

ABSTRACT OF THESIS

----

WHAT ORGANIZATION OF THE PUBLIC SCHOOLS IN  
LARIMER COUNTY MIGHT BE RECOMMENDED IN ORDER TO  
EQUALIZE AND IMPROVE THE COUNSELING AND GUIDANCE  
PROGRAMS OF THAT COUNTY?

Submitted by

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## ABSTRACT

### Introduction

The problem for this study is: What county organization of secondary schools in Larimer county might be recommended in order to equalize and improve their counseling and guidance programs? In order to answer this question the following questions were considered;

1. How are the counseling and guidance programs being administered under the present organization?
2. What are the qualifications and duties of the counselors?
3. What sources are used for developing individual records?
4. What methods are being used in counseling?
5. What follow up methods are being used?

This study included only the counseling and guidance programs of the high schools of Larimer County, Colorado.

### Methods and materials

The data-gathering device used in this survey was a check sheet constructed to follow, in general, the sequence of the sub-problems.

The population of this study contained all of

the secondary schools in Larimer County, Colorado. These schools were selected because they represented the larger city schools, the smaller town schools, and the rural schools. The schools ranged in size from the smallest with an enrollment of approximately 15 to the largest with an enrollment of 700.

Each school was surveyed with the help of a check sheet administered in a personal interview with the superintendent, principal, or counselor of the individual schools. All of the eight schools were covered in this survey.

#### Analysis of data

All of the schools included in this survey recognized the need for a counseling and guidance program within the school but five administrators were of the general opinion that their teacher personnel was inadequate to carry extra duties, and they had not developed a guidance program. The other three schools had developed programs and had arranged schedules in order for all pupils to receive counseling.

All of the schools had tests available to give to the pupils but only two of the schools used the test results for counseling. The three schools with programs had offices available for the counselors and had guidance publications available in their libraries.

Aid from outside agencies.--No school received aid from any outside agency such as the Federal Govern-

ment, State Government, or county.

Local organization.---Three schools in the county had organized programs, one was the responsibility of the superintendent and the other two were the responsibility of the vice principals. Each school had a woman teacher as a counselor for girls and the remaining teachers were included in the program as class advisers and assistants. The counselors had access to the pupils records and used them in counseling.

Only one school had extended its program to include the help and services of local organizations, such as the Chamber of Commerce, Boy Scouts, Church. Two schools had included in their programs the arranging of jobs to allow the pupil to work part time for local concerns while they were still in school.

Two schools brought the parent into consultations on special pupil problems and consulted the parents who had interest in the school.

All three schools had received the services of an occupational orientationist. This specialist was a professional or business man who had given talks to the school and informed the pupils of the occupational opportunities of his profession or business. Two of the schools had the services of a doctor, when needed, and a school nurse. The services of the county nurse was available to all of the schools in the county.

### Qualifications and duties of the counselors

Each of the three schools with a program had two counselors, one for the boys and one for the girls. Four of the counselors had a Bachelor of Art degree and the other two had Bachelor of Science. Only two of the counselors had a master's degree and this degree was not in the field of counseling and guidance. Only two had completed work in counseling and guidance, one with both undergraduate and graduate work and the other with graduate work.

The counselors with one exception had no experience in guidance work outside their present positions. The one exception had been a director of a boys camp for seven summers.

One of the counselors was hired with the terms of his contract making him superintendent, two were hired as vice principals and the others were hired as teachers. The terms of their contracts did not specify subjects to be taught but stated they were under contract to teach and any other duties assigned. Three counselors taught mathematics, one taught shop and physical education, one taught history and the other one taught language.

Duties assigned and not included in the contract were, counseling, coaching athletics, and directing girls activities. The time spent on the guidance program varied from two to 25 hours in school time and

the counselors of two of the schools spent from three to ten hours a week out side school time.

Recognition was given to the counselors in one of the schools by both extra pay and fewer teaching hours. Three other counselors received recognition of their work on the guidance program by being assigned fewer teaching hours.

#### Developing the individual record

The five schools in the county without programs made very little, if any attempt to develop the individual record. One school kept only the scholastic achievement record of its pupils. One other school had added the family history, developed from a questionnaire, to the scholastic record. A third school gave mental and achievement tests and these scores with an account of extra-curricular activities of the pupils were added to the scholastic record. The fourth school varied from this in that they gave interest tests instead of mental tests. The fifth school developed the family history by using a questionnaire and gave achievement and mental tests the scores of which were kept on the scholastic record.

These five schools used the scores of the tests for placing pupils in classes and as guides to the teachers.

By use of the questionnaire two schools with programs developed the family history, pupils out-of-

school activities in the same manner, no record was developed for the out of school history. All three schools gave achievement, mental and interest tests. One school gave aptitude and personality tests to special cases. The second school gave aptitude tests, and the third gave personality tests to special cases. One school used the results of the tests for counseling and as guides for teachers. The second school used them for counseling and the third school for teacher guides.

#### Methods used in counseling pupils

Four of the high schools without a program reported that all pupils who asked for counseling were given advice which was called counseling. Two of these schools plus the other school without a program counseled those who were referred to the principal for counseling but these were mainly discipline cases.

The three schools with an organized program contacted <sup>/all</sup> pupils during the school year.

All of the schools without programs except one reported that counseling was being done in group discussions, and in home rooms with the individual, or on the run, but no definite form was being used nor was it organized directly to assist the pupil but more to advise and inform. Of the three schools with programs two used group discussion, two used lectures, one used the home room, and all used the individual and on

the run methods.

All of the schools in the county gave educational guidance and five schools, including the three with programs, gave vocational guidance. The two schools without counselors who gave vocational guidance gave it as advice and information. The two large schools with programs were the only schools to give recreational and community counseling and then only to special cases.

#### Placement and follow-up methods

All of the schools in the county made some attempt to assist the pupils, on leaving school, to continue their education at institutions of higher learning. In the schools without programs only the pupils showing an interest in further education were given help. In the other schools an attempt was made to encourage the pupil with special aptitudes and to foster their interests in continuing their education. One of the larger schools was the only one to attempt to assist the pupil in job placement on leaving school.

One school in the county kept a record of the pupils who had gone on to an institution of higher learning but not one of them kept a record of the pupils who had left school and did not continue their education, and no attempt had been made to contact these people. All pupils who had gone to another school were given over to the new school for counseling and guidance. Six of the schools reported that some pupils who had left

school had later returned for help.

### Discussion

Many reasons may be given for the lack of organized guidance programs in the secondary schools but they may all be summed up under the following: the misunderstanding of guidance and the prejudice against it; the trend for vocational guidance and the neglect of other forms of guidance; the thought of the added expense making it impracticable; the feeling that guidance responsibility rests solely on the home; and the lack of the knowledge of a guidance program causing it to be kept out of the school.

The reasons for the lack of organized programs can be overcome only by a better understanding of guidance and the methods of application. The schools without programs reported that they did not have the necessary teacher personnel to perform the services necessary for a guidance program.

A guidance program cannot be placed directly in the curriculum of a school but must be given a start and built gradually, and until the full need for a program is recognized and the necessity for professionally trained personnel is seen the present teachers will have to perform the counseling and guidance services to the best of their abilities.

A great help in establishing a guidance program in five schools in Larimer county and assisting the

other three schools in improving their programs would be a county guidance adviser. This adviser, professionally trained in counseling and guidance, could show the administrators of the schools without programs how they could begin the growth of a guidance program in their school and assist them in selling the program to the school and the public.

The county adviser could train the teachers in the methods of guidance, gather and prepare guidance materials for the use of teachers and counselors, and could assist in improving the guidance programs in all of the high schools in the county.

#### Recommendations

A county organization on the secondary schools in Larimer County that might be recommended in order to equalize and improve their counseling and guidance programs.

County director.--An individual professionally trained in counseling and guidance to be employed by the county to act as adviser to the high schools in developing, improving and maintaining their programs. His duties should be: (1) assist school administrators in developing a program; (2) assist in selling the program to the school and public; (3) train teachers for participation in the program; (4) prepare and gather materials for the teachers participating in the program; (5) main-

tain continuous public relations work; (6) assist in developing a uniform method of collecting and recording data for the individual inventory; (7) coordinate the programs between the schools; (8) arrange for the services of special consultants; (9) give and assist in giving and scoring tests for personal inventory data; (10) counsel pupils; (11) supervise surveys of the county for jobs; (12) coordinate the placement of pupils; (13) supervise surveys of the county for a check on the pupils who have left school, to be used in follow-up; and (14) assist in maintaining a continuous follow-up on pupils leaving school.

County guidance committee.---A committee composed of members of the guidance program of each high school, preferably the director or adviser, to meet regularly with the county director who would act as chairman. This committee should coordinate, unify and improve the programs of the schools.

School programs.---The school program should be headed by the vice principal, principal, or superintendent as director. This individual should be the administrator of the program within the school. Assisted by the county adviser he should have the problem of selling the program to the faculty, school, and community. He should supervise the gathering of information for individual records, the giving, grading, and recording of tests and should have records of the pupils

available for the counselors. He should counsel pupils and as administrator should arrange for all pupils to receive necessary counseling. In conjunction with the county adviser he would maintain surveys of the county for jobs and arrange for the placement of pupils in jobs. He should maintain active follow-up records of all pupils leaving school.

The boys' and girls' advisers should be the first assistants to the school director in the school program. These advisers should assist in gathering information for the individual records, meet with parents on special pupil cases, and have periods arranged for the counseling of pupils.

Each school should have a committee consisting of the school director, the boys' and girls' advisers, and the class advisers. This committee should assist the school director in coordinating the program within the school.

The class advisers should be assistants in the administration of the program and should be the contact between the program and the pupil.

The class room teacher should enter into the program by assisting in gathering information for individual records and by integrating the principles of guidance into their class room teaching.

The entire student body as pupils should benefit from the guidance program.

T H E S I S

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June 1947

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY  
SUPERVISION BY LORA E. McDONALD  
ENTITLED A COUNTY ORGANIZATION OF COUNSELING AND GUIDANCE  
PROGRAMS IN THE SECONDARY SCHOOLS OF LARIMER COUNTY.  
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF EDUCATION  
MAJORING IN GUIDANCE AND COUNSELING  
CREDITS 6

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Permission to publish this thesis or any part of it  
must be obtained from the Dean of the Graduate School.

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## Chapter I

### INTRODUCTION

The present civilization with its mechanized industry and farming methods, the increasing number of specialists needed to complete a product that formerly took one man, the laws put into force to improve the working conditions and to shorten the working hours, and the hundreds of other factors that have caused changes in our methods of living have developed a consciousness of the need for social services designed to help individuals with problems of adjustment.

These changing conditions have shown the inadequacy of the parent to counsel his child as he had done in former years. The parent is not acquainted with the many opportunities open to the child and cannot intelligently aid him in making the best choices for a successful life. This responsibility has thus been shifted to the school and upon the school has fallen the burden of seeing that the child is given information, guidance and counseling in the light of whatever conditions exist. Since the school has the responsibility of guidance a school program which is an integral part of education designed to assist the child in the selection of his activities is essential.

Not all schools have well developed guidance programs, and yet a child in a school where the guidance program is limited or non-existent, on account of economic or other conditions, should have the same opportunity for guidance as one in a school where every advantage is given and a good guidance program exists. This creates a need for organizing a guidance program within the county in order that all high school pupils would have equal opportunity for information, guidance, and counseling.

#### Problem

What county organization of secondary schools in Larimer County might be recommended in order to equalize and improve their counseling and guidance programs?

Problem analysis.--In order to answer the above question, the following will be considered:

1. How are the counseling and guidance programs being administered under the present organization?
2. What are the qualifications and duties of the counselors?
3. What sources are used for developing individual records?
4. What methods are being used in counseling?
5. What follow-up methods are being used?

Delimitations.---This study will include only the counseling and guidance programs in the high schools of Larimer County, Colorado.

Definition of terms.---Guidance, in this study, will include all types of guidance. When specific types are discussed they will be designated as vocational guidance, educational guidance, recreational guidance or community guidance.

There have been many definitions given for guidance but the one given by Horn (6:2) in 1943 is probably as inclusive as any other and contains the thoughts of most definitions. He stated that guidance was the process of assisting the individual in determining, analyzing, and understanding his interests, problems, and needs; and in the light of this knowledge to assist him in making wise choices and adjustments in order that he may better serve society and live more happily.

Occupational orientationist, is a professional, business, or laboring man who presents by lecture or discussion, the occupational opportunities of his profession, trade or job.

## Chapter II

### REVIEW OF LITERATURE

The review of literature pertaining to this study will be organized to give the types of guidance, the need for guidance, the principles and organization of guidance programs, and the county guidance programs.

#### Types of guidance

Many types of guidance have been listed for study and use, but Myers, (9:36-37) 1941, gave two sets of differences by which he evaluated his types of guidance. One was the difference in individuals and the other the differences of possible courses of action. Using these as a basis he listed four types of guidance: educational, vocational, recreational, and community.

#### Needs for guidance

The reasons given by the National Association of Secondary Schools, (10:4-5) in 1928, for the lack of a systematic program of pupil guidance in the secondary schools were: (1) the misunderstanding of guidance and the prejudice against it, (2) the trend for vocational guidance and the neglect of other forms of guidance, (3) the thought of the added expense which made the program impracticable, (4) the feeling that the guidance responsibility was not a function of the school but

rested solely on the home, and (5) the lack of knowledge of a guidance program which caused it to be kept out of the schools even though the attitude was favorable.

The lack of guidance programs in the secondary schools as late as 1944 was shown by the United States War Manpower Commission Bureau of Training (11:3-6) when it estimated that not over 2,000 of the 25,000 public high schools in the United States had counselors who were professionally trained.

Jones (7:3-5,21) in 1945 pointed out the necessity for guidance based on the fact that all human beings need help at some time during their lives, some more frequently than others. Young people especially are not capable of solving life's problems without assistance; and the need for assistance is not confined to the poor and those who leave school early, but is also needed by those who are in the well-to-do classes and those who are being trained along professional lines.

Jones also demonstrated the need for guidance by reviewing the change in social conditions in this country. In colonial times the home was the guiding hand for the child; the great majority of the needs of life were supplied or satisfied in the home. The child learned his trade at home and carried on in the footsteps of his father. Gradually at first, then more

rapidly in recent years the home changed and the occupations which the child had learned at home were taken over by labor and industry. This took the responsibility away from the home and placed it on the schools, especially the secondary schools. This was shown by the 2,712.4 per cent increase in the number of graduates from the twelfth grade between the years 1900 and 1940.

#### Programs for guidance

The organization of the guidance program may vary in different localities, but the principles will remain common to all. The organization of a guidance program as given by Koos and Kefauver (8:511-625), 1933, gave the general principles of a guidance plan with a study of the duties of the personnel conducting the work. They stated that a guidance program should proceed in two directions: first, the activities carried on must have their proper bearing on certain phases of activity relating to guidance service; second, the distribution or assignment of the activities included in the complete program among the staff of the school. The general form of organization was headed by the principal or superintendent, then a dean of men, a dean of women, and the director of guidance. A faculty guidance committee came under the offices as named above. Next came the special assistants such as curriculum advisors, class advisors, club advisors, place-

ment advisers, psychological clinic and medical dental clinic. Finally came the class room and home room teachers.

Suggestions that any high school principal might use in building a guidance program were given by Allen (:155-163) in 1934. His plan started with faculty discussions to arouse the interest of the teachers. A list of guidance functions suggested should then be prepared showing the duties of the home room and subject teachers which would bring to light the need of special consultants. Class counselors should then be selected on a voluntary basis, but only those well suited for this type of work should be permitted to serve. The counselors should be relieved of extra duties other than class room teaching and given the task of classifying pupils in groups to meet their instructional needs. Each counselor should follow his group through the years in high school and interview each pupil at least once each year, he must never limit his contacts to special cases.

To continue with this program, as given by Allen, the counselors should meet with the class room teachers and give each teacher a share in the plan. In this way the different types of guidance would be carried into the class room work. The class room counselor should aid the pupil in the choice of required and elective subjects. Where home visitors were not provid-

ed the counselor should visit the homes of the more serious problem cases. After this part of the program has been started a chairman or head should be selected for the program, a good guidance library built and the counselors given information as to what was being done in other parts of the country. This program, in a large part, could be undertaken without an increase in instructional expense.

Guidance services in secondary school programs are probably the most difficult to evaluate according to Altstetter (2:2-3), 1938. In a survey of 200 secondary schools for the purpose of evaluating their programs the following major aspects were studied: (1) A proper understanding among the school, home, and community, including information regarding the home itself and the community from which the pupil came; (2) articulation between the schools from which most of the secondary school's pupils came and the secondary school itself; (3) data and information regarding each individual pupil; (4) the guidance program proper -- its organization, provisions for operation, and results; and (5) the operation of the guidance service in post-school and in out-of-school relationships. In a later reorganization of the material the major part of the first item was transferred to other areas and only minor consideration was given to this item.

The administration of personnel work usually

centered in the principal of the high school according to Williamson (12:43), 1939, except when special counselors were provided. Teachers were expected to advise pupils through the inadequate medium of the home room. Often the teachers were without special training and complex problems were referred to the principal, although he sometimes was no better trained than the teacher. In most high schools counseling was the function of every one and therefore the results in the lives of the pupils were negligible. No records were kept of the case histories and the interviews.

Fenton (5:167), 1943, gave a plan which should be helpful in organizing and studying the facts of a case. In collaboration with teachers and school administrators the plan was used in full or in part in considering the diagnosis and plans of treatment in children cases. The plan employed five general headings: (1) the statement or definition of the pupil's major problem or problems, (2) diagnosis through the study of clinical and other data about the child in relation to his needs, (3) the effort through the recognition of conflict areas in his life and through the attempt to interpret the adjustive process and the accompanying feeling, to interpret causations in the child's case, (4) through the orderly summary and interpretation of the data about the child to form a plan or program of treatment which included the survey of

evidence regarding treatability, and (5) the follow-up study of the later adjustment of the child.

Fenton (5:349-384) also presented a very good study of the relationship between the school and community. In order to deal with the children in the most effective manner, the teacher needs to know the entire story of the parental capacities to deal with children's problems, the parental attitude toward the children, and the parental attitude and behavior toward the school. The organizing of adult classes and bringing the parent into participation of school life all tends to bring the parent and school into a closer relationship and should enable the teacher, as counselor, to better assist the child both in subject matter and in counseling.

Fenton goes on to tell of the development of the juvenile courts, the utilization of new types of guidance specialist by the court, the rapid increase in the number of child guidance clinics, and the integration of the child-welfare facilities of the community through the community or co-ordinating council.

Erickson and Happ (4:1) in 1946 gave two important functions of a guidance program; (1) it provides a program of supplementary services beyond those now carried on by the school and, (2) it helps the members of the school staff do their jobs in a more effective way. The guidance program made it possible for teachers to learn more about pupils, to learn how to use tests and

records more effectively, and in many other ways was of service to the teacher.

#### County guidance program

A good review of a county guidance program was given by Chapman (3:13-31). In this report made in 1939 the Rockland County school program was given as one which had succeeded on a county basis. This county was a rural area although many of the people who lived in the county worked in New York City.

In 1931 a county board for vocational and extension education was created and financed by the several participating districts and the state. The board employed a director of guidance and a psychologist who were paid half their salary by the state.

The most important implications of the county basis for organization were; (1) the cost of counseling services to any one school was reduced, (2) the number of contributing agencies were multiplied, (3) the scope of the program was extended, (4) the necessity of duplicating effort in securing basic information was eliminated, and (5) provisions for supervision and teaching-improvement were insured.

The county director visited each school in the county program on a definite schedule to help with guidance activities. His most important duties were conferring with school officials relative to their guid-

ance program, training teachers for participation in the program, preparing material for use of teachers in the participating schools, counseling pupils, giving and supervising the giving of tests for personal inventory data, coordinating the agencies carrying on the program, and public relations work.

Occupational information was secured from within the county, both from the standpoint of the occupations available and the occupational status and kind and place of employment for each person within the county. The survey to secure this information caused a great deal of interest among both the teachers and pupils, and brought to them a realization of the need for a greater knowledge of occupations within their county and in other parts of the country.

The county maintained a complete personal inventory of each pupil enrolled in the participating schools. This cumulative record included the results of testing, pupil information sheet, teacher's check sheet, home report form, pupil self rating record, planning sheet, permanent record card, guidance card, health record, psychologist's and psychiatrist's reports, if necessary, and miscellaneous reports of the pupil.

The placement part of the program not only aided those in school but assisted those who had dropped out of school. The pupil might be aided in getting a

full time or part time job while going to school. Surveys were used to keep a close check on all pupils who left school.

Although cooperation of the school districts was voluntary, 13 out of the 47 districts were included in the plan. The schools that carried on the guidance program differed widely in size but the program that was carried on by the Nyack school was typical of all schools in the plan. In this school the guidance program was a part of the school's function and was a continuous process throughout the grades. The counselors and special consultants followed the pupil through all of his school years. Individual counseling was the direct responsibility of three people; the home room teacher, the director of guidance, and the junior placement counselor. Special consultants were called for cases needing them.

#### Summary

Two sets of differences were used to evaluate the types of guidance, the difference in individual and the differences of possible courses of action. Using these as a basis four types of guidance were given, educational, vocational, recreational, and community.

Changing the home environment from the early home of apprenticeship to our modern homes where a child has no chance of learning a trade has shifted the responsibility to other agencies. The majority of this re-

sponsibility has fallen upon the secondary schools and has placed the need for guidance upon these schools. The secondary schools have been slow to accept this responsibility as shown in 1944 when not over 2,000 of the 25,000 public high schools had professionally trained counselors.

There have been many programs offered for the secondary schools but they all follow the general plan of having as head the principal or superintendent with a dean of girls and a dean of boys. A faculty committee came next followed by special assistants and, finally, the class room and home room teachers.

The county plan expanded the high school programs and organized them into a coordinated group of programs with the county director as an assistant and advisor. The most important features of the county basis for organization were: (1) the cost of counseling services to any one school was reduced, (2) the number of contributing agencies were multiplied, (3) the scope of the program was extended, (4) the necessity of duplicating effort in securing basic information was eliminated, and (5) provisions for supervision and teacher-improvement were insured.

### Chapter III

#### METHODS AND MATERIALS

This study was conducted to find the types and content of the counseling and guidance programs now existing in the high schools of Larimer county. The presentation of the methods and materials used in collecting data for this study include the data gathering device, a description of the sample taken, and the number of the original sample included in the study.

##### Data-gathering device

The data-gathering device used in this survey was a check sheet 1/ constructed after a study of the literature relative to secondary school programs. One of these studies was the method used by Altstetter, (2:1-2) 1938, in a survey of 200 secondary schools in which five major aspects of their programs were studied. The first of these five was later transferred to other areas and was given only minor consideration. The five major aspects studied were: (1) A proper understanding among the school, home, and community, this understanding included information regarding the home itself and the community from which the pupil came; (2) articula-

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1/ See appendix A.

tion between the schools from which most of the secondary school's pupils came and the secondary school itself; (3) data and information regarding each individual pupil; (4) the guidance program proper - its organization, provision for operation, and results; and (5) the operation of the guidance service in post-school and out-of-school relationship.

Using this study by Altstetter as a general guide a check sheet was completed and presented to the head of the Education Department at Colorado Agricultural and Mechanical Arts College and to several members of the department. Each member gave suggestions on items to be added, reworded, or deleted; and each reviewed the check sheet for completeness of material.

A final form of the check sheet was then constructed and a further check was made when the principals and superintendents of the various schools were interviewed. The general subject matter of the check sheet included the administration and local organization of the programs in the high schools, the qualifications and duties of the counselors, the sources for developing the individual record, the methods of counseling, and the follow-up methods.

### Sample

The population of this study includes all eight of the secondary schools in Larimer County, Colorado. The schools in this county were selected be-

cause they represented the larger city schools, the smaller town schools, and the rural schools. The schools ranged in size from the smallest with an enrollment of approximately 15 to the largest with an enrollment of 700.

A survey of each school was made with the aid of the check sheet administered in personal interview with the superintendent, principal, or the counselor of the individual schools. By this personal contact the check sheet was not just a questionnaire, but was a guide in bringing to light the complete program of the school.

## Chapter IV

### ANALYSIS OF DATA

An analysis of the data relative to the counseling and guidance programs of the high schools of Larimer County will be presented in the following order: general information, aid from outside agencies, local organization, qualifications and duties of the counselors, methods used for developing the individual record, methods used in counseling, and the follow-up method.

#### General information

Administrators in all of the schools included in this survey recognized that there was a need for a counseling and guidance program within their school but in six of the schools no attempt had been made to try to sell a program to the school or to the public. Two schools had formed a guidance committee of the teachers in the school and had organized public relations work between the community and the school, Table 1.

As shown in Table 1, three of the schools had arranged schedules so the pupil could have either a definite time to see the counselor or could be called at the convenience of the counselor. The tools used in counseling in these schools were limited to tests,

Table 1.--ADMINISTRATION OF THE COUNSELING AND GUIDANCE PROGRAMS IN THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.

General information	Schools								Total
	A	B	C	D	E	F	G	H	
1. Is there a recognized need for counseling and guidance?	x	x	x	x	x	x	x	x	8
2. Is the program being sold to the school and public?	x	x	-	-	-	-	-	-	2
3. Is there a guidance committee?	x	x	-	-	-	-	-	-	2
4. Is public relations work being done?	x	x	-	-	-	-	-	-	2
5. Are schedules made so that each pupil may receive counseling?	x	x	x	-	-	-	-	-	3
6. What tools are used?									
a. supplies <u>1/</u>	x	x	x	x	x	x	x	x	8
b. quarters	x	x	x	-	-	-	-	-	3
c. equipment	-	-	-	-	-	-	-	-	0
7. Are there guidance publications available for teachers?	x	x	-	x	-	-	-	-	3

Key to markings

x Yes

- No

1/ Tests, pamphlets, and text books were the only supplies.

pamphlets, and text books. Each counselor had an office to which he could call the pupil, if individual counseling were to be given. Although all of the schools had tests available only these three schools had special quarters available for counseling. There were guidance publications available for teachers in the libraries of only three schools.

#### Aid from outside agencies

In response to the question on the check sheet concerning aid from outside agencies, no school reported having received aid from any outside agency such as the federal government, state government or county. The State Teachers Convention held special sessions on vocations and guidance but they were not considered by the schools as assistance to them in their program.

#### Local organization

Three of the eight schools in Larimer County had an organized program. One program was in a small school and was the responsibility of the superintendent. The other two programs were in larger schools and were the responsibility of the vice principal of each school. All three schools had both a boys' and a girls' counselor and all the teachers were included in the program as advisors. The counselors had access to the pupils records and used them in counseling, Table 2.



Table 2.--THE LOCAL ORGANIZATION OF THE COUNSELING AND GUIDANCE PROGRAMS OF THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.--Continued.

	Schools								Total
	A	B	C	D	E	F	G	H	
10. Do the cumulative records follow the incoming and outgoing pupil?	-	-	-	-	-	-	-	-	0
11. Are special consultants available?									
a. Nurse									
1. county	x	x	x	x	x	x	x	x	8
2. school	x	x	-	-	-	-	-	-	2
b. Occupational Orientationist	x	x	x	-	-	-	-	-	3
c. Doctor	x	x	-	-	-	-	-	-	2
d. Psychologist	-	-	-	-	-	-	-	-	0
e. Psychiatrist	-	-	-	-	-	-	-	-	0

Key to markings

x Yes

- No

The help and services of the local organizations such as the Boy Scouts, Chamber of Commerce, and Church were used by only one of the three schools, Table 2. The counselors of this school, especially the boys' counselor, had been asked to give talks to the different organizations and explain their program of counseling and guidance. The local organizations helped the counselors organize programs and activities outside school hours and arrange jobs for pupils. One other school, School C, 1/ had made arrangements with a local 1/ See appendix B.

business concern to allow two or three girls each year to learn a profession while still going to school. The two larger schools consulted the parent on special pupil problems and occasionally consulted the parent who showed real interest in the program.

The programs of the schools did not continue through the vacation period, and no contact was made with the pupil during this period. The cumulative record did not follow the pupil coming into or leaving the school, Table 2.

As shown in Table 2, special consultants were not always available. The two larger schools each had a doctor available but his services were required mainly in case of injury to athletes and were not a part of their guidance program. The county nurse was available to all the schools. The two larger schools had a full time nurse as a member of their faculty. The only other specialist available to the schools was the occupational orientationist. These were business men who were asked to speak to different groups of pupils and give information concerning their occupation.

#### Qualifications and duties of the counselors

In each of the three schools with an organized guidance program there were two counselors, one for the boys and one for the girls. Each of the six counselors had received a college or university degree, four having

a Bachelors of Art degree and two having a Bachelor of Science. The counselors in only one school had higher degrees, one a Master of Art and the other a Master of Education. Two of the six counselors had received credit for subjects completed in counseling and guidance, one with seven hours undergraduate and eight hours graduate work, and the other with 30 hours graduate work. Counseling experience for all the counselors was limited. With one exception the only experience they had received was in their present positions as teachers and counselors. The one exception was the counselor who had been the director of a boys' camp for seven summers. One of the counselors was hired with the terms of his contract making him the superintendent, two were hired as vice principals, and the others were hired as teachers. The terms of the teachers contracts did not specify subjects to be taught but stated that they were under contract to teach and perform any other duties assigned, Table 3.

The program in the small school, School C, was just getting started and the two counselors gave only about two hours a week to that work. The boys' counselor, besides being the superintendent of the school, taught physical education, a shop class, and coached the athletic teams. The girls' counselor taught history and language and was given fewer teaching hours to devote more time to counseling. Neither of these

Table 3.--THE QUALIFICATIONS AND DUTIES OF THE COUNSELORS IN THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.

	Schools						Total
	A		B		C		
	o y B	s l r i G	o y B	s l r i G	o y B	s l r i G	
A. Degree held?							
1. BA	x	x	-	-	x	x	4
2. BS	-	-	x	x	-	-	2
3. MA	-	x	-	-	-	-	1
4. ME	x	-	-	-	-	-	1
5. Number of subject hours completed in counseling and guidance?							
a. Undergraduate	0	0	7	0	0	0	7
b. graduate	0	0	8	0	30	0	38
B. Years counseling experience?							
1. In teaching	3	3	11	8	4	0	29
2. In business or industry	0	0	0	0	0	0	0
3. In the armed services	0	0	0	0	0	0	0
4. Director of boys summer camp	0	0	7	0	0	0	7
C. Terms of teaching contract?							
1. Superintendent	-	-	-	-	x	-	1
2. Vice principal	x	-	x	-	-	-	2
3. Teacher	-	x	x	x	-	x	4

Table 3.--THE QUALIFICATIONS AND DUTIES OF THE COUNSELORS IN THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.--Continued

	Schools						Total
	A		B		C		
	Boys B	Girls G	Boys B	Girls G	Boys B	Girls G	
4. Subjects taught							
a. mathematics	-	x	x	x	-	-	3
b. shop	-	-	-	-	x	-	1
c. history	-	-	-	-	-	x	1
d. language	-	-	-	-	-	x	1
e. physical education	-	-	-	-	x	-	1
5. Work other than teaching	-	-	-	-	-	-	0
D. Duties assigned not included in contract?							
1. Counseling	x	x	x	x	x	x	6
2. Coaching athletics	-	-	x	-	x	-	2
3. Girls activities	-	-	-	x	-	-	1
E. Time in counseling?							
1. Hours per week in school	20	20	25	25	2	2	94
2. Hours per week outside school	3	3	10	10	0	0	26
F. Recognition given to counselors?							
1. Extra pay	-	-	x	x	-	-	2
2. Fewer teaching hours	-	x	x	x	-	x	4
Key to markings - x Yes - No							

counselors received additional pay for the time spent in counseling, Table 3.

As shown in Table 3, one of the programs of the two larger schools, School A, was headed by the vice principal as boys' advisor assisted by a woman teacher as girls' advisor. The boys' advisor taught no classes, but gave half of his time to school administration and the other half of his time to the counseling program. The girls' advisor taught mathematics half time and the other half of her time was given to the program. Neither of these two counselors had other duties or received additional pay for their part in the program. Each counselor spent 20 hours a week in school time on the program and approximately two hours a week outside of school hours.

The program in the other large school, School B, was headed by the vice principal as boys' adviser assisted by a woman teacher as a girls' adviser. The boys' adviser, besides his work with school administration, taught one mathematics class and was allowed half of his school time for work on the guidance program. He also assisted in coaching two of the athletic teams. The girls' adviser taught mathematics half time and the other half of her time was given to counseling and girls' activities. Each of these counselors spent 25 hours a week during school time on the program and approximately 10 hours outside school time. Both received recognition

for work on the guidance program by additional pay,  
Table 3.

Developing the individual record

As shown in Table 4, all eight schools maintained the pupils' scholastic history on the scholastic record. Two of the schools without programs and those with programs maintained the family history which they obtained by use of questionnaires. Only the two larger schools, Schools A and B, kept a record of the pupils' out of school history which they obtained by the use of a questionnaire. The three schools with programs kept a record, which they received by use of a questionnaire, of the community activities.

Achievement tests were given in six of the high schools, three of which did not have programs. Mental tests were given in five schools, two of which did not have programs, Table 4. The three schools with programs gave interest tests. The two large schools, Schools A and B, gave aptitude tests, but School A gave them only to special cases. One large school, School A, and the small school with a program, School C, gave personality tests to special cases. All of the schools giving tests except School A kept the records of their tests on the scholastic record. School A kept their records in a special file.

The two large schools, Schools A and B, used the results of the tests for counseling. Five of the

Table 4.--SOURCES FOR DEVELOPING THE INDIVIDUAL RECORDS  
IN THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.

	Schools								Total
	A	B	C	D	E	F	G	H	
A. Individual inventories									
1. Family history									
a. questionnaire	x	x	x	-	x	x	-	-	5
2. Pupils out of school history									
a. questionnaire	x	x	-	-	-	-	-	-	2
3. Pupils scholastic history									
a. questionnaire	x	x	x	x	x	x	x	x	8
4. Community activities									
a. questionnaire	x	x	x	-	-	-	-	-	3
B. Tests									
1. Kinds given									
a. Achievement	x	x	x	x	x	-	-	-	6
b. mental	x	x	x	x	x	-	-	-	5
c. interest	x	x	x	-	-	-	-	x	4
d. aptitude	x	x	-	-	-	-	-	-	2
e. personality	x	-	x	-	-	-	-	-	2
2. Records kept									
a. on scholastic record	-	x	x	x	x	-	-	x	5
b. in special file	x	-	-	-	-	-	-	-	1
3. How used									
a. guide for teachers	x	-	x	x	x	-	-	x	5
b. counseling	x	x	-	-	-	-	-	-	2
c. placement in classes	-	-	-	x	-	-	-	-	1
C. Kinds of employment									
1. Questionnaire	x	x	x	-	-	-	-	-	3
D. Extra-curricular activities									
1. Scholastic record	x	-	x	x	-	-	-	-	3
2. In special file	-	x	-	-	-	-	-	-	1

Key to markings

x Yes

- No

\*Note: These tests are given only to special cases.

schools, including two schools with programs, Schools A and C, used the results of the tests as guides for teachers. One of the schools without a program, School D, used the results of the tests for placement in classes, Table 4.

As shown in Table 4, the three schools with programs obtained a record, by the use of a questionnaire, of the kinds of employment. One school without a program, School D, and two schools with programs, Schools A and C, kept an account of extra curricular activities on the scholastic record. The other school with a program, School B, kept the record of extra curricular activities in a special file.

#### Methods used in counseling

As shown in Table 5, four of the five high schools without a program reported that all pupils who asked for counseling were given counseling. Two of these schools plus the other school without a program counseled those who were referred for counseling, but these were mainly discipline cases. The three schools with an organized program contacted all the pupils during the school year.

All of the schools except one, Table 5, reported that counseling was being done in one or more of the following ways: group discussion, home room, with the individual, or on the run. However, from remarks made 1/ See appendix B

Table 5.--METHODS USED IN COUNSELING PUPILS IN THE HIGH SCHOOLS OF LARIMER COUNTY, COLORADO.

	Schools								Total
	A	B	C	D	E	F	G	H	
A. Who is being counseled?									
1. Those who ask for it	-	-	-	x	-	x	x	x	4
2. Those who are referred for counseling (mainly discipline cases)	-	-	-	x	x	x	-	-	3
3. Entire student body	x	x	x	-	-	-	-	-	3
B. How are pupils contacted for counseling?									
1. Individual	x	x	x	x	x	x	-	x	7
2. On the run	x	x	x	x	x	x	-	x	7
3. Group discussion	x	-	x	-	x	-	-	-	3
4. Lectures	x	x	-	-	-	-	-	-	2
5. Home room	-	x	-	-	x	-	-	-	2
C. Types of counseling									
1. Educational	x	x	x	x	x	x	x	x	8
2. Vocational	x	x	x	x	x	-	-	-	5
3. Recreational (to special cases)	x	x	-	-	-	-	-	-	2
4. Community (to special cases)	x	x	-	-	-	-	-	-	2

Key to markings

- x Yes  
- No

as noted on the check sheet, no definite form was being used in the schools without programs, nor was counseling organized directly to assist the pupil but more to advise and inform. Of the three schools with programs, two used group discussion, two used lectures, one used the home room, and all three used the individual and on the run method. Five schools including the three with programs gave vocational guidance while all the schools

gave educational guidance. The two large schools with the guidance programs, Schools A and B, were the only schools to give recreational and community guidance and then only to special cases.

The placement and follow-up methods

All of the schools in the county made an attempt to assist the pupils to continue their education in institutions of higher learning, Table 6, but only one school, School A, attempted to assist the pupil in placement in jobs. One of the schools without a program, School E, kept a record of the pupils that continued their education in an institution of higher learning, but no school kept a record of any pupil that did not continue his education. All pupils from these eight schools who transferred to another school were given over entirely to the new school for counseling and guidance.

As shown in Table 6, one of the schools without a program, School E, was the only school to make contact with pupils who transferred to other schools and then just with those that entered institutions of higher learning. No attempt was made by any of the schools to contact and help those who graduated or quit school and did not go to another school. All but two of the schools, Schools F and G, reported that pupils who have left school do return for help.



Summary

Although all of the administrators consulted in the survey reported there was a recognized need for counseling and guidance in their schools, only three had made an attempt to organize a program to fulfill their functions in this activity. These three had organized programs, one just starting and the other two with several years experience behind them. Of the six counselors in the three schools, two had professional training in counseling and guidance and one had counseling experience other than that gained in his present position as a counselor. Two had Master's degrees but not in the field of counseling and guidance. All the schools had some information about the pupil that was necessary for developing the individual records. The schools with programs had developed their individual records much more than the other schools.

Some form of counseling was in operation in each school but more was being done where the programs were recognized. The placement and follow-up methods used were very limited; all the schools reported an attempt to assist the pupil in placement in institutions of higher learning but very little was being done to placement in jobs. No attempt was made to contact the pupil after he had left school.

## Chapter V

### DISCUSSION

Today a large majority of the pupils end their formal education on the high school level which places the responsibility for the major part of guidance on the secondary schools. Some form of guidance has existed in our schools from the beginning of organized education, teaching in itself is a form of guidance. Organized guidance programs in secondary schools were lacking as late as 1944 when the United States War Manpower Commission Bureau of Training estimated that not over 2,000 of the 25,000 public high schools in the United States had counselors who were professionally trained.

The administrators of each high school in Larimer County admitted the need for a guidance program in their school but five of them had not as yet begun to build a program and the five schools which had not, had made no move to publicize the program in the community, nor had they taken the first step in its development, that of arousing the interest of the faculty. In order to secure the full cooperation of the faculty, all of them must recognize the need and possibilities of a guidance program in their school. Then the pupil must be made aware of the need and possibilities of such a

program so they can become better participants in it and receive the greatest benefits from it.

The parents and the community must then be informed of the need for a guidance program, what it includes, and the expense involved. Six schools in Larimer County had made no attempt to inform the public of the need for guidance nor had they any form of public relations work with the community.

A guidance program cannot be placed directly in the curriculum of a school, but must be built from the bottom; and until the full need for the program is recognized and the necessity for trained personnel is seen the present teachers will have to perform the counseling and guidance services to the best of their abilities. At best the counseling and guidance services would be only makeshift until professional counselors could be employed.

Guidance programs are usually the responsibility of the principal and special problems are referred to him, but he may be no better trained to meet these problems than the average teacher. This was true of six of the eight schools included in this survey. Five of these six schools had no counselors and the other school, although it had a program, did not have a principal or counselor who was trained in guidance. The remaining two schools had a superintendent and a vice principal

as heads of their respective programs and both had received credit for subjects completed in guidance, but neither had a degree in that field.

Many reasons may be given for the lack of organized guidance programs in secondary schools but they may all be summed up under the following: the misunderstanding of guidance and the prejudice against it; the trend for vocational guidance and the neglect of other forms of guidance; the thought of the added expense making it impracticable; the feeling that guidance responsibility rests solely on the home; and the lack of knowledge of a guidance program, this lack of knowledge causing the program to be kept out of the school.

The lack of knowledge might be given as the reason for the absence of programs in the five schools in Larimer County. The general feeling among the administrators in this county was that the limited number of teachers available did not allow the performance of guidance activities. The small school with a program was performing guidance activities even though the superintendent with his administrative duties was acting as a counselor, teaching physical education, teaching a shop class and coaching the athletic teams.

The reasons for the lack of organized programs can be overcome only by a better understanding of guidance and the methods of application. Schools could have guidance publications and materials available for the

pupil and the faculty, and the teachers could perform counseling and guidance services in conjunction with their class room teaching.

The Federal Government, State Government, and county were not contributing, financially, to the schools of Larimer county for guidance activities. A state plan for financial assistance to communities is in the process of development at the present time. This plan may be of some assistance to the schools of this county by making federal funds available for guidance programs.

Developing the individual record is one of the first and most important steps in counseling and guidance. All of the schools in this survey had some of the information necessary for the individual record, but only the two large schools with programs had developed it to include the complete history of the pupil.

The developing of the individual record should be more than the information received by questionnaires. The teacher or counselor should know the entire story of the parental attitude toward the child, and the parental attitude and behavior toward the school. This personal information can be obtained only from the parent and through the cooperation of the parents. Only two schools in the county attempted to contact the parent on special pupil cases.

Tests are an important source of data for the individual record if they are administered and used properly. All but two of the schools in the county administered some types of tests and were conscious of their value but only two of the schools were using the test results as an aid to counseling. In other instances they were used as guides for the teachers and for placement of pupils in classes, and not as a tool for the counselor.

The individual or cumulative record did not follow the incoming and outgoing pupils, thus gathering all the data concerning each pupil became the problem of each school receiving a new boy or girl. The best and most complete individual record is one that is continuous through the school years of the pupils.

The individual records were available and were used by the counselors in the schools with organized programs but were not available in the other schools. These records are a valuable source of information for the counselor.

All individuals need help at some time or another in their lives, some more often than others. With the major responsibility falling upon the secondary schools for guidance it becomes their obligation to assist their pupils in making decisions and to counsel them in all problems which they may have. Each pupil should be contacted each year and special cases more

often. The schools with organized programs contacted each pupil some time during the school year. The other schools contacted only those who asked for counseling or those who were referred for counseling; these last were mainly discipline cases.

Group discussion and lectures are a means of giving information to the pupils which they may use in making decisions. These two methods may be used in the home room or with other groups of pupils. The occupational orientationist, an individual who can give information about his profession, trade, or work in which the pupil is interested, will be of value in giving lectures to pupils and in informing them of the opportunities, necessary qualifications and needs of these profession, trades or lines of work. The three schools with programs had these specialists available.

The "on-the-run method" of counseling is not used in formal guidance, but is common in the schools in this county. This method is more often bad than good, it is the hurry method of answering a pupil's questions. The pupil often meets the counselor or teacher in the hallway and, while walking along, will ask a question which may be of great importance to him. The counselor or teacher will give an answer or no answer without considering the question. This method may have some value as a means of encouragement when the teacher or counselor meets the pupil in the hall and gives him a good word

about the progress he is making. This on the run method was being used in seven of the schools in this county.

Individual counseling is necessary in a guidance program and to make it most effective it is essential that the pupil be alone with the counselor in a room free from disturbances. Placing before the pupil all the information necessary and giving him the services of a professional counselor aids him in solving his problems. This method was being used by seven of the eight schools but only two schools had professionally trained counselors.

All schools in the county were giving educational guidance which was a part of the school program. This form of guidance consists of helping the pupils in planning their high school courses as well as their education in institutions of higher learning.

A few of the schools were giving vocational counseling but only the two schools with the better developed programs were giving recreational and community guidance. All types of guidance are necessary in a program and could be given in conjunction with the classroom subjects as well as by the counselors.

The placement of pupil in jobs was very limited in the county high schools. One school through its public relations work and with the cooperation of the local organizations had placed pupils in jobs both while they were in school and after leaving school. One other school had

made arrangements with a local telephone company to allow two girls a year to learn the duties of a telephone operator while still going to school. With these two exceptions no attempt was being made to assist the pupils to find work or to place them in jobs. No school made an attempt to contact the pupils who had finished or quit school and did not go to an institution of higher learning. Occasionally pupils who had left school returned for help or advice.

The high schools of Larimer County had not developed their follow-up methods. The only school which had made an attempt to keep a record of the pupil after leaving school was one without a guidance program. The record this school kept was of pupils that had continued their education in institutions of higher learning.

These two phases of a guidance program, the placement and follow-up, are necessary parts of a complete guidance program and in general were the most neglected parts in all the high schools of this county.

All of the schools in the county could benefit in the developing and building of a program with the assistance and advice of a professionally trained counselor. This counselor or adviser, if employed by the county, with the authority to assist all of the high schools in the county, would be in a position to assist the schools without programs to sell the idea of a

counseling and guidance program to the school and the public and aid them in developing public relations work in the community.

The county adviser could show the school administrators and faculty the possibility of introducing and developing a guidance program with the teachers available and without the services of a professionally trained counselor. This county adviser could train the teachers in counseling and assist the administrators in the forming of a basis for a good guidance program.

After assisting the five schools in the county in building a program the county adviser could assist all of the schools in their programs by helping develop and improve the many features of their programs that were neglected or misunderstood. Some of these features are: initiate or continue active public relations work; arrange for the services of specialists; prepare materials for the teachers and the counselors; give and assist in giving tests; supervise surveys of the county for jobs; and coordinate the placement and follow-up of the pupils leaving school.

To assist the county adviser and to make the county plan a better coordinated unit a committee should be formed. This committee should have a representative from each school, preferable the school director or adviser, with the county adviser as chairman. With this committee meeting regularly and discussing the problems

of each school program the needs of each individual school would be presented to the county adviser and he could better assist the schools with their programs. Also each school should be able to improve its program by knowing the problems of the other schools and understanding their problems.

This plan on a county basis would be of value to all the schools concerned, the most important implications being that the cost of counseling to any one school would be reduced, the number of contributing agencies would be multiplied, the scope of the program would be extended, the duplication of effort in securing basic information would be minimized, and the provision for supervision and teacher-improvement in the program would be insured.

### Recommendations

A county organization of the secondary schools that might be recommended in order to improve and equalize their counseling and guidance programs.

County adviser.--An individual professionally trained in counseling and guidance to be employed by the county to act as adviser to the high schools in developing, improving and maintaining their programs. His duties should be: (1) assist school administrators in developing a program, (2) assist in selling the program to the school and the community, (3) train teachers for participation in the program, (4) prepare and gather

materials for the teachers participating in the program, (5) maintain continuous public relations work, (6) assist in developing a uniform method of collecting and recording data for the individual inventory, (7) coordinate the programs between the schools, (8) arrange for the services of special consultants, (9) give and assist in giving and scoring tests for personal inventory data, (10) counsel pupils, (11) supervise surveys of the county for jobs, (12) coordinate the placement of pupils, (13) supervise surveys of the county for a check on the pupils who have left school, to be used in follow-up, and (14) assist in maintaining a continuous follow-up on pupils leaving school.

County guidance committee.--A committee composed of members of the guidance programs of each school, preferably the director, should meet regularly with the county director who acts as chairman. The functions of this committee is to coordinate, unify and improve the programs of the schools.

School program.--The school program should be headed by the vice principal, principal, superintendent or an individual professionally trained in guidance as director. This individual should be the administrator of the program within the school. Assisted by the county adviser he should have the problem of selling the program to the faculty, school and community, and develop public relation work within the community. He should

supervise the gathering of information for individual records, the giving, grading, and recording of tests. He should have the records of pupils available for the counselors. He should counsel pupils and as administrator should arrange schedules to allow all pupils to receive necessary counseling. In conjunction with the county adviser he should maintain surveys of the county for jobs and arrange for the placement of pupils in jobs. He should maintain active follow-up records of all pupils leaving school.

The boys' adviser and the girls' adviser should be the first assistants to the school director in the school program. These advisers should assist in gathering information for the individual records, meet with the parent on special pupil cases, and have periods arranged for the counseling of pupils.

Each school should have a committee consisting of the school director, the boys' and girls' advisers, and the class advisers. This committee should assist the school director in coordinating the program within the school.

The class adviser should assist in the administration of the program and should maintain contact between the program and the pupils.

The class room teachers should enter into the program by assisting in gathering information for individual records and by integrating the principles of guid-

ance into their class room teaching. The entire student body as pupils should benefit from the guidance program.

Recommendations for  
further study

1. What organization in a secondary school may be used to develop and improve the counseling and guidance program in that school?

2. What organization in the elementary schools may be used to complement the counseling and guidance programs of the secondary schools?

3. What state organization of secondary schools might be recommended to equalize and improve the counseling and guidance programs in the high schools of the state?

## Chapter VI

## SUMMARY

In order to obtain data for the study of the counseling and guidance programs in the high schools of Larimer County, Colorado, a check sheet was constructed and administered by personal interview to the superintendents, principals, or vice principals of the various high schools. Five major problems were set up including a total of 90 questions. The major problems were: administration of the counseling and guidance programs under the present organization; the qualifications and duties of the counselors; sources used in developing the individual record; methods used in counseling; and the follow-up methods being used.

1. Five of the eight schools in Larimer County reported that they had no guidance programs and had no one in the school as a counselor. This condition excluded the one major problem of the qualifications and duties of the counselors for these schools, but the other problems were considered and characteristics of the schools were found that could be used as a foundation for the building of a guidance program.

All of the schools included in this study recognized the need for a counseling and guidance program

within the school but five administrators were of the general opinion that their teacher personnel was inadequate to perform the extra duties necessary in a guidance program. The other three schools had developed programs and had arranged schedules to allow all pupils to receive counseling.

2. No school received aid from outside agencies such as the Federal Government, State Government, and County Organization.

3. There were six counselors in the schools with guidance programs, each school had a boys' and a girls' counselor. All of the counselors had either a Bachelor of Art or a Bachelor of Science degree, but only two had Master's degrees. None of the degrees were in the field of guidance although one counselor had both undergraduate and graduate work in counseling and guidance and another had graduate work in this field. Only one counselor had experience in guidance outside of the duties performed in his present position.

None of the counselors was hired for counseling but performed this duty in addition to their other duties or in four cases were given fewer teaching hours to allow them more time to devote to the guidance program.

4. All of the schools had tests available for the pupil but only two of the schools used the test results as a tool in counseling. All of the schools kept a record of the scholastic achievement of each pupil but

the family history, the out-of school history, community activity record, and the kinds of employment had been developed only by the schools with the guidance programs.

5. Some form of counseling was being done in all but one of the schools. The three schools with guidance programs were contacting all of the pupils each year while the other schools were counseling those who asked for it or were referred for counseling; these last were mainly discipline cases.

Educational counseling or advice was given in all of the schools but only five schools gave vocational counseling and two gave recreational and community counseling to special cases.

6. All of the schools attempted to place in institutions of higher learning the pupils who were interested in continuing their education, but only one school made an attempt to place the pupil in a job when he left school. No attempt had been made by any school to contact pupils who had left school although six of the schools reported that a few pupils who had left school later returned for help.

#### Recommendations

The following is a county organization of the secondary schools in Larimer County, Colorado that might be recommended to equalize and improve their counseling and guidance programs.

County adviser.---An individual professionally trained in counseling and guidance to be employed by the county to act as adviser and assistant to the high schools in developing, improving and maintaining their guidance programs.

County guidance committee.---A committee composed of a member from each of the high school programs to assist the county director in coordinating, unifying, and improving the high school programs.

School program.---Headed by the vice principal, principal, superintendent or an individual professionally trained in guidance, as director and administrator. Assisted by the county adviser, develop, improve and maintain the high school program. The boys' and girls' advisers should be first assistants to the school director in all functions of the program and performs the duties of counselors.

The class advisers should be assistants in the administration of the program and act as contact between the administration and the pupils.

The class room teacher should assist in developing the individual record and integrate the principles of guidance into their class room teaching.

The entire student body as pupils to benefit from the guidance program.

## APPENDIX

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## APPENDIX A.--CHECK SHEET

## CHECK SHEET

A survey of the counseling and guidance programs of the high schools of Larimer County, Colorado.

- I. How are the counseling and guidance programs being administered under the present organization?

A. General information

1. Is there a recognized need for counseling and guidance?
2. Is the program being sold to the schools and the public?
3. Is there a guidance committee?
4. Is public relations work being done?
5. Are schedules made so that each pupil may receive counseling?
6. What tools are used?
  - a. equipment
  - b. supplies
  - c. quarters
7. Are there guidance publications available for the teachers?

- B. What assistance is received from the National Government?

1. Financial
2. Literature and directives
3. Supervision

## CHECK SHEET.--Continued

4. Others
- C. What assistance is received from the state?
  1. Financial
  2. Literature and directives
  3. Supervision
  4. Meetings
  5. Others
- D. What assistance is received from the county?
  1. Financial
  2. Supervision
  3. Meetings
  4. Others
- E. What is the local organization?
  1. Who is responsible for the program?
  2. How many counselors are in the school?
  3. Are all the teachers included in the program?
    - a. as advisors
    - b. as counselors
  4. Are the pupils records available to the counselors?
  5. Do the counselors use the pupils records?
  6. Does the program include the help and services of the local organizations, i.e., Boy Scouts, Chamber of Commerce, Rotary Club, Church?

## CHECK SHEET.--Continued

7. Does the program allow the pupil to learn a trade or business by working part time for local business organizations?
8. Does the counselor consult the parent on special pupil problems?
9. Is the program continuous through the vacation period?
10. Do the cumulative records follow the incoming and outgoing pupils?
11. Are special consultants available?
  - a. Nurse
  - b. Occupational Orientationist
  - c. Doctor
  - d. Psychologist
  - e. Psychiatrist

II. What are the qualifications and duties of the counselors?

A. Degree held

1. B A
2. B S
3. M A
4. M E
5. Number of subject hours completed in counseling.
  - a. undergraduate
  - b. graduate
6. Special work

B. Years of counseling experience

1. In teaching
2. In business or industry
3. In the armed services
4. Others

C. Terms of teaching contract

1. Superintendent
2. Vice principal
3. Teacher

## CHECK SHEET.--Continued

4. Subjects taught
5. Work other than teaching

## D. Duties assigned not included in contract

1. Counseling
2. Coaching athletics
3. Others

## E. Time in counseling

1. In school hours
2. Outside school hours

## F. Recognition given to counselors

1. Extra pay
2. Fewer teaching hours

## III. What sources are used for developing individual records?

## A. Individual inventories

1. Family histories
2. Pupil's out of school history
3. Pupil's scholastic history
4. Community activities

## B. Tests

1. Kinds given
2. Records kept
3. How used

## C. Kinds of employment

## D. Extra-curricular activities

## IV. What methods are being used in counseling?

## A. Who is being counseled?

1. Those who ask for counseling
2. Those who are referred for counseling
3. Entire student body

## CHECK SHEET.--Continued

B. How are the pupils contacted for counseling?

1. Individual
2. "On the run"
3. Group discussion
4. Lectures
5. Home room

C. Types of counseling

1. Educational
2. Vocational
3. Recreational
4. Community
5. Others

V. What follow up methods are being used?

A. Is there an attempt to assist the pupil in placement on and after leaving school?

1. To institutions of higher learning
2. In jobs

B. Is a record kept of each pupil that leaves school?

C. Are those who go to another school given entirely over to the new school for counseling and guidance?

D. Is any contact ever made with those who go to other schools?

E. Is an attempt made to contact and help those who graduate or quit school and do not go to another school?

F. Do any pupils who have left school ever return for help?

APPENDIX B.--THE COMPLETED  
CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL  
IN LARIMER COUNTY, COLORADO.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO

---

School A from

I-A-1	Yes
2	Yes
3	Yes
4	Yes
5	Yes
6-a	None
b	Tests, pamphlets, and textbooks
c	Offices
7	Yes
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	Vice principal
2	Two
3-a	Yes
b	No
4	Yes
5	Yes
6	Yes
7	Yes, several pupils on part time jobs
8	Yes, both with the parent at home and at school
9	No
10	No
11-a	Yes, a full time school nurse
b	Occasionally
c	Yes
d	No
e	No
II-A-1	2
2	None
3	1

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

4	1
5-a	None
b	None
6	None
B-1	Each counselor has three years
2	None
3	None
4	None
C-1	No
2	Yes
3	Yes
4	Woman's counselor taught half time mathematics.
5	None
D-1	Both counselors half time spent on guidance program.
2	No
3	None
E-1	Each counselor spends 20 hours per week.
2	Each counselor spends 3 hours per week.
F-1	No
2	Woman counselor is teaching half time.
III-A-1	Yes, by questionnaire.
2	Yes, by questionnaire.
3	Yes, on scholastic achievement form.
4	Yes, by questionnaire.
B-1	Achievement, mental and interest tests given to all. Aptitude and per- sonality tests given to special cases.
2	Kept on special file.
3	As a guide for teachers and for counseling.
C-	Yes, by questionnaire.
D	Yes, record kept on scholastic form.
IV-A-1	No
2	No

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

3	Yes, all of those who ask for counseling and are re- ferred for counseling are included in this group.
B-1	Yes
2	Yes
3	Yes
4	Yes
5	No
C-1	Yes
2	Yes
3	Yes, to special cases.
4	Yes, to special cases.
5	None
V-A-1	Yes
2	Yes, some work is done through the U.S. Employ- ment Bureau.
B	No
C	Yes
D	No
E	No
F	Yes

School B.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued

School B

I-A-1	Yes
2	Yes
3	Yes
4	Yes
5	Yes
6-a	None
b	Yes, tests, pamphlets, and textbooks
c	Yes, offices.
7	Yes
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	Vice principal
2	Two
3-a	Yes
b	No
4	Yes
5	Yes
6	No
7	No
8	Yes, both with parents on special pupil problems and with those interested in the school.
9	No
10	No
11-a	Yes, a full time school nurse.
11-b	Yes
c	Yes
d	No
e	No
II-A-1	No
2	Yes, both counselors
3	No

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

4	No
5-a	Yes, the boys' counselor has 7 hours credit.
b	Yes, the boys' counselor has 8 hours credit.
6	None
B-1	Yes, the boys' counselor has 11 years, and the girls' counselor 8 years.
2	None
3	None
4	The boys' counselor was the director of a boys summer camp for 7 summers.
C-1	No
2	Yes, the boys' counselor.
3	Yes, the girls' counselor.
4	Both counselors taught mathematics.
5	None
D-1	Both counselors half time spent in counseling.
2	Boys counselor assisted in coaching two sports.
3	Girls counselor works with other girls programs in the school.
E-1	Each counselor spends about 25 hours a week on the guidance program.
2	Each counselor spends about 10 hours a week on the guidance program.
F-1	Both counselors receive extra pay for their work in counseling.
2	Both counselors are permitted half their time on the guidance program.
III-A-1	Yes, by questionnaire. Built up through elementary school.
2	Yes, by questionnaire.
3	Yes, on scholastic record.
4	Yes, by questionnaire.
B-1	Mental, achievement, aptitude, and interest tests are given to all pupils.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

2	Yes, on scholastic record.
3	For counseling only.
C	Yes, by questionnaire.
D	Yes, record kept in special file.
IV-A-1	No
2	No
3	Yes, those who ask for counseling and those who are referred for counseling are included in this group. All pupils contacted in the spring.
B-1	Yes
2	Yes
3	No
4	Yes
5	Yes
C-1	Yes
2	Yes
3	Yes, to special cases.
4	Yes, to special cases.
5	None
V-A-1	Yes
2	No
B	No
C	Yes
D	No
E	No
F	Yes

School C.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

I-A-1	Yes
2	No
3	No
4	No
5	Yes
6-a	None
b	Yes, tests, pamphlets and textbooks.
c	Yes, offices and class rooms.
7	No
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None, Vocational confer- ences at the State Teachers Convention but not consider- ed as any assistance.
5	None
D-1	None
2	None
3	None
4	None
E-1	Superintendent
2	Two, the superintendent and history teacher.
3-a	Yes
b	No
4	Yes
5	Yes
6	No
7	Yes, two girls each year are given a chance to learn to become telephone operat- ors while still in school. These arrangements are made with the local telephone company.
8	No
9	No
10	No
11-a	Yes, the county nurse calls

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.---Continued.

	two or three a year.
b	Yes, occasionally but they try to sell their product rather than giving information to the pupils that will be of value to them.
c	No
d	No
e	No
II-A-1	Yes both counselors
2	No
3	No
4	No
5-a	None
b	Yes, boys counselor has 30 hours credit.
6	None
B-1	Boys counselor has four years.
2	None
3	None
4	None
C-1	Yes, the boys counselor.
2	No
3	Yes, the girls counselor.
4	The boys counselor teaches shop and physical education and the girls counselor teaches history and language.
5	None
D-1	Yes
2	Boys counselor coaches the athletic teams.
3	None
E-1	Each counselor spends about two hours a week.
2	None
F-1	No
2	The girls counselor is given one less class to teach.
III-A-1	Yes, by questionnaire.
2	None
3	Yes, on the scholastic record.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

4	Yes, questionnaire.
B-1	Mental, interest and achievement tests are given to all, personality tests only to special cases.
2	On scholastic record.
3	As a guide for teachers.
C	Yes, by questionnaire.
D	Yes, recorded on scholastic record.
IV-A-1	No
2	No
3	Yes, what is done is done to all.
B-1	Yes
2	Yes
3	Yes
4	No
5	No
C-1	Yes
2	Yes
3	No
4	No
5	None
V-A-1	Yes
2	No
B	No
C	Yes
D	No
E	No
F	Yes

School D.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

I-A-1	Yes
2	No
3	No
4	No
5	No
6-a	Tests and texts.
b	None
c	None
7	Yes
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	None
2	None
3-a	No
b	No
4	No
5	No
6	No
7	No
8	No
9	No
10	No
11-a	The county nurse makes a few visits to the school each year and may be called on special cases.
b	No
c	No
d	No
e	No
II-A-1	There were no counselors in the school so these ques- tions were not applicable
through	
F-2	
III-A-1	None
2	None

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

3	Maintained on the scholastic record.
4	None
B-1	Mental and achievement tests are given to all.
2	The results are kept on the scholastic record.
3	The results of these tests are used as a guide to the teacher and for placing pupils in classes.
C	None
D	All extra-curricular activities are noted on the scholastic record.
IV-A-1	All pupils who ask for help or advise receive it from the teachers.
2	Most all who are referred for counseling are discipline cases.
3	An attempt is made to include all.
B-1	We do use this method.
2	Yes
3	No
4	No
5	No
C-1	Yes
2	Yes
3	No
4	No
5	None
V-A-1	Yes
2	No
B-1	No
2	No
C	Yes
D-1	No
2	No
E	No
F	Occasionally.

School E.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

I-A-1	Yes, but we do not have the teachers to do the extra work.
2	No
3	No
4	No
5	No
6-a	None
b	Tests
c	None
7	No
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	No one, we do not have a program.
2	None
3-a	No
b	No
4	No
5	No
6	No
7	No
8	No
9	No
10	No
11-a	The county nurse visits the school a few times during the year.
b	No
c	No
d	No
e	No
II-A-1 to II-F-2	There were no counselors in the school so these were not applicable.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

III-A-1	Yes, by questionnaire.
2	None
3	Kept on the scholastic record.
4	None
B-1	Yes, achievement, and mental tests are given.
2	The results are kept on the scholastic record.
3	The results of the tests are used for teacher guides.
III-C	None
D	None
IV-A-1	No
2	Yes, but most of these are discipline cases.
3	No
B-1	Yes
2	Yes
3	Yes
4	No
5	Home room periods for 40 minutes a week.
C-1	Yes
2	Some with the seniors.
3	No
4	No
5	None
V-A-1-a	Yes
b	No
B	Yes
C	Yes
D	Yes, with those who go away to a College or University.
E	No
F	Yes

School E.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.---Continued.

I-A-1	Yes
2	No
3	No
4	No
5	No
6-a	No
b	Some test are available but not given to all the pupils.
c	No
7	No
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	No one, we do not have a program.
2	None
3-a	No
b	No
4	No
5	No
6	No
7	No
8	No
9	No
10	No
11-a	Yes, the county nurse makes two or three visits a year but we can not always get her if we call for her.
b	No
c	No
d	No
e	No
II-A-1	There were no counselors in
to	the school so these ques-
II-F-2	tions were not applicable.

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

III-A-1	Yes, by questionnaire.
2	None
3	On the scholastic record.
4	None
B-1	None
2	None
3	None
III-C	None
D	None
IV-A-1	Yes
2	Yes but these are mainly discipline cases.
3	No
B-1	Yes
2	Yes
3	No
4	No
5	No
C-1	Yes
2	No
3	No
4	No
5	None
V-A-1	Yes
2	No
B	No
C	Yes
D	No
E	No
F	No

School G

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

I-A-1	Yes
2	No
3	No
4	No
5	No
6-a	None
b	Yes some tests are avail- able and are given to some of the pupils.
c	None
7	None
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	No one
2	None
3-a	No
b	No
4	No
5	No
6	No
7	No
8	No
9	No
10	No
11-a	Yes
b	No
c	No
d	No
e	No
II-A-1	There were no counselors in
to	the school so these
II-F-2	questions were not appli- cable.
III-A-1	None
2	None

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

3	On scholastic record
4	None
B-1	None
2	No
3	No
C	None
D	None
IV-A-1	Yes
2	No
3	No
B-1	No
2	No
3	No
4	No
5	No
C-1	Yes
2	No
3	No
4	No
5	None
V-A-1	Yes
2	No
B	No
C	Yes
D	No
E	No

We give educational  
counseling or advice  
by having schedules  
prepared to assist the  
pupil in registering.

School H

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

I-A-1	Yes but we do not have the teachers available to carry any extra load.
2	No
3	No
4	No
5	No
6-a	None
b	Some tests are available and are given to a few of the pupils.
c	None
7	No
B-1	None
2	None
3	None
4	None
C-1	None
2	None
3	None
4	None
5	None
D-1	None
2	None
3	None
4	None
E-1	No one
2	None
3-a	No
b	No
4	No
5	No
6	No
7	No
8	No
9	No
10	No
11-a	Yes the county nurse.
b	No
c	No
d	No
e	No
II-A-1	There were no counselors in the school so these questions were not applicable.
to	
II-F-2	
III-A-1	None
2	None

THE COMPLETED CHECK SHEET SHOWING THE RE-  
SPONSES OF EACH HIGH SCHOOL IN LARIMER  
COUNTY, COLORADO.--Continued.

3	On the scholastic record.
4	None
B-1	Achievement and interest
2	On scholastic record.
3	As a guide for the teachers.
C	None
D	None
IV-A-1	Yes
2	No
3	No
B-1	Yes
2	Yes
3	No
4	No
5	No
C-1	Yes
2	No
3	No
4	No
5	None
V-A-1	Yes
2	No
B	No
C	Yes
D	No
E	No
F	Yes, occasionally a pupil returns for advice.

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