A PROJECTED GUIDANCE PROGRAM FOR HUMBOLDT COUNTY PUBLIC SECONDARY SCHOOLS

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A PROJECTED GUIDANCE PROGRAM FOR HUMBOLDT COUNTY PUBLIC SECONDARY SCHOOLS

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CHAPTER I

INTRODUCTION

The education of youth has been generally considered as one of the most important forces in the development of the culture. When education is considered, the role of guidance must also be considered.

Today's newer concept of the role of the office of the county superintendent is one which emphasizes services rather than administration or supervision . . . Guidance is one of the several services that can be provided more effectively through this arrangement than is possible in many local schools.1

Since guidance services now include social, emotional, educational and vocational aspects, from kindergarten through college, educators have recognized that many well-trained specialists are required in order to provide these services for more children. The county school administrative unit is in an excellent position to define and implement guidance services where they might not otherwise be available.

Within the past five years, there has been a movement in the state of Iowa to establish and develop County Coordinators of Guidance. As a part of the public school system in the state of Iowa, these county guidance coordinators have operated from the office of the County Superintendent of Schools in an effort to develop

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and coordinate guidance services in the local educational agencies.¹

I. THE PROBLEM

It was the principal purpose of this study to collect, organize and interpret such information as was appropriate to set forth a projected guidance program for Humboldt County Public Secondary Schools.

A secondary purpose of this study was, after projecting a county guidance program, to analyze the program that now exists and determine the value and effectiveness of the program in fulfilling student-centered objectives.

From this study it was hoped that recommendations would be made to the administrators of the Humboldt County Schools to adjust and strengthen the present county-wide guidance program to meet the growing needs of the students.

II. IMPORTANCE OF THE STUDY

When interviewed, County Superintendent Granner stated:

The chief function of a county guidance coordinator is to do just what the title implies, to coordinate the

programs now existing in each of the schools in the county, and to encourage improvement of the programs at the local level. In almost any county, one or more schools may be large enough to warrant a fairly effective guidance program of their own. For three of our four schools, however, this is not true for a number of reasons.

At the inception of the county guidance program in Humboldt County, in 1956, for example, only Humboldt Public School employed a part-time counselor. As the schools discovered what could be done through coordinated effort, with the county consultant acting as advisor and directing their efforts, each of the three smaller schools has now employed a part-time counselor and the fourth has a full-time person and is contemplating another in the near future.

There are many services performed by the county coordinator that become more effective when directed by him rather than if attempted by local school personnel. These include a county-wide testing program, follow-up studies for graduates, drop-out studies, college days, military days, assisting local counselors in research studies, and serving as a resource person for the vast amount of information available which the average local counselor has little time to digest or evaluate.

In other words, I feel that guidance moves faster and farther under such an arrangement and that evaluation of individual programs will also necessitate evaluation at the county level as well if the programs are to continue to be effective.¹

Lonning, the present County Guidance Coordinator, felt that counseling was the heart of the guidance program, but also recognized that:

You must keep evaluating in order to determine the effectiveness of your program. When one becomes complacent with his work it no longer can operate effectively. The county guidance coordinator helps individual schools

¹Statement by Mr. Harold Granner, Humboldt County Superintendent of Schools, personal interview, February, 1965.
organize various programs and evaluate them in order to grow and keep pace with the demands of a changing world.¹

Unless the school has felt a need for such research and is interested in using the results to improve its educational program, little value will be gained. Through personal interviews and group meetings with school administrators and guidance personnel throughout the country, the objectives and procedures concerning this study were formulated. Much of the survey was carried on through the offices of the County Superintendent of Schools and the County Guidance Coordinator of Humboldt County. The findings of this research are to be reported to the County Guidance Coordinator who will then make them available to the County Superintendent and local school administrators.

Each secondary public school of Humboldt County had some type of formal guidance program and felt that it was time for some evaluation and research at the county level.

Hatch and Stefflre stated that:

An evaluation program is continuous; it cannot be "done" and forgotten. The time to start another step in evaluation is when you have completed the last one, or possibly a little before. The child, the community, the nation, and the world move so swiftly that continuous evaluation is a necessity ... If educational improvement is our purpose and if instruction is con-

¹Statement by Mr. Philip E. Lonning, Humboldt County Guidance Coordinator, personal interview, February, 1965.
tinuous, then so must be evaluation.¹

This county guidance research project has been intended to project a more useable program for the county, to evaluate the present program, and to make recommendations for changes.

III. DEFINITION OF TERMS

The terms used in this study have been defined in the following way:

**County guidance coordinator.** In this study the term "county guidance coordinator" has been used in reference to the staff member of the Office of the County Superintendent of Schools who has been formally educated to offer capable leadership, consultation, evaluation and coordination of existing guidance services regardless of school size.

**Military Day.** Military Day was a program held in local schools in which recruiters from each of the branches of the armed forces were present. One member of the group discussed the military obligations all high school boys must face and then each recruiter presented his branch's program.

**College Day.** The term "College Day" referred to the

day when each interested high school junior or senior had the opportunity to meet with his choice of three representatives of the universities, colleges, junior colleges, trade schools and technical schools present. Information gained by students included tuition costs, room and board rates, special fees assessed, course offerings, accreditations, campus life and placement. This event was held at one school in the county and attended by students from all four secondary schools in Humboldt County.

Follow-up. The term "follow-up," as used in this study, has been defined as:

A plan by which the experience or status of young people who have left school are investigated or surveyed, either for the purpose of assisting them in further adjustment or for securing facts to improve the plan of guidance for those still in school.¹

IV. PROCEDURES

Much of the initial planning regarding this study was done with the present Humboldt County Guidance Coordinator. A great deal of information has been obtained from the county high school administrators, and the bulk of the information has come from the guidance personnel in the various schools.

A study was made of related literature in order to secure the best of the current professional thought pertinent to county-wide guidance organization. This literature included publications from state offices, publications in text form, unpublished field reports and journals. The writer also gathered information from several county guidance coordinators throughout the nation who have well developed county-wide guidance programs.

From this information a questionnaire was developed, validated by professional personnel in the field of guidance, and given to each of the guidance counselors in the county in a personal interview. The results were compared with suggested standards for effective guidance programs. After detecting weaknesses in Humboldt County's present operations, recommendations were made at the county office which was to act as liaison to local schools.

This study was limited in both scope and depth because the writer was not a professional in the field of research. The small amount of material published in county-wide or intermediate unit also limited the project. Educators in the guidance field suggested the names of several counties which were outstanding in the coordination of guidance and counseling. The writer requested information from many of them; of these counties, several were reluctant to reply or stated that they were re-evaluating their
program and unable to print accurate, up-to-date information at this time. And finally, an unavoidable limitation was the number of counselors involved in the questionnaire; there were only four public secondary schools in Humboldt County.
CHAPTER II

INTRODUCTION TO THE COUNTY AND SCHOOLS

A general description of Humboldt County and the schools within the county will give the reader a better understanding of the environment in which the students live and the type of school they attend.

I. THE COUNTY

Humboldt County lies in the Valley of the Upper Des Moines River, fifty-five miles south of the Minnesota state line and approximately midway between Dubuque and Sioux City. It contains only twelve townships which is equivalent to 432 square miles or 276,480 acres.

The prairies of Humboldt County are not excelled in production by any land in the state, and Humboldt County is regarded as among the ten most productive counties in Iowa.\(^1\)

The county is bisected north and south by Federal Highway 169. State Highway 3 runs east and west and separates the northern two-thirds from the southern one-third of the county. The Chicago and Northwestern as well as the Minneapolis and St. Louis railroads serve the county.

Since the last decimal census in 1960, Humboldt County has shown a definite decline in the number of its farm families. In addition to the loss of rural population, the ten small towns, which dot the county, have shown a similar decrease in number of inhabitants. However, the county-wide population total has remained constant over the last ten years. This is due to the increase in number of residents in Humboldt and Dakota City, the two towns which lie side-by-side and have a common corporation limits line. Other towns of Humboldt County include Ottosen, Bode, Livermore, Bradgate, Gilmore City, Pioneer, Rutland, Renwick, Thor and Hardy. Humboldt's population is in excess of 4,000 people. Dakota City has approximately 800 residents, and the remainder of the towns are smaller.

Humboldt's increase in population has been mainly due to industrial development. The state sales tax reports indicated that Humboldt was one of the best business towns in the state for its size. The steady industrial growth in Humboldt County has occurred within the Humboldt-Dakota City vicinity.¹

As is usually the case with the changing rural and industrial picture, the labor market is also changing. For example, in 1950 there were 1,500 farm workers compared to

¹News item in The Humboldt Republican, February 24, 1965.
1,350 in 1960. In Humboldt County, as in most rural areas of the state, the rural population is migrating to industrial areas.¹

There are many religious denominations represented by churches throughout the county. No one church dominates the area although there is one small town which has only a Lutheran Church and, therefore, the people living in that community are predominantly Lutheran.

II. THE SCHOOLS

Typical of most rural counties of Iowa in 1955, almost every town in Humboldt County maintained its own small school. There were nine such school districts within the county at that time and in each district was a high school in operation. An effective reorganization program carried on through the office of the County Superintendent had reduced the number of school districts to five by 1957. In 1960 the number of districts was reduced to four and has remained constant since that time. Each of these schools is comprised of grades kindergarten through twelve.

Humboldt Community School, by far the largest of the four, has included Rutland and Dakota City. There are elementary attendance centers in all three towns with the

¹Ibid.
junior high and high school located at Humboldt. Grades seven, eight and nine occupy the buildings formerly used by the high school. Grades ten, eleven and twelve moved into a new plant in the fall of 1964.

Three small communities in the northern part of the county--Ottosen, Livermore and Bode--united to form Twin Rivers Community School District. Students in grades nine through twelve attend high school at Bode while elementary and junior high children attend kindergarten through eighth grades at either Ottosen or Livermore.

Renwick, Hardy and rural Vernon Consolidated in the eastern section of the county reorganized and formed the Boone Valley School District. The Hardy attendance center includes kindergarten through second grade, the Vernon building includes grades three through six, and junior high and high school classes are at the Renwick plant.

In 1960 Bradgate joined the previously united Gilmore City-Pioneer School District. Children in grades one through five attend the Bradgate building. Kindergarten and six through twelve are held at Gilmore City.

Table I explains a breakdown of each district's enrollment in elementary, junior high and senior high school. The far right column indicates total enrollment of each school. It should be noted that all of the schools were on a 6-2-4 basis except Humboldt which was grouping its
<table>
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<tr>
<th>School</th>
<th>Elementary</th>
<th>Junior High</th>
<th>Senior High</th>
<th>Total</th>
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<tr>
<td>Boone Valley</td>
<td>245</td>
<td>69</td>
<td>114</td>
<td>428</td>
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<td>Gilmore City-Bradgate</td>
<td>258</td>
<td>84</td>
<td>138</td>
<td>480</td>
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<td>Humboldt</td>
<td>929</td>
<td>503</td>
<td>398</td>
<td>1,830</td>
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<td>Twin Rivers</td>
<td>322</td>
<td>84</td>
<td>159</td>
<td>565</td>
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<td>Totals</td>
<td>1,754</td>
<td>740</td>
<td>809</td>
<td>3,303</td>
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grades 6-3-3.\(^1\)

The north central location of Humboldt County places it in one of the most agriculturally productive areas of this state and nation. In spite of this fact, its rural population is migrating to urban locations. Since the schools must exist where the people reside, reorganization has taken place.

This reorganization was encouraged by the State Department of Public Instruction and necessitated by the

trend of fewer rural residents and more town dwellers. It has overcome some rivalry of the past pursued by the many, small, competing high schools. Other advantages made possible are a larger variety of subjects offered and better qualified instructors. Good use has been made of all the original buildings and facilities with a minimum amount of bus transportation.
CHAPTER III

REVIEW OF LITERATURE

I. PUBLICATIONS CONCERNING ADMINISTRATION IN GUIDANCE

There are many indications that the county-level program is becoming an important and effective means of equalizing educational opportunity. The county office should provide coordinated, decentralized guidance services with emphasis on the local school's responsibility for establishing and maintaining its own guidance program.¹

Bowman's study stated that the nation's guidance experts, administrators and county superintendents were in complete agreement that guidance should be rendered at the county or intermediate unit level. The services that could be rendered are those of coordinating, consulting and advising; particularly organizing local guidance programs.²

Experienced personnel available at the county level will be of great help in planning surveys, helping develop cumulative record systems, conducting guidance in-service


²Douglas J. Bowman, "Guidance Services Appropriate to the County Superintendency," The Personnel and Guidance Journal, XXXIV (October, 1955), 154-158.
training programs, publishing information bulletins and assembling data. In return, the county superintendent's office can then render advisory services concerning the most appropriate program of guidance for that particular school, taking into consideration the community, the number of pupils and the guidance services already available.

Guidance services should definitely be a part of the integrated program of the county superintendent's office. Staff members most capable of guidance work should be assigned to these duties.

II. BASIC SERVICES OF THE GUIDANCE PROGRAM

The services which are available to students, teachers, parents and the community through the guidance program have been identified in a number of ways. Frochlich lists them as (1) services to pupils in groups, (2) services to pupils as individuals, (3) services to the instructional staff, (4) services to the administration, and (5) research services. Hamrin discusses guidance services under the following headings: (1) pre-admission, (2) orientation, (3) learning more about students, (4) studying the school program, (5) assisting students to be well adjusted, (6)

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helping students plan wisely, (7) assisting students to bridge the gap, and (8) follow-up. Hatch and Stefflre use the following organization: (1) the inventory service, (2) the information service, (3) the counseling service, (4) the placement service, and (5) the follow-up service. In this thesis guidance services have been discussed under the following five responsibilities: inventory, information, counseling, placement, and follow-up and research.

**Inventory service.** The inventory service is the primary appraisal program of the school. It emphasizes the collection of information that will identify each individual pupil as a unique individual. The inventory service for any guidance program will be as valuable as its information is valid, comprehensive and unique for each individual pupil.

**Information service.** The typical school program usually provides for the giving of information about the environment. Information services provide valid information about the educational, occupational and social aspects of

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3. Ibid.
the present and probable future environment of students. Undoubtedly the largest amount of useful material specifically prepared to assist youth and adults to obtain valid information about present and probable future opportunities is in the field of occupational information. This is the oldest phase of this service.¹

Counseling service. The counseling service is often referred to in professional literature as the heart of the guidance program. An opportunity is provided for each student to discuss his problems of adjustment with a trained worker. Tolbert defined counseling as:

Counseling is a personal, face-to-face relationship between two people, in which the counselor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of a person, is helped to know himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs.²

Placement service. The placement service assists students in such post-school activities as selection of an appropriate occupation, educational institution and part-


time employment. Personnel and industrial-relations directors of local businesses, industries and governmental agencies may supply placement or employment information pertinent to their function.

Follow-up and research. Guidance programs are in constant need of evaluation in order to meet the needs of a changing educational program. Research is necessary in order to acquaint teachers and administrators with the strengths and weaknesses of the curriculum and other school responsibilities. These strengths and weaknesses may be accomplished through surveys or follow-up studies of high school graduates or drop-outs.¹

The primary purpose of the guidance program is pointed at the pupil. The five services mentioned above all fit this purpose.

III. PUBLICATIONS CONCERNING THE GUIDANCE COORDINATOR

The staff member of the office of the County Superintendent of Schools who is most capable of offering leadership, consultation, evaluation and coordination of guidance responsibilities has been deemed the guidance coordinator.

Diffenbaugh and Bowman stated that:

Some guidance work ought to be assigned to whoever of the county staff is most capable of doing it. This implies that all county-level guidance services should not necessarily be confined organizationally to county-level guidance personnel designated as such.¹

In reviewing current professional literature, little, if anything, was mentioned concerning the guidance coordinator. Although there are many county-wide guidance organizations scattered throughout the country that have been contacted, they have been quite reluctant to share their knowledge with the writer.

The remainder of this chapter will be devoted to a description of the county guidance coordinator.

The county guidance coordinators of Iowa have drawn up a set of principles to help outline the Intermediate Unit functions. They are as follows:

1. The Intermediate Unit performs its functions on a cooperative and coordinated basis with the schools, the Department of Public Instruction, the leading universities and colleges and other agencies.
2. The guidance function of the Intermediate Unit will in no way relieve the local school from the responsibility of maintaining its own program of guidance services.
3. The guidance function of the Intermediate Unit should seek to develop and maintain the highest standards of guidance services by promoting activities and attitudes basic to a unified program of pupil personnel services.

4. The guidance function should coordinate with all levels and all professional groups in the advancement of guidance services.

5. The personnel of the Intermediate Unit shall be fully certified and approved by the Department of Public Instruction and shall be prepared through training and experience to successfully perform the duties.

6. The guidance facilities at the Intermediate Unit shall provide a consultative and material resource that is the most complete in the unit.

7. The personnel should maintain a professional attitude in relationship with teachers, administrators, students, local boards and lay organizations.

Polk County, Iowa, has developed for its local board the following job description of the guidance coordinator:

I. To consult with the local school district on organization, administration, function and evaluation of guidance and related programs.
   A. Assisting schools to initiate guidance programs where none previously existed.
   B. Assist with the reorientations of guidance programs as a result of school reorganization.
   C. Utilize communicative resources to interpret guidance philosophies, points of view, methods, procedures and techniques.
   D. Interpret the results of research, studies, surveys which contribute to the understanding of the guidance, testing, and research functions of the school.
   E. Coordinate organizational efforts of directors of guidance and counselors in the county.
   F. Establish and lead discussion meetings on activities, needs and ideas in guidance, testing and research.
   G. Provide assistance to schools in modifying the guidance programs in terms of evaluation.
   H. Evaluations done by the State Department provides for the guidance coordinator from the Intermediate Unit as a required member of the evaluation team.

II. To develop and distribute materials related to current educational-guidance practices and procedures.

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1County Guidance Coordinators of Iowa, "Guidance Services in the Intermediate Unit 1963" (material drawn up at state-wide meeting of County Guidance Coordinators of Iowa held at Mason City, Iowa), p. 15. (Mimeographed.)
A. Assist schools to locate and use resource materials.
B. Disseminate reports of district, state and national research findings and evaluate studies.
C. Prepare and maintain forms for data recording, interview forms, records, conference summaries and other district-wide activities.
D. Provide bibliographies on various research, testing and guidance subjects.
E. Prepare a newsletter of activities.
F. Clarify policies, standards and procedures as set forth by the State Department of Public Instruction and the higher education institutions.

III. To encourage and conduct research in pupil personnel services.
A. Identify researchable problems.
B. Help plan, design and conduct research.
C. Summarize and interpret research data.
D. Report and aid in implementing research findings.
E. Report local research to universities and state-wide research studies.
F. Help schools make more complete use of the data they have on hand.

IV. To create and develop a continuous education program in guidance, testing and research activities.
A. Work with groups and committees of teachers, counselors and administrators on projects in guidance.
B. Establish county workshops, seminars for guidance practices with teachers, counselors and administrators.

V. To maintain a central library of current guidance, testing and research materials.
A. Maintain a test library with samples of all kinds of standardized tests.
B. Maintain a library of professional books dealing with guidance, testing and research.
C. Professional journals and periodicals.
D. Library of audio-visual aids, such as films, filmstrips, tapes and records.
E. Information on local and state referral.

VI. To coordinate and promote cooperative educational and vocational guidance activities.
A. Help plan and coordinate "Career Days" and "College Nights."
B. Help conduct community occupational surveys.
C. Collect, organize and disseminate occupational material.
D. Aid in planning and putting into use placement and follow-up services.
E. Coordinate activities of guidance people in all school districts.

VII. To assist local schools in maintaining and utilizing sound testing and appraisal programs.
A. Providing, scoring and processing standardized tests.
B. Help plan a sound testing program.
C. Acquaint teachers with sound classroom testing procedures by providing for analysis of classroom tests, to include a test analysis report of teacher-made tests.
D. Aid in the interpretation of tests to the counselors and teachers.
E. Continually re-evaluate the testing program with others from each school district.

VIII. Assist in the development of other appraisal devices.
A. Develop and demonstrate the use of these devices.
B. Conduct training sessions, as part of the in-service program, on the mechanics of these devices.
C. Consult with the counselors and teachers about the proper use of this material.
D. Continuous evaluation of the use and value of information obtained by this source.

IX. To serve as a consultant and resource for school-community relations.
A. Establish and maintain close relationship with the communication facilities of the community, such as the mass media of radio, television, newspapers.
B. Explain and present the program of guidance, testing and research to school groups, such as boards of education, parent-teacher groups, etc.
C. Explain and present the program of guidance, testing and research before business and professional groups on every possible occasion.
D. Seek to involve or relate the community into the total program.

X. To act as liaison person between local school districts and other community agencies when needed.
A. File petitions in Juvenile Court in cases of delinquency: attend hearings and report to schools.
B. Make contacts with other agencies for information or referral.
C. Furnish school information to Juvenile Home School: furnish local school with progress made in Juvenile Home School.1

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1Job Description of Guidance Coordinator, A Report
In early 1959 a study was made to determine the guidance needs in the schools of Merced County, California. Local school districts and county office personnel participated in this study. The consensus was that a guidance consultant should be added to the staff of the County Superintendent.

When the position of Guidance Consultant was established, there was only one other individual in the schools of the county possessing a General Pupil Personnel Service Credential. At the close of the 1962-63 school year there were twenty-three such credentialed persons, with several full-time counselors. Likewise, there had been no coordination of guidance services. There is now a secondary Guidance Council which functions in an advisory capacity. There is a guidance newsletter which serves as a medium of communications among guidance and other certified personnel. As a result of consultation service provided by this office, NDEA programs have been developed for the improvement of guidance services in the individual school districts of the county.1

Diffenbaugh and Bowman agreed that the county level

Presented to Polk County School Board by Guidance Personnel of Polk County (Des Moines: Polk County School Board, 1957).

1Annual Report to Office of County Superintendent of Schools, 1963-64, Merced County, California, June, 1964.
guidance personnel should:

1. Consult with district concerning the most appropriate program of guidance in terms of community, number of pupils, and services already available.
2. Provide information bulletins and reports as well as devices, techniques, and activities to aid the guidance program.
3. Assist school districts in planning educational surveys and an effective cumulative record system.
4. Aid in developing in-service training programs to promote the efficiency of school staffs for the performance of guidance activities.
5. Serve as liaison person between schools and out-of-school agencies.
6. Review and prepare lists of materials which would aid districts to build up guidance libraries and files.
7. Aid schools in developing a plan for appraising the effectiveness of the guidance program and the program of studies.
8. Render public relations services relating to the interpretation of the guidance program to school staffs and to the public through school meetings, community clubs, bulletins, newspapers, etc.
9. Analyze procedures and techniques to develop methods for improving the quality of guidance services.1

The writer has also reviewed Dade County, Florida, one of the most progressive leaders in county-wide guidance programs in the United States. The scope of their plan stated:

Guidance is the process of helping individuals to understand their strengths and limitations in light of their abilities, aptitudes, and interests. This process assists them in using their educational and vocational opportunities to advantage, their personal and social potentialities wisely, and in becoming increasingly capable of mature self-guidance. Specifically, guidance services are concerned with:

1. Records for guidance of pupils

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1Diffenbaugh and Bowman, op. cit., p. 27.
2. Countywide standardized testing
3. Counseling
   a. Educational placement and progress
   b. Vocational values and goals
   c. Post-high school education and training
   d. Problems of personal adjustment
4. Group guidance
5. Psychological referrals
6. Articulation
7. Orientation
8. Follow-up studies and evaluations
9. Unified home-school relations

CHAPTER IV

A PROJECTED COUNTY-WIDE GUIDANCE PROGRAM
FOR HUMBOLDT COUNTY

The principles to be found in administrating a program of county-wide guidance services have been enunciated in Chapter III. Although general guidelines are available for administration, there can be no blueprint for all development, supervision and evaluation of guidance services that would be applicable to all sites. Because of the complexity of the problems of organization, there is a constant need to remind ourselves of this important fact. There really is no final or "best" answer in the administration of guidance services; answers can only be judged "best" according to the community, pupil population and staff where they are being applied.

I. ADMINISTRATION

The Humboldt County Superintendent should offer services of the nature of coordinating, consulting and advising local guidance programs. The superintendent's office should provide leadership, but the basic elements of guidance programs should be kept close to the local administrative unit. The county office should not assume responsibility for any guidance function that the local unit can
II. GUIDANCE COORDINATOR

A staff member of the County Superintendent's office who is capable of offering leadership, consultation, evaluation and coordination of guidance should fill the role of guidance coordinator.

The writer has adopted the principles set forth by the County Guidance Coordinators of the state of Iowa as functions of the Humboldt county-wide guidance unit.

1. The county unit performs its functions on a coordinated basis with the schools, the Department of Public Instruction, the leading universities and colleges and other agencies.

2. The guidance function of the Intermediate Unit will in no way relieve the local school from the responsibility of maintaining its own program of guidance services.

3. The guidance function of the Intermediate Unit should seek to develop and maintain the highest standards of guidance services by promoting activities and attitudes basic to a unified program of pupil personnel services.

4. The guidance function should coordinate with all levels and all professional groups in the advancement of guidance services.

5. The personnel of the Intermediate Unit shall be fully certified and approved by the Department of Public Instruction and shall be prepared through training and experience to successfully perform the duties.

6. The guidance facilities at the Intermediate Unit shall provide a consultative and material resource that is the most complete in the unit.

7. The personnel should maintain a professional attitude in relationship with teachers, administration, students, local boards and lay organizations.

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1County Guidance Coordinators of Iowa, op. cit., p. 16.
To accomplish the previously listed functions, the county guidance coordinator assists the local schools in many capacities, as follows:

1. He assists schools to initiate guidance programs where none previously existed or helps reorientate guidance programs if school districts reorganized. When necessary, the county guidance coordinator utilizes communicative resources to interpret guidance philosophies, methods, procedures and techniques to administrators. Interpreting the results of research, studies and surveys which contribute to the understanding of the guidance, testing and research functions of the school are also parts of the coordinator's duties. Because of his "hub-like" position with the individual schools represented by the "spokes," the coordinator is able to effectively organize the efforts of the counselors throughout the county and establish discussion meetings on activities, needs and ideas in guidance, testing and research. The county guidance coordinator also provides assistance in evaluation of guidance programs.

2. The county guidance coordinator serves as liaison between the local schools and the State Department of Public Instruction whenever clarifying policies,
standards and procedures are set up. He assists schools to locate and use resource material and provides bibliographies on various research, testing and guidance subjects. The guidance coordinator prepares and maintains forms for data recording, interview forms, records, conference summaries and other county-wide activities. The county guidance coordinator informs all schools of activities by preparing a newsletter.

3. The county guidance coordinator proceeds with methods of a scientist in some areas of pupil personnel services. He identifies researchable problems; helps plan, designs and conducts the research; summarizes and interprets the research data; and finally aids in implementing research findings. The coordinator also suggests more complete use of data already available.

4. To create and develop a continuous education program in guidance, testing and research activities, the county guidance coordinator works with classroom teachers, counselors, administrators and parent education groups.

5. The county guidance coordinator maintains a central library of current guidance materials. These include samples of all kinds of standardized tests,
professional books, journals and periodicals. The coordinator maintains a library of audio-visual aids, such as films, filmstrips, tapes and records. He also has information on local and state referral agencies.

6. The county coordinator furnishes occupational and educational information to the local schools to help them keep abreast of the new ideas, writings and changes that take place consistently in our society. Much of this information has not been supplied at the local level and the coordinator disseminates to the local schools guidance and research materials that are obtained directly from the State Department of Public Instruction, the counselor education institutions and other schools within the county. The coordinator should make the necessary arrangements for the Military Day Program which is held in each of the four school districts. College Days are set up and managed by the guidance coordinator. Over thirty-five universities, colleges, junior colleges, trade schools and technical schools are presented each year.

7. The county guidance coordinator should be the leader in establishing a testing program that will facilitate all the schools in the county. A county
guidance committee made up of administrators, counselors and the coordinator should be in complete agreement as to the type of testing program to best meet the needs of the local students. The coordinator supervises the administration of the testing program and is responsible for the scoring of all group tests. Because of the cost of test scoring machines, it would be more advantageous for Humboldt County to send the answer sheets to test scoring centers or have them hand-scored by staff members in the county office. The guidance coordinator aids in the interpretation of tests to the counselors and teachers and continually re-evaluates the testing program with others from each school district.

8. The coordinator should assist in the development of other appraisal devices. He should develop and demonstrate the use of these devices and consult with the counselors and teachers about the proper use of this material. Continuous evaluation of the use and value of information obtained by the source is considered by the coordinator.

9. The coordinator serves as a consultant and resource for school-community relations. He must establish and maintain a close relationship with communication
facilities such as newspapers, radio and television. He must always be ready to explain various aspects of the guidance program to various community groups and seek to involve or relate the community into the total program.

10. To act as liaison person between local school districts and other community agencies, and to make contacts with agencies for information or referral, are other responsibilities of the county-wide guidance coordinator.¹

In conclusion, the Humboldt County cumulative efforts of the entire school program are directed toward the development of pupils who are able to achieve within a realistic sphere of competency. Such efforts attempt to reduce unwholesome frustration in the pupil and to develop in him a sense of responsibility to himself and to the society in which he lives. Through a guidance approach to instruction, pupils with emotional or other problems are identified as early as possible. Corrective measures are taken before conditions become chronic.

The guidance approach to instruction, supported by special guidance services, attempts to promote a setting for

¹Job Description of Guidance Coordinator, A Report Presented to Polk County School Board by Guidance Personnel of Polk County (Des Moines: Polk County School Board, 1957).
good mental health in all school situations. To attain the best possible adjustment, the cooperative efforts of home, community and school are essential.
CHAPTER V

PRESENTATION AND INTERPRETATION OF DATA

The previous chapters have been devoted to collecting pertinent, professional data, organizing the data, and developing a projected guidance program for Humboldt County. A questionnaire was devised by the writer with professional assistance to evaluate the present guidance program and facilities. Key questions were developed from the newly proposed county guidance program. The local counselors were personally interviewed by the writer to record their responses to the questionnaire. These results were used to compare the present program with the proposed program. Chapter V is an evaluation of the Humboldt County guidance program as it appeared to the local guidance counselors in April, 1965.

The evaluation was divided into three areas. First to be considered was the local counselor's load, grade level, time assigned to guidance and other related questions. The second area dealt with facilities presently available. The job of the county guidance coordinator was last to be evaluated.

I. LOCAL COUNSELORS

Table II is a partial evaluation of the information
<table>
<thead>
<tr>
<th>Name of school</th>
<th>Number of counselors</th>
<th>Time assigned to guidance</th>
<th>Grades</th>
<th>Student load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boone Valley</td>
<td>1</td>
<td>1/2</td>
<td>9-12</td>
<td>110</td>
</tr>
<tr>
<td>Gilmore City</td>
<td>1</td>
<td>1/2</td>
<td>7-12</td>
<td>218</td>
</tr>
<tr>
<td>Humboldt</td>
<td>1</td>
<td>Full</td>
<td>10-12</td>
<td>396</td>
</tr>
<tr>
<td>Twin Rivers</td>
<td>1</td>
<td>1/2</td>
<td>9-12</td>
<td>160</td>
</tr>
</tbody>
</table>

gathered about the four local guidance counselors. It showed that all four schools in Humboldt County employed just one guidance counselor. Boone Valley, Gilmore City and Twin Rivers had teacher-counselors who devoted half time to counseling. Humboldt was the only school to have a full-time counselor. The Boone Valley teacher-counselor's load included 110 students in grades 9-12. The 218 students receiving counseling services at Gilmore City were from grades 7-12. The 396 senior high school students at Humboldt were counseled in grades 10-12. The Twin Rivers teacher-counselor's load included 160 students in grades 9-12.

Since state requirements for guidance and counseling are relatively new in Iowa, certification varies and the
amount of time needed or clerical assistance necessary to perform counseling services had not been established. Table III is included to show the comparison of the above characteristics in the four schools involved.

TABLE III

CERTIFICATION, SECRETARIAL AND CLERICAL HELP NEEDED, AND LENGTH OF MONTHS EMPLOYED TO PERFORM COUNSELING SERVICES, HUMBOLDT COUNTY, IOWA, SCHOOLS, 1965

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Months employed</th>
<th>Certification requirements</th>
<th>Secretarial and clerical help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boone Valley</td>
<td>9</td>
<td>Professional</td>
<td>None</td>
</tr>
<tr>
<td>Gilmore City</td>
<td>9</td>
<td>Provisional</td>
<td>None</td>
</tr>
<tr>
<td>Humboldt</td>
<td>10</td>
<td>Professional</td>
<td>1/4</td>
</tr>
<tr>
<td>Twin Rivers</td>
<td>9</td>
<td>Provisional</td>
<td>1/8</td>
</tr>
</tbody>
</table>

Table III shows that Boone Valley, Gilmore City and Twin Rivers each employed their counselors for nine months. The Humboldt counselor was employed for ten months. The Boone Valley and Humboldt counselors held professional certification, and both Gilmore City and Twin River's counselors had provisional certification. Only Humboldt provided clerical or secretarial help 1/4 of the time and Twin River's counselor received this help 1/8 of the time.

Other results from the questionnaire concerned the extensiveness of the local counselor's services after school
and away from school and are shown in Table IV. The initial of the school represents the frequency of the counselor’s activity, using B for Boone Valley, G for Gilmore City, H for Humboldt, and T for Twin Rivers.

**TABLE IV**

**EXTENT OF AFTER-SCHOOL AND AWAY-FROM-SCHOOL GUIDANCE SERVICES OFFERED BY LOCAL SCHOOL COUNSELORS, HUMBOLDT COUNTY, IOWA, 1965**

<table>
<thead>
<tr>
<th>Item in question</th>
<th>Regularly</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains evening office hours</td>
<td>T</td>
<td>B,G,H</td>
<td></td>
</tr>
<tr>
<td>Visits post secondary level schools and colleges</td>
<td>B,G,H,T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visits employment situations</td>
<td>B,T</td>
<td>G,H</td>
<td></td>
</tr>
<tr>
<td>Visits homes if necessary to contact parents on educational and career planning</td>
<td>G,T</td>
<td>B,H</td>
<td></td>
</tr>
<tr>
<td>Visits elementary school</td>
<td>B,G</td>
<td>H,T</td>
<td></td>
</tr>
<tr>
<td>Cooperates with guidance-related and other agencies</td>
<td>G,H,T</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>

Table IV indicated that only Twin Rivers ever maintained evening office hours. All four schools stated that they occasionally visited post secondary level schools and colleges. Boone Valley and Twin Rivers indicated that they occasionally visited employment situations while Gilmore City and Humboldt never did. Additional results of the
questionnaire showed that Boone Valley and Gilmore City occasionally visited elementary schools, while both Twin Rivers and Humboldt said they never did. Boone Valley occasionally cooperated with other guidance-related agencies while the other three schools made it a regular practice.

II. GENERAL FACILITIES

The writer felt that it was beneficial to have an understanding of the general facilities in each of the local school systems. Two main areas to be considered were convenience of the facilities for students and/or parents, employers, and college representatives. The second area was the general facilities which aid the counselor. Table V shows the responses of the questionnaire regarding the general facilities which are convenient for the persons wishing to see the counselor. The initial of each school will again indicate the counselor's choice.

All schools, Boone Valley, Gilmore City, Humboldt and Twin Rivers, reported that the guidance unit was accessible by direct entrance from the corridor. Boone Valley was the only school that indicated that the unit was not readily accessible from the main entrance for the benefit of parents and other out-of-school persons. Again all four schools reported that the guidance unit was readily accessible to students and near the main flow of student traffic. Boone
TABLE V

GENERAL FACILITIES WHICH PROVIDE CONVENIENCE FOR PERSONS RECEIVING COUNSELING, HUMBOLDT COUNTY, IOWA, SCHOOLS, 1965

<table>
<thead>
<tr>
<th>Reception facilities presently available</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidance unit is accessible by a direct entrance from the corridor.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>The guidance unit is readily accessible from a main entrance for the benefit of parents and other out-of-school persons.</td>
<td>G,H,T</td>
<td>B</td>
</tr>
<tr>
<td>The guidance unit is readily accessible to students and near the main flow of student traffic.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>The guidance unit is reasonably near the library.</td>
<td>G,H,T</td>
<td>B</td>
</tr>
</tbody>
</table>

Valley was the only school to state that the guidance unit was not reasonably near the library.

The latter area of the general facilities portion of the questionnaire dealt with those facilities which aid the guidance counselor. Table VI illustrates by school initial whether or not the available facilities satisfied the needs of the local counselor.

Boone Valley, Gilmore City, Humboldt and Twin Rivers, the four schools involved, responded positively to the following items of the questionnaire: (1) specific provisions were made for physical facilities for guidance,
TABLE VI

GENERAL FACILITIES WHICH AID AND BENEFIT THE LOCAL GUIDANCE COUNSELORS, HUMBOLDT COUNTY, IOWA, 1965

<table>
<thead>
<tr>
<th>Facilities presently available for counselor</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific provision is made for physical facilities for guidance.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>The guidance unit is separate from, but near the administrative offices.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>The guidance unit is reasonably near to related personnel services such as pupil accounting, health and psychological services.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>The reception is adequately spacious and attractive.</td>
<td>H,T</td>
<td>B,G</td>
</tr>
<tr>
<td>Furnishings are functional and attractive.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>Student records are readily accessible.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
<tr>
<td>A conference and/or multipurpose room is provided.</td>
<td>H,T</td>
<td>B,G</td>
</tr>
<tr>
<td>Storage facilities are adequate and conveniently located.</td>
<td>B,G,H,T</td>
<td></td>
</tr>
</tbody>
</table>

(2) the guidance unit was separate from, but near the administrative office, (3) the guidance unit was reasonably near to related personnel services such as pupil accounting, health and psychological services, (4) furnishings were functional and attractive, (5) student records were readily accessible, and (6) storage facilities were adequate and conveniently located.
Boone Valley and Gilmore City stated that their reception areas were not adequately spacious and attractive; they also indicated that there was no conference or multi-purpose room provided.

III. COUNTY GUIDANCE COORDINATOR

For the purpose of this study, the job of the county guidance coordinator has been divided into five main areas. They are: (1) aids the counselor, (2) identifies and conducts research, (3) promotes public relations, (4) maintains resource material, and (5) conducts testing. Each local school's counselor was asked to rate the county guidance coordinator on duties he performed in each of the areas. Since such results are opinionated, the writer only indicated how many counselors chose each rating to avoid any grievances between the county staff and local faculties. Table VII evaluates the counselors' opinions about the coordinator's duties which he performed chiefly to aid the local guidance counselor.

The ratings of Table VII indicate that the county guidance coordinator did a better than average job of utilizing communicative resources to interpret guidance philosophies, points of view, methods, procedures and techniques for local counselors. Two schools selected the "average" choice and the other two chose "good" and "excels-
TABLE VII

PERFORMANCE OF COUNTY GUIDANCE COORDINATOR'S DUTIES WHICH AID LOCAL COUNSELORS, HUMBOLDT COUNTY, IOWA, 1965

<table>
<thead>
<tr>
<th>County coordinator's duties</th>
<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes communicative resources to interpret guidance philosophies, points of view, methods, procedures and techniques for local counselors</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interprets the results of research, studies and testing for local counselors</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinates organizational efforts of directors of guidance and counselors in the county</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminates reports of district, state and national research to local counselors</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares a newsletter of activities</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ex. - Excellent
Ave. - Average

"Excellent" respectively. Two of the four counselors gave the coordinator's interpreting the results of research, studies and testing for local counselors an "excellent" rating. Another local counselor indicated a "good" and the fourth chose a "fair" rating to indicate performance in this area. The county guidance coordinator received an "excellent," two "goods" and an "average" for coordinating organizational
efforts of directors of guidance and counselors in the county. The counselors chose two ratings of each "good" and "average" to describe his disseminating reports of district, state and national research to local counselors. The county guidance coordinator received the lowest rating for preparing a newsletter of activities. He rated one "average," one "fair" and two "poors" in this area.

In Table VIII, the local guidance counselors described how effectively the county guidance coordinator maintained office resources. The numbers in the columns on the right tell how many schools chose that particular rating.

The results of Table VIII show that basically the county guidance coordinator maintained the office resources quite well. In fact, three out of four counselors even thought he did a "good" job of assisting them in finding and using resource materials at the county office as well as making more complete use of the data they already had on hand at their own school. The fourth counselor felt the county coordinator did an "average" job in the office and at the local schools. Three counselors again chose "good" and the fourth "average" to describe the coordinator's preparing and maintaining forms for data recording, interview forms, records, etc. The county guidance coordinator received his best rating in the area for maintaining a library of professional books, professional journals and periodicals dealing
<table>
<thead>
<tr>
<th>Maintenance of resources</th>
<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assists local schools to locate and use resource materials</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares and maintains forms for data recording, interview forms, records, etc.</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides bibliographies on various research, testing and guidance subjects</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps schools make more complete use of the data they have on hand</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a library of professional books, professional journals and periodicals dealing with guidance, testing and research</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exc. - Excellent  
Ave. - Average  

with guidance, testing and research. He received two ratings of "excellent" and one of "good" and one of "average." His poorest rating, two of each "average" and "poor," occurred for providing bibliographies on various research, testing and guidance subjects.

Because the county guidance coordinator has the opportunity to act as liaison between the community and the
school, several items of the questionnaire pertained to public relations. However, his capacity does not end there. Quite often he is asked to interpret guidance results to administrators and other faculty members of the same school so that they might better understand the student. He seeks to help schools provide graduates with the training local industry requires or have them prepared to enter colleges or universities. And last of all, he strives to maintain a relationship among counselors that promotes progress in the field. Table IX attempts to illustrate how the Humboldt County Guidance Coordinator ranked in these areas. As in all the tables of this area, the number in the choices at the right indicates how many school counselors chose that rating.

Table IX comparisons reveal that on five occasions local counselors felt that the county guidance coordinator was doing an "excellent" job of establishing public relations. They felt he explains and presents the program of guidance, testing and research to school groups, parents, businesses and professionals on every possible occasion. Two school counselors gave him a "good" rating and the fourth chose "average" in this area. The same choice of one "excellent," two "goods" and one "average" was selected to rate how well the county coordinator makes contacts with other agencies for information or referral and his ability
<table>
<thead>
<tr>
<th>Establishment of public relations</th>
<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works with groups and committees of teachers, counselors and administrators on projects in guidance</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes county workshops, seminars for guidance practices with teachers, counselors and administrators</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works with parent education groups</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps plan and coordinate &quot;Career Days&quot; and &quot;College Night&quot;</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes and maintains close relationship with the communication facilities of the community, such as the mass media of radio, T.V., etc.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Explains and presents the program of guidance, testing and research to school groups, such as board of education, parent-teacher groups, etc.</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains and presents the program of guidance, testing and research before business and professional groups on every possible occasion</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes contacts with other agencies for information or referral</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exc. - Excellent
Ave. - Average
to work with groups and committees of teachers, counselors and administration on projects in guidance.

One counselor indicated that the county guidance coordinator rated "poor" in establishing county workshops, seminars for guidance practices with teachers, counselors and administrators. A second counselor rated this establishment of workshops and seminars as "average" while the remaining two felt he had done a "good" job. The county coordinator received his lowest rating, two "poors," one "average" and one "good," for working with parent education groups. One "poor" was also given in the area of establishing and maintaining close relationships with the communication facilities in the community, such as the mass media of radio, T.V., etc. The other three counselors chose "good," "average," and "fair" each once. All four school counselors agreed that he was "excellent" help when planning and coordinating "Career Days" and "College Night."

Research is constantly underway to make the guidance program more effective. Local counselors must be informed of progress if they are to improve their techniques. Some local counselors are conducting research programs; therefore, the county guidance coordinator should recognize and interpret research results and relate it to the other local counselors. Table X evaluates how effectively the county coordinator completes this aspect of his profession. The
TABLE X
COUNSELORS' EVALUATION OF COUNTY COORDINATOR'S RECOGNITION AND INTERPRETATION OF THE RESEARCH, HUMBOLDT COUNTY, IOWA, 1965

<table>
<thead>
<tr>
<th>Recognition of research</th>
<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies researchable problems</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps plan, design and conduct research</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Summarizes and interprets research data</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps conduct community occupational surveys</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Collects, organizes and disseminates occupational material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Aids in planning and putting into use placement and follow-up services</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Exc. - Excellent
Ave. - Average

number again indicates how many counselors made the selection.

The opinions expressed in Table X indicate that two counselors felt that the county guidance coordinator identifies researchable problems with "average" ability; two others indicated that he exhibited "fair" identification. Two counselors chose a "good" rating, one an "average" and another a "poor" rating when evaluating how well the county
coordinator helps plan, design and conduct research. The second "poor" rating was selected when the counselors were asked to indicate how well the coordinator aids in planning and putting into use placement and follow-up services. Two other counselors thought he did a "good" job in this area and the fourth one chose a "fair" rating. There was a two and two split between "good" and "average" to evaluate the county guidance coordinator's ability to summarize and interpret research data, help conduct community occupational surveys and collect, organize and disseminate occupational material.

The fifth and final area to be examined is the testing program. Individual school guidance counselors were asked to evaluate the administering, scoring and interpreting of tests which were supervised by the county guidance coordinator. Table XI compiles the results of this portion of the questionnaire. The numbers at the right of the table indicate the number of school counselors who chose that rating.

The evaluation of the counselors was considerably above average in this area. Only one "poor" mark was indicated for the coordinator's acquainting teachers with sound classroom testing procedures by providing for analysis of classroom tests to include a test analysis report of teacher-made tests. Of the other counselors involved, two
TABLE XI
EVALUATION OF COUNTY GUIDANCE COORDINATOR'S TESTING PROGRAM, HUMBOLDT COUNTY, IOWA, 1965

<table>
<thead>
<tr>
<th>Effectiveness of testing program</th>
<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and leads discussion meetings on activities, needs and ideas in guidance testing and research</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains a test library of samples with all kinds of standardized tests</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides scoring and processing of standardized tests</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquaints teachers with sound classroom testing procedures by providing for analysis of classroom tests, to include a test analysis report of teacher-made tests</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aids in the interpretation of tests to the counselors and teachers</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually re-evaluates the testing program with others from each school district</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exc. - Excellent
Ave. - Average

chose "average" and one selected "excellent." There was an even division of two marks each for "excellent" and "good" that indicated the effectiveness of the coordinator's aiding in the interpretation of tests to the counselors and teachers and his continually re-evaluating the testing program with
others from each school district. One counselor indicated that he did an "excellent" job of establishing and leading discussion meetings on activities, needs and ideas in guidance testing and research. The other three rated him as being "good" in this field. The guidance coordinator received three "excellent" ratings for maintaining a test library of samples with all kinds of standardized tests. The other counselor selected a "good." All four local school guidance counselors agreed that the county guidance coordinator was "excellent" in providing scoring and processing of standardized tests.
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This field report has been approached and carried out with a dual purpose. The basic intention of the writer was to project a county-wide guidance program for Humboldt County. However, this study included an evaluation of the guidance program presently in effect and then made constructive suggestions to improve the present program.

With these purposes in mind, stress was placed on the importance of the study. It was felt that the interests of the students were of prime importance, but that their parents, future employers and the colleges which they intend to enter certainly must be considered when planning and administering guidance and counseling services. The demands of the community must also be considered.

The procedure followed was to introduce the physical characteristics of the county and the schools involved. Next a review of literature was made to obtain up-to-date professional thought in the field of county-wide guidance. Then a program was developed for the public secondary schools of Humboldt County. A questionnaire was devised to evaluate the existing Humboldt County guidance program.
From the results of the questionnaire the writer has drawn conclusions and made recommendations.

II. CONCLUSIONS

In conclusion the writer feels that the best of the pertinent professional thought has been drawn together to develop a county-wide guidance program for the secondary public schools of Humboldt County. From this study it was found that the county-level program has become an important and effective means of equalizing educational opportunities. The county office should provide coordinated, decentralized guidance services with emphasis on the local school's responsibility for establishing and maintaining its own guidance program.

From the results of the questionnaire the local counselors indicated that, first of all, the number of students per counselor was too heavy. In some schools there was no counseling available to junior high. Generally speaking, facilities were conducive to good local guidance programs.

A large portion of the questionnaire dealt with the job description of the county guidance coordinator. Essentially the local counselors felt the county coordinator was coordinating, consulting and advising to their satisfaction. They indicated that he was doing a "good" to "excellent"
job in the county testing programs and organizing Career Days. The counselors rated the coordinator the lowest in the areas of disseminating county guidance news and presenting the guidance program to civic clubs and organizations.

III. RECOMMENDATIONS

This writer feels that the following recommendations be made at this time:

1. That the County Superintendent, County Guidance Coordinator and local administrators continually evaluate the county guidance program.

2. That the local administrators and counselors each evaluate their local programs, especially in the areas of student-counselor ratio, general facilities and guidance services supplied to all secondary students in the public schools of Humboldt County.

3. That the County Guidance Coordinator be released from all testing duties in the elementary schools so his full attention can be directed toward helping local counselors meet the needs of the secondary public students in Humboldt County. The elementary guidance and testing will be assigned to a qualified elementary counselor.
4. That the County Guidance Coordinator spend more time providing bibliographies on various research, testing and guidance subjects, identifying researchable problems, and preparing a county guidance newsletter.

5. That the County Guidance Coordinator promote better public relations with parent education groups, civic clubs and maintain close relationship with the communication facilities of the community.
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BIBLIOGRAPHY

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