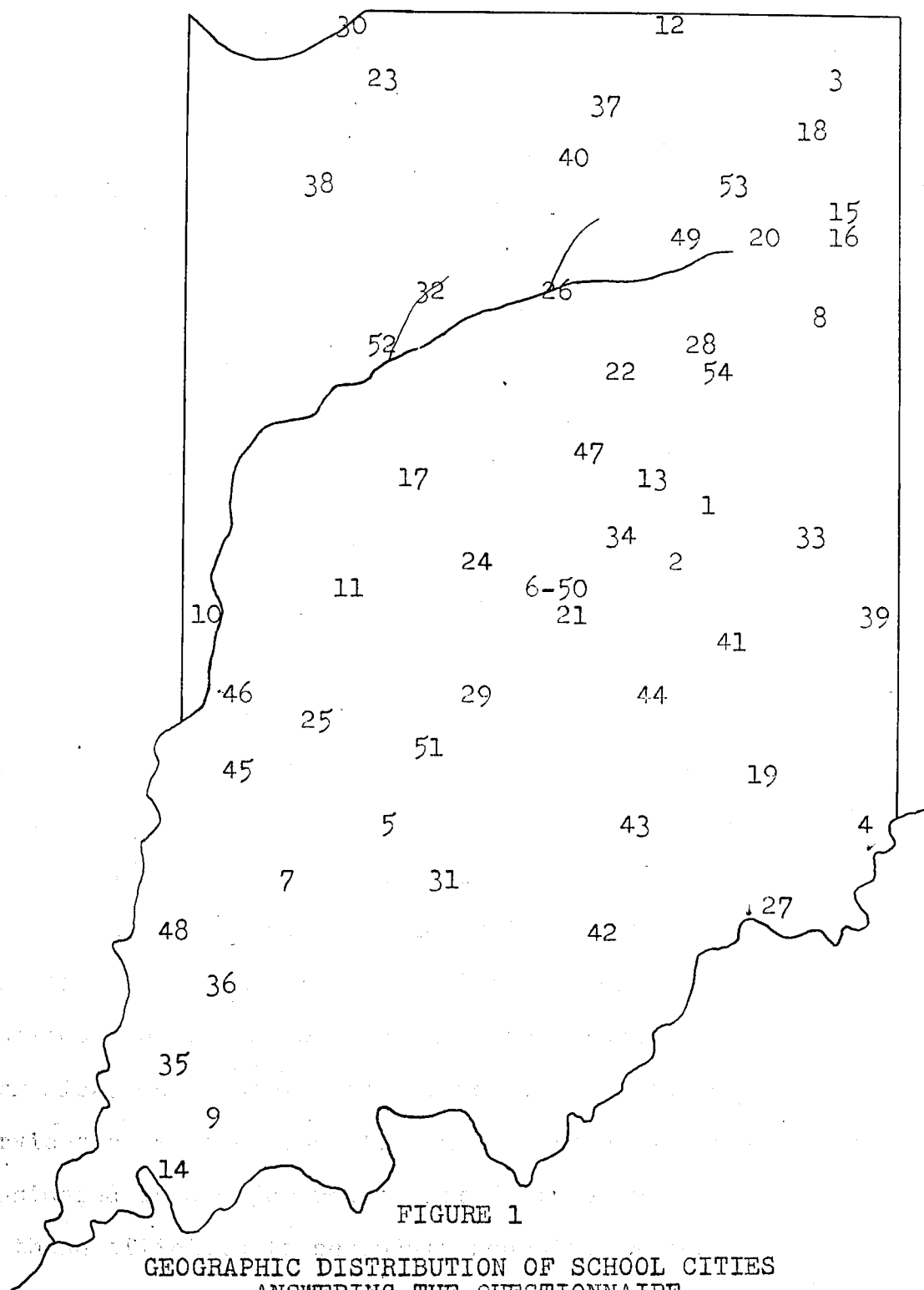


FIGURE 1

GEOGRAPHIC DISTRIBUTION OF SCHOOL CITIES
ANSWERING THE QUESTIONNAIRE

TABLE II
NUMBER OF SCHOOL PERSONNEL RECEIVING AND
ANSWERING QUESTIONNAIRE

Personnel	Number receiving questionnaire	Number answering questionnaire
School superintendents	33	17
School principals	45	30
Directors of guidance	6	6
Directors of research	1	1
Total	85	54

Personnel Administering the Program. The findings of the questionnaire indicate that the work of administration is allocated to more than one person in some of the schools. Hence there are more frequencies in Table III than there are schools answering this unit of the questionnaire. This table indicates the frequencies of use of the different members of the school staff on a board of administration of the guidance program. Replies indicate that the principal is serving in this capacity more often than any other administrator or staff officer. The home-room and class-room teachers are prominent in this type of work also. No school uses a psychiatrist and only one has the services of a psychologist. Unit costs of supervision may be considered as a major reason for failure to extend the services of these officials to secondary schools. A pertinent feature

in so far as health improvement is concerned is the use of a nurse or physician in thirty-one and five tenths per cent of the schools. (Table III)

TABLE III

THE NUMBER AND THE PERCENTAGE OF THOSE DIRECTING OR AIDING
IN ADMINISTRATION OF THE GUIDANCE PROGRAM

Personnel directing the program	Number aiding in administration	Per cent aiding in administration
Principal	44	81.5
Guidance director	19	35.2
Home-room teacher	32	59.3
Class-room teacher	25	45.9
Senior class sponsor	16	29.6
Dean of boys or of girls	13	24.1
Nurse and/or physician	17	31.5
Visiting teacher	8	14.8
Psychologist	1	1.9
Psychiatrist		
Counselor	10	18.5
Student council	5	9.3

Fifty-four schools answered this unit.

Orientation to the Secondary School Environment. Some of the significant features portrayed by Table IV reveal a decided and a favorable interest in orientation. An enrollment day is considered as being valuable for new pupils in the secondary schools. Drawings of floor plans receive slight attention, only one-third of the schools feeling the need for them. In many instances pupils coming from the junior high school are already familiar with the various room facilities since they are often housed in the same building with the secondary enterprise.

school group. Pupils are familiarized with the school's physical equipment in most of the units surveyed. The list is led by familiarization with the use of the school library which receives attention in the program of orientation in all of the schools. Instruction in the use of the school cafeteria is not regarded as essential, due largely to the absence of a cafeteria in many of the schools. Five items, namely; fire drill, school attendance, passing between classes, time of opening and dismissal, and pupil daily programs are checked by all answering schools as receiving attention. Practically all items rate high in percentage with the exception of information in regard to hitchhiking. This item would not be a problem in many of the large schools and so would not receive attention in the orientation program.

Extension of acquaintances with the staff members is limited to the principal, home-room teacher, and class-room teacher on the opening day of school. Lowest in rank of the list of acquaintances made are the physician and the home visitor. Very slight interest need be taken in these guidance officials on the opening day. Acquaintance with them may readily be made at a later date.

A marked interest is evident in efforts to acquaint the new pupil with membership in school organizations. This is a stimulating factor in pupil interest and is indicative of a healthy growth in the development of school spirit and personal enterprise.

Schools that make an effort to inform the pupil about the history and traditions of the school do so chiefly through explaining the significance of the school's name. The least interest is manifested in making known the prominent alumni to the new pupil. (Table IV)

TABLE IV

THE NUMBER AND PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ORIENTATION TO THE SECONDARY SCHOOL
ENVIRONMENT IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Enrollment:		
a. Is there an enrollment day for beginners?	50	92.9
b. Is it a separate day of enrollment?	40	74.1
c. Is a diagram of floor plans furnished?	18	33.3
d. Is a guide furnished?	34	63.
2. Are pupils made familiar with:		
a. Methods for procuring rental books?	43	79.7
b. Use of library?	54	100.
c. Cafeteria?	23	42.6
d. Book store?	29	53.7
e. Use of lockers?	46	85.2
f. Bicycle racks?	42	77.7
g. Cloakrooms?	32	59.3
h. Care of equipment?	48	88.8
i. Conservation of supplies?	40	74.1
3. Are pupils informed concerning:		
a. Attendance?	54	100.
b. Tardiness?	53	98.1
c. School patrol?	35	64.8
d. Hitchhiking?	31	57.4
e. Use of automobile?	40	74.1

TABLE IV (continued)

THE NUMBER AND PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ORIENTATION TO THE SECONDARY SCHOOL
ENVIRONMENT IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
f. Fire drill?	54	100.
g. Passing between classes?	54	100.
h. Entrances and exits?	50	92.6
i. Stairways?	49	90.7
j. Time for opening and dismissal?	54	100.
k. Number of class periods?	52	96.3
l. Pupil daily programs?	54	100.
4. Are new pupils made acquainted with:		
a. Home-room teacher?	50	92.9
b. Heads of departments?	22	40.1
c. Principal?	53	98.1
d. Dean?	28	51.9
e. Class-room teacher?	44	81.5
f. Nurse?	13	24.3
g. Physician?	5	9.3
h. Home visitor?	4	7.5
i. Attendance clerk?	15	27.7
5. Do new pupils receive information concerning membership in:		
a. Band?	53	98.1
b. Orchestra?	52	96.3
c. Glee Club?	52	96.3
d. School paper?	43	79.7
e. Athletic teams?	53	98.1
6. Is information given the new pupil in regard to:		
a. Significance of school's name?	39	72.2
b. History of school?	35	64.8
c. Anniversary dates?	19	35.2
d. Prominent alumni?	16	29.6
e. Standards of past conduct?	35	64.8

Number of schools answering is fifty-four.

Adjustment to the Secondary School Environment. Table V indicates that a majority of the opportunities that are extended to secondary school pupils for adjustment to their environment comes through class-room contacts, home-room contacts, or assembly meetings. This is indicative of group adjustment and is characteristic of large school enrollments.

The majority of schools are interested in extending guidance to the field of selection of leaders by the pupils and analyzation of the qualities of leadership.

Only an average number of schools give attention in their program to the items that make for social acceptability.

The items of division four of the unit on adjustment receive the highest degree of notice by the guidance staff. Five-sixths of all schools extend guidance service to pupils as aids to the development of character traits and the acquirement of a wholesome personality. (Table V)

Adjustment to the Secondary School Curriculum. Bulletin service provides the chief source of information for curriculum guidance. This wholesome effort, as indicated by Table VI, gives rather complete information to the pupil about curriculum offerings and helps him in selecting a course of study suited to his needs. Other factors receive less attention with the service of the visiting teacher lowest with a frequency of fourteen, or twenty-five and nine-tenths per cent.

TABLE V

THE NUMBER AND PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ADJUSTMENT TO THE SECONDARY SCHOOL
ENVIRONMENT IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Are opportunities given to extend acquaintanceship through:		
a. Home-room contacts?	46	85.2
b. Class-room contacts?	48	88.8
c. Receptions?	32	59.3
d. Assembly meetings?	45	83.3
e. Sharing experiences?	29	53.7
f. Performing favors for others?	35	64.8
2. Do pupils have opportunities to:		
a. Select leaders?	52	98.1
b. Analyze leadership qualities?	44	83.
c. Develop loyalty to chosen leaders?	17	32.1
3. May pupils acquire social acceptability through discussion of:		
a. Care of clothing?	29	56.6
b. Posture and health essentials?	42	79.2
c. Neatness?	42	79.2
d. Social manners?	41	77.3
e. Correct introductions?	38	71.7
f. Social conversations?	35	66.
4. Are pupils aided in cultivating:		
a. A sense of personal responsibility?	48	90.6
b. Self-control?	49	92.4
c. Standards of personal conduct?	49	92.4
d. Control of sensual impulses and tendencies?	32	60.4
e. A sincere conscience?	33	62.2
f. Respect for rights of others?	48	90.6
g. Respect for authority?	48	90.6
h. Tolerance in race, religion, etc.?	44	83.
i. Cooperation?	50	94.3

Fifty-four schools answered number one. Fifty-three schools answered numbers two, three, and four.

Choice of electives is made primarily on the expressed plans of pupil and parent. Inventory tests are not used extensively in guiding the pupil in choice of electives, the per cent being only eighteen and five-tenths.

Considerable fluctuation is noted in the efforts to provide experiences for wise selection of a curriculum and measurement of progress in the chosen field of study. Finding areas of expression for bright pupils holds the highest degree of attention, and classification on the basis of readiness to learn has the lowest frequency. (Table VI)

TABLE VI

THE NUMBER AND PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ADJUSTMENT TO THE SECONDARY SCHOOL
CURRICULUM IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Are bulletins provided showing:		
a. Curricula offered?	53	98.1
b. Enrollment procedures?	50	92.9
c. Graduation requirements?	53	98.1
d. Constants and electives offered?	53	98.1
e. Extra-curricular activities?	53	98.1
f. Regulations concerning pupil load?	53	98.1
g. Sequence of subjects?	52	96.3
Is the above information given through the following agencies:		
h. Assembly programs?	42	77.7
i. School exhibits?	26	48.1
j. Publications?	50	92.9
k. Interdepartmental visits?	17	31.5
l. Bulletins to parents?	43	79.7
m. P. T. A.?	23	42.6
n. General meetings?	30	55.5
o. Visiting teacher?	14	25.9

TABLE VI (continued)

THE NUMBER AND PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ADJUSTMENT TO THE SECONDARY SCHOOL
CURRICULUM IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
2. Is the pupil guided in choice of electives on basis of:		
a. General ability?	40	74.1
b. Apparent interests?	44	81.5
c. Plans of pupil and parent?	47	87.
d. Tryout courses?	26	48.1
e. Aptitude tests?	18	33.3
f. Interest inventory tests?	10	18.5
g. Observation of recreational reading?	20	37.
h. Economic status of family?	24	44.4
i. Is a tentative curriculum submitted at the end of the ninth year?	49	90.7
j. May this curriculum be adjusted later?	46	85.2
3. Are experiences provided which will:		
a. Further creative power in fields of special aptitudes?	39	72.2
b. Classify pupils on basis of ability?	26	48.1
c. Classify pupils on basis of common needs?	24	44.4
d. Classify pupils on basis of readiness to learn?	19	35.
e. Find areas of expression for bright pupils?	44	81.5
f. Provide remedial classes?	30	55.5
g. Provide for progress at pupil's own rate of speed?	27	50.
h. Plan minimum essentials in assignments for slow readers?	37	68.5
i. Adapt learning activities to mental abilities of the pupil?	33	61.1
j. Provide a definite directed study program?	39	72.2
k. Develop techniques of self-analysis and self-appraisal?	29	53.7

Fifty-four schools answered this unit.

Direction of Vocational Interests. Since guidance had its origin in the vocational field it might be expected that the secondary schools would have a thorough and complete vocational guidance program. The findings of this survey reveal that such is not the case in the Indiana secondary schools. Percentages in Table VII are variable and show an average amount of activity in guiding the pupil into a proper and desirable vocational choice.

The items of division one of the unit have frequencies that range from thirty-nine to forty-six. This is a narrow range and indicates a significant understanding of the valuable factors that are used to familiarize a pupil with the world of work.

A marked decline in the use of tests is again revealed in this second division of discovering interests and aptitudes in the field of vocational choice.

Individual factors that are considered in making a vocational choice are given careful attention by the secondary schools in their guidance programs. The items in the third division of Table VII show that approximately four-fifths of the schools that answered record that they attempt to guide in these personal traits.

Motivation receives an average amount of direction. No significant facts are revealed here.

Secondary schools of Indiana recognize the value of developing mental attitudes toward work situations. Nearly four-fifths of the schools answering indicate that they are directing their guidance efforts toward adjusting the individual pupil to adverse circumstances that could render a job difficult.

About one-half of the schools with guidance programs attempt direction in methods of locating jobs. Sixty-seven and nine-tenths per cent of them instruct pupils in the use of friends as aids in securing jobs, and fifty-four and seven-tenths per cent instruct in the use of placement bureaus. Use of advertisements as functionary agents in placement rates lowest with a per cent of forty-three and four-tenths.

Fifty of the fifty-three schools place emphasis on loyalty, integrity, and courtesy. A repetition occurs in the survey of the development of character traits in part four of Table V, page 39. In such a case the findings here may be of minor significance for they may apply to all activity rather than to vocational guidance alone. (Table VII)

Adjustment of Mental and Physical Life. Table VIII reveals a greater interest in attention to group instruction in physical education than to the correction of individual defects.

TABLE VII

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO DIRECTION OF VOCATIONAL INTERESTS
IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Is the pupil familiarized with the world of work by instruction in:		
a. Worthiness of honest labor?	46	88.4
b. Range of occupational field?	45	86.5
c. Characteristics of chosen occupational group?	40	76.9
d. Duties and rewards of chosen occupation?	42	80.8
e. Advantages and disadvantages of chosen occupation?	45	86.5
f. Skills and abilities required?	45	86.5
g. Age on entrance into occupation?	42	80.8
h. Educational preparation?	39	75.
i. Sex required for success?	39	75.
2. Are tests given to discover:		
a. Likes and dislikes?	13	25.
b. Interests and abilities?	13	25.
c. Is provision made for tryout experiences?	20	38.4
3. Are these individual factors considered in making choice:		
a. Scholastic achievement?	42	80.8
b. Mental ability?	43	82.7
c. Physical equipment?	43	82.7
d. Interest?	45	86.5
e. Experience?	38	73.1
f. Character?	39	75.
g. Requirements of time and money for preparation?	36	69.4
h. Possibility of securing work?	36	69.4
i. Provision for change?	30	57.7
4. Are pupils motivated to:		
a. Service?	39	73.6
b. Self-expression?	35	66.
c. Economic independence?	35	66.

TABLE VII (continued)

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO DIRECTION OF VOCATIONAL INTERESTS
IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
5. Are these mental attitudes toward work situations developed:		
a. Facing facts?	39	73.6
b. Meeting difficulties squarely?	41	77.3
c. Accepting criticisms?	42	79.2
d. Cooperating?	43	81.1
e. Feeling of group responsibility?	43	81.1
6. Are pupils instructed in methods of locating jobs through:		
a. Advertisements?	23	43.4
b. Employment agencies?	25	47.2
c. Placement bureaus?	29	54.7
d. Friends?	37	67.9
e. Being alert to possibilities of expansion, resignation, etc.?	25	47.2
7. Is emphasis placed on:		
a. Integrity?	50	94.3
b. Loyalty?	50	94.3
c. Courtesy?	50	94.3

Fifty-two schools answered divisions one, two, and three. Fifty-three schools answered numbers four, five, six, and seven.

Thirty-one is the lowest frequency in the development of physical powers and mental vigor through self-testing exercises. Many who answered the questionnaire indicated that the guidance program for the health unit was placed in the list of activities handled by the director of physical education. The many duties of that office prevent close application of an individualized program.

It is significant that tests are used in discovering pupil needs, thus revealing a consciousness of the existence of individual physical handicaps. The last four items of division two show that approximately two-thirds of these findings are given attention by the staff officers who administer the program.

Sanitation is stressed in a large percentage of the schools. Again it may be noted that this is a regular procedure in adjustment to the secondary school environment and information is increased through that service. A decidedly smaller number report individual inspection, thus indicating that most of the programs are founded on the basis of group guidance. (Table VIII)

Direction of the Use of Leisure Time. Some interesting revelations in regard to secondary school efforts to adjust pupils to proper use of leisure time are portrayed in Table IX.

Development through the use of hobbies dominates this unit of the program in a very definite majority of the schools. Items a and f indicate the service of clubs, an original junior high school movement, as a factor in the direction of hobbies in more than nine-tenths of the schools. Another significant feature in this unit is disclosed by comparison of the frequencies of items b and d. This indicates a tendency to stress the physical rather than the mental phase of the proper use of leisure time.

TABLE VIII

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO ADJUSTMENT OF MENTAL AND PHYSICAL
LIFE IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Are physical powers and mental vigor developed through:		
a. Activities which challenge optimum individual effort?	45	84.9
b. Care of body?	48	90.6
c. Selective activities for individual effort and interests?	42	79.2
d. Self-testing exercises?	31	58.5
2. Are these items used for discovering pupil needs:		
a. Tests?	42	79.2
b. Are activities planned according to the discovered needs?	34	64.1
c. Do functional foot deviations receive attention?	19	35.8
d. Posture deviations?	28	52.8
e. Abdominal disorders?	12	22.6
f. Heart disorders?	26	48.8
g. Malnutrition?	28	52.8
h. Is attention given the retarded?	36	67.9
i. The maladjusted?	36	67.9
j. The gifted?	34	64.1
k. Is pupil progress periodically checked?	32	60.4
3. Is sanitation stressed through information concerning:		
a. Use of drinking fountains?	46	86.8
b. Use of toilets?	47	88.7
c. Use of laboratories?	47	88.7
d. Is immunization encouraged?	50	94.3
e. Is provision made for group instruction in hygienic living?	46	86.8
f. Is individual inspection practiced?	37	67.9

Fifty-three schools answered this unit.

Various activities are used to discover the particular talents of the individual pupil. Division two of Table IX shows a rather high percentage of frequencies in the use of the items recorded with relatively few exceptions. Once more the use of aptitude tests receives a low frequency with instruction in the use of the radio a close follower. The use of either of these items involves a financial outlay that is prohibitive unless an extensive time period is allowed for bringing the factors into use gradually.

Out-of-school time receives slight attention in the guidance of proper use of leisure hours. The greatest amount of attention is focused on maintaining contact with outside agencies for selection of worthwhile projects. The least amount of attention is given to selection of movies for pupils by using advisory agencies not directly connected with the school. (Table IX)

Developing Plans for Education Beyond the Secondary School. Analysis by the school and by the pupil constitute the survey of plans for education beyond the secondary school. The findings are given in Table X.

Rank in class is the major item by which the pupil is measured for fitness to continue his education. Colleges and universities frequently use rank in class in high school as an important measurement of fitness for entrance into their classes.

TABLE IX

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE THE ITEMS
RELATIVE TO THE DIRECTION OF THE USE OF LEISURE
TIME IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Development through use of hobbies:		
a. Are mental hobbies encouraged?	51	94.4
b. Those requiring physical skill?	46	85.2
c. Is outdoor life promoted?	47	87.
d. Mental skills?	32	59.2
e. Artistic ability?	42	77.7
f. Are interest clubs organized?	50	92.6
g. Are leisure interests correlated with curricular and extra curricular activities?	46	85.2
2. Are these activities used to dis- cover talent:		
a. Aptitude tests?	16	29.6
b. Chorus?	47	87.
c. Glee clubs?	46	85.2
d. Orchestra?	46	85.2
e. Band?	48	88.8
f. Assembly programs?	44	81.5
g. Radio programs?	17	31.5
h. Dramatics?	48	88.8
i. Debate?	34	62.9
j. School paper?	42	77.7
k. Games?	44	81.5
l. Sports?	46	85.2
m. Industrial arts?	46	85.2
3. Use of out-of-school time:		
a. Is attention given to use of hours when not in school?	20	37.
b. Are movies selected through ad- vice of Parents' magazine?	2	3.7
c. Legion of Decency?		
d. P. T. A.?	6	11.1
e. Is a survey of community facilities for recreation made?	20	37.
f. Are selective radio programs advised?	25	46.3
g. Is contact made with other agencies for selection of worthwhile projects?	30	55.5

Fifty-four schools answered this unit.

As a result the secondary schools feel a need for giving attention to the item in their guidance program. The rise in frequencies in the use of tests in pupil analysis is also a significant feature that indicates a more scientific approach than by observation or by rank in class.

The greatest emphasis in analysis of problems relative to college entrance and attendance is upon financial requirements. The stress on the economic phase of life in the past decade has caused the secondary school to become conscious of a need for guidance in the direction of financial adjustment to college conditions. A growing interest in mental adjustment to college situations is given a place in the program of three-fourths of the secondary schools.

Business schools and nurses training institutions receive the greatest emphasis in the analysis of schools other than colleges. Popularity and demand have influenced this phase of guidance. Recent trends in extension of courses and credit by travel as used by colleges and universities has been revealed to secondary school pupils by eleven and one-tenth per cent of the schools answering the questionnaire.

Direction in the use of the library receives the most consideration among the community functional agencies for furthering education beyond the secondary school. This item is given attention by eighty-two and seven-tenths per cent of the schools. The absence of museums in many communities has

lowered attention to that item to twenty-four and one-tenth per cent of the total possibilities.

Twenty-nine schools provide for placement of their graduates. Of this group twenty provide for a follow-up after placement. The length of time that the follow-up is maintained and checked varies from a few weeks to a period of indefinite length. Eight of the twenty schools had a definite follow-up program that extends over periods ranging from one to five years. No significant follow-up features are noted other than the revelation of withdrawal of interest in the life of the graduate. Nearly half of the schools furnishing data on the item indicate that guidance beyond the secondary school is a matter of slight importance and is of little consequence to the guidance unit. (Table X)

Techniques of Guidance Employed. Table XI gives data in regard to the types of pupils studied as well as techniques of guidance employed in attempting to discover their needs.

The mentally retarded pupil has the interest of the greatest number of schools while the child of lowered vitality has the interest of only thirty-one and five-tenths per cent of the group. The significant feature is the low percentage of frequencies that the items of the division appear in the guidance programs of the schools surveyed.

TABLE X

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE ITEMS
RELATIVE TO DEVELOPING PLANS FOR EDUCATION BEYOND
THE SECONDARY SCHOOL IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
1. Is an analysis made of the pupil by:		
a. Psychological tests?	25	46.3
b. Rank in class?	41	77.3
c. Achievement tests?	28	51.8
d. Reading speed?	17	31.5
e. Vocabulary?	18	33.3
f. Observation of self-mastery?	18	33.3
g. Observation of self-direction?	21	38.8
2. Are pupils taught to analyze:		
a. College entrance requirements?	50	92.6
b. College entrance examinations?	35	64.9
c. Financial requirements of college?	51	94.4
d. Conditions for outside work?	43	79.6
e. Adjustment to college life?	43	79.6
f. Problems of college life?	38	70.4
g. Choice of curriculum?	46	85.2
h. Pupil-teacher college relations?	28	51.8
i. Social life in college?	39	72.2
j. Companionship in college?	35	64.9
3. Is analysis made of:		
a. Home study courses?	39	72.2
b. Business schools?	44	81.5
c. Nurses training schools?	44	81.5
d. Trade and vocational schools?	38	70.4
e. Corporation schools?	18	33.3
f. United States Army?	27	50.
g. United States Navy?	29	53.7
h. Religious schools?	22	40.7
i. C.M.T.C. or C.C.C. Training Camps?	26	47.7
j. Evening schools?	21	38.8
k. Correspondence schools?	34	62.9
l. Part-time schools?	19	35.2
m. Bureau of University Travel?	6	11.1

TABLE X (continued)

THE NUMBER AND THE PERCENTAGE OF SCHOOLS THAT USE ITEMS
RELATIVE TO DEVELOPING PLANS FOR EDUCATION BEYOND
THE SECONDARY SCHOOL IN THEIR GUIDANCE PROGRAM

Items surveyed	Number of answers	Per cent of answers
4. Are provisions made for analysis of such community agencies as:		
a. Library?	43	82.7
b. Museum?	13	24.1
c. Radio?	27	50.
d. Movies?	25	46.3
e. Newspapers and magazines?	32	59.3
f. Study clubs?	20	37.
g. Public forums?	16	29.6
h. Travel?	16	29.6
5. Provisions for placement:		
a. Is provision made for placement?	29	53.7
b. If so, is there a follow-up?	20	37.
c. How long is the follow-up maintained?		

Fifty-four schools answered the unit. No percentage is figured for item c division five since follow-up has a wide range in the findings, extending from a few weeks to an indefinite period.

Fifty-three and seven-tenths per cent of the schools answered in the affirmative as to the use of the observation method of studying the various types of children. Fourteen of the programs provided for objective study while eight employed the subjective method of observation. The remaining seven of the group answered that they employed both methods to uncover data that would prove beneficial in guiding the exceptional pupil.

Seventy-seven and seven-tenths per cent of the schools used the personal interview method, the greatest percentage employed among the different methods.

The case study is used in twenty-nine instances. Data included in the survey of this method are used in more than five-sixths of the cases with information about age and health leading the list. These two items are used in all schools employing the case study. A pertinent feature is the scarcity in frequencies in the use of a check on social affiliations in a case study of the pupil. The case study data proposed in the questionnaire do not include a broad field of items and the findings do not reveal the limitations of the use of the case study. (Table XI)

TABLE XI

THE NUMBER AND PERCENTAGE OF SCHOOLS EMPLOYING VARIOUS TECHNIQUES OF GUIDANCE FOR STUDYING EXCEPTIONAL PUPILS

Items surveyed	Number of answers	Per cent of answers	Per cent who answered di- visions 2 and 4
1. Is provision made for the study of:			
a. The exceptional child?	25	46.3	
b. The crippled child?	18	33.3	
c. The pupil of lowered vitality?	17	31.5	
d. The mentally retarded pupil?	26	48.1	
e. The mentally superior pupil?	25	46.3	

TABLE XI (continued)

THE NUMBER AND PERCENTAGE OF SCHOOLS EMPLOYING VARIOUS
TECHNIQUES OF GUIDANCE FOR STUDYING EXCEPTIONAL PUPILS

Items surveyed	Number of answers	Per cent of answers	Per cent who answered di- visions 2 and 4
2. a. Is the observation method employed in studying pupils?	29	53.7	
b. Is it subjective?	14		48.3
c. Is it objective? (7 or 24.1 per cent used both b and c).	8		27.6
3. a. Is the personal inter- view method employed?	42	77.7	
4. a. Is the case study used?	29	53.7	
b. If so, is this data included:			
(1) Age?	29	53.7	100.
(2) Health?	29	53.7	100.
(3) Status in home?	28	51.8	96.5
(4) Duration of pres- ent problem?	23	42.6	79.3
(5) Sex?	28	51.8	96.5
(6) Previous school problems?	25	46.3	86.2
(7) Teacher-pupil rapport?	27	50.	93.1
(8) I.Q.?	27	50.	93.1
(9) Scholarship index?	23	42.6	79.3
(10) Attendance record?	26	48.1	89.7
(11) Hobbies?	26	48.1	89.7
(12) Extra-curricular activities?	25	46.3	86.2
(13) Religious affiliation?	24	44.4	82.8
(14) Social affiliation?	21	38.8	72.4
(15) Occupation?	25	46.3	86.2
(16) Remuneration?	19	35.2	65.5

TABLE XI (continued)

THE NUMBER AND PERCENTAGE OF SCHOOLS EMPLOYING VARIOUS
TECHNIQUES OF GUIDANCE FOR STUDYING EXCEPTIONAL PUPILS

Items surveyed	Number of answers	Per cent of answers	Per cent who answered di- visions 2 and 4
(17) Personal habits?	24	44.4	82.8
(18) Social habits?	24	44.4	82.8
(19) Family history?	27	50.	93.1

Fifty-four schools answered the unit. The percentage column on the right contains the percentage of schools that answered and is more significant than the percentage of total answers.

CHAPTER IV

SUMMARY AND CONCLUSION

Summary. A functional guidance program has matured in the Indiana secondary schools of a population of three hundred or more enrollees per unit. It is alertly striving for proper adjustment of the pupil to a more satisfying mode of school life, and, to a limited extent, pointing the way to a more useful life after the school activities have been completed.

More specifically, the survey reveals items of theoretic implications that have become practical concepts in the Indiana guidance field. The staff personnel has become extensive and conforms to similar staff organizations elsewhere. The scope of the guidance program is extensive and supplies needed aid to the pupil. The techniques employed in the study of the individual attempt to find qualities and characteristics for remedial study and activity.

Programs of guidance are organized and administered chiefly by the secondary school principal, the home-room teacher, and the class-room teacher. Such direction provides a direct method for service in that these officers have access to the pupils more readily than do the other officers. Daily contacts provide the time and place for guidance that produces more lasting results.

Non-conformity to theoretic implications is noted in the absence of use of the psychiatrist and psychologist in the staff membership. A psychologist was employed in guidance services in only one instance. Other members, including the home-room and class-room teachers are now receiving training in fundamental procedures of mental hygiene and psychology. Techniques of testing, child development, and pupil accounting are taught in college classrooms to prospective teachers as well as to students of administration. However, the laxity in supplying trained officers for supervision of a definite program of mental adjustment to secondary school life is noticeable in the findings of the survey. The inadequate testing service leaves too much to observation and personal subjective measurement. Attention to this feature of securing a better trained personnel in giving and interpreting tests would pay dividends by producing a more satisfied school population better adjusted to talents and abilities.

The schools evidence a marked degree of interest in orientation of the new pupil. The stimulation of interest in membership in the organizations of the school is worthy of note. This does much toward the development of interest in the school as an integral unit. The large percentage of secondary schools that do not stimulate interest by pointing out the traditional life of the school may fail to create a healthy growth in individual ambition.

Developing character traits and a wholesome personality are regarded as factors of major import in the programs of guidance.

The guidance programs are including items that are helpful to the individual in his mental adjustment to the economic factors that provide the hazards of vocational life. One significant factor portrayed in the study of vocational adjustment is the lack of interest in explaining the methods of finding and securing jobs.

Group instruction in adjustment to physical and mental life prevails. An increased interest in corrective procedures would do much to alleviate the handicaps of the maladjusted individual. The stress placed on sanitation is indicative of group guidance to a consciousness of community and national health.

The use of leisure time is well directed by efforts to interest pupils in hobbies and avocational pursuits. The concentration of attention to the physical phases rather than the mental aspects of proper use of leisure time is a prevalent practice that needs closer analysis before it may be justified. How time outside school hours, not controlled and supervised by staff members in charge of extra-curricular activities, is used is not regarded as being within the scope of the guidance program of a great majority of the secondary schools. It would seem that this omission of direction of the use of hours outside

school time should have a more careful analysis before being sanctioned as proper guidance procedure.

Program directors are cognizant of the value of extending guidance efforts to life beyond the secondary school. College training, business training, and nurses training are the prevailing forms of education pertinent to life after the secondary school that receive direction.

Follow-up of graduates on the job is yet in the promotional stage and definite conclusions should not be made from the data collected.

The personal interview method of surveying pupils and securing data on the exceptional child is the prevalent technique employed by the Indiana secondary schools. More than half of the schools surveyed use the case study which has an advantage in providing accurate and adequate information that may be available over a longer period of time.

Conclusion. It has been noted throughout this study that character development is one of the first considerations of the guidance programs of the Indiana secondary schools. In almost every individual survey special stress has been upon the importance of personal qualities during and after school life. This service should prove beneficial to the pupil in enabling him to adjust himself to a more useful future educational and vocational environment.

Another commendable feature is the emphasis of sanitation for the promotion of good health. The high percentage of guidance programs that include explanation of factors for the promotion of good health certainly is an indication of alertness to the need for sound bodies.

A third excellent feature is the eagerness to impress youth with the importance of having a hobby. The tension created by the changing industrial world has left the individual in need of some diverting interest. Hobbies that can be pursued in leisure time supply this need. The proper guidance toward selection and pursuance of such hobbies can do much to make adjustment easier for the individual.

Some weak practices in guidance are also revealed. It is felt that much could be done with tests in discovering talents, interests, and abilities. Some schools do not employ tests while others use them sparingly. A testing program that is properly analyzed and interpreted can supply much data for the guidance committee. Such material would be of service in aiding the pupil in adjustment to school life and the curriculum.

The guidance programs place slight emphasis on the value of considering the out-of-school hours of the pupil. It seems that direction in this field would have a tendency to create a better understanding of the pupil's reaction during school hours as well as during out-of-school hours. Since the study is based

on the 'whole pupil' all of his time should be directed toward building a wholesome personality.

Slight emphasis is placed on directing the mental activities of the pupil toward proper use of leisure time. Perhaps the lack of physical ability should receive more consideration and a substitution of mental activities could be made. In this way more pupils could be served by the school's program.

Much stress is placed on the college aspect of education beyond the secondary school. While this is wholesome it must be noted that a majority of secondary school pupils need guidance into other fields of educational advancement. A commendable program would try to aid all pupils in finding educational interests in after school life.

Analysis reveals the need for a more comprehensive qualitative study of certain phases of the units of this survey in order that a more definite evaluation of the content of the guidance programs might be made. Accurate measurement of the value of phases of guidance should not rest upon findings from an extensive survey. A quantitative study of this kind can only discover practices that are prevalent. It is believed that a study of how well these discovered factors are functioning would help in forming a more reliable basis for evaluating the guidance programs of the secondary schools in Indiana cities.

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BIBLIOGRAPHY

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APPENDIX

SCHOOLS ANSWERING QUESTIONNAIRE TOGETHER WITH KEY NUMBER OF
SCHOOL ANSWERING AND POPULATION OF EACH SCHOOL

Number of school	Name of school	School population
1.	Alexandria	454
2.	Anderson	2,444
3.	Auburn	356
4.	Aurora	368
5.	Bedford	862
6.	Ben Davis	910
7.	Bicknell	352
8.	Bluffton	433
9.	Boonville	400
10.	Clinton	858
11.	Crawfordsville	640
12.	Elkhart	1,784
13.	Elwood	606
14.	Evansville	4,964
15.	Fort Wayne, Central	1,931
16.	Fort Wayne, South	1,919
17.	Frankfort	819
18.	Garrett	479
19.	Greensburg	340
20.	Huntington	787
21.	Indianapolis	17,382
22.	Kokomo	1,922
23.	Laporte	1,045
24.	Lebanon	470
25.	Linton	515
26.	Logansport	1,090
27.	Madison	309
28.	Marion	936
29.	Martinsville	527
30.	Michigan City	1,078
31.	Mitchell	338
32.	Monticello	300
33.	Muncie	2,661
34.	Noblesville	357
35.	Oakland City	329
36.	Petersburg	433
37.	Plymouth	424
38.	Rensselaer	319
39.	Richmond	1,653
40.	Rochester	311

SCHOOLS ANSWERING QUESTIONNAIRE TOGETHER WITH KEY NUMBER OF
SCHOOL ANSWERING AND POPULATION OF EACH SCHOOL
(continued)

Number of school	Name of school	School population
41.	Rushville	420
42.	Salem	560
43.	Seymour	661
44.	Shelbyville	620
45.	Sullivan	586
46.	Terre Haute	4,669
47.	Tipton	431
48.	Vincennes	1,074
49.	Wabash	464
50.	Warren Central	562
51.	Bloomington	1,343
52.	West Lafayette	359
53.	Columbia City	330
54.	Gas City	330
Total		66,554

Population data taken from Indiana School Directory,
1938-1939; Indianapolis, Wm. B. Burford Printing Co., 1938.

[illegible]

THE NUMBER OF SCHOOL PERSONNEL RECEIVING
AND ANSWERING QUESTIONNAIRE
(continued)

Sample Worksheet for Table III

Key number of school answering	1.											
	a	b	c	d	e	f	g	h	i	j	k	l
41.	Y	N	N	Y	Y	Y	N	N	N	N	N	N
42.	Y	N	Y	Y	N	N	N	N	N	N	N	N
43.	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	N
44.	Y	Y	N	N	N	N	N	N	N	N	N	N
45.	Y	Y	Y	N	N	Y	Y	N	N	N	N	N
46.	Y	Y	Y	Y	N	N	Y	N	N	N	Y	N
47.	Y	N	N	N	Y	Y	N	N	N	N	N	N
48.	Y	N	Y	N	N	N	Y	N	N	N	N	N
49.	Y	N	N	N	N	N	N	N	N	N	N	N
50.	Y	N	Y	Y	N	N	Y	Y	N	N	N	N
51.	Y	Y	Y	N	Y	N	Y	N	N	N	N	N
52.	Y	N	Y	Y	N	N	Y	Y	N	N	Y	N
53.	Y	N	Y	N	N	N	N	N	N	N	N	N
54.	Y	N	N	N	N	N	N	N	N	N	N	N
Total 'Y'	44	19	32	25	16	13	17	8	1	0	10	5

Position held in the secondary school system by those answering the questionnaire and number of frequencies of the answers from each.

Copy of the letter accompanying the questionnaire

Dear Co-worker:

May I have your cooperation and a portion of your time? I am surveying some situations in regard to the Guidance Program and am forwarding a questionnaire as a means of discovering some actual situations in some of our major high schools and larger city systems in Indiana. All efforts have been made to be brief in so far as the problems will permit and to make the checking as simple as possible. Will you kindly fill out this questionnaire or place it in the hands of the head of your Guidance Department to be filled out and returned in the enclosed envelope?

If you have a mimeographed copy of your program of guidance available, may I receive it in lieu of the questionnaire?

Many thanks,

One month after mailing the letter and questionnaire a follow-up card was mailed to the schools that did not return the checked questionnaire. The following is the content of the card.

Dear Co-worker:

On May 13 a questionnaire was mailed to you pertaining to the guidance set-up in your school system. The response has been quite gratifying, about sixty per cent answering. However, I desire very much to have the findings from your school included in my discussion. May I? If you have not already filled out the set will you place the completed questionnaire in the mail at your earliest convenience?

Thanks sincerely,

THE QUESTIONNAIRE

Kindly answer by placing a check mark in the place provided if you have provided for the item in your program. If it is more convenient, the 'Yes' and 'No' method of answering may be employed.

I. THE SCOPE OF THE GUIDANCE PROGRAM

A. Orientation of pupils in the school environment

1. Do you have an orientation and enrollment day for beginning students? ____ Is it separate from an enrollment day for other students? ____ Do you provide a drawing of floor plans showing location of special rooms and classrooms? ____ Is a guide furnished on the opening day? ____
2. Are new pupils made familiar with methods of procuring rental books? ____ Are they given rules concerning use of library? ____ Cafeteria? ____ Book store? ____ Lockers? ____ Bicycle racks? ____ Cloakrooms? ____ Care of equipment? ____ Conservation of supplies? ____
3. Are pupils informed concerning attendance? ____ Tardiness? ____ School patrol? ____ Hitchhiking? ____ Use of automobile? ____ Fire drill? ____ Passing between classes? ____ Entrances and exits? ____ Stairways? ____ Time for opening and dismissal? ____ Number of class periods? ____ Pupils' daily program? ____
4. Are new pupils made acquainted with homeroom teacher? ____ Heads of departments? ____ Principal? ____ Dean? ____ Classroom teachers? ____ Nurse? ____ Physician? ____ Home visitor? ____ Attendance clerk? ____
5. Do new pupils receive information concerning membership in band? ____ Orchestra? ____ Glee club? ____ School paper? ____ Athletic teams? ____
6. Are the school's policies and traditions made known through information in regard to significance of school's name? ____ History of school? ____ Celebration of anniversary dates? ____ Prominent alumni? ____ Standards of past conduct? ____

B. School Adjustment

1. Are opportunities given new pupils to extend range of acquaintances through home room contacts? ____ Classroom contacts? ____ Receptions? ____ Assembly meetings? ____ Sharing experiences? ____ Performing favors for others? ____
2. Do the pupils have opportunities to select leaders? ____ Analyze qualities of leadership? ____ Develop loyalty to chosen leaders? ____
3. May pupils acquire acceptability through discussion on care of clothing? ____ Posture and health essentials? ____ Neatness? ____ Social manners? ____ Correct introductions? ____ Social conversations? ____
4. Are new pupils aided in cultivating a sense of personal responsibility? ____ Self control? ____ Standards of personal conduct? ____ Control of sensual impulses and tendencies? ____ A sincere conscience? ____ Respect for rights of others? ____ Respect for authority? ____ Tolerance in race, religion, etc.? ____ Cooperation? ____

C. Physical and Mental Adjustment

1. Are physical powers and mental vigor developed through activities which challenge optimum individual effort? ____ Care of body in regard to nutrition, sleep, exercise? ____ Selective activities for individual interests and needs? ____ Self testing exercises? ____
2. Are physical and mental tests used to discover pupil needs? ____ Are activities planned according to discovered needs? ____ Do these physical defects receive attention: functional foot deviations? ____ Functional posture deviations? ____ Abdominal disorders? ____ Heart? ____ Malnutrition? ____

Do these mental discoveries receive attention: retarded? ____ Maladjusted? ____ Gifted? ____

Is pupil progress in (2 above) checked at periodic intervals? ____

3. Is sanitation and safety stressed through information concerning use of drinking fountains? _____ Toilets? _____ Lavatories? _____ Is immunization against contagious diseases encouraged? _____ Is group instruction in hygienic living provided? _____ Is individual inspection practiced? _____

D. Adjustment to Curriculum

1. Are bulletins prepared designating: curricula offered? _____ Enrollment procedures? _____ Graduation requirements? _____ Constants and electives offered? _____ Extra-curricular activities? _____ Regulations concerning pupil load? _____ Sequence of subjects? _____ Do pupils receive information in regard to subjects offered through: assembly programs? _____ School exhibits? _____ Publications? _____ Interdepartmental visits? _____ Are parents informed of offerings through bulletins? _____ Parent Teacher Associations? _____ Meetings? _____ Visiting teacher? _____
2. Is the pupil guided concerning choice of electives on the basis of general ability? _____ Apparent interests? _____ Expressed plans of pupils and parents? _____ Special aptitudes as reflected from tryout courses? _____ Aptitude tests? _____ Interests as determined by interest inventory tests? _____ By observation of recreational reading? _____ Economic status of family? _____

Is a tentative curriculum for the tenth, eleventh, and twelfth years adopted at the close of the ninth year? _____

Is this plan checked each semester and revisions made? _____
3. Does the school offering provide experiences which will: further creative power in fields of special aptitudes? _____ Classify pupils into homogeneous groups on the basis of ability? _____ Common needs? _____ Readiness to learn? _____ Find areas of expression for bright pupils? _____ Organize remedial classes for pupils deficient in fundamental skills? _____ Provide for individual progress at the pupil's own rate? _____ Plan minimum essentials in assignments for slow learners? _____ Adapt learning activities to mental ability of pupil? _____ Plan a definite directed study program for the pupil? _____ Help develop techniques of self-analysis and self-appraisal of progress? _____

E. Leisure Interests

1. Are hobbies which encourage mental development such as reading, stamp collecting, etc. encouraged? ____ Are hobbies which encourage physical development encouraged? ____ Is outdoor life promoted? ____ Mental skill? ____ Artistic ability? ____ Are interest clubs organized? ____ Are leisure interests correlated with curricular and extracurricular activities? ____
2. Are aptitude tests given to discover interests and abilities? ____ What activities are used to discover special talents: chorus? ____ Glee clubs? ____ Orchestra? ____ Band? ____ Assembly programs? ____ Radio programs? ____ Dramatics? ____ Debate? ____ School paper? ____ Games? ____ Sports? ____ Industrial arts? ____
3. Does the program find out how out-of-school hours are spent? ____ Is recommendation of proper choice of movies given through use of Parents' Magazine? ____ Legion of Decency? ____ P. T. A.? ____ Is a survey made of community facilities for recreation? ____ Are selective radio programs advised? ____ Are contacts made with the home, church, etc. for selection of worthwhile leisure projects? ____

F. Developing Vocational Interests

1. Is the pupil familiarized with the world of work by instruction in the worthiness of honest labor? ____ In the range of the occupational group? ____ In the characteristics and functions of his chosen occupational group? ____ In the duties and rewards of the occupation? ____ In the advantages and disadvantages of the occupational field of his choice? ____ In the specific skills and abilities required for the group of occupations considered? ____ Age of entrance into occupation? ____ Educational preparation for the occupation? ____ Sex required for successful competition in the field? ____
2. Are tests used to discover likes and dislikes? ____ Interest and ability? ____ Is provision made for try-out courses? ____ Experiences? ____

3. Are these individual factors considered in choice: scholastic achievement? ____ Mental ability? ____ Physical equipment? ____ Interest? ____ Experience? ____ Character? ____ Time and money required for preparation? ____ Probability of securing work? ____ Provision for change? ____
4. Are the pupils directed in motives of service? ____ Self-expression? ____ Economic independence? ____
5. Are these mental attitudes toward work situations developed: facing facts? ____ Meeting difficulties squarely? ____ Accepting criticisms? ____ Cooperating? ____ Feeling of group responsibility? ____
6. Is instruction in ways of locating jobs given through: advertisements? ____ Employment agencies? ____ Placement bureaus? ____ Friends? ____ Alertness to possibilities of expansion, resignations, or readjustment? ____
7. Is emphasis placed on some traits of job success such as integrity? ____ Loyalty? ____ Courtesy? ____

G. Developing Plans for Education Beyond the High School

1. Is an analysis made of individual pupils by: psychological tests? ____ Rank in class? ____ Achievement tests? ____ Reading speed? ____ Vocabulary? ____ Observation of self-mastery? ____ Of self-direction? ____
2. Are pupils taught to carefully analyze college entrance requirements? ____ College entrance examinations? ____ Financial requirements? ____ Conditions for outside work? ____ Adjustment to college life? ____ Problems of college life? ____ Choice of curriculum? ____ Pupil-teacher college relations? ____ Social life in college? ____ Companionship in college? ____
3. Are provisions made for analysis of schools other than college: home study courses? ____ Business schools? ____ Nurses' training schools? ____ Trade and vocational schools? ____ Corporation schools? ____ U. S. Army? ____ U. S. Navy? ____ Religious schools? ____ C.M.T.C. or C.C.C. Training Camps? ____ Evening schools? ____ Correspondence schools? ____ Part time schools? ____ Bureau of University Travel? ____

4. Are provisions made for instruction in other educational agencies in the community: library? ☐ Museums? ☐ Radio? ☐ Movies? ☐ Newspapers? ☐ Study clubs? ☐ Public forums? ☐ Travel? ☐
5. Does the program provide for placement? ☐ Is there a follow-up of the worker on the job? ☐ If so, for how long? ☐

II. GUIDANCE PERSONNEL

A. The Administrator of Guidance

1. Who directs the guidance program in your schools: Principal? ☐ Director of Guidance (other than the principal)? ☐ Homeroom Teacher? ☐ Classroom Teacher? ☐ Senior Class Sponsor? ☐ Dean? ☐ Nurse or Physician? ☐ Visiting Teacher? ☐ Psychologist? ☐ Psychiatrist? ☐ Counselor? ☐ Student Council? ☐

III. TECHNIQUES OF GUIDANCE

1. Is provision made for the exceptional child: those defective in speech? ☐ The crippled? ☐ Pupils of lowered vitality? ☐ Mentally retarded? ☐ Mentally superior? ☐
2. Is the observation method of studying student behavior employed? ☐ Is it subjective? ☐ Is it objective? ☐
3. Is the personal interview method of studying student behavior employed? ☐
4. Is the case study method employed? ☐ If so, is this data included: age? ☐ Health? ☐ Status in home? ☐ Duration of present problem? ☐ Sex? ☐ Status in previous school situations? ☐ Teacher-pupil rapport? ☐ I.Q.? ☐ Scholarship index? ☐ Attendance record? ☐ Hobbies? ☐ Extracurricular activities? ☐ Church affiliation? ☐ Social affiliation? ☐ Occupation? ☐ Remuneration? ☐ Personal habits? ☐ Social habits? ☐ Family history? ☐

Do you desire a copy of the findings of this questionnaire? ☐

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