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Signature Frank Gerald Nelson
Date July 30, 1970

GUIDANCE PROGRAMS IN SIX SMALL SOUTHWESTERN
MONTANA HIGH SCHOOLS

by

FRANK GERALD NELSON

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

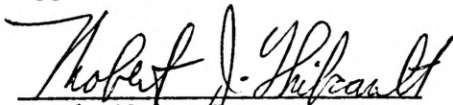
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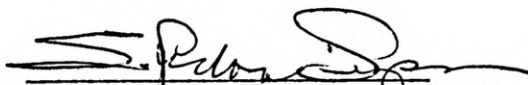
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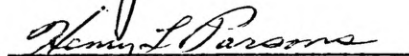
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ABSTRACT

The purpose of this study was to study guidance programs in six small high schools and compare the results of the study with previously set criteria which the author chose as being characteristic of a good guidance program. The criteria were: (a) counseling, (b) providing for the study of occupations, (c) organization and administration of the guidance program, and (d) dissemination of information.

When the schools were visited, counselors were interviewed structurally, and teachers and students were given questionnaires to answer. Results of the questionnaires and interviews were then compiled and compared with the criteria which had been previously set.

One conclusion of this study was that guidance programs in the schools take second place to other duties of the counselors in these schools. Personal counseling was almost completely ignored. Dissemination of information by counselors in the schools was incomplete. The guidance programs in the schools were not well organized.

GUIDANCE PROGRAMS IN SIX SMALL SOUTHWESTERN MONTANA HIGH SCHOOLS

CHAPTER I

The importance of good guidance programs in small high schools cannot be overestimated. Morris (7:2) said, "Rural boys and girls need special help in career planning because of potential migration and more limited job opportunities in rural areas." They also must learn about college and other post high school educational opportunities which are likely to be remote from their school. Because of lack of recreational facilities, lack of out of school contact with others, and lack of contact with the opposite sex, they often have problems of personal and social adjustment.

Reasons for Topic Selection

Yet, in small schools, guidance services are often neglected. The small school district very often doesn't have the money or the necessary inclination to provide good guidance services. Small school counselors often have a minimum of preparation. They are prepared for urban guidance and thus are unprepared for situations they meet in small schools. Many times, the superintendent or principal in a small school is also the counselor and spends all, or

nearly all, his time at other more pressing duties. When he has time for counseling, he represents a figure of authority, which destroys his effectiveness as a counselor. Small school counselors may also be part time teachers, which does not allow them to do their best work at counseling.

The counselor in such a situation must have a very clear idea of what his duties are and the most effective way of performing those duties. With this in mind, the author decided to study the guidance programs in six small high schools in southwestern Montana, to determine how these programs could be made more effective.

Historical Background

At the time guidance was having its beginnings, America was becoming an urban nation. As people moved to urban areas, many more areas of vocations opened up to them. Therefore, a need was noted for young people in urban areas to receive vocational guidance. In contrast, youth in rural areas were not confronted with such a wide variety of occupations from which to choose. Also, since guidance had its beginnings in urban areas and in colleges, there was very little notice of rural youth's need for guidance. Therefore, there was very little notice of the special needs in the area of guidance for small high schools.

A major exception to this attitude was the work of Dr. O. Latham Hatcher and the Alliance for Guidance of Rural Youth (12:1-10). At the time guidance was having its beginnings, Dr. Hatcher was concerned that girls in rural areas seemed to think there were no careers open to them except teaching, nursing, and secretarial work. This concern led her to the founding of the Virginia Bureau of Vocations in 1914. During the next few years, the Bureau gathered and disseminated information about occupations open to women for the use of undergraduates in southern colleges.

The work on behalf of southern girls of college age uncovered the need for better elementary and secondary guidance for rural girls. It was not long before Dr. Hatcher's interest broadened to rural boys. In 1928, on the invitation of the superintendent of schools of Craven County, North Carolina, Dr. Hatcher helped to develop a demonstration guidance program in the schools of that county.

Then in 1934, after the Alliance for Guidance of Rural Youth had been formed with Dr. Hatcher as its president, a more comprehensive program was undertaken in Breathitt County, Kentucky. The information gained from this program formed the basis of the annual Breathitt County two-week institutes for teachers of the county arranged by the county

superintendent in conjunction with the Alliance. In these institutes, techniques for guidance were demonstrated.

The Alliance clearly recognized the futility of a school guidance program in a setting where health conditions, educational policy, or social and economic factors were defeating the individual's efforts to make the most of himself. Stimulating the schools and the community to improve these conditions became necessary for the development of the guidance programs.

During the war years, Dr. Hatcher grew increasingly concerned with problems attending the migration of rural boys and girls to work in the cities. She gained cooperation of key people and organizations as participants in institutes and conferences held chiefly in New York and Washington, D. C., on the problems of rural youth. Dr. Hatcher died in 1946.

At the conclusion of the war, Glyn Morris returned to Harlan County, Kentucky, as principal of a public high school. He assumed leadership in reviving the county guidance program, which had begun development in 1935 with the aid of Dr. Hatcher. The Alliance was invited to work with him in planning the first post war institute to be held in the autumn of 1947. Also, during that year, the Alliance was invited by the State Department of Education of South Carolina to work with them in developing a demonstration

rural youth guidance program to serve as a pilot project for the state. This was done in the Green Sea high school district.

The final project of the Alliance was a study to obtain objective evidence and introspective reports on progress and procedures in the nationwide development of guidance programs in rural secondary schools following the utilization of Title Five-A of the National Defense Education Act. At the conclusion of the study, the National Vocational Guidance Association Rural Section was revived to replace the Alliance and to keep alive the concern for rural youth among professional guidance workers.

CHAPTER II

Statement of the Problem

The problem for the researcher was to study the guidance programs of six small high schools and compare the results of the study with previously set criteria.

Procedures Used

In his study of the guidance programs of these six small high schools the author used personal interviews with the counselors and administrators in the six schools and questionnaires administered to randomly selected teachers and students in each school. The results of the interviews were then compiled and compared with previously set criteria.

The author used a structured interview with the counselors (Appendix I). In this way, he was able to keep to the subject, yet allow the counselor being interviewed to discuss points important to him. This method was expected to give the author a better evaluation of the situation. Also, it allowed the author to ask all questions which he felt were important without any omissions.

Administrators were not interviewed structurally, since the author wanted from them only an idea of where the guidance program fit in the school's program as a whole.

The questionnaires given to teachers and students (Appendices II and III) were given to learn their impressions of the guidance program in each of the schools.

Since the author wanted a composite picture of the guidance programs in these six schools, the responses to each item in the counselors' questionnaire (Appendix I) were then compiled. This method was expected to give a better overall picture of guidance in these small schools than would an analysis of each program separately. Results of teacher and student questionnaires were compiled in much the same way as were counselor questionnaires. Results of teacher and student questionnaires were then compared with results of counselor questionnaires to determine whether there were great differences in the way the guidance programs in these schools were perceived by students, teachers, and counselors.

The composite picture of the guidance programs in these schools was then compared with the criteria which had been set previously by the author. Specific criteria were chosen by the author as being functions of the counselor in a high school guidance program. Among them were: (a) counseling, (b) providing for the study of occupations, (c) organization and administration of the guidance program, and (d) dissemination of information.

The first and foremost function of the counselor is the counseling of students, at which he should spend at least half of his time (11:126). Counseling time should include group and individual counseling with students on vocational, educational, and personal matters. The counselor will also spend some time discussing student problems with parents, teachers, and administrators.

The counselor is responsible for being sure that all students receive sufficient information on occupations and post high school education. He must act as a source of information for students who want to learn about occupations and who want to know what additional education they must have to enter these occupations. Also, provision should be made for the teaching of occupations classes or the teaching of occupations units in regularly scheduled classes.

For a school to have a good guidance program, someone must be responsible for the organization and administration of the program. It follows that in a small high school, since there is only one guidance person, he must take this responsibility. He must be responsible for seeing that all phases of the guidance program are carried out. The counselor is responsible for in-service training programs related to counseling; he provides a structure for continual research and revision of the program; he must organize

testing programs and provide test interpretation; and he must know what referral resources he can use when he finds a need for them.

A final responsibility of the counselor is to inform students, staff, parents, and the community about the guidance program. For the guidance program to be successful, students must be informed as to what the program is meant to do and how to take advantage of the program. Teachers must know the functions of the program and how to use it. Parents and the community will feel much better toward the program if they know what is to be done by the program and how it can help the children in the community. Dissemination of information must be a planned and continuous process.

When the results of the study were compared with these criteria, the basic differences were to be noted between the criteria of a good program and the programs in the communities, and these differences were expected to lead to recommendations which could help to improve small high school guidance programs.

Limitations

Small schools in this study were considered to be schools which employed only a part time counselor. Schools in the study had student populations of from forty to 140 students.

The counselors in these schools were allowed from one to four hours per day to do their guidance work. Schools included in the study were Twin Bridges High School, Sheridan High School, Ennis High School, Jefferson County High School of Boulder, Three Forks High School, and Harrison High School. Two other schools had originally been included in the study, but declined to participate. These high schools are all within sixty miles of Twin Bridges, where the author was living at the time of the study.

Clarification of Terms

The counselor in this study is the person responsible for the guidance services in his high school. In each case the counselor was responsible for other duties in his high school.

CHAPTER III

Review of Pertinent Literature

A study was done in North Dakota (13:33-36) of twenty-one schools with high school populations of from 150 to 350 students. Ten of the schools had guidance programs, eleven didn't. Attitudes of parents who had students in the schools with guidance programs were compared with attitudes of parents of students in the non-guidance schools. Parents of students in schools which had guidance programs knew better that there was a staff member in the school with whom the students could consult about problems, who made an effort to adjust the curriculum to exceptional students, and who conducted follow-up studies.

Parents of students in schools which had guidance felt more encouraged to visit schools where they would be given help in understanding their children; they also felt that test results would be interpreted to them if they requested it. They were surer their children were given up to date occupational information and that test results were being explained to their children.

The conclusion of this study was that schools which had guidance programs in action were able to positively affect parental attitudes toward specified services.

Also in North Dakota, Munger, Burg, and Gade (8:37) described problems of rural guidance programs and some of the procedures used in solving them. One problem was the turnover of teachers and administrators, which brought new teachers and administrators into the schools quite often. The new teachers were of two groups. The first group were inexperienced teachers who were unsure of themselves, usually had taken no college guidance classes, and were using the small school as a stepping stone to better teaching positions. The second group were veteran teachers who had no recent schooling and were reluctant to use guidance services. New administrators coming into the schools were especially sensitive to pressure from townspeople and thus were reluctant to spend money for guidance programs. In order to set up in-service training programs to overcome these shortcomings, the counselors resorted to face to face relationships with the staff, using casual private meetings, discussions in the halls, talk at lunch, and discussion at after school activities to get the staff interested.

The problem of lack of information about furthering education was met by urging students and parents to visit colleges and training schools whenever they were in the area of one of the schools in which they were interested and by the use of filmstrips, movies, catalogs, and information

bulletins about the schools. Vocational information was dispensed by the use of information files, movies, filmstrips, and in-class talks by alumni who were vacationing in the area.

Since there were few referral resources in the area, the counselors emphasized preventative aspects of counseling. In extreme cases, students and their parents were referred to the local doctor.

The counselors had trouble convincing the staffs in the various schools that standardized tests and anecdotal records were useful in the schools. In many cases, since anecdotal records were so inadequate, the counselors did not use them in counseling students.

In his time analysis study of ten southwestern Montana high school guidance programs, Morang (6) reported on the six schools which have been included in this study. He found that counselors in these schools spent about 50 percent of their guidance time in counseling students, about 10 percent of their time in conferences with parents and teachers, and about 40 percent of their time at various clerical duties, including recording information, and analyzing and scoring tests, typing, filing, and preparing transcripts. He concluded that secretarial help should be hired to free the counselor of these clerical duties.

Morang also reported that the several administrators who were also part time counselors seldom found time during the school day to spend their allotted time in guidance activities.

In discussing the responsibilities of school counselors, Wrenn wrote that the responsibilities of school counselors include:

1. Counseling with students on matters of self-understanding, decision-making, and planning, using both the interview and group situations.
2. Consulting with staff and parents on questions of student understanding and management.
3. Studying changes in the character of the student population and making a continuing interpretation of this information to the school administration and to curriculum-development committees.
4. Performing a liason function between other school and community counseling resources and facilitating their use by teachers and students (14:141).

He feels that the counselor may want to go beyond these responsibilities, but that he should not do so, because in the past, when he did so he was assigned additional duties which interfered with the performance of these four functions.

Pruett and Brown (9:90-94) did a study in Indiana, asking a sample of counselors to keep a log of their activities for a three week period. They compared the logs of the counselors with the aforementioned recommendations of Wrenn. They found that the counselors, instead of spending two-thirds to three-fourths of their time engaged in the first two functions as suggested by Wrenn (14:142), spent only about half their

time doing so. About one-fourth of the guidance time was spent in non-guidance activities, including clerical work, administrative chores, scheduling, and substitute teaching. Some were performing duties such as attendance taking, pass writing, and disciplining. The study of changing facts about student populations and interpretation of these findings to the school and the function of coordinating counseling resources of the school and community were both being largely neglected by school guidance personnel.

The American School Counselors Association (11:126-131) has recommended ten basic and distinct school counselor functions which help develop effective guidance programs. These functions include planning and development of the guidance program, counseling, pupil appraisal, educational and occupational planning, referral work, placement, parent help, staff consulting, local research, and public relations. Further, the Association states that it is essential that the majority of a counselor's time be devoted to individual or small group counseling.

Boy (2:129-132) separated guidance services into three separate roles, counseling, guidance work, and psychometry. A part of each role is conducting research and motivating students to seek help of their own volition. In addition to these two duties, a counselor is engaged in professional

counseling with students who have problems and group counseling with groups of students who have the same problem. He also conducts in-service training programs for teachers and administrators and discusses student problems with parents. The guidance worker conducts group guidance classes according to the needs and interests of students, assists individuals in the planning and attainment of educational objectives, and gives individuals information about scholarships, fellowships, and loans. The psychometrist administers, scores, and interprets standardized tests and provides selection programs for exceptional students. Although in a large school system, specialists would be hired to do each one of these, in a small school the counselor must perform as well as possible each one of these roles.

CHAPTER IV

The author visited each of the schools to interview counselors and administrators and to administer questionnaires to students and teachers during a two day period at the end of April, 1970. The results were then compiled during May and June, 1970.

Results of Interviews and Questionnaires

The counselors in the schools had an average of approximately thirty-two quarter credits in guidance. The greatest number of quarter credits was seventy and the least was fifteen. Three of the counselors had little more than the minimum number of credits for certification. The counselors had been in the field for an average of seven years. All counselors in this study were men. All had duties in addition to counseling. Three counselors were part time teachers; one was a high school principal; one was a superintendent of schools; and one was a part time librarian. The counselors were given an average of three hours per day to perform their guidance duties. Two of the counselors did not have an office in which to do their guidance work. One of these, the superintendent, used his office as his counseling office. One of the teaching counselors also did his counseling work in the

superintendent's office.

Most items in the interviews were grouped around one of the four criteria selected by the author as characteristic of a good guidance program. The counselors reported that an average of 56 percent of their guidance time was spent counseling students. They meet the American School Counselors Association recommendation that counselors spend at least half their time counseling students. However, two of the counselors reported spending only 25 percent of their guidance time counseling. By far the greatest part of the counseling time was spent in vocational and educational counseling (Item 21, Appendix I). Vocational and educational counseling together accounted for 90 percent of the counseling time, while counseling for personal and social adjustment accounted for 10 percent of the time. Several counselors indicated to the author that very few of their counselees came to them with personal problems. Two of the counselors spent none of their time counseling for personal and social adjustment and one spent only 5 percent. The only counselor who spent more than 10 percent of his time counseling for personal and social adjustment reported spending much of his time counseling students from Montana Children's Center who were attending his high school. He spent one-third of his time counseling for personal and

social adjustment.

One of the counselors reported that he felt the personal problems of small high school students were much less sophisticated than the problems of students in larger high schools (Item 22, Appendix I). The other counselors did not report having had contact with students from larger schools.

Three of the counselors reported that they had done some group counseling during the year. Group counseling was done entirely in the areas of vocational and educational counseling in each case.

Three of the counselors reported cooperation with people in the community in giving students personal counseling. However, this cooperation was not extensive. One counselor reported cooperation once with the local clergy; another cooperated with local law enforcement officers; and the third said he cooperates "whenever the opportunity arises".

Hoppock (3:30) states that the Dictionary of Occupational Titles is perhaps the most widely used of all sources of occupational information. Only two of the counselors had a copy of the Dictionary in their occupational information libraries. The Occupational Outlook Handbook was a part of two libraries. Three of the schools had either Science Research Associates or Chronicle career information kits. All the counselors had many occupational briefs from various sources.

In no school was an occupations course taught. Several of the counselors commented that this was one of the weaknesses of their school's guidance program. Some of the counselors tried to make up for this by having a vocations unit taught in the senior government class or by taking over a class for a few weeks to teach about vocations related to the class. Five of the six counselors reported they made arrangements for students who were interested to visit colleges and vocational-technical schools. Other ways of getting students interested in furthering their educations and thinking about their future vocations were tried. One counselor reported giving his students vocational and educational questionnaires and having them report back to him with results of their research. Another reported having a vocational training program started with the vocational-agriculture and business departments of his school. When asked whether they felt that vocational and educational information dissemination in their schools was adequate, five of the counselors said "no" and one counselor said "yes".

Dissemination of information was discussed from the standpoint of getting students, teachers, parents, and the community interested in the guidance program. Methods used to interest students in guidance and to inform them about guidance included orientation sessions, visitation of home

rooms, handing out free materials, giving students questionnaires about occupations and future education to fill out, holding meetings to talk to students, showing films, and personal contact. In all cases except giving students questionnaires, the method was either used only once during the year or was used whenever it happened to fit in.

Three of the counselors reported having good luck in interesting teachers in the guidance program and three reported success with some teachers. The successful methods indicated were talking to teachers in one to one situations and cooperation in providing a vocational guidance unit in classes taught by some of the teachers. No in-service training had been attempted. Those counselors who were not so successful in interesting teachers in the program reported personality conflicts as entering into the picture.

Getting parents interested in the program centered around two areas: Parent-teacher conference days and releases to local or school newspapers. Counselors indicated they felt that dissemination of information to parents was inadequate. Two of the schools had no program at all to get parents interested in the guidance program. Two schools also had no program to get the rest of the community interested in the program. In all except one of the schools, dissemination to

the community was not organized. In that school the counselor had published information regularly in the papers, and had gone to the various civic clubs with his program.

The dissemination of information was for the most part, haphazard in these six high schools. The questionnaires given to samples of teachers and students in each of the schools indicated that in no school was information disseminated in a manner satisfactory to teachers or students.

Each counselor in the study had a procedure to follow when he wanted to make a referral. The schools were close enough to larger towns that they were able to make referrals to sources in these larger towns. However, one of the counselors reported that he made referrals to the local doctor only.

The testing programs in the schools were varied. All schools gave one of the well known achievement tests. All schools also gave the National Merit Scholarship Qualifying Test. There, the similarity ended. Two of the schools used only two other tests; one school used nine other tests and one school used seven other tests. The tests were used for occupational and educational counseling and for placement.

When asked whether their other duties interfered with the performance of their guidance duties, three counselors said "yes", two said "no", and one said "yes and no". The

counselor-teachers who said teaching interfered with their counseling felt that teaching interfered with setting up appointments to see students more than anything else. They did not seem to feel that being a teacher made rapport with students hard for them to establish. The counselor-superintendent said he did not have enough time to devote to guidance. Also, he found it difficult to establish rapport with students because they saw him as a disciplinarian.

The counselor-librarian felt that combination was very good for a small school guidance program. He said there was no rapport problem, since he was not thought of as a disciplinarian in a formal classroom situation. He also reported that he had many materials in the library which he could use in the guidance program.

The counselor-principal said there were advantages and disadvantages in his situation. He felt that since all his time was devoted to these two duties, he had no trouble in finding a time for an appointment with any student. However, he felt it was hard for a student to relate to an authority figure and that there were some things which come up which interfere with counseling interviews, since his principal's job took precedence over his counselor's job.

Three of the counselors felt they spent too much time in record keeping, filing, and other clerical duties. One of

those who did not spend too much time at clerical duties had a student secretary to do non-confidential work.

The counselors were asked what in their opinions were their school's greatest weaknesses in guidance. Three of the counselors felt that their programs were not sold well enough to students, teachers, and the community. One felt that his biggest problem was communication. He felt that guidance had been haphazard. He felt a need for more student orientation in the fall. Another counselor found it hard to get together with the staff to discuss guidance. He also felt that availability of students was a big factor in not doing more. Other weaknesses mentioned were lack of time for the program, not having an occupations course, not doing follow-up studies, and lack of vocational-technical courses in the school for students who are weak academically.

Counselors were asked what differences they noted between small high school guidance and the guidance for which they were prepared. Advantages and disadvantages for guidance in small schools were brought out by this question. Two counselors cited as an advantage the fact that they were able to know all the students in the school well. Guidance was therefore more effective because of a closer relationship with the students. There was also less need for testing to learn about students. Differences noted that made guidance

in small schools harder were the fact that it is easier to see students in larger schools because the counselor is full-time and is able to see students when he wants to see them and that larger schools are more compartmentalized, allowing for easier scheduling.

As a final question in the interview, counselors were asked, "Do you have any additional comments you wish to make?" The two administrator counselors were concerned about where guidance was going. The superintendent was concerned that guidance would become the "tail that wags the dog". He wondered how much guidance should do. The principal felt that the most effective guidance was done in the classroom and saw a decline in the number of counselors in high schools in the near future.

Twenty-one teachers in the schools were given questionnaires to answer. They were, for the most part, very unsure of what duties the counselor had. Comments made concerning the function of the counselor (Item 1, Appendix II) were: "to go between the teachers and students", "he gives many tests", "takes care of all grade records", and "we have no special guidance instructor". Five teachers had no answer to that question.

None of the schools had a guidance committee. In only one of the schools was communication between the counselor

and the teachers judged by the teachers to be adequate. Of the twenty-one teachers who answered the questionnaire, eleven felt the counselor made their job easier, four felt he made their job harder, and six felt their job was not affected by the counselor. Of those who felt the counselor made their job easier, some felt he was someone to whom they could refer problem students; others felt he makes students realize a need for education; a few felt he serves as an information center. Nineteen of the twenty-one teachers felt a good guidance program is very valuable to a school. They felt the program was necessary for life goals and life work of students, indicated counseling would be a problem solving medium which could be very effective, and said students need someone with whom they can discuss problems of a personal and social nature as well as educational and vocational problems. One teacher stated, "Every student is an individual with special needs, needing special attention which is hard for teachers to give."

When asked how guidance in their schools could be improved, thirteen of the twenty-one teachers said there should be improved communications between the counselor and the teachers and between the counselor and the students. Several teachers indicated a need for the counselor to spend more time counseling and less time with testing and

clerical duties.

Eighty-eight students in the six schools were given questionnaires to fill out. Sixty-two of the eighty-eight named two or more functions of the counselor, although many of the functions named were rather incidental functions. Thirty-six of the students had been to see the counselor less than twice during the school year. Seventy-one of the eighty-eight students had seen the counselor less than five times during the school year. Sixty-three of the students felt they had been helped by the counselor during the year. The great majority were helped with educational or vocational problems or both. Four students were helped with personal problems and three were helped with discipline problems. The younger students had much less contact with the counselor than older students had. Older students were much better informed about the program and as a group had been helped more by the counselor than had younger students.

CHAPTER V

Summary

The author visited these schools, interviewing counselors structurally and administering questionnaires to randomly selected students and teachers in the schools. The results of the interviews and questionnaires were then compiled and compared with previously set criteria.

The counselors averaged thirty-two quarter hours of preparation and had an average of seven years of counseling experience. Three of the counselors had a minimum of preparation, two of them having fifteen credits in guidance and one having eighteen. Three were counselor-teachers, one a counselor-superintendent, one a counselor-principal, and one a counselor-librarian.

The counselors spent an average of 56 percent of their time counseling students, with the great majority of that time going to educational and vocational counseling. Two counselors spent one-fourth of their guidance time counseling students.

Of the eighty-eight students in the sample, thirty-six had been interviewed by the counselor less than twice during the school year, and seventy-one had been interviewed less than five times. This indicates that the counselors were

not working with the majority of the students in the schools.

In none of the schools was a vocations course taught. However, in all schools an attempt was made to teach some vocations to all students. Some of the schools taught a vocations unit in the senior government class. Others took time in classes to teach a vocations unit about jobs related to the course.

The better known sources of occupational information were not being used to any great extent in these schools. The counselors in these schools did not get occupational information to the students of these schools as well as they would have liked.

Counselors, teachers, and students were all dissatisfied with the dissemination of other information in these schools. Counselors tried to get information to the students by using orientation sessions, home room visitation, handouts, films, and personal contact. The only method which was carried on throughout the year was a program of one of the counselors which consisted of giving questionnaires to students to fill out and return to the counselor. No in-service training of teachers had been attempted. To get parents interested in guidance, counselors talked to them during parent-teacher conferences and released information to local or school newspapers.

Testing programs in the schools varied from extensive to minimal. In all schools, some well known achievement test was given and the National Merit Scholarship Qualifying Test was given.

Teacher-counselors reported that guidance was made harder for them because they found it hard to see students when they wanted to see them. The counselor-superintendent and the counselor-principal found that rapport was hard to establish with students and that administrative duties sometimes took up guidance time. The counselor-librarian felt that guidance and library science go hand in hand. He had no rapport problems, had no trouble getting to see students, and found that materials he needed for guidance were often found in the library.

Weaknesses were noted in the guidance programs of these schools. Important ones noted by the counselors were not selling the programs and lack of communication. Students and teachers also noted these weaknesses. Teachers felt that the counselor should communicate better with students and teachers. Many students did not have a very good idea of the functions of the counselor. Older students were much better informed than were younger students.

Conclusions

The guidance programs in these schools took second place to other duties in the minds of the counselors. Many of the counselors in this study were poorly prepared for guidance. The counselors are not sure of their duties as counselors.

Although on the average, counselors spent more than half of their guidance time counseling, they almost completely ignored personal counseling. The counselors felt that students did not have personal problems which they would care to discuss with someone. Student questionnaires indicated that students did not trust counselors enough that they would go to the counselors for personal counseling.

Dissemination of information by counselors in these schools was incomplete. The counselors, students, and teachers, all indicated this fact. In no school were counselors, teachers, or students satisfied with information dissemination to students, parents, teachers, or the community.

The guidance programs of these schools emphasized educational and vocational guidance almost to the exclusion of anything else. But in no school was a vocations course taught. Dissemination of occupational information in these schools was not satisfactory to the counselors.

The testing programs in the schools were used only for

placement, vocational planning, and educational planning.

The guidance programs in these schools were not well organized. During the interviews four of the counselors indicated they did not have a very clear idea of what they wanted to do with the program. Only one of the counselors had an organized way of selling the program. Students, teachers, and the community did not receive organized information from the guidance program in these schools. There were no in-service programs for teachers to learn about the guidance program. The guidance programs in the schools reached only the older students.

Recommendations

The first recommendation brought about by the study is that counselors employed by small schools should be encouraged to consider guidance as being on an equal basis with his other duties in the school. Five of the counselors in the study considered their guidance duties as being only secondary. Therefore they were not as concerned with guidance as with their other duties.

Perhaps associations of counselors in rural areas should be formed. This would lead to increased professionalism, increased sharing of information, and an increased knowledge of the individual counselor's duties. Cooperation among

counselors should lead to improved guidance programs in all schools participating.

Since counselors in small schools often have a minimum of preparation, colleges which prepare them for guidance should perhaps offer a summer workshop course to help prepare counselors for duties in small schools. Such a course could introduce small school counselors to some of the problems they meet in small schools, help them in the administration of the program, and give small school guidance programs increased importance to them.

All teachers should be required to take an introductory guidance course before they begin teaching to give them a guidance orientation. Some of the counselors in the study felt that a tests and measurements course would be helpful also.

Counselors must work to inform teachers, students, and others in the community about the guidance program. They should set up a regular program of dissemination of information to do this. An in-service program should be provided for teachers to help them learn about guidance.

The guidance program should be started at an earlier age for students. The high school counselor should make a strong effort to include freshmen and sophomores in the guidance program. Students would then be more informed about guidance when

they reach high school age.

Counselors should be relieved of their clerical duties. If it is impossible to hire a part time secretary, a student secretary may be of help. A student secretary should not handle confidential information.

The librarian-counselor combination should be considered for small schools. It seems to have many advantages, including lack of rapport problems, ability to meet with a student when he wants to meet, and having library facilities handy to the counselor.

These recommendations were results of the author's study of guidance programs in six small high schools in southwestern Montana. The author found that the counselors in these schools had many problems, but none of the problems were seen as insurmountable if the counselors had the proper attitudes and education.

APPENDICES

APPENDIX I

Structured Interview Form for Study of Guidance Programs in Six Small High Schools in Southwestern Montana

Date: _____

School: _____

1. How many credits in guidance have you completed? _____
2. For how many years have you been a counselor? _____
3. What duties, besides guidance, do you perform daily?

4. Do these duties interfere with your performance as a
guidance counselor? _____ In what ways? _____

5. How much time are you allowed for guidance activities
during the school day? _____
6. Do you find that you spend an excessive amount of time
involved in record keeping, filing, and other clerical
duties? _____
7. Do you have an office in which to do your counseling and
other guidance related work? _____
8. What procedures do you use in getting students interested
in guidance and in informing students about guidance?

9. What methods do you use to get parents behind the
guidance program? _____

10. How do you interest the community as a whole in the
guidance program? _____

11. Are you able to interest the teachers in the school in guidance and in helping you to provide a good guidance program? _____ How do you do so? _____

12. What sources of occupational information do you use in your school? _____

13. Is an occupations or vocations course taught in your school? _____ If so, how successful is it? _____

14. Do you visit vocational-technical schools and colleges with students who are interested in them? _____
15. Do you have a program in the community to introduce students to jobs in the community? _____ Describe it.

16. What other methods do you use to get students interested in occupations and furthering their education? _____

17. Do you believe occupational and educational information distribution in your school is adequate? _____
18. What nationally standardized tests are given in your school? _____
19. How is the testing program used? _____

20. How much of your guidance time do you spend counseling students? _____
21. What percentage of your counseling time is spent at each of the following: (1) educational counseling _____, (2) vocational counseling _____, (3) counseling for personal and social adjustment _____, (4) other types of counseling (specify) _____

22. What types of personal and social problems do students bring to you? _____

23. Do you work with clergy and others in the community to give students personal counseling? _____
24. Do you use group counseling to any great extent? _____
For what purposes? _____
Has it been successful? _____
25. What referral process do you use for mentally disturbed students? _____
26. What, in your opinion, are your school's greatest weaknesses in guidance? _____
How could these be improved? _____
27. What differences do you notice in small high school guidance as compared to guidance for which you were prepared? _____
28. Do you have additional comments you wish to make? _____

APPENDIX II

Questionnaire Presented to Randomly Selected High School Teachers in Six Small High Schools in Southwestern Montana

Date: _____

School: _____

1. What are the guidance-related duties of the counselor in your school? _____

2. Does your school have a guidance committee? _____ If so, are you a member of the committee? _____ Is the guidance committee active? _____ Do you believe the guidance committee is helpful in solving problems? _____ Why? _____

3. Is communication between the counselor and the teaching staff in your school adequate? _____
4. Does the counselor make your job harder or easier? _____ Why? _____

5. How valuable is a good guidance program in a school? _____ Why? _____

6. How could the guidance program in your school be improved? _____

APPENDIX III

Questionnaire Presented to Randomly Selected
High School Students in Six Small High
Schools in Southwestern Montana

Date: _____

School: _____

1. What are the guidance duties of your counselor? _____

2. Have you gone to see your counselor this year? _____
3. How many times have you gone to see him? _____
4. About how long did each meeting last? 15 minutes _____
30 minutes _____ 45 minutes _____ one hour _____
5. What did you and your counselor discuss (do not include anything which you consider too personal)? Your studies _____ What you will do when you grow up _____ Education after high school _____ How to get along with others _____ Something else _____

6. Do you believe your counselor has helped you this year? _____ If so, how? _____

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