

1949

The organization of the guidance program in Fairfield High School

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THE ORGANIZATION OF THE GUIDANCE PROGRAM
IN FAIRFIELD HIGH SCHOOL

A Thesis

Presented to
the Faculty of the School of Education
Indiana State Teachers College

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

by

Lewis C. Dowdy

August 1949

The Thesis of LEWIS C. DOWDY,
Contribution of the Graduate School, Indiana State
Teachers College, Number 650, under the title
THE ORGANIZATION OF THE GUIDANCE PROGRAM
IN FAIRFIELD HIGH SCHOOL

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

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Date of acceptance Aug 26, 1949

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the problem	1
Justification of this study	1
Scope, limitations, and source of data	3
Method of procedure	3
Organization of the remainder of the thesis	4
II. A REVIEW OF THE LITERATURE PERTAINING TO THIS PROBLEM	5
Guidance in the Pratt secondary schools	5
Establishing a guidance program in the Oil City schools	7
Guidance in Montpelier school system	9
Guidance in the Carteret public schools	11
The Chester School program	13
III. SOME OBSERVATIONS OF THE GUIDANCE PROGRAMS OF FIVE NEGRO HIGH SCHOOLS IN SOUTH CAROLINA	15
The program of High School A	15
The program of High School B	16
The program of High School C	17
The program of High School D	18
The program of High School E	19
Summary	20

CHAPTER	PAGE
IV. THE ORGANIZATION OF THE GUIDANCE PROGRAM IN	
FAIRFIELD HIGH SCHOOL	22
The community	22
The school	23
Selling the idea	25
In-service training	27
Administrative and guidance personnel	29
Philosophy and objectives	33
Inventory	35
Tests and records	38
Counseling and activities in the home-room	43
Community agencies used in the guidance program	45
Placement and follow-up service	48
V. CONCLUSIONS AND RECOMMENDATIONS	50
Conclusions	50
Recommendations	51
BIBLIOGRAPHY	54

LIST OF TABLES

TABLE	PAGE
I. Occupational Status of the Parents of 148 Students of Fairfield High School	36
II. Percentage of Preparation of Fairfield High School Teachers in Fields Considered by Douglass as Important for Rendering Guidance Services	37
III. Distribution of Occupational Intentions Indicated by 53 Boys of Fairfield High School	39
IV. Distribution of Occupational Intentions Indicated by 95 Girls of Fairfield High School	40

LIST OF FIGURES

FIGURE	PAGE
1. Organization Plan of the Guidance Program in Fairfield High School	30
2. Community Agencies Contributing to the Guidance Program	47

CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

Although there has been a definite need for a guidance program in Fairfield High School of Winnsboro, South Carolina for several years, no attempt was made to provide the youth of that community with organized guidance services until the 1947-1948 school term. It was the purpose of this study to review the literature pertaining to the organization of guidance programs in small high schools, make personal visits to five Negro high schools to obtain information relative to the type of guidance services offered in these schools, and to survey the newly organized guidance program at Fairfield High School with a view of making recommendations for improving the present program.

II. JUSTIFICATION OF THIS STUDY

The theme of most American educators today is "education for all American youth." If we think of this statement in connection with the belief of many guidance experts that guidance is a part of education, we must accept the fact that the education of all American youth will not be complete unless it includes a program of guidance. This presents a

challenge to small school administrators in South Carolina because approximately half of the students are enrolled in high schools of 300 or less.¹ The report of the South Carolina Education Committee gave these figures concerning the distribution of high school students in South Carolina:²

- 28.3 attend schools with enrollments of 100 or fewer
- 49.7 attend schools with enrollments of 101-300
- 18.1 attend schools with enrollments of 301-800
- 3.9 attend schools with enrollments of 801 or more.

The survey further reports that, with a few exceptions, organization for guidance of pupils was almost non-existent in the small high schools.³

Froehlich⁴ reports that out of 23,032 schools surveyed, only 14 schools with enrollments of two hundred or less have guidance officers devoting half time to guidance activities. A survey for the nation revealed that 76 per cent of the students attend high schools of less than 300 pupils.⁵

¹Digest of the Report of the South Carolina Education Survey Committee, Public Schools of South Carolina (Nashville: Division of Surveys and Field Services, George Peabody College for Teachers, 1948), p. 7.

²Loc. cit.

³Ibid., p. 40.

⁴Clifford P. Froehlich, "Guidance in Small High Schools," N.E.A. Bulletin of Secondary School Principals, 30:94, May, 1946.

⁵Biennial Survey, 1937-38, United States Office of Education, Department of Interior (Washington, D.C.: Government Printing Office, 1940), pp. 5 ff.

This shows that over half of the small schools are without adequate guidance programs; and it stands to reason that if complete education for all American youth is to be a reality, there must be more emphasis upon guidance in small high schools.

III. SCOPE, LIMITATIONS, AND SOURCE OF DATA

This study includes a survey of the guidance program in Fairfield High School, Winnsboro, South Carolina. It covers the organization and functions of the program from the time of its initiation one year ago.

Data for this study were obtained from the office files, minutes of the guidance committee meetings, conferences with the home-room teachers, and the writer's own knowledge of the guidance program.

IV. METHOD OF PROCEDURE

An extensive study of literature pertaining to the organization of guidance programs in small high schools was made; and with the permission of the superintendents, personal visits were made to five Negro high schools to obtain information concerning the guidance services offered in these schools. With the assistance of the members of the guidance committee and the home-room teachers, a survey of the guidance program at Fairfield High School was made.

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

After a review of the research in the field of guidance, an attempt has been made to show the actual organization plan of the newly organized guidance program at Fairfield High School.

The data obtained from this survey have been presented. Information relative to selling the idea, in-service training, inventory, philosophy, aims and objectives, administrative and guidance personnel, individual counseling, tests and records, follow-up and placement, and community aids, has been presented. The findings have been compared with the views of noted educators in the field of guidance. Conclusions and recommendations have been made on the basis of these comparisons.

CHAPTER II

A REVIEW OF THE LITERATURE PERTAINING TO THIS PROBLEM

As a basis of comparison, the author presents some established guidance programs in various high schools as reported in different publications.

I. GUIDANCE IN THE PRATT SECONDARY SCHOOLS¹

The scope of guidance, as practiced in the Pratt schools, consists largely of the educational and vocational features of the program. The two main phases of the concept of guidance, as accepted by the administration and teaching staff, are distributive and adjustive. Their aims are to distribute youth as effectively as possible to educational and vocational opportunities and to help the individual to make the optional adjustment to educational vocational situations.

Under this plan of organization, counseling begins with the ninth grade. During the first semester, all students are required to take a course in occupations. At this grade level, broad general fields of work rather than specific occupations are given more attention.

¹Paul Dellinger, "Guidance in the Pratt Secondary Schools," American School Board Journal, 11:24-5, July, 1945.

The second semester of the ninth grade level is given over to pre-enrollment of the student. Each ninth grader, with his parent and in conference with the counselor, works out his program for the remainder of the high school and the first two years of college. The student's program for these years is recorded on a plan chart which is affixed to the back of the student's permanent record card. An adequate check-up program is available, and necessary adjustments are made from time to time.

Before a student enters the junior year of high school, a second conference is arranged between the parent, the student, and the counselor. Necessary amendments in the student's program for the junior and senior years are made, and a discussion of the first two years of college is held. All eleventh grade students must begin to think seriously about their specific occupation and must be ready to make a decision with some degree of certainty about the choice. In the senior year, little or no change in the program is permitted, unless circumstances dictate.

II. ESTABLISHING A GUIDANCE PROGRAM IN THE OIL CITY SCHOOLS²

In establishing the guidance program in the Oil City, Pennsylvania, schools, one year was spent in laying the groundwork for the program. During that time, the faculty decided that any guidance program should offer the following services:

1. To provide instruction and guidance in matters relating to personality, school spirit, group conduct, etc.
2. To provide a means of closer contact between pupil and teacher so that each pupil might have a personal adviser in the school staff.
3. To provide vocational information and guidance.
4. To provide placement service for graduates.
5. To provide follow-up and alumni contacts for a limited period of time.

In order to show the need for guidance services and to give the community a conception of this need, a definite method of procedure was planned. First, a questionnaire was sent to all of the students graduating since 1930. This gave a picture of what the students might expect in the way of employment, and it called the attention of the community to the need and duty of the school to begin constructive guidance.

²Vaughn R. DeLong, "Establishing A Guidance Program," American School Board Journal, 96:49, June, 1938.

Second, all of the pupils in grades 9-12 were asked to indicate their vocational choices and probable educational expectations.

Third, a list of suggested topics for home-room discussion was submitted to the teachers for their approval or disapproval and suggested grade placement. The teachers were also asked to suggest other topics. The teachers were aware of the information secured from the alumni and from the pupils. They also realized that there were many other pupil needs. Consequently, they entered upon the task very seriously.

Fourth, teachers were grouped in committees according to grade in the home-room with a chairman for each. These committees developed the subject matter to be used in the discussion of each topic agreed upon for home-room discussion. Since the teachers had contributed directly to the selection of topics, they entered enthusiastically upon the task; and very soon complete mimeographed copies of all information for discussion in grades 7-12 were available. A counselor was then appointed and the schedule was rearranged so that one twenty-five minute period weekly could be devoted to home-room discussions.

III. GUIDANCE IN MONTPELIER SCHOOL SYSTEM³

The guidance program in the Montpelier public schools grew out of a felt need for improving the procedures to lead the individual to make the most of his opportunities for growth, and to aid and assist him to plan wisely his educational and vocational future.

The counseling is carried on by the principal, the director of guidance, and three assistants. Students are counseled on matters concerning educational and vocational plans, and on their selection of courses and subjects. Vocational plans are discussed with the students, and in the senior year those students who will be seeking employment after graduation are given an opportunity for an interview with an agent of the United States Employment Service. Interviews are also arranged with prospective employers in the local community.

The guidance functions of the classroom teacher are reinforced by establishing home-room periods in which there is a personalized responsibility or sponsorship for each student. These periods are thirty minutes in length and provide time for individual counseling and group discussions. Home-room groups are composed of approximately thirty students,

³W. A. Kincaid, "Guidance in Montpelier," The School Executive, 60:11-13, April, 1941.

most of whom have at least one course with their home-room teacher.

The student's record is composed of two cards. One of the cards contains information about the pupil's scholastic achievement from the time he enters kindergarten until he leaves high school. It also includes data in regard to results of mental and achievement tests which he has taken during his school life, and information concerning his vision, audition, posture, and other factors affecting his general health. The other card presents a picture of the student's habits and characteristics, his participation in extra curricular activities, his special interests and abilities, and his experience in activities outside of school.

Guidance is thought of in the Montpelier school system as an integral part of the educational program, but is not to be regarded as an aim of education. True guidance is concerned with every phase of the individual's life and seeks to assist him to discover himself; to discover the world about him; and to adjust himself socially, civically, economically, and morally to an environment which today, more than ever before, is characterized by change.

IV. GUIDANCE IN THE CARTERET PUBLIC SCHOOLS⁴

At Carteret every teacher on the faculty is familiar with the purposes and activities of the program and has some responsibility in making it function properly. The actual supervision of the program is in the hands of the principal who assists the director and manages all extreme discipline and serious problem cases.

The director's duties are many and varied. He confers with pupils who are about to leave school, keeps personnel and academic records up to date, sets up home-room programs, obtains outside speakers at least once a month for group meetings of pupils, and holds personal interviews when requested.

The school nurse and librarian each has her place in the guidance program. The nurse keeps health records of pupils up to date on record cards and makes recommendations to counselors and home-room teachers concerning the health needs of certain pupils. The librarian sees that all pamphlets, books, and catalogs that teachers and pupils may want to consult are easily available and assists pupils in finding information.

⁴Wayne T. Branom, "This Guidance Program Gets the Green Light," Nation's Schools, 33:32, April, 1944.

A guidance committee consisting of the director, the school principal, the librarian, and the nurse holds monthly meetings at a regularly scheduled time and place. At these conferences the work of the counselors is checked. Members of the council visit eighth grades in the spring to acquaint pupils with different curriculums offered in high school. They assist in the testing of pupils, act as special counselors to all seniors in high school, check on their credit for graduation, assist in college placement, and hold follow-up interviews and contacts.

The home-room teachers cooperate with the program by helping the pupils formulate correct educational and vocational plans, by helping the pupil to adapt to his social and physical life, and by checking the permanent record to see that each pupil is repeating any required subject in which he has failed. She takes an interest in each person and holds a conference once a semester with each pupil as the need arises.

As a result of this program, fewer pupils have been leaving school and broader relationships between the school and colleges and between the school and industry have developed.

V. THE CHESTER SCHOOL PROGRAM⁵

In the Chester School guidance program, every teacher is expected to act as a counselor. The principal, who is the head of the program, conducts an orientation class for the ninth grade students. This course is designed to assist the pupils in adjusting themselves to the new school situation. The dean of girls assists in the program by advising the girls and directing the entire social program of the school.

On each grade level, social science classes are offered in which citizenship training is promoted by using outside resources that are related to civics. Citizenship is further promoted through the different school clubs and extra-curricular activities. Avocational guidance is promoted through the recreational program which includes all forms of sports for boys and girls.

The University of Nebraska has prepared materials to be used in improving pupil skills in reading, arithmetic, and language. This material is used extensively in remedial instruction. Before this material is used, diagnostic tests are administered to locate the pupils who need remedial work.

⁵D. W. Lefever, Archie Turrel, and Henry Weitzel, Principles of Techniques of Guidance (New York: The Roland Press Company, 1941), p. 201.

In an informal manner, each student confers with the counselor periodically regarding vocational and educational plans. The data from anecdotal records and tests are placed on a cumulative record card where they become a central factor in individual and group guidance. These data are used to assist the teachers in adapting their guidance instructions to pupils' needs.

CHAPTER III

SOME OBSERVATIONS OF THE GUIDANCE PROGRAMS OF FIVE NEGRO HIGH SCHOOLS IN SOUTH CAROLINA

By observing the types of guidance offered to boys and girls in these different Negro high schools across the state comparable in size to Fairfield High School, the author had an opportunity to acquire a better insight into the way in which the small high school guidance program could function. Consequently, a more intelligent study of the program of Fairfield High School could be made.

I. THE PROGRAM OF HIGH SCHOOL A

In this school an attempt had been made by the twelve faculty members to offer some type of guidance to the three hundred and twenty-one pupils enrolled. Their guidance program followed this pattern: The supervising principal was the active head of the program. There was no dean of girls or dean of boys, and the only guidance that was done was in the home-rooms. The length of the home-room period was fifteen minutes. The teachers made the observation that only enough time was given to take the roll and answer a few questions. During those fifteen minutes, the students, in the few minutes remaining, occupied themselves by studying for the first class.

The Stanford Achievement Test was administered to all grades in 1947, but since that time, no other standardized test had been used. The teachers were permitted to use the cumulative records whenever they were needed, but they stated that the records did not present enough information to be of great value to them in understanding the student. The follow-up and placement service included only the placement of students who excelled in some extra-curricular activity such as football or music. The guidance services were restricted mainly to the "problem cases" and failing students.

II. THE PROGRAM OF HIGH SCHOOL B

In the second school visited, the program was not an elaborate one. The twelve faculty members were all home-room teachers who provided individual and group counseling for the three hundred sixteen pupils.

The principal, who was the active head of the program, conducted an orientation and guidance course for the ninth grade students. The purposes of the course were: (1) to aid each student in understanding his school and responsibilities, (2) to help him obtain valuable occupational information, (3) to lead him to judge his own abilities and capacities accurately, and (4) to point the way toward an ultimate choice of a vocation.

Social science classes were offered on each grade level. Citizenship was promoted not only through class study and activity but by means of participation in the conduct and operation of the school. A representative student council elected by the several classes and sponsored by the principal considered questions relative to the welfare of the school. Different character building organizations were sponsored by the faculty. High ideals with respect to boy-girl relationships and the development of an intelligent attitude toward family life were nurtured by these groups.

At least twice during the school year, each student conferred with the home-room teacher regarding future plans and activities. In these conferences, the teachers used test records and cumulative records in adapting their guidance instruction to the needs of the pupils.

III. THE PROGRAM OF HIGH SCHOOL C

High school C had an enrollment of three hundred seventy-eight pupils with a faculty of fifteen. The principal along with the eighth grade teacher acted as counselors for the incoming freshmen. Each of the staff members conducted home-rooms in which individual and group guidance services were offered to pupils.

The curriculum had been modified by combining some subjects which only a few pupils took. That provided for

the addition of other subjects that fitted the needs of pupils with low abilities without adding an extra load to the schedule. Preregistration was held sometime before the close of the school term; and the advisers, after studying each pupil's schedule carefully, made whatever changes were needed in the program. The first two weeks of school were called the trial period during which time the advisers had conferences with the pupils to see if any changes in the programs were needed.

IV. THE PROGRAM OF HIGH SCHOOL D

Having an enrollment of two hundred and twenty students, and twelve teachers, School D was directed and supervised by the city superintendent and the principal. The school was organized on the 8-4 plan and had the major-minor type curriculum with offerings in commerce, vocational agriculture, vocational home economics, academic and general courses.

The guidance program was in charge of the principal of the school, and most of the guidance was given through conferences. If the students belonged to the girls' or boys' 4-H Club, the sponsors gave them group guidance. This school employed the home-room system.

A course in occupations and citizenship had a definite place in the curriculum. The extra-curricular activities were the following: Boys' Athletic Association, Girls'

Athletic Association, intramural sports, chorus, dramatics, Science Club, Social Studies Club, Boys' 4-H and Girls' 4-H Clubs. Each organization had a sponsor, and the sponsor was responsible for the direction and guidance of each organization that was not administrative in nature.

The school appeared to be developing toward a better guidance program for the next year. Very little attention was given to placement. Occasionally, the principal was called upon to write a reference for a former student. The alumni organization was the only form of follow-up the school had, and it was not up-to-date. The principal stated that work was being done in faculty meetings on the improvement of the guidance services offered the students and felt that better guidance services would be rendered the next year.

V. THE PROGRAM OF HIGH SCHOOL E

With an enrollment of two hundred students, and eight teachers, High School E was organized on the 8-4 plan. The curriculum was of the major-minor type, offering industrial arts, home economics, commerce, agriculture, and general academic work.

The principal assumed the duties of director of guidance. Educational guidance began at the first of school in the ninth year. Later a course in occupations was offered as an elective. Conferences in curriculum selection and

program making were given by the home-room teachers. The extra-curricular activities included the Boys' Athletic Association, the Girls' Athletic Association, debating, dramatics, glee clubs, commercial clubs, girls' 4-H and boys' 4-H clubs.

The principal thought that among the advantages of this program were the following: it was the first step in the right direction in making pupils conscious of the value of vocations; it crystalized fairly early in life the preferences of the student so he could more easily be guided into a vocation; and it gave the proper guidance to the few who attended college.

The disadvantages of the program were: (1) there was no effort made to place students; (2) the follow-up service was almost negligible; (3) no individual was properly trained in the work of guidance.

VI. SUMMARY

Although the principal and staff members in these schools were conscientious in their efforts to provide guidance services for the students, the programs in most cases were limited. There had been no effort to place students; not enough time was spent in the home-rooms; very little vocational guidance was provided; community resources had not been utilized properly; and case records had not been

employed to a great extent. However, attention had been given to the orientation of students, preregistration, educational guidance, citizenship training, and group counseling. School clubs had also been used to some extent in the social development of the students. In all of the schools visited, there was an increasing desire on the part of the school officials to improve the guidance services for the boys and girls who must tomorrow inherit and improve upon the present civilization.

CHAPTER IV

THE ORGANIZATION OF THE GUIDANCE PROGRAM IN FAIRFIELD HIGH SCHOOL

Since the school is so closely related to the community, one could not fully understand the functioning of any of the school's programs without some knowledge of the community which the school serves. Consequently, before the organization of the guidance program of Fairfield High School is presented, a brief description of the background of the present community and school will be given.

I. THE COMMUNITY

The school community of Fairfield High School is located in the northern portion of Fairfield County, South Carolina. It is located about twenty-five miles from Columbia, South Carolina, and about seventy miles south of Charlotte, North Carolina. The population, according to the 1940 census, is about 5,000. The industries of this community are: farming, textile production, pulp wood production, granite stone quarrying, and saw milling. The occupations range from domestic service to professional jobs such as medicine, dentistry, teaching, ministering the gospel. There are also several store proprietors including cleaners, merchants, mechanics, and beauticians.

The social life of the town is built around the school and churches. There are five churches including Baptist, Methodist, and Presbyterian. There is no community park or playground. The children and adults have their forms of sports at the school. As a whole, the parents seem to be interested in the future welfare of their children.

II. THE SCHOOL

Fairfield School has an enrollment of 636 which includes the elementary and high school grades. The elementary school has an enrollment of 426 and the high school enrollment is 210. The grades one through seven are housed in one building while grades eight through twelve are in the other building. Both are one-story, brick veneer buildings.

The curriculum is of the major-minor type. It is possible for the student to major in home economics, industrial arts, or the regular academic work leading toward college entrance. Often the student is a misfit in the curriculum that has been selected.

The faculty of the high school consists of seven teachers. Of this group, only one teacher has not been in the system for at least five years. With this single exception, every member of the faculty knows the background of the community; and each knows the pupils, parents, and their occupations very well. This qualifies most of the

staff members for guidance so far as knowing the pupils, their parents, and the community is concerned. All the high school teachers are home-room teachers. This is due to the fact that the school is organized on the 7-5 basis. Of the five classes housed in the high school building, one has two sections and the others have only one, which makes six home-rooms. These seven teachers include the principal, who does not have a home-room.

The student population is typical of most small high schools. The pupils are mostly interested in the social life around the school, sports, school clubs, and other school activities. About one-fourth of the students work on various part-time jobs either in the morning or evening or both. A follow-up of the graduates probably would reveal that approximately one-half of the seniors go to college; a small number leave the town to find jobs in the larger cities; and the ones remaining at home become employed as domestic servants, mill workers, carpenters, bricklayers, stone masons, mechanics, cement finishers, common laborers, and various other jobs. A few leave to take some short courses in order that they may go into some type of business which might include beauty culture, barbering, nursing, or embalming.

All of the high school teachers are college graduates and are certified in the fields in which they teach. One faculty member has a Master's degree and each of the others

has done work in the graduate schools of highly rated institutions.

III. SELLING THE IDEA

One of the most important steps in organizing the guidance program at Fairfield High School was selling the idea. The beginning of the program dates back to 1947 when the principal saw the need for an organized guidance program to help the boys and girls in discovering and solving their problems. The year's program for faculty meetings was arranged so that each meeting included a discussion on some problem which the teachers considered important. These discussions included (1) causes of failure, (2) problem children, (3) drop-outs, (4) a follow-up of graduates, and (5) interests of the present student population. The consideration of these problems revealed to the teachers the ineffectiveness of the usual school program and the necessity for giving some special attention to guidance techniques. After the teachers became interested in continuing the discussions, the principal, who had been exposed to two courses in guidance and had studied several books and articles pertaining to the subject, gave the faculty an idea of how an organized guidance program could be helpful if the cooperative effort of the entire faculty could be secured. The staff members were impressed and expressed their desire to try to gain

more information on the subject. It was then decided that (1) organized guidance was definitely needed in the school, (2) the teachers were willing to work to improve their knowledge of student guidance, and (3) the entire staff was responsible for putting the program into operation.

This idea of more critical thinking in regard to the guidance of students was carried to the parents by discussing the program in Parent-Teachers Meetings. Different members of the faculty presented arguments showing the need for a program to help the students find their places in life. Some teachers presented the type of work that had been done with failing students, problem children, and graduates who had been helped in making occupational choices. The parents then became interested in the program and pledged their support; they also assured the principal and the faculty that they would help finance the program which proved to the faculty that the idea had been sold to the parents.

Jones¹ states that when teachers begin to realize their own inadequacy to recognize and meet the teaching problems, they will be more ready to accept help that can be given them through in-service training. In initiating a guidance program in any type of school, there must be some

¹Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 494.

way to stimulate the teacher's interest in the program. Erickson and Happ² point out that the program of guidance must come gradually and it must be of the faculty, by the faculty, and for the welfare of the pupils.

IV. IN-SERVICE TRAINING

The principal and the entire school personnel cooperated in the program of in-service training. The staff members were divided into groups for the purpose of studying case records, types of tests used in guidance, home-room procedures, and established guidance programs at various high schools. These committees adopted as their general procedure the following steps: (1) a study of the literature pertaining to the subject, (2) a survey of what other schools were doing, (3) a study of what was being done in the local school, and (4) recommendations for the local situation. These studies stimulated the interest of the teachers in the program and provided worthwhile information on student guidance. Staff members were urged to share the literature they had on guidance with the other teachers. From time to time, specialists in the field of guidance were brought in to conduct discussions. These opportunities to work with

²Clifford E. Erickson and Marion Happ, Guidance Practices At Work (New York: McGraw-Hill Book Company, Inc., 1946), p. 10.

experts in counseling and group work proved so valuable in the in-service program that some of the staff members pursued courses in guidance at various colleges during the following summer term. In-service training was important in laying the groundwork for the organization of the guidance program at Fairfield High School.

Strang³ points out that there should be some method of helping teachers, whatever role they play in the personnel program, to grow in vision, knowledge, and skill. She further states that some of the means of in-service training are: helpful constructive supervision, opportunity to observe and work with people more expert than they in the field, study groups and faculty meetings, in-service courses, summer and extension courses offered by colleges and universities, and up-to-date books. It is the opinion of Douglass⁴ that in-service training in guidance, course-of-study construction, home-room management, other extra-curricular services, and community relationships are important in the present day educational program.

³Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1946), p. 52.

⁴Harl R. Douglass, Organization and Administration of Secondary Schools (New York: Ginn and Company, 1945), p. 91.

V. ADMINISTRATIVE AND GUIDANCE PERSONNEL

The responsibility for organizing the program was delegated to the principal, but the actual work of organizing was done by the entire high school faculty. The principal acted as the head of the program and dean of boys, and a member of the faculty was appointed as dean of girls. The dean of girls, the dean of boys, and the other members of the faculty made up the guidance committee. The other part of the program consisted of seven organized home-rooms. A diagram of the organization plan can be seen on page 30, Figure 1.

The principal, who had received training in guidance theory, organization and techniques, and in the testing program was responsible for organizing and supervising the program. He was charged with setting up the plan of organization and the machinery for guidance, with training home-room advisers, and with supervising their activities. He acted as the coordinator of personnel service and instruction. As the dean of boys, the principal talked over with the boys problems of almost any kind which they brought to him. These included problems of conduct in school and out, problems of home, financial problems, and problems of social life. With his understanding attitude, he had won the confidence and admiration of the boys, which is so important in counseling.

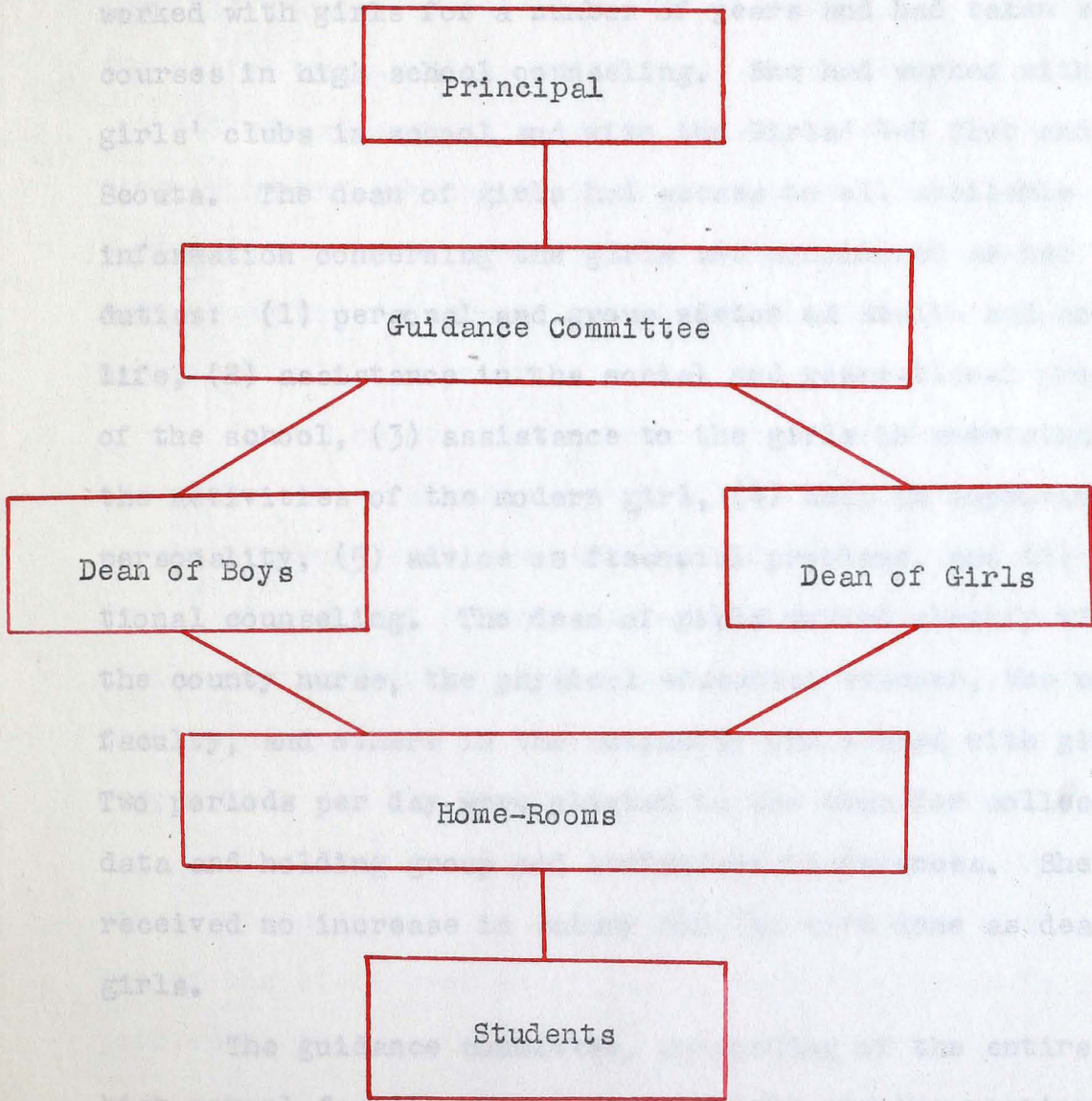


FIGURE 1
 ORGANIZATION PLAN OF THE GUIDANCE PROGRAM
 IN FAIRFIELD HIGH SCHOOL

The dean of girls was the science teacher who had worked with girls for a number of years and had taken summer courses in high school counseling. She had worked with girls' clubs in school and with the Girls' 4-H Club and Girl Scouts. The dean of girls had access to all available information concerning the girls and considered as her duties: (1) personal and group advice on health and social life, (2) assistance in the social and recreational program of the school, (3) assistance to the girls in understanding the activities of the modern girl, (4) help in improving personality, (5) advice on financial problems, and (6) vocational counseling. The dean of girls worked closely with the county nurse, the physical education teacher, the entire faculty, and others in the community who worked with girls. Two periods per day were allotted to the dean for collecting data and holding group and individual conferences. She received no increase in salary for the work done as dean of girls.

The guidance committee, consisting of the entire high school faculty, found time to hold evening meetings at the various members' homes each month. In these meetings, attention was given to tests and records, individual and group counseling, problem cases needing attention, and reports by various specialists. Each member of the committee was held responsible for one phase of the program. These

included: (1) measurement, (2) group and individual counseling, (3) vocational guidance and placement, (4) case records, (5) mental and physical hygiene and personality development, and (6) educational adjustment. The committee was a cooperative group who gave of their time and, over a hot cup of coffee in winter or a cool glass of lemonade in the spring, made plans for the gradual improvement of their newly organized guidance program.

Jones⁵ points up the idea that in small school systems, the organization should be very simple and such that it can be administered with a minimum amount of time and effort.

Davis⁶ states that a committee on pupil personnel, consisting of the entire faculty in the small school, should study the problem of guidance in the school, devise plans, and be responsible for the development of the program in the school.

Douglass⁷ has found that in small schools, the principal generally acts as the dean of boys and the female member of the staff best wualified to work with girls is appointed as the dean of girls.

⁵Jones, op. cit., p. 466.

⁶Frank G. Davis, Pupil Personnel (Scranton: The International Textbook Company, 1948), p. 483.

⁷Douglass, op. cit., p. 191.

VI. PHILOSOPHY AND OBJECTIVES

After about a year of intensive study on the subject of student guidance, school philosophy, and objectives, the faculty of Fairfield High School formulated and accepted the philosophy and objectives for the guidance program. The minutes of the guidance committee meetings revealed that the faculty believed:

The guidance program at Fairfield High School should, with the assistance of scientific techniques, help the student to obtain a clear picture of himself, and make known to him the opportunities, educational, vocational, and social which are at hand in the school environment and those present in life; it should also attempt to guide him toward those which are available and best suited to his specific needs and potentialities.

The following general objectives had been formulated:

1. Maintenance of cumulative records which are informative enough to be of assistance in guiding students.
2. Use of tests in a systematic way: achievement tests annually in a battery form; the mental ability test in the third, seventh, and tenth grades; and other tests as the need arises.
3. Development of a continuous program of in-service training so that each staff member will understand and contribute to the cumulative record, understand the function

of the tests employed, and study each student as an individual personality.

4. Revision of the curriculum, if needed, to provide experiences better suited to the needs of groups and of individuals.

5. Improvement in the marking procedure and reports to parents of pupil progress.

In the Cooperative Study of Secondary School Standards, the following statement of guiding principles for the guidance program is made:

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet--educational, vocational, health, moral, social, civic, and personal. It should endeavor to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests. Such objectives should be achieved through a better understanding among the school, the home, and the community; through a closer coordination of the work of the secondary school and the school or schools from which its pupils are received; through adequate and specific data on the individual pupil secured at or prior to his entrance to the school; through a system of cumulative records and reports; through a comprehensive and effective system of counseling and guidance; and through definite provisions for articulating the work of the school with whatever activity the individual engages in after he leaves it.⁸

⁸Evaluative Criteria, 1940 Edition (Washington, D.C.: Cooperative Study of Secondary School Standards, 1939), p. 63.

VII. INVENTORY

Since the organization of the guidance program, three inventories had been made. They were: (1) a survey of teacher preparation, (2) a survey of the occupational interests of the students, and (3) a survey of parents' occupations. In the survey of teacher preparation, the eight most important fields and the sixteen other fields of importance as listed by Douglass were used:

Most Important

Mental hygiene	Mental tests
Guidance	Character education
Psychology of personality	Adolescent psychology
Measurement of personality	Elementary statistical methods

Others of Importance

Aptitude testing	Job analysis
Vocational guidance	Health education
Educational psychology	Philosophy and ethics
Social-welfare work	Behavior problems
Diagnostic testing and remedial teaching	Criminology
Case work	Clinical psychology
Sociology	Achievement tests and measurements
Counseling	Advanced statistics ⁹

The survey revealed that three of the seven staff members had studied in at least 50 per cent of the most important fields, and all of the teachers had studied in no less than 30 per cent of the other fields of importance (Table II, page 37).

⁹Douglass, op. cit., p. 200.

TABLE I
 OCCUPATIONAL STATUS OF THE PARENTS OF 148 STUDENTS
 OF FAIRFIELD HIGH SCHOOL

Occupations	Fathers	Mothers	Total
Professions	8	7	15
Manager or proprietor	5	5	10
Agriculture	45	14	59
Homemaking		88	88
Sales work	1		1
Army	1		1
Skilled labor	30	2	32
Domestic service		14	14
Unskilled labor	41	10	51
Retired	2		2
(Not indicated)	20	3	23
TOTALS	153	143	296

TABLE II

PERCENTAGE OF PREPARATION OF FAIRFIELD HIGH SCHOOL TEACHERS
IN FIELDS CONSIDERED BY DOUGLASS AS IMPORTANT FOR
RENDERING GUIDANCE SERVICES

Teachers	Most important subjects (per cent)	Other important subjects (per cent)
A	24	38
B	37	31
C	50	31
D	37	31
E	37	38
F	50	38
G	75	50

Table III, page 39, shows that most of the boys were interested in brick masonry while the girls (Table IV, page 40) expressed their greatest interest in cosmetology, nursing, teaching, and stenography.

The survey of the parents indicated that the fathers were mostly engaged in agriculture, unskilled labor, and skilled labor; the majority of the mothers were engaged in homemaking, agriculture, and domestic service.

Williamson and Hahan¹¹ believe that in organizing for a guidance program, one should make an inventory of the present school program and of the teachers who can be persuaded to perform counseling functions. Bent and Kronenberg¹² state that interests may be measured informally by observation of activities, leisure reading, classroom responses, and in written work, or, formally, through inventories. They give as the best known inventory the Vocational Interest Blank by Edward K. Strong.

VIII. TESTS AND RECORDS

The testing program at Fairfield High School included

¹¹E. G. Williamson and M. E. Hahan, Introduction to High School Counseling (New York: McGraw-Hill Book Company, Inc., 1940), p. 275.

¹²Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education (New York: McGraw-Hill Book Company, Inc., 1941), p. 512.

TABLE III

DISTRIBUTION OF OCCUPATIONAL INTENTIONS INDICATED BY
53 BOYS OF FAIRFIELD HIGH SCHOOL

Occupations	Grades					Total
	8th	9th	10th	11th	12th	
Teacher		2	1	1	1	5
Pharmacist				1		1
Musician		1				1
Artist	1			1		2
Coach				1		1
Retail dealer		1				1
Agriculturist	4					4
Technical engineer				1		1
Radio technician			1			1
Train engineer			1			1
Aviator			1			1
Tailor		2				2
Dry cleaner			1			1
Policeman		1				1
Painter	1					1
Brick mason	8	1		1	1	11
Shoe cobbler			1			1
Factory worker	1					1
Truck driver		2	1			3
Mechanic			2	1		3
Soldier					1	1
(Not indicated)	4			4		8
Electrician			1			1
TOTALS	19	10	10	11	3	53

TABLE IV

DISTRIBUTION OF OCCUPATIONAL INTENTIONS INDICATED BY
95 GIRLS OF FAIRFIELD HIGH SCHOOL

Occupations	Grades					Total
	8th	9th	10th	11th	12th	
Teacher	4	2	1		9	16
Nurse	7	7	2	2	1	19
Pharmacist	1					1
Missionary	1					1
Musician	1		2			3
Artist				1		1
Actress				1		1
Mortician	1					1
Proprietor	2			3		5
Stenographer	2	6	2	2	2	14
Cosmetologist	6	1	4	2	7	20
Seamstress	1					1
Photographer				1		1
Dry cleaner				1		1
Housekeeper	3		2			5
Factory worker			1			1
(Not indicated)	2				2	4
TOTALS	31	16	14	13	21	95

the administering of the Stanford Achievement Test and the Otis Quick Scoring Mental Ability Test. These were selected by a committee appointed by the principal. It was the committee's opinion that a limited testing program was best to begin with, because it provided an opportunity for the teachers to grow along with the program. The Stanford Achievement Test was to be given to all grades each year, and the Otis Quick Scoring Mental Ability Test was to be administered in the third, seventh, and tenth grades. After discussing the administering, scoring, and use of tests in faculty meetings, the home-room teachers administered the tests, scored them, and posted the data on the permanent record cards. These data included test scores, grade equivalents, mental ages, and intelligence quotients. A profile chart of each pupil's performance in the various subjects on the achievement test battery was also made and filed with the permanent record. At a glance these profiles could be compared with the class norm and the national norm. All of this information was used in individual counseling, and the test results were used as a subject for discussion in faculty meetings.

Although the committee on tests and records felt that the information on the permanent records was inadequate for the program, nothing had been done about them; however, the committee made mimeographed forms for keeping personal case

records of pupils. These forms had provisions for securing information concerning (1) personal data (name, age, date of birth), (2) the family (occupation, education, members), (3) residence, (4) home conditions, (5) health, (6) interests, (7) high school scholarship, (8) results of high school achievement and intelligence tests, (9) extra activities record, (10) school marks, and (11) information from interviews, observations, and home visits. These records were kept in folders in the home-rooms and moved up with the pupils.

Ross¹³ states that the entire staff should have a voice in determining the purpose of the testing program and in formulating the plans, and all should have the opportunity of participating in it in every way possible from beginning to end. He also believes that a reasonably complete testing program will require, as a rule, the use of general intelligence tests along with achievement tests.

Bent and Kronenberg found that the usual tests which are given are:

1. General intelligence tests, verbal and nonverbal.
2. Academic achievement tests.
3. Inventories:
 - a. Personality.
 - b. Vocational interests.

¹³C. C. Ross, Measurement in Today's Schools (New York: Prentice-Hall, Inc., 1941), p. 136.

4. Specific aptitudes:
 - a. Mechanical.
 - b. Clerical.
 - c. Scientific.
 - d. Art.
 - e. Music.¹⁴

Douglass¹⁵ points out that the success of guidance depends largely upon the data available in the form of different records, such as marks, credits, attendance, test scores, age, family history, activity records, health, and disciplinary records. If a thorough, careful program of guidance is to be carried out, the entries on each of these records should be duplicated and placed in the hands of the counselor or, in the case of small schools, in the hands of the home-room teachers.

IX. COUNSELING AND ACTIVITIES IN THE HOME-ROOM

Individual counseling in the eighth, ninth, and tenth grades was done by the home-room teachers, unless some cases were referred to the Dean of Girls or the Dean of Boys. The deans were responsible for the individual counseling of the eleventh and twelfth grade students. Most of the individual counseling by the home-room teachers was concerned with educational and social adjustment while the individual counsel-

¹⁴Bent and Kronenberg, op. cit., p. 497.

¹⁵Douglass, op. cit., p. 204.

ing in the eleventh and twelfth grades was concerned with occupational choices. Extensive use was made of case records, tests, and cumulative records in working with individual students. One teacher stated that through individual counseling she was able to save a failing student by making a change in his program. Another had been able to help a student make better social adjustments by the use of personal conferences. Most of the individual work done with students took place after school.

Group guidance included an orientation course for the freshmen students in which they were given help in learning the rules and regulations of the school, in understanding their responsibility to the school and the community, and in understanding the responsibility of the school to themselves. The objectives of the course were accomplished by studying (1) the extra-curricular activities provided by the school, (2) good citizenship in school and the community, and (3) good study habits. The ninth and tenth grade home-room teachers provided their students with information on various occupations and a study was made of the occupations in the local and surrounding communities. The eleventh and twelfth grades were concerned with the choice of a vocation. Other group work had been done in athletics, Boy Scouts, Girl Scouts, Student Council, school clubs, and class organizations. The assemblies which were conducted by the home-rooms were

thought of by the teachers as constructive in that they provided experience in teamwork, cooperation, and group activity.

Dunsmoor and Miller¹⁶ believe that individual counseling is an educationally sound guidance procedure, but the extent to which the benefits of individual counseling are realized must depend upon the vision, energy, available time, and resourcefulness of the teacher.

Williamson and Hahan¹⁷ give as the outcome of group activities the following: (1) opportunities for vocational and avocational tryouts, (2) help in the development of special aptitudes and interests, (3) provision for social adjustment, and (4) opportunities to develop leadership.

X. COMMUNITY AGENCIES USED IN THE GUIDANCE PROGRAM

As a means of supplementing the personnel of the program at Fairfield High School, the guidance committee had enlisted the aid of several community agencies. These included the farm and home demonstration agents, Boy Scouts, religious and fraternal organizations, attendance teacher, county nurse, social welfare worker, and parent-teacher association (Figure

¹⁶Clarence C. Dunsmoor and Leonard M. Miller, Guidance Methods for Teachers (Scranton: International Textbook Company, 1942), p. 274.

¹⁷Williamson and Hahan, op. cit., p. 89 ff.

2, page 47). These agencies served the purposes listed below:

<u>Agency</u>	<u>Purpose Served</u>
Attendance teacher	Family data
Social welfare worker	Assistance in making home visits
County nurse	Physical development and health data
Farm demonstration agent	Vocational guidance
Home demonstration agent	Occupational information
Religious organizations	Moral and spiritual development Summer recreation
Fraternal organizations	Finance for recreation, guidance program, and scholarships
Parent-teacher associa- tion	Personal pupil data, finance, and assistance with plans for services

Myres¹⁸ states that the school system cannot expect to undertake the entire guidance alone, but that it should seek and obtain the cooperation of such social agencies as youth organizations, adult organizations interested in youth, public and semi-public agencies which deal more or less directly with youth.

Myres goes on to say:

The guidance department of the school system should see to it (1) that a list of all possible cooperating agencies is prepared, (2) that the ways in which each such agency can make its best contribution are studied, (3) that a plan is worked out cooperatively by which each agency can make this contribution, and (4) that the cooperating relationships continue to function successfully.¹⁹

¹⁸George E. Myres, Principles and Techniques of Vocational Guidance (New York: McGraw-Hill Book Co., Inc., 1941), p. 89.

¹⁹Loc. cit.

XI. PLACEMENT AND FOLLOW-UP SERVICE

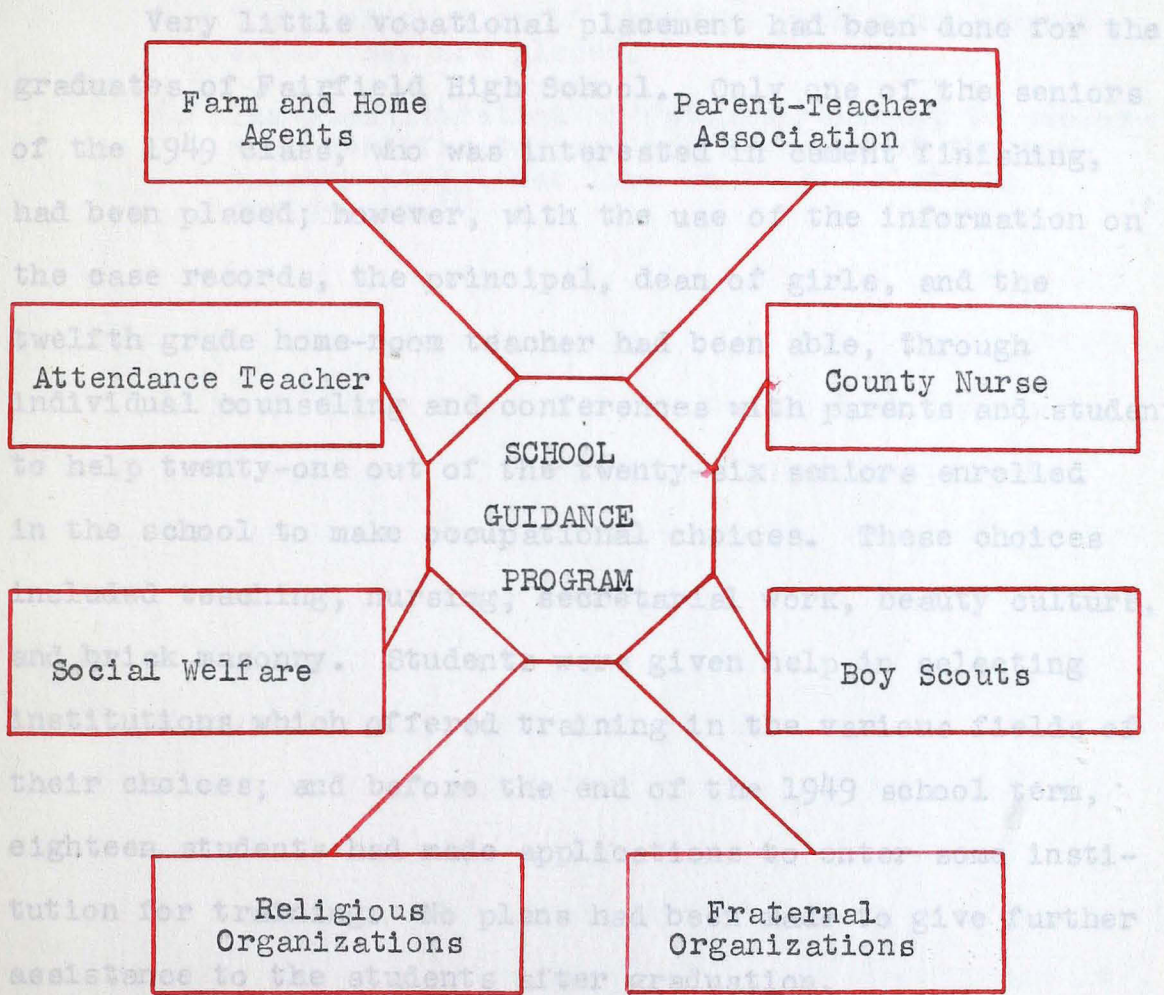


FIGURE 2

- COMMUNITY AGENCIES CONTRIBUTING TO THE GUIDANCE PROGRAM
1. The gathering of all information possible about will throw a light on their abilities, capacities, interests, temperament.
 2. The establishment of contacts with employing concerns which will result in opportunities to place at work and in training boys and girls to be guided.

XI. PLACEMENT AND FOLLOW-UP SERVICE

Very little vocational placement had been done for the graduates of Fairfield High School. Only one of the seniors of the 1949 class, who was interested in cement finishing, had been placed; however, with the use of the information on the case records, the principal, dean of girls, and the twelfth grade home-room teacher had been able, through individual counseling and conferences with parents and students, to help twenty-one out of the twenty-six seniors enrolled in the school to make occupational choices. These choices included teaching, nursing, secretarial work, beauty culture, and brick masonry. Students were given help in selecting institutions which offered training in the various fields of their choices; and before the end of the 1949 school term, eighteen students had made applications to enter some institution for training. No plans had been made to give further assistance to the students after graduation.

The placement service should involve five types of activities according to Douglass:

1. The gathering of all information possible about the boys and girls to be served which will throw a light on their abilities, capacities, interests, temperaments, and health.
2. The establishment of contacts with employing concerns which will result in opportunities to place at work and in training boys and girls to be guided.

3. The accumulation of information about vocations which will help in advising young people.
4. The continuation of contacts with young people after they are placed.
5. The administration of details relating to employment certificates and other phases of the compulsory-attendance laws as these relate to employment.²⁰

²⁰Douglass, op. cit., p. 188.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

Due to the constantly changing social and economic world, the need for guidance has increased and is now being regarded as an inseparable aspect of the educational process.

Guidance is as essential for students in the small high schools as it is for students in large high schools.

Because of the lack of trained personnel and the lack of time, establishing a guidance program in a small high school is difficult.

In establishing a guidance program, all persons concerned (teacher, parents, pupils) must understand its needs and functions if the organization is to be successful.

In a small school system, the organization of the guidance program should be very simple and such that it can be administered with a minimum amount of time and effort.

The programs for guidance, in the majority of the schools visited by the writer, were inadequate; however, there was an increasing desire on the part of the school officials to improve their guidance program.

In most of the schools visited, the principal was the director of the guidance program, and the work of guidance was done by all of the teachers.

The help of the entire faculty was enlisted in setting up the guidance program in Fairfield High School.

The organization plan included the principal as director, a guidance committee, six organized home-rooms, a dean of girls, and a dean of boys.

The philosophy and objectives were formulated by the entire faculty.

Only two types of tests had been employed, the Stanford Achievement Standardized Test and the Otis Quick Scoring Mental Ability Test.

Although all of the staff members had some background for rendering guidance service, the majority of them did not have enough preparation to render the maximum assistance in the program.

The home-rooms played the most important role in individual and group counseling.

Community agencies were used extensively in all phases of the guidance program.

Very little vocational placement had been done by the school, and no follow-up studies had been made of graduates.

II. RECOMMENDATIONS

On the basis of the foregoing conclusions, the author makes the following recommendations:

That the teachers further prepare themselves for

rendering guidance service by attending summer school and reading books and periodicals pertaining to guidance.

That in-service training be continued to aid teachers in becoming more expert in the field of guidance.

That more extensive use of students be made in planning for guidance services.

That more standardized tests be used in the program to help in the individual analysis of students.

That the permanent records be revised to meet the needs of the guidance program.

That the schedule be planned so that the home-room teachers will be given more time in which to perform their duties.

That leisure or avocational guidance be included in the program.

That extensive use be made of inventories prepared by experts in the field of guidance.

That greater emphasis be placed upon the placement and follow-up phase of the program so that more students will be given assistance in vocational placement.

That the guidance program be extended to include the elementary school.

That the library be used more extensively in providing occupational literature for the students.

That provisions be made in the program for guidance of out-of-school youth.

That a diversified-occupations program be included in the curriculum.

That at least one parent be included on the guidance committee as a consultant.

That one member of the faculty be expertly trained to serve as part-time counselor.

That the program be evaluated frequently and revisions be made by the guidance committee as the need arises.

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