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Clarence I. Jasper

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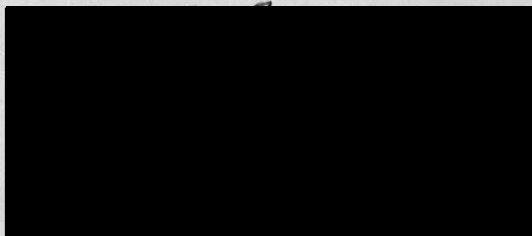
Written for Education 490

Principles and Techniques of Guidance

Dr. Green

Summer 1959

Approved:



A CASE STUDY OF GUIDANCE IN THE NEWMAN ILLINOIS SCHOOL DISTRICT

Clarence I. Jasper

The Need For Guidance Principles

In introducing any new program into a school system, the needs of the school and the community should be considered. The program should be designed to fulfil those needs. Since school and community situations differ, each guidance program will be unique in that it will be tailored to fulfil the needs of that particular school system.

In the Newman school district some informal guidance has been directed toward the preparation of the better students for college. Although this has some good points, there are several flaws in this form of guidance. These flaws are:

1. There is little interest in guidance for the students who are not capable of college work.
2. No one is assigned the responsibility to organize guidance services.
3. Little has been done to locate the exceptional children, both of the gifted and retarded categories.
4. The testing program could be better organized to make the results more useful.
5. No orientation program exists.
6. There is no organized placement or follow-up service.
7. No organized attempt has been made to make proper use of the school's facilities or the talents of the faculty to help solve the problems of the students.

It is my opinion that a great deal can be accomplished by introducing a guidance program to organize the school's facilities,

and to help to correct the situation in the school to the increased benefit of the students. However, it must be recognized that some areas are considered essential to a good guidance program which can not be established in the school system at this time. Some of these are as follows:

1. The lack of trained specialists, such as hearing, speech, and reading specialists.
2. The lack of a trained counselor.
3. The absence of audio-visual aids.
4. The inexperience of the teaching staff in guidance techniques.

The appointment of a person to organize the talents and facilities present in the school would be a great advancement in itself. At this time any person appointed to such a position would be inexperienced and poorly qualified. This program is designed to help the community and the faculty discover the needs and value of guidance in the school system. One presumption made in this paper is that the school board and administrators are not ready at this time to invest additional funds in any area of specialization. Therefore, this program has been designed to use the existing facilities and personnel on a voluntary basis. However, the proper approach to this problem could result in a favorable attitude toward guidance and increase the possibility of the extension of these services in the future.

A CASE STUDY OF GUIDANCE IN THE NEWMAN ILLINOIS SCHOOL DISTRICT

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I Community And School Background Information

The Newman School District #303 consists of seventy-seven square miles and is made up of the towns of Newman and Murdock and the farming areas surrounding it. Newman is located two miles west of the junction of Route 49 and Route 36, approximately twenty miles east of Tuscola. The last census showed a population of 1,084 people for Newman and a population of 250 for Murdock.⁷ Both communities have retained stable populations for the last twenty-five to thirty years. Newman is primarily a shopping and community center for the surrounding farm area.

The land surrounding Newman is flat, black and highly productive. The farms average 200 acres and are valued at \$400 to \$600 an acre. The type of farming done in the area is generally grain farming. There is very little dairying or live stock farming in the area due to the fact that the land is almost all flat and cultivatable. Within a radius of fifteen miles of Newman there are fourteen smaller communities. Within twenty-five miles of Newman there are four communities varying in size from 2,500 to 10,000. Within sixty miles there are five cities ranging from 18,000 to 70,000. Four colleges and universities serve this area.

The Pupil Population

The total school population of the Newman-Murdock school unit is 588. The Murdock elementary school has seventy students in grades one through six. The Newman elementary school has 380 students in grades one through eight, and there are 138 students in the high school. The senior class has twenty-six students, the junior class forty-three, the sophomore class thirty, and the freshman class thirty-nine. This year's graduating class had twenty-nine students.*

An informal estimate is that more students from Murdock drop out of school before graduation than do those from Newman. There is little difference between the rates of drop-outs of town and rural populations. Since the population of the school must be kept as high as possible in order to qualify for state aid, all students are forced to attend school to the age of sixteen and are encouraged to remain in school until graduation.

The School Facilities

The Murdock elementary school was built in 1905. It is a six-room, two-story brick building. One room is a playroom, two are used for the school lunch program, and the others are classrooms. There are six grades at Murdock, two per classroom.

*Information obtained from the school secretary in a personal interview.

The Newman elementary school is an old building which was rebuilt and modernized in the later 1940's. The building contains sufficient classroom area to handle the increase in enrollment which, it is estimated, will occur within the next fifteen years. It also contains the school lunch program for both the high school and the elementary school, a large playroom for the first four grades, a gymnasium and stage which is used for the upper grades' physical education classes, the grade school basketball practice and most of the social events connected with the grade school. There are two empty classrooms in the building for future enlargement.

The high school was built in 1912. Although the building is old, it is not crowded. Each department has a classroom assigned to it, leaving one classroom which is never used, two science rooms which are used part time, and another general purpose room which is used for two classes a day. The basement of the high school is used entirely for Industrial Arts which has a classroom, a finishing room and a shop room. During World War II a gymnasium was added which increased the facilities for home economics, agriculture, music, band, athletics and physical education. The gymnasium and stage are the center of the social functions of the high school. A football field with some bleachers and a track around it is used for fall and spring sports.

The tax rate for this district is 1.509. The amount of state aid based on attendance is 150.41. The teachers' salaries are about average for the area, but below average for the state. The salary schedule was adopted in 1957. The amount of educational costs per student is \$448.18. This is based on adding the expenditures of the educational funds, the building fund and the transportation fund.⁷

Total Receipts-Educational Fund	<u>210,202.19</u>
Total Expenditures	<u>197,505.50</u>
Balance on Hand	<u>12,696.67</u>
Total Receipts-Building Fund	<u>53,373.17</u>
Total Expenditures	<u>43,715.21</u>
Balance on Hand	<u>9,657.96</u>
Total Receipts-Transportation	<u>23,310.00</u>
Total Expenditures	<u>23,310.00</u>
Balance on Hand	<u>None</u>

The textbooks are of good quality and are rented with other materials to the students at a cost of \$7.00 per student per year. Each student is offered school insurance. The board pays most of the fee. The student fee is \$2.00 a year, except in the case of athletes who are charged \$6.00.⁶

The county superintendent of schools has one assistant on his staff and between the two of them they make periodic checks on all the schools under their jurisdiction. There is very little use made of any state guidance or referral organizations. The school health program is practically

non-existent except in the case of athletics where the participants are referred to the local doctor.

The Board Of Education

The Board of Education is a group of men who are seriously concerned about the problems in education of that community. They see the need for improvements in facilities and for raising the standards of their teaching personnel; however, they are seriously handicapped through the lack of funds. There is some talk in the community about consolidating with nearby school districts. One of the arguments against consolidation is that it would tend to raise the tax rate. Also, consolidation might take the school away from Newman and the local people would then lose control of their school. Newman has missed several opportunities for consolidation in the past and, therefore, has watched other communities and schools grow while theirs has remained the same size. The present members of the school board and their occupations are as follows:

Mr. John Albin, President	farmer
Mr. Fred Whitmer, Secretary	farmer
Mr. Paul Winkler	farmer
Mr. Marion Young	farmer
Mr. Ralph McGee	farmer
Mr. J. B. Roberts	farmer
Mr. Don Davis	pharmacist

The Curriculum ⁶

<u>Class</u>	<u>Required Subjects</u>	<u>Elective Subjects</u>
Freshman	Science English I Algebra or Math. P. E.	Home Econ. I French I Agr. I Ind. Arts I
Sophomore	English II P. E.	Home Econ. II Agr. II World History II Ind. Arts II Algebra I Plane Geometry Typing I Biology
Juniors	English III American History P. E.	Shorthand Ind. Arts III Home Econ. III Bookkeeping Algebra II Solid Geometry & Trigonometry Agr. III Chem. or Physics (alternate yrs.)
Seniors	Civics P. E.	Eng. IV or Journalism Family Living Ind. Arts IV Agr. IV Shorthand and Typing II Algebra II Solid Geometry & Trigonometry Chem. or Physics (alternate yrs.)

The only major change in the curriculum during the past decade was made this year when French replaced Latin as a foreign language. There have been several minor changes during the past five years, but these were additions of advanced subjects within a department. The only other changes were the adding of related subjects such as journalism to the English department.

The Extra-Curricular Activities

Due to the high percentage of bus riders, many of the extra-curricular activities are held during the school day. These activities include the student council and the various departmental clubs. Other activities such as athletics, band practice, the junior and senior class plays, the annual homecoming dance, and the junior-senior prom are held after school and at night.

II Current Guidance Service

The Inventory Service

A card type cumulative record is started with each student in the first grade and carried on with him through high school. In the Murdock school the records are kept with the individual teachers. In the Newman elementary school the cumulative records are kept in the principal's office, but are available to the teachers when they want them. In high school the records are kept in the superintendent's office and are available to the teachers whenever they need them. The teachers have the responsibility of keeping the records up to date. The administrators make periodic checks to see if the records are correct. The last day of the school year is set aside for the individual teachers to finish, check, and correct the records.

These cumulative records include information as to the tests given to the students each year, the type of test, the date given and the scores. Because of a limited testing program no information is available on the intellectual level of the students. Nineteen fifty-nine was the first year that any group intelligence test was administered to the students. This test was given to the elementary pupils from grades one through eight. The purpose was only to obtain I. Q. scores, which were not seriously compared with the national norms. Other information

recorded on the cumulative records are the students' grades, the number of days taught, days absent, the student's name, age, the parents name, address, occupation, and some family background.

Other than the recording of this information on the cumulative records, little use is made of this information. There is a much better exchange of student information on the high school level than on the grade school level. Once each six-weeks period there is a high school faculty meeting to discuss the citizenship grades to give each student. As a result there is much discussion of the individual merits and problems of the students. Several elementary faculty meetings are held during the year but the teachers generally discuss their students in the lounge, at social events, and at P.T.A. meetings. These discussions are naturally informal and generally contribute little to the understanding of the students.

The Information Service

There has never been a formal program of information service at any level in the Newman school system. Several times during the year individuals of the senior class are allowed to visit the various colleges which serve the area. Once each year the senior boys visit several of the local industries. Other visits would be authorized if they qualified as educational trips, but such are rarely attempted.

The library contains only a few books useful in the area of guidance. These are primarily guides to training in the military services and guides for selecting a college career. In the social science classes in high school and in the seventh and eighth grades the students each receive a student level newspaper each week. In each issue a different occupation is described as to salary, personal qualifications and training. A collection of college and technical school catalogs are kept in the principal's office. Students who plan to go to college and the students who are capable of college work are interviewed by the superintendent before entering high school and at least once each year during high school. Most of the teachers make some effort to guide the individuals into areas where they excel, and into areas where they show a definite interest. For those who have the ability to get a higher education but do not have the financial means, a definite attempt is made to prepare them for the scholarship examinations both on the county and state level, and also put them in touch with industries who offer scholarships and training programs.

The Counseling Service

None of the faculty has any training in the area of guidance and no one is designated as a counselor. All students are encouraged to make post-high school plans, and the teachers are

encouraged to point out how the various subjects can help prepare the students for later life. Occasionally, each teacher will discuss the student's problems, usually on an individual basis. The students naturally tend to consult those teachers who show genuine interest in their problems. Most of the boys consult the high school principal and the girls tend to consult the commerce, or home economics teachers.

At the elementary level some of the parents show interest in the school and periodically consult the teachers about the progress of their children. In the first grade each person has a conference with the teacher at the time of the first report card, so that they may discuss the individual student's progress. This practice continues until the end of the first semester. At the eighth grade level there are four meetings during the year when the parents may discuss with the teacher the progress of the student. The main meeting is just prior to graduation when the results of the achievement and aptitude tests are discussed and the plans for each student's high school program are individually considered.

The Placement Service

Placement in both part-time and full-time employment is generally considered a responsibility of the parents and the state employment office. The number of high school graduates

who remain in town is small, many of them going to college, the military services, or to the nearby cities to work in industry. About forty percent of the graduating students attend college or technical schools.* The majority of these are male students. In the past most of the students attending college go to Eastern Illinois University or the University of Illinois, with a few attending Millikin University in Decatur or Indiana State College at Terre Haute. At the present time there are thirty-six Newman graduates attending college with seventeen of them at Eastern. Many of the girls who do not go to college, attend Brown's Business College in Decatur for one year. The boys who do not go to college have a tendency to attend technical schools in Chicago or Indianapolis. Upon graduation from college, business school or technical school the students usually move away from Newman. The remaining graduates who do not attend some institution of higher education settle down in the area, working in the field of agriculture, one of the businesses in town, or commute to the industries in the nearby cities. The students who are old enough and willing to work during the summer months can usually find employment in agriculture.

The Follow-up Service

The only follow-up service at Newman is when a teacher is interested in following a particular student, or when an

*Information obtained from the school secretary in a personal interview.

occasional graduate returns to talk with the teachers. However, since many of the graduates attend higher education of some sort, all the teachers seem to be interested in the grades and accomplishments of these students in college. The teachers seem to be particularly proud of the college attendance record of their graduates.

School Discipline

Although there are many ideological objectives of school discipline, I am going to concern myself only with the objectives that are presently predominant at Newman. The teachers are expected to solve their own discipline problems except in extreme cases. This is done by reasoning, citizenship grade adjustments, keeping the student interested, and if nothing else works, by physical punishment. All of these methods are accepted by the community. As far as I am able to determine, the goals of school discipline are to maintain an orderly class, to develop good citizenship, to develop self-control, and to teach subject matter. It is believed that without an orderly class the child is less likely to learn. Physical punishment such as spanking is not used except in extreme cases when all other alternatives have failed. The administrator expects each teacher to take care of his own discipline problems and respects the teachers' decisions at all times.

III A Program Of Guidance For The Newman School District

Introducing The Guidance Program

The proper approach in this case would be to introduce a guidance program at the eighth grade level. The location of this grade is advantageous in that the lower grade teachers tend to watch the progress of their ex-students, and the location of these students in the high school building makes it easy for observation by the high school faculty. Therefore, any program started at this level, if successful, would be assimilated by the high school faculty and extended into the grade school.

The first step should be to organize a school guidance committee, with representatives from the faculties of the grade school and the high school. The main reasons why a guidance committee is considered necessary are as follows:²

1. To create a favorable faculty attitude toward the guidance program.
2. To gain active support from the committee members in influencing the rest of the faculty.
3. To provide for inservice training.
4. To provide for good public relations.
5. To provide for a continuous study of the students.
6. To locate and make better use of the resources available in the school and community.

7. To gain better cooperation between members of the faculty.
8. To coordinate the help given any particular student.

In the case of the Newman school the guidance committee could have seven members. This would include representatives from the administration, the high school faculty, and the grade school faculty. The reason for the odd number is to prevent any ties during a vote. This committee is small enough to get things done quickly and large enough to be an efficient public relations tool. In this school the guidance committee should be organized to include members from the following areas.

The Elementary Principal

This person should be elected chairman of the guidance committee because of his organizing ability, his personality, and the fact that most of the elementary school teachers will follow his leadership.

The High School Principal, Superintendent of Schools

The top administrator should be a committee member in order to show that he approves of the program.

A High School Teacher of Academic Subjects

This school is very proud of the record of the graduates who have continued their education. I am sure that a representative from the academic areas of the high school would be very useful in public and faculty relations.

A High School Teacher of Vocational Subjects

Newman is completely inadequate in vocational preparation for the students who cannot or will not go to college. A representative from this area can be very helpful to the committee in presenting the views of his department in guidance. It may even be possible that some of the needs of his area will be recognized.

The Combination High School and Grade School Teacher

In the past it has been the policy of the board to assign one teacher duties as a half-time secondary and half-time grade school teacher. This is primarily a method of economy. This would be another desirable member of the guidance committee, because of his association with both the high school and the grade school.

The Eighth Grade Teacher

This person most certainly is a necessary member of the committee. His position as the last teacher in the grade school to handle these students will greatly influence their attitude toward guidance.

The Seventh Grade Teacher

It is necessary that the elementary teachers have a reporter. This woman is still close enough to the students and very much interested in their improvement. Her views can be useful, and her knowledge of the oncoming students is vital.

Many objectives could be assigned to a guidance program. The objectives should be determined by the needs of the school, student and the future goals desired.⁸ On this basis the objectives of the guidance committee for this particular school is to set up a program for the proper use of all available guidance techniques at the eighth grade level. This program is to use whatever skills, talents, and facilities available in the school and community in order to benefit the students and to prepare a proper attitude for future expansion of these guidance services.

In the operation of a guidance committee many things should be considered by the members of the committee in order for it

to become an efficient working group. One of the main things to be considered is that it is better to do one thing well than to do many things in an inefficient manner. They must remember that their primary objective is to help the students. They should also remember that the future of guidance in this school may depend upon the success they have at the eighth grade level.

Once organized and ready for operation, the guidance committee should make use of case studies, all available records, consultation of specialists, and whatever referral agencies are available to the school.²

Case Studies

When a student is referred to the guidance committee for a case study it is necessary that the committee use all the facilities that they have available and to consult all those teachers who have been acquainted with the individual. In this manner the problems of the child can be more clearly understood by those people participating in the case study.

There are several fringe benefits of case studies. These are:³

1. The participating teachers are going to be more inclined thereafter to keep better records.
2. The teachers are going to be more inclined to use their records.
3. If favorably impressed with the work of the committee, these people will be good for public relations.

4. The teachers will be more inclined to refer to the committee cases which they do not feel qualified to handle.
5. The very fact that the committee will not be able to answer all questions and solve all problems will indicate a need for people with special training in this field.

Consultation With Specialists

It must be recognized that in this community, and in most communities like it, there are not many specialists available. Newman is fortunate in that there is one hearing and speech specialist who would probably be interested in a few private cases. There is also a doctor and a dentist in town who, of course, are available for organic problems when it is necessary. If the guidance committee can not find anything which causes the problem of the student, it is possible that a specialist could, after examination, find the problem and help the student adjust to it. Also, the specialist can recommend to the guidance committee and to the teacher methods that can be used in class to help the student. When the committee believes that a student may have problems with his eyes, ears, speech, teeth or any organ that a dentist, speech correctionist or doctor can take care of, he can be referred to these people for examination and treatment. However, it is impractical to think that everybody can be given an annual complete physical examination

or even periodical checks on the school's present budget. Therefore, it will probably be recognized that the cost for examination and treatment will undoubtedly have to be borne by the parents wherever possible.

The Use Of Referral Organizations

Although Illinois has many referral agencies, both official and private, very few of these services have ever been used in this community. No referral agencies are located in town. However, there are a few located in the county seat at Tuscola. A study by the guidance committee could locate these referral agencies and determine which of these are most likely to be of use to the school system, so that when the occasion arises for their use there will be no confusion and the arrangements can be easily made.

Classroom Guidance

One of the most important areas of guidance is that of classroom guidance.⁵ An attempt should be made in the Newman eighth grade to encourage the two eighth-grade teachers to teach their classes by the pupil-centered method. The pupil-centered teacher organizes his work so that the primary aim of the class besides the teaching of subject matter is to discover their special needs and to contribute to their

individual development. The classroom should be held in a democratic atmosphere and the students should be treated as adults, with duties and responsibilities to the class.

Once the teachers have accepted the responsibility for class guidance, and have learned to recognize and provide for the basic needs and individual differences of the students, their participation in the guidance program will become more profitable for the whole group. They will be able to provide the guidance committee with information for the case studies and through the use of various non-testing methods help the students in their personality development and peer group relationships. With this information the teachers and the committee can help the individuals adjust to their situations.

The Non-Test Program

Newman has no program for studying students without tests. This is another area where a guidance program can both contribute and benefit. By introducing the use of non-test methods the committee can help the teachers better understand their students, and at the same time gain information from the teachers which will help them in their positions as committee members. These methods are simple to administer and contribute much information toward understanding the student. The non-testing methods can be divided into three groups, each of which can be used next year.⁸

1. The child's picture of himself.

This is a method by which you can get information from the child on his background, goals, interests, his personal life and his personality. An example is the autobiography.

2. Observation by peers.

Basically the teacher uses these methods to obtain an idea of what the students think of each other and each student's relationship with the peer group. An example is the sociogram.

3. Observations by adults.

These are reports and records made by adults on their associations with the student. Examples are observers reports and anecdotal records.

The information gained from these methods can be kept with the student's cumulative record. However, the results of these tests may not be too substantial in that the social climate, and the students association with his classmates may change several times throughout the year. The peer group observations and the individual observations should be taken several times during the year in order to get an accurate picture of the child's progress. At the end of the school year destroy any information that may have a biased or prejudicial effect on the next teacher so that the student may be able to have a fresh start the following year. ⁸

The Testing Program

In every school situation a test program is an integral part of the guidance program.⁴ It is through testing that many deficiencies and abilities are discovered. It is the test results which give the counselor much of the information necessary to do his job properly. In this school system the following testing program is used at the eighth grade level.

1. In the fall the teacher administers an I.Q. test which is primarily to get a score so that a comparison can be made, and to place on the cumulative record.
2. Early in the second semester the principal gives both eighth grades the state-wide aptitude tests.
3. About two weeks prior to graduation the teacher gives an achievement test, the results being used to judge performance and to indicate which students are capable of carrying an academic class load in high school.
4. About a week before the end of school the parents and the students meet with the faculty to organize the student's high school program. At this time all of the test results except for the I.Q. score are used to help the individuals select their classes.

Although this is a fair start, I believe that with a little arrangement this program can be adjusted to better fulfil the needs of the students. I believe that enough money could be obtained to make the following improvements.

1. An achievement test at the beginning of the school year should be given in order to ascertain how much the students know and to provide the teacher with more knowledge of the students abilities.

2. Early in the fall the principal would administer the state-wide aptitude tests. Since these tests are graded by the state, which takes a long period of time, we would be able to get the results back early enough to make use of them. The sooner we have the results the sooner we could get an estimate of the students abilities, aptitudes, and interests. This information can also be used sooner in the case studies, orientation program, etc.
3. The I.Q. tests should be administered early in the second semester. The reason behind this is that most teachers place too much faith in the I.Q. score. If this test were given earlier in the year, the results might influence the teacher in assigning the grades. After the first semester there would be less inclination to be influenced by these scores.
4. In the spring, about three weeks before graduation, the teachers would give the second achievement test which, after comparison with the results of the fall test would give a more accurate appraisal of the students' progress.
5. It should be possible to get some individual tests to help interested students to get a further indication of their aptitudes and interests.

About a week before graduation from the eighth grade, the annual conference between the parents and the eighth grade teachers can be enlarged to include representatives from each area of the high school to help in the scheduling program. This meeting should be organized under the control of the guidance committee. It should be known by this time which students are capable of academic work and which ones will be better off in the vocational areas of the high school. Any students who are capable of academic work will be encouraged to make their plans in this area.

The Record Program

The Newman school system uses a card-type cumulative record. This record is always kept up to date. The records are usually accurate and adequately cover the available information. Very little use has been made of these records except in the case of students preparing for college. The members of the guidance committee will learn to make better use of the records and will probably encourage the other teachers to do the same. During the school year many test and non-test results can be obtained in order to make the guidance program more efficient. Although the test results are permanent, the majority of the non-test information will be destroyed at the end of each year in order that no past biases will influence other teachers, and to keep the records from being too crowded.

Orientation

In my opinion orientation is one of the most important areas of the guidance program. An orientation program in the eighth grade should be easy to install and simple to operate. After the teachers have an idea of the interests, aptitudes, and abilities of the students many orientation activities can be arranged to help motivate the students in their studies. Individuals can be encouraged to visit high school classes in areas in which they are interested. The students should be

encouraged to make full use of the high school library. More essay tests and reports should be given at this age in order to prepare them for high school studies. If a student has shown an inclination towards vocational training, he should be encouraged to visit the vocational areas of the high school. If his interests are in academic and college preparation, he should be encouraged to make use of his study periods to visit the academic areas of the high school. I do not think it is out of line to allow those interested in college to visit some of the nearby institutions of higher learning. It is also my opinion that those students interested primarily in industrial vocation should be encouraged and even allowed class time to visit some of the nearby industries. Local businesses and some of the local agricultural areas can be visited by those interested in this area. Group activities, projects, and written reports can be adjusted to the individual interests of the students. Good books concerning the various occupations and professions should be made available to the students. High school teachers should be asked to visit the class and speak to the students about the subjects they teach in high school and the application of these subjects to their future. Adults who are working in the various areas that the students are interested in, should be encouraged to visit the class for informal discussions

about that field and preparation for it. I believe that such a program could help the students prepare for high school and give an indication of the many opportunities open to them after their high school graduation.

Evaluating The Program

In order to determine the extent of the success of guidance at this level an organized effort should be made to find out how many students continue in the areas of interest they have designated in high school and post high school. At the end of the year the guidance committee should make an effort to evaluate the success of their program. There are five considerations to be made when evaluating a guidance program.⁵

1. When should the program be evaluated?
 - a. Continuously and at each committee meeting.
 - b. At the end of the year and periodically during the year.
2. Why should the program be evaluated?
 - a. To see if the program has fulfilled its objectives.
 - b. In order to determine the efficiency of the program.
 - c. To find out how the program can be improved.
 - d. To see if it fulfills the needs of the community, school and students.
 - e. To decide whether the program should be expanded.
3. What should be evaluated?
 - a. The objectives of the program.
 - b. The guidance committee.
 - c. The services offered by the guidance program.
 - d. The guidance program as a whole.

4. Who should do the evaluating?

- a. The parents.
- b. The students.
- c. The community.
- d. The administrators.
- e. The guidance committee.
- f. The guidance personnel.
- g. The teachers.

5. How should the program be evaluated?

- a. Through meetings and informal discussions.
- b. Through informal interviews.
- c. By the use of evaluation forms.
- d. By a critical study of the services.

If the program has been successful and if there is a favorable attitude toward guidance in the faculty, we can logically expect support in the extension of this service to the other areas of the school system. It might even be possible to appoint a part-time counselor in the high school for the next year. If the people who evaluate the program become supporters of the program, I believe that eventually funds will be made available for expansion in this field.

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