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A Practical Guidance Program For Small Kansas High Schools.

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A PRACTICAL GUIDANCE PROGRAM FOR SMALL
KANSAS HIGH SCHOOLS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Date

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Author

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CHAPTER I

INTRODUCTION

As our society has increased in complexity, during the last half a century, a growing number of educators have taken cognizance of the fact that students need help in learning to become self-directive. This need has become greater during recent years due to our altered high school and a changing way of life. The former came about as a result of the tremendous increase in enrollment and a greatly expanded curriculum while America's way of life is being transformed by the following: (1) changing social conditions, (2) revamped economic philosophy, (3) expanded industrial program and resulting specializations, (4) increased demand for professional preparation, (5) shift from rural to urban modes of living, (6) increased leisure time, (7) changing family situation, (8) lag in adapting social processes to rapid development in science, (9) increasing compactness of the world due to improvements in transportation and communications, and (10) emergence of problems due to our present international situation.

To combat the complexity of our society and the uncertainty of the times guidance programs have been organized in many of our nation's high schools. Kansas has taken part in this movement and at the present time 14 first class cities, 28 second class cities, 174 third class cities, and

25 private schools in the state have developed their guidance programs to the extent that they have allotted time to it in the high school schedule according to data taken from a section of the High School Principal's Organization Report.¹ This is a yearly report filled out by all Kansas high school principals. Many more of the small high schools would have this group of services but the administrators have had little or no training in guidance; therefore they do not know how to implement the program in their schools. It is the wish of the investigator to help set forth a workable plan for organization.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to formulate a guidance program that will (1) act as a guide for those wishing to start an organized guidance program in a small Kansas high school and one that will (2) stimulate interest in guidance on the part of the educators who are working in small schools.

Significance of the study. There has been a wealth of material written recently about guidance and it is now possible to find information about every phase of a guidance

¹ Marvin A. Creech, "High Schools Having Time Assigned to Counseling in Their Schedule, 1950-1951," (unpublished paper sent to Bill Jellison from State Board of Vocational Education, February 8, 1952), 1 p.

program. Even though this is true, an over-all guidance program that can be used as a guide in organizing guidance services in a small Kansas high school is not to be found. The investigator felt that such a guide would be of great value to persons working in such schools; therefore he has attempted to prepare such a program.

II. DEFINITIONS OF TERMS USED

Guidance program. Throughout this study the term "guidance program" shall be taken to mean that body of organized services that help pupils to develop their potentialities in a socially accepted direction. These services must be aimed at making the students self-directive.

Small Kansas high schools. In this study "small Kansas high schools" mean those schools with an enrollment of approximately two hundred or less. This includes about eighty six per cent of all public high schools in Kansas.²

Guidance authorities. The term "guidance authorities" as used in this study shall be interpreted as meaning those persons who are known for their specialized work in the field of guidance.

Professional guidance personnel. Throughout this study the term "professional guidance personnel" denotes

² Sol D. Dice, "Enrollment in Public Secondary Schools, 1949-1950," (unpublished paper sent to Bill Jellison from Kansas State Department of Public Instruction, March 4, 1952), 1 p.

those persons who hold or are eligible to receive either the counselor's provisional certificate or the counselor's five year certificate issued by the Kansas State Department of Public Instruction. The requirements for the provisional certificate are (1) that the person is eligible for a degree certificate for teaching at the level in which he is to serve as a counselor, (2) that he presents evidence of one year of successful teaching experience, (3) that he presents evidence of twelve months of cumulative work experience on a wage earning job other than teaching, and (4) that he has completed eight semester hours of senior-graduate credit in professional guidance courses.³

III. REVIEW OF RELATED STUDIES

Many people have written about guidance for small schools during the last few years but much of the material has been rather general in nature. It is assumed by the writer that the reader is familiar with the basic principles and purposes of guidance; therefore studies concerning these are not included here. In this section only those studies that are closely related to that of the investigator's will be briefly summarized.

³ Floyd Herr, "Requirements for Counselor's Certificates," (unpublished certification sheet sent to prospective counselors, 1951), 1 p.

Newsom⁴ conducted a study that was similar to this investigation in many respects. He worked out a personnel program for the small high school. The program consisted of:

(1) Studying individuals in order to ascertain their specific interests, needs, and abilities; (2) providing curricular, extra-curricular, and vocational opportunities suited to individual needs and abilities; and (3) guiding individuals into useful work and healthful recreation that will develop their abilities.⁵

His method of procedure was studying records and forms used in guidance programs in larger schools, studying recommendations of test experts, and having personal interviews with college professors and school administrators. The records and forms were modified to fit the small school; and together with the information received from experts, they formed the basis of his proposed personnel program.

Hubbart⁶ did a research problem concerned with developing a guidance program for the junior-senior high school. A large part of this investigation consisted of reporting the aims of guidance as reflected in the writings of guidance authorities. A questionnaire was sent to a small number of high school administrators to obtain their

4 Arden C. Newsom, "A Suggested Personnel Program for the Small High School," (unpublished Master's thesis, Kansas State Teachers College, Pittsburg, Kansas, 1936), 72 pp.

5 Ibid., p. iii.

6 Clarence G. Hubbart, "A Guidance Program for the Junior-Senior High School," (unpublished Master's thesis, Fort Hays Kansas State College, Hays, Kansas, 1946), 41 pp.

impression of the worth of a systematic guidance program. It also asked for their opinion on a list of intelligence, achievement, aptitude, and personality tests. He found that everyone contacted firmly believed that a sound guidance program was desirable in the junior-senior high school. His program provides hints on organizing guidance services and provides principles to be followed.

Gallion⁷ made a survey of guidance practices in all Kansas high schools. His main objective was to find the status of guidance in Kansas secondary schools. A doctoral study of similar nature was carried on by Peters⁸ in Indiana. The problem in this case was, "To formulate a set of differential evaluative criteria of guidance services based on reported practices."⁹

A thesis done by Enterline¹⁰ attempted to determine the status of guidance in the third-class high schools of Kansas. It also contained a proposed minimum guidance

⁷ Randall W. Gallion, "A Survey of Guidance Practices in the Secondary Schools in the State of Kansas," (unpublished Master's thesis, Fort Hays Kansas State College, Hays, Kansas, 1940), 111 pp.

⁸ Herman J. Peters, "A Study of Guidance Service in the Indiana Public High Schools," (unpublished Doctor's dissertation, Purdue University, Lafayette, Indiana, 1950), 140 pp.

⁹ Ibid., P. ix.

¹⁰ Levert E. Enterline, "The Status of Guidance Programs in Third-Class City High Schools of Kansas, 1948-49 and a Proposed Minimum Guidance Program," (unpublished Master's thesis, Municipal University of Wichita, Wichita, Kansas, 1949), 120 pp.

program for these small high schools. The author used the guidance section of the 1948-49 High School Principal's Organization Report to find the status of guidance programs in high schools located in third class cities. Personal experience and interviews with school administrators and officials of guidance services were used as the basis for the proposed program. The investigator found that only 101 of 549 schools in cities of the third class investigated allotted time for counseling. It was found that 145 of the 549 schools made use of the developed cumulative records and 110 of the 549 schools collected and filed educational and occupational information systematically.¹¹ Enterline concluded that if guidance services are accepted as a worthy function of the school, we need to stress their development in all Kansas high schools.

These studies reveal that not many small high schools have systematic guidance programs. They also indicate the need for further study on how to organize and administer a guidance program in a small high school; therefore the investigator's study was undertaken.

IV. METHOD OF PROCEDURE

The method of procedure used in this study consisted of questionnaires and a study of the literature in the field

¹¹ Ibid., p. 101.

of guidance. Since the investigator wanted to develop a program that was practical from the standpoint of the guidance men in the field, several small schools that had active guidance programs were visited. Upon request the Guidance Services division of the Kansas State Department of Vocational Education sent a complete list of high schools reporting guidance programs. From this group fourteen schools were selected by the writer, in consultation with his major advisor, for visitation. Eleven of these schools had an enrollment of less than two hundred; a twelfth was just a few over two hundred. Included in the fourteen were a high school with an enrollment of about three hundred and a large city high school. These larger schools were selected in order to observe how guidance programs of known strength were organized. Except for the large school all schools selected are located in central and western Kansas.

A letter was sent to the principal of each high school asking his permission to interview the person responsible for the guidance services in his school. All but two of the schools returned the enclosed card and indicated that the investigator might visit the school and gave the best date and time for the interview. Unfortunately the city high school was one of two that the investigator did not get to visit. Since the data derived from the large school was to be used only for comparative purposes, the investigator did not feel that its omission lessened the value of the

research. A guidance questionnaire was taken to each of the twelve cooperating schools and filled out by the investigator during the interview. It covered the following areas: (1) testing program, (2) cumulative record, (3) informational services, (4) counseling program, (5) placement, (6) follow-up and curriculum revision, (7) staff cooperation, and (8) public relations.

Answers obtained from the interview questionnaire were tabulated on a master copy. This enabled the investigator to discover how many of the schools were carrying on the various practices listed in the questionnaire. A second questionnaire was prepared and sent to a number of guidance authorities. It was quite similar to the one taken to the schools but contained modifications that made it more suitable for obtaining opinions from experts. These experts were chosen for their knowledge of Kansas guidance problems. The following men were contacted and signified their willingness to cooperate in the study: Dr. Ira O. Scott, Guidance and Counseling Services, Fort Hays Kansas State College; Dr. George A. Comstock, Director of Personnel Services, Kansas State Teachers College of Emporia; Dr. H. L. Baker, Professor of Education, Kansas State College; Mr. E. Gordon Collister, Director of Guidance Bureau, University of Kansas; Mr. Ramon Charles, Supervisor of Guidance Services, Kansas State Department of Vocational Education; Dr. Emery G. Kennedy,

Director of Division of Guidance Service, Kansas State Teachers College of Pittsburg; and Dr. Shirley A. Hamrin, Professor of Education, Northwestern University.

After the experts returned the questionnaires, their answers were tabulated in the same manner as the answers from the high school men. The results from the questionnaires and the appended comments together with data collected from reading formed the basis for the body of this thesis. The study is organized into the following chapters: Chapter I, Introduction; Chapter II, Guidance Practices in Small High Schools; Chapter III, The Opinions of Guidance Authorities; Chapter IV, A Practical Guide for the Organization and Administration of a Guidance Program; and Chapter V, Summary, Conclusions, and Recommendations.

CHAPTER II

GUIDANCE PRACTICES IN SMALL HIGH SCHOOLS

The investigator found that there was a wide variation in the amount of systematic guidance carried on by the small schools that were visited. This variation can be seen from the answers to questions in the high school questionnaire but was accentuated by personal observations on the part of the author while at each school. One very important fact was noted by the investigator. It was this; the amount of guidance work carried on by the school staff was not related to the enrollment of the school.

The remainder of this chapter will be used to present the results of the visitations to the small high schools. One school from which these data were collected had an enrollment of about three hundred pupils; therefore it would not ordinarily be considered a small school. The school is included here because its guidance program is organized as though it were a small school.

THE TESTING PROGRAM

Table I reveals how many of the cooperating schools use various measuring instruments. Only those tests used by two or more of the schools are listed. A single school gives more than one test of a particular type in some cases. No more than one school uses the same test in specialized

TABLE I
TESTS ADMINISTERED IN SMALL HIGH SCHOOLS

Types	No. of schools Using test	Name of test
Mental	6	Henmon-Nelson Tests of Mental Ability
	3	Otis Self-Administering Tests of Mental Ability
	3	Otis Quick-Scoring Mental Ability Tests
	3	Terman-McNemar Test of Mental Ability
	2	SRA Primary Mental Abilities
Entering Achievement	3	Stanford Achievement Test
High School Content Achievement	(No two schools used same test; only three reported using a test from this area.)	
Reading	3	Iowa Silent Reading Test
	2	SRA Reading Record
Aptitude Batteries	2	Detroit General Aptitude
Clerical Aptitude	2	Minnesota Clerical Test
Mechanical Aptitude	(No two schools used the same test; only three used tests from this area.)	
Interest	10	Kuder Preference Record
	4	Strong Interest Inventory
Personality	(No two schools used the same test but seven schools did use them.)	

subject fields such as mathematics and English although a wide variety of such tests are used. In some cases not enough schools use any one test of a type to show a preference for a particular test. However, the following tests are used by enough schools that the author felt that a preference is shown: mental, Henmon-Nelson Tests of Mental Ability; entering achievement, Stanford Achievement Test; reading, Iowa Silent Reading Test; and interest, Kuder Preference Record.

THE CUMULATIVE RECORD

The information that is recorded on the cumulative record by the twelve schools was broken down into several areas on the interview questionnaire. Table II, page 15, indicates how many of the items concerned with home and family background are recorded by the cooperating schools. Most of the schools secure only the bare essentials about the home and family background. Included in the items recorded by the greatest number of schools are the following: (1) name, sex, place and date of birth; (2) full name of each parent or guardian; (3) parent's address and telephone number; (4) occupation of each parent; and (5) marital status of parents.

Eight of the schools report that their students are given a general physical examination each year. Some of the other schools provide their pupils with certain medical

examinations each year. Table II, page 16, reveals that the general physicals are not complete. In five of the eight schools reporting general physicals, a local doctor conducts the examination free of charge. Three of the schools pay the doctor for conducting the examination.

The personal and social development of each pupil that is recorded by the schools visited is not very complete. Table II, page 17, shows the items most often recorded are participation in the activity program and results of interest inventories. Not one school records pupil attitude toward school and school activities.

Data concerning scholastic progress and test information is recorded by most of the cooperating schools. Table II, page 18, reveals this fact. The item recorded by the least number of schools deals with the pattern of courses selected by pupil.

MAINTENANCE AND USE OF PUPIL INFORMATION

A good cumulative record is of little value if it is not kept up to date and if it is not used by the school staff. It can be seen from Table III, page 19, that the majority of the schools keep their records current and use them to help the students. The one big failing of the schools is in consulting the cumulative record of an entering or transfer student. In most cases this is due to the fact that a cumulative record is not available for these students.

TABLE II
 DATA RECORDED ON CUMULATIVE RECORD
 Home and Family Background

No. of schools recording item	Items
12	Name, sex, place and date of birth
5	Photograph
11	Full name of each parent or guardian
12	Parents', or guardian's, address and tele- phone number
10	Occupation of each parent
8	Race, nationality, and birthplace of parents
5	Citizenship status of parents; how long residents of this country
8	Educational status of parents
10	Marital status of parents; living together, divorced, separated, remarried
5	Ages of brothers and sisters of the pupil
1	Marked talents of accomplishments of family members
1	Health status of family
2	Economic status of family
3	Attitude of the home toward school and toward attendance of pupil
2	Facilities for home study--library, magazines, conveniences for study
1	Plans of parents which are related to plans of their children
0	Description of neighborhood conditions

TABLE II (continued)

DATA RECORDED ON CUMULATIVE RECORD
Physical and Medical Status

No. of schools recording item	Items
8	Height and weight
9	Vision
7	Hearing
8	Mental health and personal adjustment
10	Teeth and gums
8	Speech defects
7	Posture and feet
8	Tonsils, Adenoids
8	Vital organs
7	Skin and scalp
9	Physical abnormalities and deformities, undernourishment
6	Physiological maturation
10	Immunizations
10	Serious illnesses or injuries
9	Absence due to illness
7	Physical health habits

TABLE II (continued)

DATA RECORDED ON CUMULATIVE RECORD
Personal and Social Development

No. of schools recording item	Items
8	Special talents and interests
5	Special achievements (other than scholarship) in school and out of school
9	Participation in pupil activity program
8	Education intentions
6	Vocational preferences at successive stages of development
8	Evidence of vocational aptitudes
2	Membership in out-of-school clubs or organizations
4	Employment during out-of-school hours
3	Use of leisure
4	Conduct or citizenship record
2	Nature of social activities
3	Periodic ratings by teachers on personality traits
0	Attitudes toward school and school activities
6	Religious interests and activities
9	Results from interest inventories
5	Interpretations of aptitude tests
6	Interpretations of personality and attitude inventories or scales

TABLE II (continued)

DATA RECORDED ON CUMULATIVE RECORD
Scholastic Progress and Test Information

No. of schools recording item	Items
11	Name and location of school or schools attended
10	Attendance and tardiness record; reasons for excessive absence or tardiness
4	Curriculum or pattern of courses selected; record of changes with reasons for change
11	Complete academic record
7	Reason and explanation for any failure
11	Scholastic distinctions received
7	Record of subsequent entry to other educational institutions
9	General and specialized mental ability data as interpreted from test scores
10	Performance on achievement tests, teacher-made or standardized, in various subject areas

TABLE III

MAINTENANCE AND USE OF PUPIL INFORMATION

No. of schools performing	Functions
1.....	The cumulative record of an entering or transfer student is consulted before his enrollment is completed.
7.....	Forms provided for easy and accurate recording of data and sources of information.
2.....	Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
2.....	Graphs or diagrams are used wherever appropriate to indicate relative progress.
10.....	Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily.
7.....	Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.
3.....	Provision is made for duplication of appropriate parts of pupils records.
10.....	Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school.
7.....	Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress.
10.....	The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning.
11.....	Records containing information are readily accessible to all who are authorized to use them.
11.....	Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils.
11.....	Unauthorized persons are not permitted access to confidential records of pupils.

INFORMATIONAL SERVICES

Orientation

Several of the cooperating schools have some type of orientation for high school freshmen. Six of the schools have a high school representative that visits the eighth graders at their school and discusses high school life with them. Five high schools report a fall orientation day at the high school and six report such a day in the spring. The program of these orientation days is made up of the following: discussion of high school subjects, activities, and regulations; visit to high school and to classes; pre-enrollment; and spring enrollment. The number of schools performing each of the above functions is revealed in Table IV, page 21. One school system has an orientation class that is a semester in length.

Educational Information

All but one of the schools have college and business school information available for their students. Only two schools do not have vocational school information available for their pupils. Table V, page 22, indicates the number of schools that have various kinds of educational information; where it is filed; and how it is distributed.

TABLE IV
CONTENTS OF ORIENTATION DAY (s)

No. of schools reporting practice	Content
8	High school subjects and their contents discussed
8	High school activities discussed
7	High school regulations discussed
6	Pupils visit high school
2	Pupils visit high school classes
9	Pupils have pre-enrollment conferences before beginning high school
4	High school has spring enrollment for the grade school pupils

TABLE V
EDUCATIONAL INFORMATION

No. of schools listing item	Information present and method of distributing
11	Have college catalogs from local colleges and leading universities over the country
11	Have business school information
10	Have vocational school information
5	Information filed in library
7	Information filed in counselor's room
5	Information filed in administrator's office
8	Information distributed by teachers
7	Information distributed by librarian(s)
10	Information distributed by counselor(s)
8	Information distributed by administrator(s)
7	School has a career day
6	School has a college day

Vocational Information

Vocational information is found in all schools but is not systematically filed in three schools. Some of the schools use more than one method of distributing the information. The SRA plan is the favored filing system. Interviewing is the most used method of distributing vocational material. For further information concerning filing plans and methods of distribution, turn to Table VI, page 24.

THE COUNSELING PROGRAM

Counseling services are carried on by every school visited. Table VII, page 25, reveals the extent of the counseling programs in the various schools. To supplement individual counseling most of the schools have at least one or more kinds of group guidance. The following courses and activities are used for this purpose: home room (3), vocational or occupational information class (4), lectures (5), movies (4), psychology class (2), and life adjustment class (1). The number following each one of the above groups refers to number of schools reporting that type of class or activity.

PLACEMENT

Placement services are not very well developed in most of the schools. The only service carried out by a large portion of the schools is that of assisting graduates

TABLE VI
 VOCATIONAL INFORMATION

No. of schools using method	Methods of filing and distributing
3	Occupational information filed according to the SRA plan
1	Occupational information filed according to the DOT
0	Occupational information filed alphabetically
2	Occupational information filed according to Dewey decimal system
3	Occupational information arranged on shelf
1	Information distributed through occupations class (3 wks. in length)
8	Information distributed through interviews
4	Information distributed by posting
3	Information distributed through vocational information or occupations course

TABLE VII
COUNSELING PROGRAM

No. of schools	Counseling personnel	No. of schools	Time allotted	No. of schools	Portion of school covered	No. of schools	Facilities
6	Principal	3	Daily 1 hr.	6	All pupils	2	Free class room
2	One man	3	2 hrs.	3	Seniors	5	Principal's office
1	One woman	1	3 hrs.	2	Freshmen	4	Counseling room
1	Two men	1	4 hrs.	1	All fr. and sr. boys and all girls	1	Activities room
1	One man and one woman	1	1½ hrs.				
1	Two men and one woman	1	Weekly 5 hrs.				
		1	7 hrs.				
		1	Not known				

in obtaining additional education and training. Only one school assists pupils who withdraw from school in obtaining suitable employment. The number of placement activities carried on by the schools may be seen in Table VIII, page 27.

FOLLOW-UP AND CURRICULUM REVISION

Not many of the twelve schools that were visited do very much follow-up work. Perhaps, all the guidance personnel in these schools feel like the one that commented that follow-up studies are not important in the small school because the information can be secured without a systematic study. Table IX, page 28, reveals the number of schools that carry on the following follow-up activities: conduct surveys of activities of all former students; secure information from former students concerning strengths and weaknesses of the program of studies, of the school organization, and of the guidance services; identify out of school youth who need further guidance; acquaint community and staff with results of follow-up studies; and provide opportunities for students to participate in follow-up studies.

STAFF COOPERATION

Most of the guidance workers in the surveyed schools feel that they received satisfactory cooperation from the school staff. Table X, page 29, indicates the number of schools that report satisfactory cooperation in the several

TABLE VIII
PLACEMENT PRACTICES

No. of schools performing	Placement activity
2	Assist pupils who withdraw from school in obtaining additional education or training
10	Assist graduates in obtaining additional education or training
9	Assist pupils in securing part-time and vacation employment
1	Assist pupils who withdraw from school in obtaining suitable employment
7	Assist graduates in obtaining employment for which they are fitted
3	Make records of placement information in the pupils' cumulative record
3	Coordinate the school placement services with similar community services
2	Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program
4	Accumulate and organize information important in the improvement of the educational program.
7	Recommend changes in placement of pupils for better adjustment within the school

TABLE IX
FOLLOW-UP PROCESSES PERFORMED

No. of schools performing	Follow-up activity
3	Conduct periodic surveys of activities of all school-leavers including graduates
5	Secure information from school-leavers concerning strengths and weaknesses of the program of studies
5	Secure information from school-leavers concerning strengths and weaknesses of the school organization
2	Secure information from school-leavers concerning strengths and weaknesses of the guidance services
0	Identify out-of-school youth who need further guidance
1	Acquaint community and staff with the results of follow-up studies
0	Provide opportunities for pupils now in school to participate in follow-up studies.

TABLE X
STAFF COOPERATION

No. of schools giving positive answers	Participation activities
10.....	Teachers and counselors understand their mutual responsibilities
7.....	Teachers use pupil cumulative records in understanding individual pupils
6.....	Teachers use pupil cumulative records in adapting teaching to individual needs
10.....	Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services
11.....	Teachers seek the assistance of counselors in dealing with pupil problems
9.....	Teachers and counselors cooperate in securing information concerning pupils and pupil problems
8.....	Teachers and counselors participate in group conferences concerning pupil problems
8.....	Teachers assist in carrying out the recommendations of counselors
5.....	Teachers and counselors cooperate in continuing to keep in touch with pupils who leave school
3.....	Teachers assist in securing the cooperation of the home in guidance service activities
4.....	School has guidance committee
8.....	Teachers in specialized subject-matter areas and counselors cooperate in helping pupils select course offerings to meet individual pupil needs

areas of guidance work. The number of schools that have guidance committees is limited.

PUBLIC RELATIONS

In a majority of the systems the guidance program has not been presented to the board of education as a new school function. The administrator has assumed responsibility for it much as he would a new course that required no new teacher. The school boards that have had guidance programs explained to them reacted favorably. The faculty was won over to a guidance point-of-view by staff meetings in most cases. Nine of the schools report this as the method used. Four schools provide guidance literature for the faculty and only one used case studies to show the staff the value of organized guidance. Seven schools report time given to explaining the guidance program to the students.

More time and ways were used to sell the community on guidance than were used to convince any group directly connected with the school. Methods used to win the community, together with the number of schools using method, follow: talks to civic clubs (5), talks to P. T. A. (3), articles prepared for local paper (7), visits about guidance with parents (4), and guidance talks to community organizations by outside speakers (1).

SUMMARY

Most of the schools that were visited did not have a very well developed guidance program, but the variety of activities carried out by them convinced the writer that a small school can organize and administer a systematic guidance program. It was found that the testing program is one of the best developed aspects of the guidance services. The home and family background information along with the personal and social development information about pupils is not very complete. The only schools that have adequate health records are those that give complete physical examinations to their pupils. Counselors in the schools indicated that pupil information is actively used by the school staff. The schools have fairly complete informational services. Several administrators have and distribute this information. Too many administrators act as counselors. Little work is being done on placement and follow-up. Staff cooperation seems to be satisfactory but not many schools have a guidance committee. The school boards were easily sold on guidance while extensive use was made of local papers and civic clubs in selling guidance to the community.

CHAPTER III

THE OPINIONS OF GUIDANCE AUTHORITIES

The writer received much valuable information from the guidance authorities contacted. They not only filled out the questionnaire sent to them but also gave helpful suggestions under the "comments" headings below each section of the questionnaire. In this chapter the results of the questionnaire will be summarized.

TESTS PREFERRED BY THE AUTHORITIES

One authority did not answer the section of the questionnaire that asked him to check the best test of each type for the small high school. He feels that conditions differ so much in each school that no one test would be best for all small schools. No test was a unanimous choice of all the authorities and several types did not have a majority of them preferring any one test. Table XI indicates that the following tests were preferred by the authorities: mental, California Test of Mental Maturity; entering achievement, Iowa Every-Pupil Test of Basic Skills; high school content achievement, Iowa High School Content; reading, Iowa Silent Reading Test; aptitude batteries, Aptitude Test of Occupations; clerical aptitude, Minnesota Clerical Test; mechanical aptitude, SRA Mechanical Aptitudes; interest, Kuder Preference Record;

TABLE XI

TESTS PREFERRED BY AUTHORITIES

Types	No. preferring tests	Name of test
Mental.....	1	Psychological Examination of High School Students
	1	Henmon-Nelson Tests of Mental Ability
	1	Otis Self-Administering Tests of Mental Ability
	1	Otis Quick-Scoring Mental Ability Tests
	2	California Test of Mental Maturity
Entering..... Achievement	2	Stanford Achievement Test
	4	Iowa Every-Pupil Test of Basic Skill
High School..... Content Achievement	4	Iowa High School Content
	2	Essential High School Content Battery
Reading.....	1	Cooperative Reading Comprehension Test
	4	Iowa Silent Reading Test
	1	SRA Reading Record
Aptitude..... Batteries	1	Differential Aptitude Tests
	2	Aptitude Test for Occupations (CTB)
	1	Detroit General Aptitude Examination
Clerical..... Aptitude	3	Minnesota Clerical Test
	2	SRA Clerical Aptitudes
Mechanical..... Aptitude	4	SRA Mechanical Aptitudes
	2	MacQuarrie Test of Mechanical Ability
Interest.....	4	Kuder Preference Record
	2	Strong Interest Inventory
Personality.....	1	Guilford-Zimmerman Temperament Survey
	1	California Test of Personality
	1	The Adjustment Inventory--Bell
	1	The Personality Inventory--Bernreuter
	2	SRA Youth Inventory

and personality, SRA Youth Opportunity. Only those tests preferred by at least one authority are included in the table.

DATA THAT NEEDS TO BE RECORDED ON CUMULATIVE RECORD

The authorities feel that home and family background information about pupils needs to be extensive. This is revealed in Table XII, page 35. Description of neighborhood conditions is the only item that most of the authorities do not think needs to be recorded.

Physical and medical status of students needs to be recorded on the cumulative record according to the authorities. It can be seen from Table XII, page 36, that every one of them believes information concerning height and weight, vision, hearing, and speech defects should be recorded.

As a group the authorities sanction the recording of the items in the questionnaire pertaining to personal and social development. However, several of them indicated they do not believe the teachers should rate the personality traits of students. Table XII, page 37, indicates how the authorities feel about specific items.

Table XII, page 38, reveals that the authorities firmly believe in recording scholastic progress.

TABLE XII
 DATA AUTHORITIES WOULD INCLUDE
 ON CUMULATIVE RECORD
 Home and Family Background

No. including item	Items
7	Name, sex, place and date of birth
6	Photograph
7	Full name of each parent or guardian
7	Parents', or guardian's, address and telephone number
7	Occupation of each parent
7	Race, nationality, and birthplace of parents
7	Citizenship status of parents; how long residents of this country
7	Educational status of parents
7	Marital status of parents; living together, divorced, separated, remarried
7	Ages of brothers and sisters of the pupil
6	Marked talents or accomplishments of family members
6	Health status of family members
6	Economic status of family
6	Attitude of the home toward school and toward attendance of pupil
5	Facilities for home study--library, magazines, conveniences for study
5	Plans of parents which are related to plans of their children
2	Description of neighborhood conditions

TABLE XII (continued)
 DATA AUTHORITIES WOULD INCLUDE
 ON CUMULATIVE RECORD
 Physical and Medical Status

No. including item	Items
7	Height and weight
7	Vision
7	Hearing
4	Mental health and personal adjustment
6	Teeth and gums
7	Speech defects
5	Posture and feet
6	Tonsils, adenoids
5	Vital organs
4	Skin and scalp
6	Physical adnormalities and deformities, undernourishment
4	Physiological maturation
5	Immunizations
6	Serious illnesses or injuries
6	Absence due to illness
4	Physical health habits

TABLE XII (continued)
 DATA AUTHORITIES WOULD INCLUDE
 ON CUMULATIVE RECORD
 Personal and Social Development

No. including item	Items
7	Special talents and interests
7	Special achievements (other than scholarship) in school and out of school
7	Participation in pupil activity program
6	Educational intentions
6	Vocational preferences at successive stages of development
7	Evidence of vocational aptitudes
7	Membership in out-of-school clubs or organizations
7	Employment during out-of-school hours
7	Use of leisure
6	Conduct or citizenship record
7	Nature of social activities
4	Periodic ratings by teachers on personality traits
6	Attitudes toward school and school activities
5	Religious interests and activities
7	Results from interest inventories
5	Interpretations of aptitude tests
5	Interpretations of personality and attitude inventories or scales

TABLE XII (continued)
 DATA AUTHORITIES WOULD INCLUDE
 ON CUMULATIVE RECORD
 Scholastic Progress and Test Information

No. including item	Items
7	Name and location of school or schools attended
7	Attendance and tardiness record, reasons for excessive absence or tardiness
5	Curriculum or pattern of courses selected; record of changes with reasons for change
7	Complete academic record, including courses, year taken, marks, and credits received
7	Reasons and explanation for any failure
6	Scholastic distinctions received
7	Record of subsequent entry to other educational institutions
6	General and specialized mental ability data as interpreted from test scores
6	Performance on achievement tests, teacher-made or standardized, in various subject areas

**MAINTENANCE AND USE OF PUPIL INFORMATION AS
VIEWED BY THE AUTHORITIES**

There is unanimous approval by the authorities of many of the statements in the questionnaire dealing with maintenance and use of pupil information. Table XIII, page 40, indicates this fact.

INFORMATIONAL SERVICES

Program of Orientation Day(s) As Chosen by Authorities

The content of the orientation program as viewed by the authorities can be seen in Table XIV, page 41. Among the comments added to this part of the questionnaire were the following: it should be a planned program of more than a day, high school regulations should be discussed after admission, and have big sisters and big brothers for entering students.

Educational Information As Seen by the Authorities

None of the authorities believe the educational information should be filed in an administrator's office or that the information should be distributed by an administrator. Their answers to other questions on educational information are revealed in Table XV, page 42.

TABLE XIII

MAINTENANCE AND USE OF PUPIL INFORMATION
AS VIEWED BY AUTHORITIES

No. that think function needs to be performed	Function
7.....	The cumulative record of an entering or transfer student is consulted before his enrollment is completed
7.....	Forms provided for easy and accurate recording of data and sources of information
7.....	Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential)
5.....	Graphs or diagrams are used wherever appropriate to indicate relative progress
7.....	Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily
7.....	Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record
6.....	Provision is made for duplication of appropriate parts of pupils records
7.....	Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school
7.....	Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress
7.....	The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning
6.....	Records containing information are readily accessible to all who are authorized to use them
7.....	Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils
7.....	Unauthorized persons are not permitted access to confidential records of pupils

TABLE XIV
CONTENT OF ORIENTATION DAY(S)
AS CHOSEN BY AUTHORITIES

No. sanctioning item	Content
7	High school subjects and their contents discussed
7	High school activities discussed
5	High school regulations discussed
7	Pupils visit high school
5	Pupils visit high school classes
7	Pupils have pre-enrollment conferences before beginning high school
6	High school has spring enrollment for the grade school pupils

TABLE XV

EDUCATIONAL INFORMATION
AS SEEN BY AUTHORITIES

No. approving practice	Information present and method of distributing
7	Have college catalogs from local colleges and leading universities over the country
6	Have business school information
7	Have vocational school information
7	Information filed in library
5	Information filed in counselor's room
0	Information filed in administrator's office
5	Information distributed by teachers
6	Information distributed by librarian(s)
5	Information distributed by counselor(s)
0	Information distributed by administrator(s)
4	School has a college day
4	School has a career day

Vocational Information As Seen by the Authorities

Vocational information should be filed according to the SRA plan in the opinion of most of the authorities. In comments two indicated that filing it alphabetically is also satisfactory. Six of the authorities wrote in comments to the effect that there is no one way to distribute occupational information; all appropriate techniques should be used. Table XVI, page 44, supports the above conclusions. It should be noted that some authorities marked more than one way of distributing material.

PLACEMENT PRACTICES SANCTIONED BY AUTHORITIES

That the authorities believe the school is responsible for the placement of its pupils is made evident by their answers to the question, "What placement services should be carried on by the small school?" Table XVII, page 45, indicates what guidance services the authorities think the school should carry out.

FOLLOW-UP PROCESSES THAT THE AUTHORITIES THINK ARE NECESSARY

Two of the authorities commented that this phase of guidance is usually neglected but that it is a very important phase of a complete program. Only the follow-up activities concerned with securing information from school-leavers about strengths and weaknesses of the

TABLE XVI

VOCATIONAL INFORMATION
AS SEEN BY AUTHORITIES

No. approving plan	Method of filing and distributing
5	Occupational information filed according to the SRA plan
2	Occupational information filed according to the DGT
0	Occupational information filed alphabetically
5	Information distributed through occupations class
5	Information distributed through interviews
4	Information distributed by posting

TABLE XVII
 PLACEMENT PRACTICES SANCTIONED BY AUTHORITIES

No. that believe it is necessary	Placement services
7	Assist pupils who withdraw from school in obtaining additional education or training
7	Assist graduates in obtaining additional education or training
7	Assist pupils in securing part-time and vacation employment
7	Assist pupils who withdraw from school in obtaining suitable employment
6	Assist graduates in obtaining employment for which they are fitted
7	Coordinate the school placement services with similar community services
6	Make records of placement information in pupils' cumulative records
6	Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program
7	Accumulate and organize information important in the improvement of the educational program
6	Recommend changes in placement of pupils for better adjustment within the school

school organization and the strength and weaknesses of the guidance services did not get an unanimous endorsement by the authorities. The number checking each activity can be seen in Table XVIII, page 47.

HOW THE AUTHORITIES ANSWERED GENERAL QUESTIONS

It was found that three authorities favor the blank folder type of cumulative record, three favor the printed folder type, and one replied that he does not think any one type is best for all schools. Five of the authorities do not believe it is necessary to have a separate cumulative record for guidance purposes in the small school and two feel that it is necessary. Six of the seven think it would be wise to use the folder type cumulative record if the school were going to have only one set of records. The seventh did not feel that he could answer. All but one of the authorities indicated that they would prefer a counseling staff composed of a man and a woman each half time over one man or one woman. It was found that four of them believe in setting up counseling interviews for all students regardless of whether the pupils ask for them or not. Four of the authorities would include a vocational or occupations course in the curriculum of the small high school.

TABLE XVIII
 FOLLOW-UP PROCESSES
 THAT ARE NECESSARY IN THE EYES OF AUTHORITIES

No. that think it is a part of guidance	Follow-up activity
7	Conduct periodic surveys of activities of all school-leavers including graduates
7	Secure information from school-leavers concerning strengths and weaknesses of the program of studies
5	Secure information from school-leavers concerning strengths and weaknesses of the school organization
6	Secure information from school-leavers concerning strengths and weaknesses of the guidance services
7	Identify out-of-school youth who need further guidance
7	Acquaint community and staff with the results of follow-up studies
7	Provide opportunities for pupils now in school to participate in follow-up studies

SUMMARY

It is evident from the answers received from the authorities that they do not all agree on how a guidance program should be organized but there is agreement on enough basic points to enable a person to draw some conclusions. They are: (1) a complete testing program is necessary; (2) the cumulative record provides the information necessary for skilled counseling; therefore it needs to be complete; (3) informational services are necessary, but should not be performed by an administrator; (4) the school is responsible for the placement of its pupils and should make a follow-up study of them.

CHAPTER IV

A PRACTICAL GUIDE FOR THE ORGANIZATION AND ADMINISTRATION OF A GUIDANCE PROGRAM

How is an organized guidance program started? This question is asked by some individual almost every time the topic of guidance is discussed. Erickson¹ answers this by stating:

The initiation of any organizational program involving the entire school rests with the administration. When the administration decides to do something about it, the first real step has been taken.

It is well to keep in mind that this does not mean the administrator must be the first one interested in guidance. Any member of the school staff, any civic club, or any layman of the community may be the force that starts the ball rolling but eventually it must be carried by the administration. The superintendent must present the plan for guidance to the board of education since it is the function of the board of education to formulate and adopt school policies. It was reported in Chapter II that every board of education that had the aims of an organized guidance program presented to them approved the initiation of such a program in the local school. During this discussion the administrator must get permission to use money in the budget for guidance purposes. A special guidance fund may be set

¹ Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., [c1947]), p. 416.

up for this or the money may come from the miscellaneous fund. In the beginning the cost will not be great, not more than a few hundred dollars a year at the most, but as the program grows the cost will naturally increase. Special counseling rooms, professional guidance personnel, and extended services offered will be expensive and the board of education should realize this fact.

In-Service Training of Staff

After the administrator has won the approval of the board of education, he must gain a guidance-minded staff. It is quite possible that some of the staff are already interested in guidance and will be willing and competent guidance workers from the start. Other members of the faculty will need to be helped to achieve the guidance point of view. In the schools visited by the writer, the faculty meeting was the most used tool for this purpose. The following statement suggests some other tools for in-service guidance training.

Provision for the in-service education of all faculty members is an important function of the school head. This can be accomplished through faculty meetings, individual conferences with the more resistant teachers, personal example, provision made for qualified persons to give short courses, held on the campus, dealing with fundamentals of guidance, and encouragement of teachers

to enroll at neighboring colleges or universities during the school year for courses in guidance or in guidance workshops during the summer vacation.²

It seems to the writer that every school interested in guidance should have a guidance library for its staff. Several of the guidance workers visited by the investigator said that the staff did not have the time or was not willing to read guidance literature. If this is true, the staff is not convinced that a guidance program is necessary. This library should consist of the magazine that is received with membership in American Personnel and Guidance Association, 1424 Sixteenth Street Northwest, Washington 6, District of Columbia and a number of good books on guidance; several of which are listed in Appendix C.

Guidance Committees

Although only four of the investigated schools had a guidance committee, most guidance authorities felt that it is the foundation for any workable guidance program. One author said, "The success of the guidance program will be largely dependent on the activities of this committee."³

He went on to state that in schools with five or less teachers all teachers should be on the guidance committee and in schools that have six to fifteen teachers, five to

² Lester D. Crow and Alice Crow, An Introduction To Guidance Principals and Practices (New York: Prentice-Hall, Inc., [c1951]), p. 86.

³ Erickson, op. cit., p. 424.

seven teachers should be on the committee. The committee will be chosen by the administrator.⁴ Its members should be chosen for their interest and knowledge of guidance. It is their job to help with the in-service training of the faculty and to decide on the phases of guidance on which to work. The committee keeps the faculty informed on its findings at all times (this is not necessary in the smallest schools since the whole faculty will act as the guidance committee). When the whole faculty is not on the guidance committee, the staff members should all be assigned to various sub-committees from time to time. These sub-committees need to be temporary in nature and will work out recommendations pertaining to various phases of the program such as testing program, group guidance, orientation, etc. In this way every faculty member will have a part in the organization of the guidance program.

The administrator should serve on the guidance committee only when asked to do so by members of the committee or when there are no professional guidance personnel on the committee. He should appoint the best qualified member of the committee as chairman.

Guidance Staff

It was found by the investigator that six of the twelve schools visited had an administrator heading their

⁴ Erickson, loc. cit.

guidance program. This is natural enough since the administrator is often the first faculty member interested in guidance but it is not conducive to developing the best type of guidance program. When it is possible the administrator should delegate the job of conducting the guidance program to professional guidance personnel. He should be a supervisor of guidance activities not the active head.⁵

The guidance staff should be chosen as much as possible from the school's faculty. Persons chosen should have given evidence of interest in and understanding pupils. They must have the confidence of the pupils and the respect of the faculty. Those chosen should have demonstrated superior teaching ability and should have shown willingness to continue study in education; especially in guidance.⁶

FUNCTIONS OF A GUIDANCE PROGRAM

The investigator realizes that no one guidance program can be used by all small schools. Each system must formulate a program that will best meet its particular needs. However, the writer does feel that a guide would be helpful to those schools that want to organize their guidance services. It is hoped that the program outlined on the following pages will serve this purpose. An effort has been

5 Crow and Crow, op. cit., p. 86.

6 Ibid., p. 88.

made to incorporate the practices found in the field with those sanctioned by guidance authorities. By this method the investigator has tried to propose a guidance program that is basically sound from the authorities' point of view and at the same time practical from the field workers' point of view.

MEASURING INSTRUMENTS

A minimum testing program for the small high school would consist of a mental maturity test, entering achievement test, high school content achievement test, and an interest test. The writer would supplement this with personality and reading tests for all students and aptitude tests for those wanting to take them. There are several good tests available for each type but the combined answers from the two questionnaires indicated that the following were the preferred tests in the various types: mental maturity, Henmon-Nelson Tests of Mental Ability; entering achievement, Iowa Every-Pupil Test of Basic Skills; high school content achievement, Iowa High School Content; reading, Iowa Silent Reading Test; aptitude batteries, Detroit General Aptitude Examinations; clerical aptitude, Minnesota Clerical Test, mechanical aptitude, SRA Mechanical Aptitudes; interest, Kuder Preference Record; and personality, SRA Youth Inventory.

⁷ See Appendix D for address of companies from which tests may be secured.

When the tests would be given depends on the individual school to some extent. All the schools investigated gave the mental test to entering students. Of course the entering achievement test should be given at the beginning of the high school career and the high school content achievement needs to be given near the end of the high school career.

The Individual Inventory

Both the guidance workers in the field and the authorities preferred the folder type cumulative record for recording the individual inventory. The printed folder was preferred by seven of the twelve cooperating schools and it was the type chosen by three of the guidance authorities. Those school men that favored the printed type used the state adopted form.

From his surveys the writer has tried to determine what information about the individual is essential and, therefore, needs to make up the content of the cumulative record. He would recommend that the following information be included:

(Home and Family Background)

Name, sex, place and date of birth
Photograph
Full name of each parent or guardian
Parents', or guardian's, address and telephone number
Occupation of each parent

Race, nationality and birthplace of parents
 Citizenship status of parents; how long residents of this
 country
 Educational status of parents
 Marital status of parents; living together, divorced, sep-
 arated, remarried
 Ages of brothers and sisters of the pupil
 Marked talents or accomplishments of family members
 Health status of family members
 Economic status of family
 Attitude of the home toward school and toward attendance
 of pupil
 Facilities for home study--library, magazines, conveniences
 for study
 Plans of parents which are related to plans of their
 children

(Physical and Medical Status)

Height and weight
 Vision
 Hearing
 Mental health and personal adjustment
 Teeth and gums
 Speech defects
 Posture and feet
 Tonsils, adenoids
 Vital organs
 Skin and scalp
 Physical abnormalities and deformities, undernourishment
 Physiological maturation
 Immunizations
 Serious illnesses or injuries
 Absence due to illness
 Physical health habits

(Personal and Social Development)

Special talents and interests--musical, artistic, athletic,
 inventive, literary, dramatic, scientific
 Special achievements (other than scholarship) in school and
 out of school
 Participation in pupil activity program
 Educational intentions
 Vocational preferences at successive stages of development
 Evidence of vocational aptitudes--interests and skill in
 performance

Membership in out-of-school clubs or organizations
 Employment during out-of-school hours
 Use of leisure--estimate of time given to play, reading,
 hobbies, movies, radio
 Conduct or citizenship record
 Nature of social activities
 Attitudes toward school and school activities
 Religious interests and activities
 Results from interest inventories
 Interpretations of aptitude tests
 Interpretations of personality and attitude inventories or
 scales

(Scholastic Progress and Test Information)

Name and location of school or schools attended
 Attendance and tardiness record, reasons for excessive
 absence or tardiness
 Curriculum or pattern of courses selected; record of changes
 with reasons for change
 Complete academic record, including courses, year taken,
 marks, and credits received
 Reasons and explanation for any failure
 Scholastic distinctions received
 Record of subsequent entry to other educational institutions
 General and specialized mental ability data as interpreted
 from test scores
 Performance on achievement tests, teacher-made or stand-
 ardized, in various subject areas

The amount of information recorded is not related so
 closely to the size of the school as it is to the energy of
 the school staff. The visitations convinced the investigator
 that a small school can carry on the necessary functions of a
 guidance program; therefore throughout this section and
 throughout the proposed program he has sided with the author-
 ities in case of disagreement between them and practices
 found in the cooperating high schools.

Use of the Cumulative Record

There is no reason for having a cumulative record unless it is going to be used. One of the big faults of this record lies in the fact it is not usually sent to the school to which the pupil transfers. The following list should be used as a guide for those persons responsible for the care and use of the cumulative record.

(Maintenance and Use of Pupil Information)

- The cumulative record of the entering or transfer student is consulted before his enrollment is completed
- Forms provided for easy and accurate recording of data and sources of information
- Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential)
- Graphs or diagrams are used wherever appropriate to indicate relative progress
- Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily
- Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record
- Provision is made for duplication of appropriate parts of pupil records
- Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school
- Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress
- The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning
- Records containing information are readily accessible to all who are authorized to use them
- Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils
- Unauthorized persons are not permitted access to confidential records of pupils

Informational Services

(Orientation)

Every entering pupil needs to understand his new surroundings. Through a special program of orientation, the new pupils may become familiar with the school. This program may vary in length from a few days to a full semester. It may begin in the spring when an opportunity is provided for the graduating elementary children to visit the high school. It will probably continue in the fall when the students begin their enrollment. A suggested program would include: (1) visits to the high school by graduating grade school pupils with the following topics being discussed: high school subjects, high school activities, and high school regulations; (2) high school spring enrollment for next year's freshmen; (3) fall pre-enrollment conferences for all beginners; and (4) an orientation unit in the freshman English class.

(Educational Information)

Every school needs to have college catalogs, business school information, and vocational school information. This material should be filed in the library or in the counselor's room but seldom in the administrators office. Counselors, librarians, and teachers need to work cooperatively in distributing educational material. The administrator should not be used here if it can be avoided.

(Vocational Information)

There is such a wealth of vocational information available free of charge or for a very small outlay of money that the amount to be acquired is only limited by the time that can be spent ordering it. The Occupational Outlook Handbook, United States Printing Office, Superintendent of Documents, Washington 25, D. C., is about the only bound volume needed for this field. A bibliography of free guidance material may be obtained by contacting the Supervisor Guidance Services, State Board of Vocational Education, Topeka, Kansas. The Science Research Associates also publishes a bibliography of free and inexpensive vocational guidance material. It is a part of their guidance services mentioned later in this chapter. The information can be filed in several ways but the SRA plan was preferred by both the schools and authorities contacted. Another plan that was recommended by some authorities was the Dictionary of Occupational Titles plan. This is the system of filing used by the United States Employment Office. Books one, two, and four are needed to carry out this plan. They may be secured from the Superintendent of Documents, Washington 25, D. C. Every appropriate way needs to be utilized in distributing occupational information. A few suggested ways are through interviews, posting, classroom, and occupations courses (if they are in curriculum).

Counseling

Earlier in this chapter the qualifications for the guidance staff were discussed. It is the purpose at this time to decide how much time should be allotted for guidance and counseling purposes. The hours given for counseling will in most cases be the only time given to the guidance staff for work on the whole guidance program. One author suggested that a desirable goal would be one hour of counseling time for each fifty or seventy five pupils.⁸ In the opinion of the authorities contacted, it is better to have the time divided between two or more persons than to have one person doing all the counseling. This is especially true when part of the staff can be of each sex. One person may have to handle all the counseling when the time allotted is small. In the beginning lack of time may confine the counseling services to a segment of the school. It was found in the schools visited that the seniors were the group usually picked to start the program if not all pupils could be contacted. In addition to individual counseling done by professional guidance personnel, provision should be made for referring extremely maladjusted students who need the help of specialists to psychological clinics or psychiatrists. For those schools in central and western Kansas, the Fort Hays Psychological Clinic is available for

⁸ Erickson, op. cit., p. 184.

this purpose. Some schools also had classroom teachers who did an excellent job of counseling their pupils.

Group guidance techniques need to be used to supplement individual counseling. Techniques found in the field included home rooms, occupation and vocation courses, life adjustment courses, psychology courses, activities, lectures, and movies. These must be carefully planned if they are to give desired results.

Two sources for good group guidance materials are life adjustment booklets and guidance films. The booklets; published by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois; are interestingly and simply written about such topics as understanding oneself, getting along with others, and boy-girl relations. They are adopted for use in the regular classroom. The booklets may be bought for forty cents each or one comes each month with a subscription to the SRA Guidance Service. This service includes, (1) life adjustment booklets, (2) instructors guide, (3) life adjustment poster, (4) better living booklet, (5) guidance index, and (6) guidance newsletter. The service comes once each school month for twenty two dollars a year. For information concerning the guidance films write to Coronet Film Company, Coronet Building, Chicago 1, Illinois.

Placement

Placement is one of the last responsibilities to be assumed by small schools or at least the writer found this to be true in the schools that he visited. Several of the guidance workers in these schools felt that placement services were needed in large schools but not in schools of their size. The authorities contacted believed that the following placement services need to be performed by all high schools:

- (1) assist pupils who withdraw from school in obtaining additional education or training,
- (2) assist graduates in obtaining additional education or training,
- (3) assist pupils in obtaining part-time and vacation employment,
- (4) assist graduates in obtaining employment for which they are fitted,
- (5) coordinate the school placement services with similar community services,
- (6) make records of placement information in pupil's cumulative record,
- (7) conduct surveys of occupational and training opportunities and make this available to those responsible for the improvement of the educational program,
- (8) accumulate and organize information important in the improvement of the education program,
- and (9) recommend changes in placement of pupils for better adjustment within the school.

This group of services may seem ambitious but much can be done in this area of guidance. For example one of the cooperating schools had a student vocational experience

program. The program was carried out in cooperation with the local chamber of commerce which conducted a training opportunity survey. This enabled the high school counselor to assign senior students to the various businesses and shops. He did this after having had individual conferences with each pupil wanting to participate in the program. The firms took on the student help for two weeks. The pupils worked from 8:30 to 12:00 each morning without pay. Faculty members checked with student, on the job, once a week. At the end of the two weeks, both the student and the firm he worked for filled out questionnaires. These asked for tasks performed, attendance record, opinion of program, and suggestions for improvement of program. From their answers, it was evident that the students liked this program and thought it was worthwhile.

An exploratory program like the one described shows how one small school made use of local vocational training opportunities. At the same time it helped place its students since many of the businesses hired their temporary help. A school's placement activities are limited only by the resourcefulness of its guidance staff.

Follow-Up

Many people working in small high schools dismiss follow-up studies by saying they know all about their

graduates without making a formal study. Even if this is true, and most authorities doubt it, they need to have the information down on paper so that it can be taken into consideration whenever future school needs are being discussed. The following activities need to be performed by every high school: (1) conduct periodic surveys of activities of all school-leavers including graduates; (2) secure information from school-leavers concerning strengths and weaknesses of the program of studies, of the school organization, and of the guidance services; (3) identify out-of-school youth who need further guidance; (4) acquaint community and staff with results of follow-up studies; and (5) provide opportunities for pupils now in school to participate in follow-up studies.

Public Relations

"Public relations should seek to help students, teachers, parents, and the community understand, be sympathetic to, and participate in the school's program."⁹ The best public relations agent a firm can have is a satisfied customer. Guidance personnel must keep this in mind and make the students satisfied customers. Through the pupils, they can win the parents. Parents form a large

⁹ Clifford P. Froehlich, Guidance Services in Smaller Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 294.

segment of a community and can go a long way in selling the guidance program to the community. The guidance staff can improve its public relations by preparing articles for local publication, by talks to civic organizations, by having outside speakers in to speak to organizations, and by visiting with parents about guidance.

It must be remembered that satisfactory results is the best form of publicity.

Evaluation

Evaluation of the guidance program is the process by which guidance personnel attempt to find how near the program is to obtaining its objectives. "It involves the setting up of objectives and the use of all available instruments in determining whether these objectives, as an integrated whole, have been accomplished."¹⁰ No standardized criteria have been developed for evaluating guidance programs but there are a number of lists available that can be used as a guide in evaluating a particular program. One such instrument is Criteria for Evaluating Guidance Programs in Secondary Schools, form B, Misc. 3317, Edited by Arthur L. Benson, Federal Security Agency--Office of Education. A simpler tool for evaluation purposes is the following list of

¹⁰ Arthur J. Jones, Principles of Guidance and Pupil Personnel Work, (New York: McGraw-Hill Book Company, Inc., 1951), p. 600.

studies that can be used as a guide in evaluating the various aspects of the guidance program:

1. Study the number of dropouts and see whether or not the number is being reduced. Also analyze the causes for these dropouts.
2. Study the appropriateness of pupils' school programs as related to their abilities, interests, and future plans.
3. Study the number of pupils who have planned their vocational futures and consider the reasonableness of these plans.
4. Study the college-going pupils--the accuracy of their information about college, and the accuracy of their college choices.
5. Study the number of problems still found by pupils.
6. Study the relationship between educational and vocational plans and actual activities engaged in after leaving school.
7. Follow up former pupils to secure their reactions to the guidance program.
8. Ask parents, employers, and other citizens of the community to react to the guidance program.
9. Determine the extent to which pupils are working up to their abilities.
10. Measure the pupils' reactions toward their school activities.
11. Measure the amount and accuracy of pupils' information in regard to the offerings of the school.
12. Measure the amount and accuracy of pupils' occupational and training information.
13. Measure the pupils' information about guidance agencies and resources in the community.
14. Measure the amount of pupil failure in the school program and trends in the reduction of failure.
15. Make an analysis of pupils' reasons for their curricular and their vocational choices.
16. Study the effectiveness of the school in placing pupils in subjects and on jobs.
17. Study the program of part-time employment and work experience, to measure the adequacies of this part of the educational program.
18. Survey the cumulative records: availability, use, completeness, accuracy.
19. Study the testing program to determine purposes, comprehensiveness, use by entire staff, etc.
20. Measure the participation of the subject teachers: the educational and occupational information that they furnish to pupils, their attempts to help pupils, their

- interest in improving the instructional program, the extent to which the special abilities of the staff are being used in the guidance program.
21. Study community resources, to determine the extent to which they are being wisely used by pupils.
 22. Make an analysis of the reactions and the problems of parents.
 23. Study the relative stability of the educational and vocational plans of the pupils.
 24. Study the counseling program--do all pupils have counselors, are all pupils being cared for, is the counseling being competently carried on?
 25. Consider whether adequate counseling time is provided and whether the facilities (room, records, etc.) are adequate for the program of individual counseling.
 26. Study the materials in the library; are there ample educational and occupational information materials attractively and easily available?¹¹

SUMMARY

A guidance program can not be started in a school system without the leadership of the administration. The board of education must approve the guidance plans. Guidance services will not succeed unless they are accepted by the faculty. Functions and services that are essential to a good guidance program are: (1) individual inventory, (2) informational services, (3) counseling, (4) placement, and (5) follow-up. The purpose of public relations in guidance is to have the teachers, pupils, parents, and community understand, sympathize with, and participate in the program. It is necessary to evaluate the results of

¹¹ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill and Company, Inc., 1947), pp. 238-39.

the guidance services from time to time. It will take years to develop a complete guidance program, and the personnel should not try to hurry the process faster than a good foundation can be established.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to formulate a guidance program that will (1) act as a guide for those wishing to start an organized guidance program in a small Kansas high school and one that will (2) stimulate interest in guidance on the part of educators that are working in small schools.

Twelve small Kansas high schools that had active guidance programs were visited to see how their programs were organized and administered. It was found that the programs were most fully developed in the area of testing and were the least developed in the areas of placement and follow-up. The staff cooperation was good in the schools investigated. Several of the administrators headed the guidance department and acted as counselors. Most of the boards of education were easily sold on guidance and the communities accepted it.

Seven guidance authorities were contacted and their opinions secured on what should be included in the organization of a guidance program. Though they did not all agree on what should be included in a program; they agreed on enough points to draw the conclusion that every guidance program should contain the following services and functions:

(1) complete testing program, (2) individual inventory, (3) educational and vocational information, (4) placement, and (5) follow-up. The authorities believed that schools should use the folder type cumulative record, should not have administrators as a counselor, and should have a counseling staff composed of more than one person when it is possible.

A practical guidance program must be developed under the leadership of a guidance minded administrator. It must be approved by the board of education and the whole faculty must help organize it. A guidance committee should be appointed by the school head to coordinate the guidance activities of the whole school. The guidance staff should be chosen from among the faculty in most cases. Counseling is the pivotal service around which the rest of the guidance program is organized. A good guidance program is the basis for good public relations. Evaluation of the program is necessary; it should be continuous. No guidance program is better than the results it produces, and no complete guidance program can be developed in a short span of time.

CONCLUSIONS

The material presented in this study seems to warrant the following conclusions:

1. The amount of guidance work performed in a school is not closely related to the size of the schools.

2. More professional guidance personnel are needed in small Kansas high schools so that administrators will not need to be active heads of guidance departments.
3. Guidance services are not so well stabilized that all guidance authorities agree on what services and functions need to be performed but they do agree upon a basic group of these.
4. Small Kansas high schools do not perform adequate placement and follow-up activities.
5. Every teacher must be a guidance worker.
6. It will be many years before the majority of the small high schools have adequate guidance programs.
7. The orderly accumulation and recording of a variety of information concerning each individual is necessary to good guidance.
8. There must be increased use of objective measures in guidance programs.
9. There must be recognition of the relationships between directive and non-directive guidance.

RECOMMENDATIONS

Further study should be made of guidance practices in small Kansas high schools. The investigations can be more intensive if each one is restricted to a single area of the total program.

Valuable data on controversial guidance issues could be obtained by sending questionnaires to a large number of guidance authorities scattered throughout the United States.

The effectiveness of our teacher-training institutes in turning out successful professional guidance personnel needs to be checked.

A comprehensive report on the cost of a guidance program would be welcomed by those interested in guidance.

ILLIO AP

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- Newsom, Arden C., "A Suggested Personnel Program for the Small High School." Unpublished Master's thesis, Kansas State Teachers College, Pittsburg, Kansas, 1936. 72 pp.
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Services _____
Attention _____

Notes: The purpose of this study is to assemble a guidance program that is
useful for the most talented high school.

1.1. TESTING PROGRAM

INSTRUCTIONS: Please place an X in each space that indicates your situation.

Name of Test	Test	Test	Test
	used	will	be used
General Achievement Test of Mental Ability			
California Achievement Test of Mental Ability			
California Achievement Test of Mental Ability			
Minnesota General Ability Test			
Minnesota General Test of Mental Ability			
Six Primary General Abilities			
Michigan Tests of Primary General Abilities			
Other			
Individual Tests of Mental Ability			
AMS High School General			
Stanford Achievement Test			
New York State Test of Mental Ability			
California Achievement Test - Mathematics			
Progressive Achievement Test - Mathematics			
Essential High School Concepts - Science			
Reading Tests			
Mathematics Tests			
English Tests			
Other Tests			

Questionnaire Taken to Schools

FORT HAYS KANSAS STATE COLLEGE
Hays, Kansas
Study directed by Department of Education

A PRACTICAL GUIDANCE PROGRAM FOR SMALL
KANSAS HIGH SCHOOLS

Interviewee _____ Position _____

Institution _____ City _____

Purpose: The purpose of this study is to formulate a guidance program that is realistic for the small Kansas high school.

Part I: TESTING PROGRAM

DIRECTIONS: Please place an X in each space that indicates your situation.

Name of Test	Test used	Test would use	Test preferred
Henmon-Nelson Tests of Mental Ability			
Kuhlmann-Anderson Test of Mental Ability			
Otis Self-Administering Test of Mental Ability			
Pintner General Ability Tests			
Terman-McNemar Test of Mental Ability			
SRA Primary Mental Abilities			
Chicago Tests of Primary Mental Abilities			
Others			
Individual Tests of Mental Ability			
Iowa High School Content			
Stanford Achievement Test			
Iowa Every-Pupil Test of Basic Skills			
California Achievement Test Batteries			
Progressive Achievement Test Batteries			
Essential High School Content Battery			
Reading Tests			
Mathematics Tests			
English Tests			
Other Tests			

Name of Test	Test used	Test would use	Test Preferred to use
Differential Aptitude Tests			
Minnesota Clerical Test			
Other clerical tests			
Aptitude Tests for Occupations (CTB)			
Bennett Stenographic Aptitude Test			
Mechanical Aptitude			
Scientific Aptitude			
Art			
Music			
Other			
Kuder Preference Record			
Thurstone Interest Schedule			
Primary Business Interests Test			
Occupational Interest Inventory			
Other			
California Test of Personality			
Minnesota Multiphasic Personality Inventory			
Minnesota Personality Scale			
The Personality Inventory--Bernreuter			
SRA Youth Inventory			
Other			
Other measuring instruments			

Part II: CUMULATIVE RECORD

DIRECTIONS: Please check the terms that apply.

Form

Card _____

Folder _____

A. Cardex _____

A. Blank _____

B. File Box _____

B. Printed _____

C. Loose Leaf _____

D. Other _____

Home and Family Background

Checklist

Accurate information is secured and recorded about the following items for all pupils:

-) 1. Name, sex, place and date of birth.
-) 2. Photograph.
-) 3. Full name of each parent (or guardian).
-) 4. Parents', or guardian's, address and telephone number.
-) 5. Occupation of each parent.
-) 6. Race, nationality, and birthplace of parents.
-) 7. Citizenship status of parents; how long residents of this country.
-) 8. Educational status of parents.
-) 9. Marital status of parents; living together, divorced, separated, remarried.
-) 10. Ages of brothers and sisters of the pupil.
-) 11. Marked talents or accomplishments of family members.
-) 12. Health status of family members.
-) 13. Economic status of family.
-) 14. Attitude of the home toward school and toward attendance of pupil.
-) 15. Facilities for home study--library, magazines, conveniences for study.
-) 16. Plans of parents which are related to plans of their children.
-) 17. Description of neighborhood conditions.

Physical and Medical Status

Checklist

Accurate information is secured and recorded periodically about the following items for all pupils:

-) 1. Height and weight.
-) 2. Vision.
-) 3. Hearing.
-) 4. Mental health and personal adjustment.
-) 5. Teeth and gums.
-) 6. Speech defects.
-) 7. Posture and feet.
-) 8. Tonsils, Adenoids.
-) 9. Vital organs.
-) 10. Skin and scalp.
-) 11. Physical abnormalities and deformities, undernourishment.
-) 12. Physiological maturation.
-) 13. Immunizations.
-) 14. Serious illnesses or injuries.
-) 15. Absence due to illness.
-) 16. Physical health habits.

Comments: (Describe your plan for physical and medical examinations)

Checklist

Accurate information is secured and recorded about the following items for all pupils:

- () 1. Special talents and interests--musical, artistic, athletic, inventive, literary, dramatic, scientific.
- () 2. Special achievements (other than scholarship) in school and out of school.
- () 3. Participation in pupil activity program.
- () 4. Educational intentions.
- () 5. Vocational preferences at successive stages of development.
- () 6. Evidence of vocational aptitudes--interests and skill in performance.
- () 7. Membership in out-of-school clubs or organizations.
- () 8. Employment during out-of-school hours.
- () 9. Use of leisure--estimate of time given to play, reading, hobbies, movies, radio.
- () 10. Conduct or citizenship record.
- () 11. Nature of social activities.
- () 12. Periodic ratings by teachers on personality traits.
- () 13. Attitudes toward school and school activities.
- () 14. Religious interests and activities.
- () 15. Results from interest inventories.
- () 16. Interpretations of aptitude tests.
- () 17. Interpretations of personality and attitude inventories or scales.

Comments:

Scholastic Progress and Test Information

Checklist

Accurate information is secured and recorded about the following items for all pupils:

- () 1. Name and location of school or schools attended.
- () 2. Attendance and tardiness record; reasons for excessive absence or tardiness.
- () 3. Curriculum or pattern of courses selected; record of changes with reasons for change.
- () 4. Complete academic record, including courses, year taken, marks, and credits received.
- () 5. Reason and explanation for any failure.
- () 6. Scholastic distinctions received.
- () 7. Record of subsequent entry to other educational institutions.
- () 8. General and specialized mental ability data as interpreted from test scores.
- () 9. Performance on achievement tests, teacher-made or standardized, in various subject areas.

Comments:

Maintenance and Use of Pupil Information

hecklist

- () 1. The cumulative record of and entering or transfer student is consulted before his enrollment is completed.
- () 2. Forms provided for easy and accurate recording of data and sources of information.
- () 3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
- () 4. Graphs or diagrams are used wherever appropriate to indicate relative progress.
- () 5. Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily.
- () 6. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.
- () 7. Provision is made for duplication of appropriate parts of pupils records.
- () 8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school.
- () 9. Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress.
- () 10. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning.
- () 11. Records containing information are readily accessible to all who are authorized to use them.
- () 12. Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils.
- () 13. Unauthorized persons are not permitted access to confidential records of pupils.

Comments:

Part III: INFORMATIONAL SERVICES

DIRECTIONS: Check parts that apply to your school.

Orientation

Checklist

- () 1. Faculty member(s) goes to the grade school.
- () 2. Have spring orientation day at the high school.
- () 3. Have fall orientation day at the high school.

Content of Orientation Day(s)

- () 1. High school subjects and their contents discussed.
- () 2. High school activities discussed.
- () 3. High school regulations discussed.
- () 4. Pupils visit high school.
- () 5. Pupils visit high school classes.
- () 6. Pupils have pre-enrollment conferences before beginning high school.
- () 7. High school has spring enrollment for the grade school pupils.

Educational Information

cklist

-) 1. School has some educational information but it is not organized.
-) 2. Information filed in library.
-) 3. Information filed in counselor's room.
-) 4. Information filed in administrator's office.
-) 5. Have college catalogs from local colleges and leading universities over the country.
-) 6. Have business school information.
-) 7. Have vocational school information.
-) 8. Information distributed by teachers.
-) 9. Information distributed by librarian.
-) 10. Information distributed by counselor.
-) 11. Information distributed by administrator.
-) 12. School has a college day.
-) 13. School has a career day.

mments:

Vocational Information

liographies used.

ecklist

-) 1. Occupational information filed according to the SRA plan.
-) 2. Occupational information filed according to the DOT.
-) 3. Occupational information filed alphabetically.
-) 4. Other
-) 5. Information distributed through occupations class.
-) 6. Information distributed through interviews.
-) 7. Information distributed by posting.

mments:

Part IV: THE COUNSELING PROGRAM

Counseling Personnel

Checklist

-) 1. Principal.
-) 2. One man.
-) 3. One woman.
-) 4. Two Men.
-) 5. Two Women.
-) 6. One man and one woman.
-) 7. Guidance director.

Comments:

Time	Facilities for Counseling
Daily	
) 1. One-half hour.	() 1. Regular class room.
) 2. One hour.	() 2. Free Class room.
) 3. Two hours.	() 3. Principal's office.
) 4. Three hours.	() 4. Counseling room(s)
) 5. Four hours.	
) 6. Five hours.	
) 7. Six hours.	
) 8. Full day.	
Weekly	Portion of School Covered
) 9. One hour.	() 1. Only Seniors.
) 10. Two hours.	() 2. Only Juniors.
) 11. Three hours.	() 3. Sophomores.
) 12. Four hours.	() 4. Freshmen.
) 13. Five hours.	() 5. Only pupils who request counseling.
) 14. Six hours.	
) 15. Seven hours.	() 6. Only those pupils referred by the school staff.

Group Guidance

-) 1. Home room.
-) 2. Rotating home room.
-) 3. Occupations course.
-) 4. Lectures
-) 5. Movies.

Comments:

Part V: PLACEMENT

Checklist

-) 1. Assist pupils who withdraw from school in obtaining additional education or training.
-) 2. Assist graduates in obtain additional education or training.
-) 3. Assist pupils in securing part-time and vacation employment.
-) 4. Assist pupils who withdraw from school in obtaining suitable employment.
-) 5. Assist graduates in obtaining employment for which they are fitted.
-) 6. Coordinate the school placement services with similar community services.
-) 7. Make records of placement information in the pupils' cumulative records.
-) 8. Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program.
-) 9. Accumulate and organize information important in the improvement of the educational program.
-) 10. Recommend changes in placement of pupils for better adjustment within the school.

Comments:

Part VI: FOLLOW-UP AND CURRICULUM REVISION

Checklist

-) 1. Conduct periodic surveys of activities of all school-leavers including graduates.
-) 2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies.
-) 3. Secure information from school-leavers concerning strengths and weaknesses of the school organization.
-) 4. Secure information from school-leavers concerning strengths and weaknesses of the guidance services.
-) 5. Identify out-of-school youth who needs further guidance.
-) 6. Acquaint community and staff with the results of follow-up studies.
-) 7. Provide opportunities for pupils now in school to participate in follow-up studies.

Comments:

Part VII: STAFF COOPERATION

Checklist

-) 1. Teachers and counselors understand their mutual responsibilities.
-) 2. Teachers use pupil cumulative records in understanding individual pupils.
-) 3. Teachers use pupil cumulative records in adapting teaching to individual needs.
-) 4. Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services.
-) 5. Teachers seek the assistance of counselors in dealing with pupil problems.
-) 6. Teachers and counselors cooperate in securing information concerning pupils and pupil problems.
-) 7. Teachers and counselors participate in group conferences concerning pupil problems.
-) 8. Teachers assist in carrying out the recommendations of counselors.
-) 9. Teachers and counselors cooperate in continuing to keep in touch with pupils who leave school.
-) 10. Teachers assist in securing the cooperation of the home in guidance service activities.
-) 11. School has guidance committee.
-) 12. Teachers in specialized subject-matter areas and counselors cooperate in helping pupils elect course offerings to meet individual pupil needs.

Comments:

Part VIII: PUBLIC RELATIONS

Winning the School Board

Comments:

Winning the Faculty

Checklist

-) 1. Discussions at faculty meetings.
-) 2. Provide guidance literature.
-) 3. Do case studies and present results.

Winning the Community

Checklist

-) 1. Talks are given to civic clubs.
-) 2. Talks are given to P.T.A.
-) 3. Articles are prepared for the local paper.
-) 4. Interested members of the faculty visit with parents about guidance and what it means to their children.

Winning Students

Checklist

-) 1. Time given to explaining program.

School enrollment _____. Number of teachers _____.

Number of teachers and administrators with at least one course in guidance _____.

Number with eight senior-graduate hours of credit in guidance _____.

Questionnaire Sent to Authorities

FORT HAYS KANSAS STATE COLLEGE
Hays, Kansas

Study directed by Department of Education

A PRACTICAL GUIDANCE PROGRAM FOR SMALL
KANSAS HIGH SCHOOLS

Person answering questionnaire _____ Position _____

Purpose: The purpose of this study is to formulate a guidance program that is realistic for the small Kansas high school.

Part I TESTING PROGRAM

DIRECTIONS: Check the test from each type that you think would be the best one for the small school.

Type of Test	Check Here	Name of Test
Intelligence	<input type="checkbox"/>	Honmon-Nelson Tests of Mental Ability
	<input type="checkbox"/>	Otis Self-Administering Tests of M. A.
	<input type="checkbox"/>	Otis Quick-Scoring Mental Ability Tests
	<input type="checkbox"/>	Terman-McNemar Test of Mental Ability
	<input type="checkbox"/>	SRA Primary Mental Ability
	<input type="checkbox"/>	Chicago Tests of Primary Mental Abilities
	<input type="checkbox"/>	California Test of Mental Maturity
	<input type="checkbox"/>	Army General Classification Test
Entering Achievement	<input type="checkbox"/>	Stanford Achievement Test
	<input type="checkbox"/>	Iowa Every-Pupil Test of Basic Skills
	<input type="checkbox"/>	Metropolitan Achievement Test
High School Content Achievement	<input type="checkbox"/>	Iowa High School Content
	<input type="checkbox"/>	Central High School Content Battery
	<input type="checkbox"/>	Essential High School Content Battery
Reading	<input type="checkbox"/>	Iowa Silent Reading Test
	<input type="checkbox"/>	SRA Reading Record
Aptitude Batteries	<input type="checkbox"/>	Aptitude Test for Occupations (CTB)
	<input type="checkbox"/>	Detroit General Aptitude Examination
Clerical Aptitude	<input type="checkbox"/>	Minnesota Clerical Test
	<input type="checkbox"/>	SRA Clerical Aptitudes
Mechanical Aptitude	<input type="checkbox"/>	SRA Mechanical Aptitudes
	<input type="checkbox"/>	MacQuarrie Test of Mechanical Ability
	<input type="checkbox"/>	The New Detroit Mechanical Aptitude Exam
Interest	<input type="checkbox"/>	Kuder Preference Record
	<input type="checkbox"/>	Strong Interest Inventory
	<input type="checkbox"/>	Cleeton Vocational Interest Inventory

Type of Test	Check Here	Name of Test
Personality	<input type="checkbox"/>	California Test of Personality
	<input type="checkbox"/>	Minnesota Multiphasic Personality Inv.
	<input type="checkbox"/>	The Adjustment Inventory--Bell
	<input type="checkbox"/>	The Personality Inventory--Bernreuter
	<input type="checkbox"/>	SRA Youth Inventory

Part II CUMULATIVE RECORD

DIRECTIONS: Check the form that you believe is best adapted to the small school.

- Printed Card
- Loose Leaf Sheet
- Blank Folder
- Printed Folder

Home and Family Background

DIRECTIONS: Check items about which you think information needs to be obtained and recorded on the cumulative record.

- 1. Name, sex, place and date of birth.
- 2. Photograph.
- 3. Full name of each parent (or guardian).
- 4. Parents', or guardian's, address and telephone number.
- 5. Occupation of each parent.
- 6. Race, nationality, and birthplace of parents.
- 7. Citizenship status of parents; how long residents of this country.
- 8. Educational status of parents.
- 9. Marital status of parents; living together, divorced, separated, remarried.
- 10. Ages of brothers and sisters of the pupil.
- 11. Marked talents or accomplishments of family members.
- 12. Health status of family members.
- 13. Economic status of family.
- 14. Attitude of the home toward school and toward attendance of pupil.
- 15. Facilities for home study--library, magazines, conveniences for study.
- 16. Plans of parents which are related to plans of their children.
- 17. Description of neighborhood conditions.

Comments:

Physical and Medical Status

DIRECTIONS: Check items about which you think information needs to be obtained and recorded on the cumulative record.

- 1. Height and weight.
- 2. Vision.
- 3. Hearing.

- 4. Mental health and personal adjustment.
- 5. Teeth and gums.
- 6. Speech defects.
- 7. Posture and feet.
- 8. Tonsils, Adenoids.
- 9. Vital organs.
- 10. Skin and scalp.
- 11. Physical abnormalities and deformities, undernourishment.
- 12. Physiological maturation.
- 13. Immunizations.
- 14. Serious illnesses or injuries.
- 15. Absence due to illness.
- 16. Physical health habits.

Comments:

Personal and Social Development

DIRECTIONS: Check items about which you think information needs to be obtained and recorded on the cumulative record.

- 1. Special talents and interests--musical, artistic, athletic, inventive, literary, dramatic, scientific.
- 2. Special achievements (other than scholarship) in school and out of school.
- 3. Participation in pupil activity program.
- 4. Educational intentions.
- 5. Vocational preferences at successive stages of development.
- 6. Evidence of vocational aptitudes--interests and skill in performance.
- 7. Membership in out-of-school clubs or organizations.
- 8. Employment during out-of-school hours.
- 9. Use of leisure--estimate of time given to play, reading, hobbies, movies, radio.
- 10. Conduct or citizenship record.
- 11. Nature of social activities.
- 12. Periodic ratings by teachers on personality traits.
- 13. Attitudes toward school and school activities.
- 14. Religious interests and activities.
- 15. Results from interest inventories.
- 16. Interpretations of aptitude tests.
- 17. Interpretations of personality and attitude inventories or scales.

Comments:

Scholastic Progress and Test Information

DIRECTIONS: Check items about which you think information needs to be obtained and recorded on the cumulative record.

- 1. Name and location of school or schools attended.
- 2. Attendance and tardiness record, reasons for excessive absence or tardiness.

- () 3. Curriculum or pattern of courses selected; record of changes with reasons for change.
- () 4. Complete academic record, including courses, year taken, marks, and credits received.
- () 5. Reason and explanation for any failure.
- () 6. Scholastic distinctions received.
- () 7. Record of subsequent entry to other educational institutions.
- () 8. General and specialized mental ability data as interpreted from test scores.
- () 9. Performance on achievement tests, teacher-made or standardized, in various subject areas.

Comments:

Maintenance and Use of Pupil Information

DIRECTIONS: Check each statement below that you feel is necessary to good guidance in the small school.

- () 1. The cumulative record of and entering or transfer student is consulted before his enrollment is completed.
- () 2. Forms provided for easy and accurate recording of data and sources of information.
- () 3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).
- () 4. Graphs or diagrams are used wherever appropriate to indicate relative progress.
- () 5. Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily.
- () 6. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.
- () 7. Provision is made for duplication of appropriate parts of pupils records.
- () 8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school.
- () 9. Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress.
- () 10. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning.
- () 11. Records containing information are readily accessible to all who are authorized to use them.
- () 12. Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils.
- () 13. Unauthorized persons are not permitted access to confidential records of pupils.

Comments:

Orientation

DIRECTIONS: Check items that you feel are necessary for a complete orientation program in a small school.

Content of Orientation Day(s)

- 1. High school subjects and their contents discussed.
- 2. High school activities discussed.
- 3. High school regulations discussed.
- 4. Pupils visit high school.
- 5. Pupils visit high school classes.
- 6. Pupils have pre-enrollment conferences before beginning high school.
- 7. High school has spring enrollment for the grade school pupils.

Comments:

Educational Information

DIRECTIONS: Check items that you think should be included in a guidance program.

- 1. Have college catalogs from local colleges and leading universities over the country.
- 2. Have business school information.
- 3. Have vocational school information.
- 4. Information filed in library.
- 5. Information filed in counselor's room.
- 6. Information filed in administrator's office.
- 7. Information distributed by teachers.
- 8. Information distributed by librarian(s).
- 9. Information distributed by counselor(s).
- 10. Information distributed by administrator(s).
- 11. School has a college day.
- 12. School has a career day.

Comments:

Vocational Information File

DIRECTIONS: Check the best way of filing vocational information.

- 1. Occupational information filed according to the SRA plan.
- 2. Occupational information filed according to the DOT.
- 3. Occupational information filed alphabetically.
- 4. Other

Comments:

Distributing Occupational Information

DIRECTIONS: Check best way of distributing occupational information.

- 1. Information distributed through occupations class.
- 2. Information distributed through interviews.
- 3. Information distributed by posting.
- 4. Other

Comments:

Part IV PLACEMENT

DIRECTIONS: Check placement services that need to be carried on by small schools.

- 1. Assist pupils who withdraw from school in obtaining additional education or training.
- 2. Assist graduates in obtain additional education or training.
- 3. Assist pupils in securing part-time and vacation employment.
- 4. Assist pupils who withdraw from school in obtaining suitable employment.
- 5. Assist graduates in obtaining employment for which they are fitted.
- 6. Coordinate the school placement services with similar community services.
- 7. Make records of placement information in pupils' cumulative records.
- 8. Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program.
- 9. Accumulate and organize information important in the improvement of the educational program.
- 10. Recommend changes in placement of pupils for better adjustment within the school.

Comments:

Part V FOLLOW-UP

DIRECTIONS: Check follow-up services that need to be carried on in the small school.

- 1. Conduct periodic surveys of activities of all school-leavers including graduates.
- 2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies.
- 3. Secure information from school-leavers concerning strengths and weaknesses of the school organization.
- 4. Secure information from school-leavers concerning strengths and weaknesses of the guidance services.
- 5. Identify out-of-school youth who need further guidance.
- 6. Acquaint community and staff with the results of follow-up studies.
- 7. Provide opportunities for pupils now in school to participate in follow-up studies.

Comments:

General Questions

DIRECTIONS: Circle yes or no.

- YES NO 1. Do you think it is necessary to have a separate cumulative record for guidance purposes? For example does a school need to have a set of official cumulative records kept in the safe and another set in a file for guidance purposes.
- YES NO 2. Do you think it would be wise for a school with only one set of permanent cumulative records to have the folder type?
- YES NO 3. Would you favor a counseling staff of a man and a woman each half time over one man or one woman full time?
- YES NO 4. Do you believe in setting up a schedule of counseling interviews for all high school pupils regardless of whether they ask for them or not?
- YES NO 5. Would you include an occupations or vocational information course in the curriculum of a small high school?

Scott City, Kansas
April 17, 1952

To the Principals of the High Schools

Dear Sir:

I am conducting a survey in connection with my graduate work at Fort Hays Kansas State College. The survey will be incorporated as part of my thesis which is A Practical Guidance Program for Small Kansas High Schools. Your school has been chosen as one of those in Kansas with an active guidance program worth surveying. Would you be willing to cooperate in this study by allowing me to visit with the person responsible for your guidance for about forty-five minutes?

If you can spare me that much of your or your guidance man's time, please indicate on the enclosed card the best time for such a visit. Since I will have to take time from my teaching duties to conduct this survey, I hope to arrange my trips so as to visit several schools each time out. Please do not restrict me to one particular date unless you must.

Sincerely yours,

Bill Jellison

BJ:mj

Enc.

June 11, 1952
501 $\frac{1}{2}$ Ash
Hays, Kansas

To the Guidance Authorities

Dear Sir:

I am writing a thesis on the topic A Practical Guidance Program for Small Kansas High Schools. My master's is being taken at Fort Hays Kansas State College under Dr. Scott and it involves the opinions of several experts.

I have visited a number of Kansas high schools, both small and medium sized, that have active guidance programs. While at each school I filled out a nine page questionnaire. I will select the practices to be judged by the authorities from these. In this way I hope to propose a guidance program that is practical from the standpoint of the guidance workers in the high schools and also has the sanction of the experts who help work out the principles of good guidance.

Would you be willing to act as one of the judges? If you have the time to do this, I will send you the check list within the next two or three weeks. There is a self addressed envelop enclosed.

Sincerely yours,

Bill Jellison

BJ:mj

Enc.

APPENDIX C

Guidance Books for Professional Library

- Arbuckle, Duglad S., Teacher Counseling. Cambridge, Massachusetts: Addison-Wesley Press, Inc., 1950.
- Baer, Max F., and Edward C. Roeber, Occupational Information. Chicago, Illinois: Science Research Associates, 1951.
- Blum, Milton L., and Benjamin Bolinsky, Counseling and Psychology. New York: Prentice-Hall, Inc., [c1951].
- Chisholm, Leslie L., Guiding American Youth in the Secondary School. New York: American Book Co., 1950.
- Dunsmoor, Clarence C., and Leonard M. Miller, Principles and Methods of Guidance for Teachers. Scranton, Pennsylvania: International Textbook Company, 1948.
- Erickson, Clifford E., editor, A Basic Text for Guidance Workers. New York: Prentice-Hall, Inc., [c1947].
- Erickson, Clifford E., and Glen E. Smith, Organization and Administration of Guidance Services. New York: McGraw-Hill Book Company, Inc., 1947.
- Froehlich, Clifford P., Guidance Services in Smaller Schools. New York: McGraw-Hill Book Company, Inc., 1950.
- Jones, A. J., Principles of Guidance and Personnel Work. New York: McGraw-Hill Company, Inc., 1951.
- Lefever, D. Welty, Archie M. Turrell, and Henry S. Weitzel, Principles and Techniques of Guidance. New York: The Ronald Press Company, 1941.
- Robinson, Francis P., Principles and Procedures in Student Counseling. New York: Harper and Brothers, Publishers, [c1950].
- Rogers, Carl R., Counseling and Psychotherapy. Boston: Houghton Mifflin Company, 1942.
- Shartle, Carroll L., Occupational Information. New York: Prentice-Hall, Inc., 1946.
- Traxler, Arthur E., Techniques of Guidance. New York: Harper and Brothers, Publishers, 1945.
- Office of Los Angeles County Superintendent of Schools, Guidance Handbook for Secondary Schools. Los Angeles: California Test Bureau, 1948.

APPENDIX D

Addresses of Companies From Which Tests Can Be Secured

<u>Company</u>	<u>Test</u>
Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois	Iowa Every-Pupil Tests of Basic Skills Kuder Preference Record-- Vocational SRA Youth Inventory SRA Mechanical Aptitude
Psychological Corporation, 522 Fifth Avenue, New York 18, New York	Henman-Nelson Tests of Mental Ability Iowa High School Content Iowa Silent Reading Test Minnesota Clerical Test
Public School Publishing Co., 509-13 North East Street, Bloomington, Illinois	Detroit General Aptitude