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EVALUATING AND ESTABLISHING A GUIDANCE PROGRAM AT PAWNEE HIGH
SCHOOL BASED ON RECOMMENDATIONS BY THE STATE OF ILLINOIS
(TITLE)

BY
DON SMARGIASSI

PLAN B PAPER

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1968
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I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

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ADVISER

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DEPARTMENT HEAD

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CHAPTER I

INTRODUCTION

Purpose

In today's era of teacher shortage, a demand for better-prepared graduates, budgeting difficulties, limited facilities, and stress on individual uniqueness, one may ask the justification for a guidance program in the high school. What would such a program entail? What would such a program accomplish taking into account time, facilities, and money?

The writer undertook the task of this paper on the request of the Superintendent at Pawnee High School, Mr. Dean Myers, who holds the Specialist Degree in Administration, and who is deeply concerned with the problems of his school population and meeting their needs.

Procedure

A survey of literature in the guidance field was made with special attention on the recommendations made by the Superintendent of Public Instruction, State of Illinois. An evaluation of the current guidance program at Pawnee High School was made and recommendations for improving it were made based on the State's policies. The writer's recommendations based on his findings conclude the paper.

Limitations

The recommendations made in this paper are unique to the situation which exists at Pawnee High School. They were weighed and reviewed in relation to the program that needs to be established at this school. Therefore the recommendations are limited to the situation at Pawnee High School.

CHAPTER II

INVESTIGATING RECOMMENDATIONS FOR A GUIDANCE PROGRAM

The Superintendent of Public Instruction, State of Illinois, makes the following statement with regard to the basic aims of education in the State of Illinois:

All school systems--either unit or dual--serving a community, should operate as a unit to provide opportunities for each pupil regardless of his abilities and achievements so that he may move continuously and without interruption through the school program. Each pupil should be given the opportunity to grow, develop, and learn at his own rate. Sensitive and understanding guidance services should help each pupil enter into the program and the courses that are most likely to serve his interests and needs. Each succeeding teacher of a pupil should accept him as he is and help him grow, develop, and learn from the point where he is. This practice does not lower the standards of the school; instead, it assists each pupil in becoming the best and most able person possible.¹

What then are the basic aims and what should be the basic philosophy behind a successful guidance program? What are some of the factors which are necessary to an adequate guidance program, regardless of its size? Are authors consistent in their opinions on these questions?

¹The Office of the Superintendent of Public Instruction, State of Illinois, The Illinois Program for Evaluation, Supervision and Recognition of Schools, Circular Series A, 1964, p. 17.

Glenn E. Smith gives the following definition of the guidance process:

The guidance process consists of a group of services to individuals to assist them in securing the knowledges and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustments in a variety of areas. These services are designed to result in efficiency in areas which require that the individual make adjustments in order that he may be an effective member of society.

Guidance services include providing the individual with cumulative evidence about his abilities, interests, growth, development, and limitations. They provide also comprehensive information about educational and occupational opportunities and requirements, personality development, effective studying and learning, and other areas in which he needs information not usually provided through the instructional program. They set up means for aiding his placement and adjustment in classroom, cocurricular, and community activities, and in an occupational area. They provide adequate personnel--teachers, teacher-counselors, counselors, and administrators--who are not only competent in performing and supervising the tasks involved in the foregoing services, but also in aiding the individual personally to interpret the facts, and use them continuously in making choices, plans, decisions, and interpretations throughout his life.²

In 1943 Darley stated his views on the necessary individuality of a guidance service in the small school in this way:

Obviously, no one guidance program which is appropriate for use in city schools should be placed bodily into the rural high school. But the structure of individual guidance is the same in the rural school as in the large urban school. The procedures may be different in the small school, the resources may not be so great,

²Glenn E. Smith, Principles and Practices of the Guidance Program, A Basic Text, (New York: The Macmillan Company, 1951), p.5.

and the types of student adjustment sought may be different; but in principle and in structure, guidance need not be characteristic only of schools in big cities.³

Hatch and Stefflre give the following definition of guidance:

The term "guidance" has experienced the typical treatment a key word in a developing field of study usually endures. During the past thirty years a case has been presented by various writers to define the term as a process, a service, a body of knowledge, or even just "good teaching." Most of these definitions have tended to have a common denominator, however, of being related to activities designed to assist individuals to gain insight and self-direction.⁴

Finally the Superintendent of Public Instruction, State of Illinois, gives us the definition of guidance as seen by the Department of Guidance Services:

A formal, organized program of Guidance Services is essential to the effective operation of a modern school. These services should include: 1) provision for counseling each pupil regarding his educational, vocational, and other personal needs; 2) appraisal of the salient characteristics of individuals and groups of pupils, including data such as achievement, aptitudes, and other personal characteristics; 3) provision for the use of educational, occupational, and other-personal-social information; 4) provisions for educational and vocational placement of pupils; 5) conduct of research studies that enhance the school's total educational program; 6) continuous evaluation of the program.

To implement these services, it is imperative that personnel with appropriate preparation and attitudes have responsibility for the guidance program under well-qualified leadership. The school's philosophy should be reflected

³John G. Darley, Testing and Counseling in the High School Guidance Program, (Chicago: Science Research Associates, 1943), p. 16.

⁴Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, (New Jersey: Prentice-Hall, Inc., 1965), p. 20.

in the concern of every teacher for the development of the individual pupil, and the availability of the services of guidance specialists to all pupils and teachers. Guidance personnel should be provided adequate counseling time for every pupil, and also time for conferences with teachers, parents, and other interested persons.⁵

Graduate students in one class collected over 100 definitions of guidance from the literature available at the time. Needless to say, there was much overlap among the definitions; substantial agreement at least among those who write about guidance was evident in the definitions, however. The sources this writer consulted were in agreement on the fact that education in general should be directed toward the maximum development of the individual in a positive direction as viewed by society today. The sources were also in complete agreement that the guidance services' basic aim should be to assist the school toward that maximum development of the individual. A guidance service is, more than any other aspect of the educational system, directed toward the individual.

What then are the basic principles which should serve as guides in the organization of a guidance program? What are the factors to be considered in the organization of such a program, and what factors should be brought under consideration in formulating a plan for the organization of such a program?

⁵The Office of the Superintendent of Public Instruction, State of Illinois, Policy For Recognition Of Illinois School Guidance Programs, And Guidance Personnel Qualifications, Draft Copy, 1967, p. 1.

Writers in the guidance field since the early thirties have expressed the need for a study of guidance services. Educators, students, and interested laymen have recently expressed a direct demand for such a study.

In 1931 Hedge and Hutson stated their views as follows:

Measurement of activities connected with guidance seems a concept not yet fully formed in our minds. Presumably the youth of the guidance movement accounts for the absence of thought about the evaluation of programs of guidance; we are still so occupied with the establishment of procedures of guidance that we have not yet attained the critical attitudes which engenders attempts at objective measurement of results. Nevertheless, the necessity of such evaluation should be apparent to all working in the field of guidance. The soundest and surest progress of the guidance movement depends on proof of its worth.⁶

Froehlich voiced his opinion of the need for the evaluation of guidance services when he declared, "Evaluation is a prerequisite to progress."⁷

Erickson makes the following statement on activities to be carried on by a guidance program:

The Occupational Information and Guidance Service of the U.S. Office of Education suggests the following six activities to be carried on by a guidance program.

1. Occupational Information
2. Personal Inventory
3. Counseling
4. Exploration and use of training opportunities
5. Placement
6. Follow-up⁸

⁶John W. Hedge and Percival W. Hutson, "A Technique for Evaluating Guidance Activities," School Review Sept. 1931 Vol. 39 p.508.

⁷Clifford P. Froehlich, Evaluating Guidance Procedures: A Review of the Literature, Wash., D.C.:Office of Education, Federal Security Agency, Jan., 1949. p. 1.

⁸Clifford E. Erickson and Marion Crosley Happ, Guidance Practices at Work, (New York: McGraw-Hill Book Company, Inc., 1946), p. 5.

Stoops and Wahlquist give the following services as being basic to any guidance program:

An adequate system of cumulative records for each individual is indispensable in a guidance program.

Specific budget items should be included for necessary guidance services.

The guidance program for an individual school should be tailored to fit the needs of that particular school.

Adequate and appropriate space must be provided for testing, counseling, placement, storage, and other guidance functions.

A placement and adjustment service should be provided by the school.

Follow-up studies should be made for individuals both in and out of school.

The school should provide for both group and individual guidance techniques.

Adequate and appropriate guidance materials should be provided for the ready use of guidance workers.

The principal has final responsibility for the guidance program in his school.

Basic information about the individual should be disseminated among all certificated personnel who have responsibility for that individual's educational growth.⁹

The North Central Association of Colleges and Secondary Schools makes the following statements in regard to criteria for acceptance as a member of the North Central Association:

Guidance Services

6.4 Each member school shall provide organized guidance services to give systematic aid to all pupils in the solution of various types of educational, vocational, social, civic, and personal problems.

6.5 Each member school shall be expected to provide the necessary facilities, clerical

⁹Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance, (New York: McGraw-Hill Book Company, 1958), p.5.

help, and materials for effective guidance and counseling services. Adequate space affording privacy for counseling shall be provided.

6.6 The guidance services shall provide counseling, appraisal, staff consulting, referral, educational and occupational planning, and followup activities.

6.7 Member schools shall provide qualified guidance workers at a ratio of one counselor for each 450 students with no school having less than a half-time counselor. Schools are encouraged to try a variety of approaches to guidance services including school ratio adjustments. They may utilize counselors, supportive personnel, and teachers, and such plans for organizational changes may be submitted to the State Committee for approval.¹⁰

Finally, the Superintendent of Public Instruction, State of Illinois, makes the following statement on guidance services:

Guidance and counseling programs function to: (1) assist all pupils in assessing and understanding their abilities, aptitudes, interests, and educational needs; (2) increase their understanding of educational and career opportunities and requirements; (3) help them make the best possible use of these opportunities through the formulation and achievement of realistic goals; (4) help them attain satisfactory personal-social adjustments; and (5) provide information useful to school staff members, parents, and community in planning and evaluating the school's total program.

Coordination with other pupil personnel services and appropriate community organizations is of prime

¹⁰North Central Association of Colleges and Secondary Schools, Policies and Criteria for the Approval of Secondary Schools, 1968-69, p. 22-23.

importance. School counselors function in such essential activities of the guidance program as:

- (1) Collecting, organizing, and interpreting information appropriate to an understanding of the pupil's abilities, aptitudes, interests, and other personal characteristics related to education-career planning and progress and satisfactory personal-social adjustments.
- (2) Making available to pupils, parents, and teachers information useful to them in understanding educational and career opportunities and requirements, and personal and social relationships related to the choice of and progress in an educational program or an occupational field.
- (3) Providing individual counseling to: (a) help the pupil and parent develop a better understanding of the pupil's personal characteristics and potentialities, (b) help the pupil, with parent assistance, make educational and career plans in the light of understanding of self in relation to opportunities and requirements, (c) stimulate and assist the pupil in carrying out appropriate plans for education and career, and (d) prepare selected pupils and their parents for referral to other appropriate sources of assistance.
- (4) Providing group guidance activities to: (a) orient pupils to educational opportunities and procedures at various grade levels, (b) inform them about occupational and military service opportunities and requirements, (c) assist them in making normal personal adjustments and social contacts, and (d) help them make transitions from one school level to another, or to out-of-school activities.
- (5) Providing placement services for individual pupils to assist them in: (a) making appropriate transitions from one school level to another, one school to another, or school to

employment; and (b) obtaining financial aids to continue their educational development, such as scholarships and loans, and obtaining part-time or summer employment.

- (6) Providing administrators and teachers with information about individual pupils or pupil groups that is useful in planning and providing school programs to facilitate the full development of pupil potential.
- (7) Collecting, analyzing, and interpreting information needed to evaluate the guidance and counseling program; providing guidance information which may be used in evaluating the school's program in terms of its ability to develop human potential; and, consulting with other school personnel concerning curriculum development.¹¹

The sources consulted agreed on the following services as being basic parts of a successful guidance program. The guidance services should provide counseling services for the student body, with the aim of such counseling services being that of a better self-understanding and utilization of an individual's capabilities. Guidance services should also carry on a program of self-evaluation. The guidance services are responsible for filing, accumulating, and giving to the students occupational and educational information. The guidance services should inform teachers and qualified personnel about information of their students. The guidance services should carry on a

¹¹The Office of the Superintendent of Public Instruction State of Illinois, A Guide To Pupil Personnel Services For Schools In The State Of Illinois, 1965, p. 8-9.

program of continuous self-evaluation. The guidance services are the source of the primary responsibility for the personal inventory.

CHAPTER III

INFORMATION CONCERNING PAWNEE HIGH SCHOOL

Before recommending a guidance program for any specific high school, much information needs to be assembled about that high school. The following section is devoted to some of the pertinent information about Pawnee High School which would be necessary in a study for a proposed guidance program. The areas to be studied include: size, organizational plan, geographic and economic factors, physical plant, staff, occupations available to students, parental occupations, and funds available.

The following information was gathered by the writer who has been a teacher in the school system for the past eight years.

Pawnee is located fifteen miles south and three miles east of Springfield on route 104. The population of Pawnee is approximately 2,000 people. The town of Pawnee contains no business of an industrial nature. There is a new Commonwealth Edison power plant four miles east of Pawnee and also

a Peabody coal mine, which is the largest coal producing mine in the world, located across from the Commonwealth plant. The town itself has one grain elevator. There are three grocery stores all locally owned. There is a drug store, a variety store, a hardware store and lumber yard, a bank, four gasoline stations, a restaurant, a pool hall, two barber shops, a dress shop, and four taverns.

The parental occupations of the students presently enrolled in high school show a division into the areas of agriculture, coal mining or power plant, and finally state employed. There are a few large land owners but predominately the town could be thought of as being occupied by a largely middle-class population.

There is one physician in Pawnee but no dentist, nor any other profession represented with the exception of the ministry. There are four churches in Pawnee; the Methodist Church, the Presbyterian Church, the Catholic Church, and the Assembly Of God. There is also a Baptist Church located about eight miles south of Pawnee.

Pawnee High School has an enrollment of about 180 students. However, during the past three years the town has experienced quite an increase in population. The electric plant has brought in new families, and many families from Springfield are moving

to Pawnee. The predicted high school enrollment for the next five years based on the present elementary school enrollment would be well over 200 students.

Pawnee schools operate under the Community District Plan. The Board of Education is elected by the citizens and they, in turn, appoint a superintendent of schools. The present superintendent of schools has been at Pawnee since 1967. The high school principal and grade school principal are both in a direct line relationship to the superintendent of schools. The building teachers are in a line relationship to the principals of their building.

A full-time secretary is employed in the high school office and another full-time secretary serves the grade school. A unit bookkeeper is also employed. The grade school is located across the parking lot from the high school. There are three sections of kindergarten, first grade, and second grade. The remaining six grades have two sections. These are housed in the grade school building under the direction of the grade school principal. Freshmen through seniors are housed in the high school building under the administration of the high school principal. The unit superintendent also has his office in the high school building.

Pawnee High School operates on an eight-period day. The first period in the morning is an hour long and the remaining periods are forty-five minutes in length. There is a thirty minute lunch hour and three minutes are allowed for passing from class to class.

The high school was completed in 1959. Present plans call for the construction of an addition to take care of the areas for special education and the writer hopes counseling facilities would be made available in the new building also.

The Pawnee School District operates on a sound financial basis. The tax rate is one of the lowest for its area, and the district usually is able to show a surplus for each fiscal period. The salary schedule for teachers is comparable to that of surrounding districts. A beginning teacher with a Bachelor's Degree and no experience would earn \$6300. Regular increments are provided for experience and additional training. The school is well-equipped and reasonable requests for equipment and supplies are usually met without question.

CHAPTER IV

WHAT IS PRESENTLY BEING DONE AT PAWNEE HIGH SCHOOL WHICH COULD BE USED IN A GUIDANCE PROGRAM

Hatch and Stefflre make the following statement relative to the existence of guidance services in every school:

It is not uncommon for the neophyte guidance director to assume that guidance services have been completely foreign to a given school and its staff before his own employment. This misguided individual must learn by the 'bitter pill of experience' that guidance services in some form are to be found in every school. A survey of what guidance activities are existent and the staff member responsible will serve as a guide to an appropriate guidance organization.¹²

This chapter will describe the guidance activities now being practiced at Pawnee High School, which could be incorporated into a guidance program, and identify those services which are not being offered.

Orientation, Reports, and Records

The eighth-grade students pre-register for their ninth grade classes late in the spring of their eighth grade year. Little or no course explanation is given and no definite program of studies is worked out with the individual student at this time. The registration is conducted by the high school principal.

¹²Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 123.

The freshmen are given a copy of the school's rules and regulations along with a code of dress and conduct. The most important rules and regulations are called to the students' attention and a copy of these rules is posted on the bulletin board for the remainder of the school year.

The cumulative record form is begun upon the student's entrance into kindergarten. The folder is started when the child enters school and is kept in a filing cabinet at the grade school. When the student enters high school, the folder is brought to the building and kept in a locked filing cabinet in a classroom used for guidance purposes. The counselor and high school principal are responsible for the folder. There are also 5" x 8" cards which have condensed information similar to that of the folder. They are stored in the walk-in safe at the high school. Teachers may use these materials if they are needed for some purpose.

Testing and Use of Test Results

The tests now being given in the Pawnee Grade School are as follows:

The California Short Form Test Of Mental Maturity at the third, fifth, and seventh grade levels. The SRA High School Placement Test is given to the eighth grade in the

spring. A record is sent home regarding the test taken in the eighth grade. This test is also used as a basis for selection of math classes and the assignment to freshmen English classes.

In the high school the following tests are given.

The seniors are given the Air Force Aptitude Test by Air Force personnel who come to the high school and administer the test. The results of this test are discussed with the seniors.

All juniors participate in the Illinois Statewide High School Testing Program. The juniors also participate on a voluntary basis in the American College Testing Program, The National Merit Qualifying Test, and the College Entrance Examination Board Test. The Illinois Statewide Test and the National Merit Qualifying Test are given at the high school. The other tests are given at test centers and the results are forwarded to the high school. The results of the junior tests are discussed with the students with regard to college plans and are sent home to the parents.

During the past school year the freshmen and sophomores were not tested.

Counseling Personnel

The high school principal and the writer handled most

of the counseling of students during the 1967-1968 school year. The writer was given the responsibility of administering and interpreting the tests in both the grade and high school. The principal had been the previous counselor in the high school and with his assistance the writer gradually moved into this area and took on more and more responsibilities. The principal helped in the counseling of the seniors as to college requirements and entrance. Starting with the new term, however, all the counseling responsibilities will be placed in the writer's hands.

The main problem in counseling at Pawnee High School is the lack of sufficient time on the part of the counselor and the teachers. The present counselor is also engaged in teaching two American history classes to the juniors at the high school and two history classes to the eighth grade. Also he is responsible for a study hall. The staff, as a whole, is guidance minded. They attempt to do the most they can for the students under the circumstances. They are usually available during a free period for extra help if requested by a student. Because of the close working relationship of a small staff, it is quickly possible to ascertain whether a drop in achievement in one class is also occurring in the student's other classes, or is confined to one class. The best means of motivation for an individual student is frequently discussed among the

teachers, thus attempting to enable him to achieve to the best of his ability.

Occupational and Educational Information

The school has an Occupational Outlook Handbook, but does not have a Dictionary of Occupational Titles. Educational information, primarily in the form of college catalogs are kept in the library. The other copy of the college catalogs are kept in a history room which is presently serving as the location where most of the counseling is taking place. Also in this room the Careers file is kept. Other occupational and educational information are also filed in this room.

Placement and Follow-up

The school has no formal placement procedure. The students seek and find their own jobs. There is no follow-up record available on the graduates.

Facilities and Costs

Pawnee High School has no facilities set aside for a guidance program at the present time. There are facilities which could be inexpensively and easily converted to a counselor's office, with adequate storage space and accessibility to the records.

There is no budget allotment for guidance services at the present time. The school does subscribe to occupational information, and purchases the tests which are given.

In-Service Education, Research, and Study

There is no formal program for in-service education, research or study at Pawnee High School. Teachers are encouraged to check the results of any individual student they are interested in. This is the only activity which could be classified as in-service education. With the exception of this study, there is no research underway nor plans for any.

Summary

Some guidance activities are existent in every school. What activities at Pawnee High School could be incorporated into a guidance program? The basic aim and philosophy of the school is in harmony with the guidance viewpoint and should be conducive to the initiation of a guidance program. The staff is guidance-minded and attempt to treat the students as individuals in their classes. Achievement tests are administered and the test results are interpreted for the students and are available for the teachers' use. Aptitude tests are administered and the results are discussed with the students. A cumulative record is kept from kindergarten through grade twelve. There is counseling on test interpretation and college plans. The occupational and educational information, of which there is an adequate amount, is available to the students. There are facilities available which could be used for a guidance office.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The writer feels that a definite improvement is needed for the guidance program at Pawnee High School. Both the administration and faculty are in favor of such a program and the educational philosophy of the school is conducive to a successful guidance program. What are some of the needs which exist at Pawnee High School which could be met through a guidance program?

Counseling Personnel

The need exists for the counselor to be provided with an adequate amount of time for counseling purposes. The students need more information on college entrance procedures, costs, requirements, what to expect from college, and scholarships available. They need help in selecting vocations and future training.

Occupational Information

Although the school is supplied with some occupational and educational information more is needed. There is the

need to inform the students of the opportunities and limitations in the world of work and how to prepare for them. Material in this area should be carefully checked to keep it current and pertinent.

Facilities and Cost

Presently a classroom serves as the counseling center. There are times when this room is not available to the counselor because of scheduled classes in this room. Also many students do not feel at ease in a classroom but would be in a counseling office. An appropriation should be made to the budget to equip and furnish such an office and to allot it the necessary supplies.

In-Service Education, Research, and Study

Teachers need to know what information is available about their students and how to interpret it. Also they need to know how they can assist in studying the needs of the school in order to evaluate its offerings.

Follow-up and Placement

A follow-up study should be conducted, and the mobility of former students should be known by the school. The cur-

riculum should be evaluated to aid in this process. A need for job opportunities in the community and area should be surveyed. Also a card file of students available for work should be kept.

Recommendations

After studying the recommendations by guidance authorities for a successful program and using the recommendations and guidelines set forth by the Superintendent of Public Instruction, State of Illinois, along with an evaluation of Pawnee High School and its needs, the writer would make the following recommendations.

1. The first recommendation is that the Pawnee Community Unit should employ a full-time guidance counselor. This counselor would work both at the grade school and the high school.

2. The Pawnee Community Unit should provide the counselor with adequate facilities and a reasonable budget with which to operate. It is recommended that the cumulative records be kept in such facilities and not in a classroom, where they are presently placed. There is one room at Pawnee High School which could be easily used for a counseling office. (See floor plan on following page)

Library

Teacher
Lounge

Principal's
Office

Superintendent's
Office

Office Area

Girls
Rest-
room

Jan-
itor
Room

Boys
Rest-
room

History Room
Now Used For The
Counseling Office

Chemistry Lab

Chemistry Room

ROOM A
Which could be con-
verted to counseling

Auditorium

Room A is centrally located and with a few alterations could accommodate the counseling facilities. It is across from the office with its help, duplicating equipment, and it is near the library. The room is currently used only at the noon hour for the sale of candy. The room measures about 30' by 30'. It would be adequate for a counseling room with the addition of a desk, student chairs, some bookcases, a bulletin board, and filing cabinets. The writer highly recommends that this room be converted and equipped for the counselor's office.

The counselor should also be provided with an annual budget of at least \$500. This would cover the purchasing of file cabinets, guidance folders, current books and subscriptions to periodical literature in the field of guidance, and tests.

3. The testing program should be studied and revised. As recommended by the State Superintendent of Public Instruction, an achievement battery should be given at the freshman and junior years. An aptitude test is recommended at the freshman and sophomore years along with an interest inventory for the sophomores. All tests should be interpreted to the student individually or to small groups. The testing program

should be based on criteria previously discussed, keeping in mind its reliability and validity, attractiveness and readability, clarity of interpretation, ease in administering and scoring, cost, and type of data provided by scoring service.

4. The cumulative record forms should be kept up to date. The forms presently being used are satisfactory.

5. The occupational and educational information should be checked in an attempt to keep the information as current as possible.

6. A community survey of occupations available should be made. Also a plan for a follow-up study of graduates and drop-outs should be planned. This would be done in order to evaluate the offerings of the school as a whole and the guidance services in particular.

7. Office hours should be set up in such a way for the counselor that at least one hour per day is allocated for walk-in counseling. The student body should know that he will always be available for counseling at that particular time, and this would encourage the students to avail themselves of the services of the counselor.

Summary

The writer feels that due to a number of obvious needs existing at Pawnee High School, a guidance program is a necessity. The writer makes the following recommendations:

1. A full-time counselor should be hired by the district.
2. The counselor should be provided with adequate facilities and a reasonable budget.
3. The testing program should be revised and a good test of academic ability, achievement, and interest inventories should be given to the various classes.
4. The counselor should see to it that the cumulative records are kept up-to-date.
5. The occupational and educational information should be kept current.
6. The counselor should make a follow-up study of graduates and drop-outs and an occupational survey.
7. The program should be tailored carefully to fit Pawnee High School.

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