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PROGRAM OF EDUCATION



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## FOREWORD

Guidance is essential in any sound educational program. While guidance responsibilities are shared by the home, school and community, the school has a major responsibility for providing adequate guidance services for all its pupils.

To develop a good program of guidance services, all school personnel should have a basic understanding of guidance and of the role of counseling in a guidance program. Those responsible for administering the program should acquaint themselves with the techniques and procedures for developing and improving a program of guidance services.

It is hoped that the suggestions contained in this bulletin for establishing and improving guidance services will be of assistance to school personnel throughout the State.

HARRY M. SPARKS  
*Superintendent of Public Instruction*

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## SECTION 1

### NATURE AND MEANING OF GUIDANCE

The goal of guidance in the school is consistent with the goal of education; namely, the development of mature, productive, self-reliant and happy people. That an effective program of guidance services is indispensable to the achievement of the goals of education is a basic point of view contained in this bulletin.

Educators, parents, and other lay people are solidly united in a common recognition of the need to provide a means for boys and girls to systematically acquire assistance in dealing with persistent problems that occur with growing up. There is also a growing feeling that provision should be made in the curriculum for students to have contact with a person who has responsibility and time for assisting them in all aspects of their development. Out of these concerns the inclusion of guidance activities, under the professional leadership of specialized personnel, is becoming recognized as a necessary phase of an adequate school. The following statements strongly support this belief:

Yet it would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education.—James B. Conant<sup>1</sup>

To achieve these things (the objectives of the schools) for every child, the schools must have an effective program of guidance and counseling in preparation for the world of work.<sup>2</sup>

The rationale for a well planned program of guidance activities is derived from the following principles, namely:

1. that individuals are different from one another as to capabilities, aptitudes, interests, needs, and desires.
2. that the school has the obligation to provide for all pupils regardless of their social or economic status.
3. that guidance is a continuous process that every experience an individual has influences, to a degree, his perception in solving problems.

<sup>1</sup> J. W. M. Rothney and B. A. Roens, *Guidance of American Youth*, Harvard University Press, Cambridge, Mass., 1950, Foreword.

<sup>2</sup> A Report to the President—The Committee for the White House Conference on Education, April, 1956.

4. that guidance does not propose to prescribe solutions, but, rather, tries to assist individuals to arrive more intelligently at satisfactory solutions.

Too often the meaning of guidance is limited to certain services or to fragments of a guidance program rather than a program of activities designed to accomplish desired results. Some of the usual misinterpretations are that "guidance" is synonymous with "good teaching", "a testing program", "cumulative records", "counseling", "remedial teaching", "grouping for instruction", "identifying and working with the maladjusted", "providing for exceptional children", "vocational guidance" or "advice and direction."

The nebulous "everything that is good is guidance" defies effective administration, supervision and evaluation.

### Focus and Purpose

The focus of guidance is upon the individual. As stated by Mathewson:

"The purpose of guidance is to improve the capability of the individual to understand self and environment and to deal with self-situational relations for greater personal satisfaction and social usefulness in the light of social and moral values."<sup>1</sup>

". . . the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values."<sup>2</sup>

Thus one may think of guidance in a school as "a program of activities designed to provide the information and skills boys and girls need to make wise decisions, to make personal and social adjustments, and to improve their planning", or, "all those special activities aimed directly at giving systematic aid to pupils at various educational levels in solving their educational, occupational, health, social, and personal problems."

Although guidance services are a part of the curriculum, they are not synonymous or coterminous with instruction. To clarify the distinction between guidance and instruction it may be said that those activities which are intended to help pupils understand

<sup>1</sup> Mathewson, R. H., *Guidance Policy and Practice*. New York: Harper and Rowe, Publishers, 1962, p. 134.

<sup>2</sup> *Ibid.*, p. 141.

themselves to better interpret their environments, to make adjustments, to set certain goals, to develop systems and to accept responsibility for behavior come under the category of guidance, rather than instruction. Guidance activities are designed to meet adjustmental needs of individuals apart from the understanding and skills acquired through the instructional program.<sup>3</sup> While not a part of the instructional program, guidance services aid the school in its instructional program through improved understanding of pupils and their needs.

Guidance services do not recruit for any phase of education but aid individuals to make choices on the basis of broader self-knowledge and opportunities. The implications given to the term "guidance that infers directing or taking over the management of a pupil's life or making decisions for him is contrary to the concept that guidance is proffered assistance, not imposed direction. The program of guidance services is mainly concerned with enabling each pupil to better understand himself and to utilize more effectively his assets and opportunities. *The ultimate goal of guidance is self-direction on the part of the individual pupil.* It is now recognized that from the time a child enters the elementary school until he graduates from high school he needs help in acquiring capacity for self-direction and in maintaining satisfactory progress toward worthwhile goals.

A program of guidance services at all levels of the school—kindergarten or primary through secondary—serves the typical child as well as the atypical. Guidance services pointed toward the atypical child neglect the "normal" child in his need for educational and vocational planning as well as his personal and social adjustments. The emphasis in guidance services should be essentially to promote normal development rather than corrective.

The adjustment of the individual, as a major goal of guidance, is forcefully emphasized in the following statement:

The guidance and educative process should be centered upon helping individuals to become increasingly capable of creative and purposeful living. In the interplay of internal and external factors that form the "field" of every individual situation, only the person who understands himself in relation to environmental conditions and forces can plan and act effectively.<sup>1</sup>

<sup>3</sup> Kearney Campbell and Curtis Phipps, "Guidance in the Schools", Kentucky School Journal, October 1957, p. 8.

<sup>1</sup> R. H. Mathewson, *Guidance Policy and Practice*, Harper Brothers, New York, 1949, p. 38.

The duties and responsibilities of personnel are set forth in the section on "Organization and Administration of Guidance Services." Suffice it to say here that *an effective program of guidance services is a cooperative enterprise that involves administrator, teachers, counselors, and other staff*. This presumes that the three following conditions are present :

1. well thought out procedures for carrying out guidance activities.
2. responsibilities of each member of the "guidance team" have been clearly defined, and
3. established procedures for integrating new faculty into the guidance services program.

### Basic Principles Underlying Guidance Services

The following are some principles that are basic to a sound program of guidance services :

1. Guidance services, as all other phases of the curriculum, should receive careful scrutiny in order to determine their adequacy for meeting the needs of the total school population.
2. Schools should provide guidance services for each pupil from the time the child enters school until he leaves.
3. Guidance services should assist all pupils in their adjustments when needed.
4. Individuals may require special help in understanding themselves and their situations.
5. A sound program evolves from the cooperative planning of the entire school staff. A program that is arbitrarily introduced into a school is severely handicapped from the beginning.
6. The principal should be the key person in the initiation and development of guidance services in a given school. He is ultimately responsible for its effectiveness.
7. Counselors should be assigned duties that most effectively utilize their specialized training. Assignments that impair relationships with pupils or consume their time with activities of a non-professional nature represent a waste of valuable skills.
8. Community resources should be identified and drawn upon to strengthen guidance services.
9. In-service training of teachers in the area of guidance is essential to the improvement of guidance services in a school.

The program of guidance services should be smoothly integrated with other aspects of the school curriculum that it is accepted as an essential, normal activity instead of some isolated appendage of the total program of the school.

### Planned Program of Guidance vs. Incidental Guidance

A school may have many guidance activities and yet lack what could be described as a comprehensive guidance program. Some of the activities are not effective for lack of planning and coordination. For instance, inadequate provisions for counseling, failure to assign responsibilities for leadership, and lack of planned evaluation seriously limit the effectiveness of guidance activities. The level of professional preparation of staff members delimits the guidance program, but even small schools should work toward a program which is attainable and consistent with the competencies of the staff.

A distinction should be clearly made between guidance that may be offered in a school on a planned basis as opposed to a haphazard, incidental, spontaneous manner. Miller summarizes the advantages of an organized guidance program as follows:

1. An organized guidance program enables staff members to spend their time more effectively in guiding students. Information about students is gathered and organized in a scientific manner. Teachers are given professional help in fulfilling their guidance responsibilities. Lines of communication between staff members are kept open. Overlapping of services is reduced, if not eliminated.
2. An organized guidance program helps the student receive an adequate balance of guidance services. For example, in a school where no organized guidance program exists, students might be tested quite extensively, yet receive little or no counseling. In another school a great deal of time might be spent in gathering information about pupils and little or no time spent in disseminating this information. More will be said about this point later in the chapter.
3. In a properly organized guidance program, staff members are aware of the advantages accruing to them through their participation in the program, are quite likely to think of themselves as part of a team, and are willing to engage in planning for additional services.<sup>1</sup>

Incidental guidance lacks the planning and coordination basic to being an essential element to the total school curriculum.

The guidance-service concept makes it possible for the administrator to overcome the "bugaboo" of guidance responsibility by

<sup>1</sup> Miller, Frank M., *Guidance Principles and Services*. Columbus: Charles Merrill Books, Inc., 1961, pp. 51-52.

placing the emphasis on the activities to be performed, followed by a competent staff to perform the activities.

Costs of guidance services may be calculated on the basis of salaries and related expenses. But against these costs must be placed the social costs of maladjustments, frustrations, unrealistic planning and wasted manpower if adequate guidance services are not provided.

The following chapter treats the organization and administration of guidance services. It also includes the functions of personnel who participate.

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## SECTION 2

### ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

*Every worthy undertaking, if it is to be carried forward effectively, requires a scheme of operation. Usually one of the first things a leader does is to develop a plan whereby steps may be taken toward an objective. If the leadership operates in terms of democratic principles, such plans are developed in cooperation with other persons involved. The result is an organization during which and within which persons operate in discharging their various responsibilities and contributions to the enterprise.<sup>1</sup>*



**"PLANNING THE PROGRAM"**

Guidance, like many other aspects of education, cannot function effectively and adequately when left to mere chance based on the assumption that "everybody does it." Incidental guidance is as in-

<sup>1</sup> Henry J. Otto, *Elementary School Organization and Administration*, Appleton-Century-Crofts Company, Inc., New York.

adequate as accidental education. Lack of organization in guidance services results in omission of important aspects, overlapping activities, duplication of effort, and general confusion among the staff members. Because of the extent of the services included, and the wide variety of persons involved, it is essential that there be a well planned and effectively implemented organization of the program of guidance services.

Many schools in Kentucky do not have adequate programs of guidance services. Those schools offering limited guidance services to some pupils can scarcely be said to have a guidance program. *Any school, regardless of size, can have an organized program of guidance services if there is a sincere effort on the part of the principal and faculty to develop such a program.*

Before an attempt is made to organize a program of guidance services within a school, it is essential that certain basic principles of school organization be considered as it relates to the establishment of any school service including the guidance services.<sup>1</sup>

1. *Any service, whether new or old, needs the acceptance and leadership of the school administrator.*
2. *The success of a service depends upon a state of readiness of the school staff to accept, contribute to, and utilize the service.*
3. *The objectives of any service have to be clearly defined.*
4. *The development of a service has to evolve from existing services and be adapted to the unique circumstances inherent in any given school setting.*
5. *A service has to be developed in harmony with the total educational program of the school.*

Humphreys and Traxler<sup>2</sup> set forth seven guiding principles of organization of guidance services, expressed in the form of a suggested course of action:

1. *Prepare a clear-cut statement of the objectives of the guidance services program. These objectives should take into account the characteristics and needs of the student body. They should be in line with or consistent with the objectives of the educational institution as a whole.*
2. *Determine precisely the functions of the guidance services program—that is, what the program shall do for the students.*

<sup>1</sup> Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York.

<sup>2</sup> J. Anthony Humphreys and Arthur E. Traxler, *Guidance Services*, Science Research Associates, Inc., Chicago.

3. *Assign specific duties to the personnel who are to participate in the guidance services program. Allocate tasks to individual staff members on the basis of their individual qualifications for the work. Give them definite responsibilities for performing these tasks.*
4. *Give each staff member assigned to a task in guidance services the authority commensurate with his responsibility.*
5. *Define clearly the working relationships (a) among the staff members who are responsible for guidance services and (b) between these staff members and others in the institution. Recognize that some staff members will work directly and full-time in the field of guidance services; and still others will work indirectly and during a small share of their total work time.*
6. *Set up a form or organization that is best adapted to the institution's purposes, characteristics, personnel, size and financial resources.*
7. *Keep the plan of organization and its operations as simple as possible.*

### Planning the Guidance Program

A guidance program must be carefully planned if it is to be carried out in the most efficient manner.

The principal is responsible for the educational program in the school where he is employed. Since guidance is an integral part of the total educational program the principal is the key person in developing and improving the guidance program. Much of its success or failure depends upon his educational leadership. He must secure the enthusiastic support of his staff and community. He must be able to justify the additional costs, teacher time, equipment and supplies.

*Orientation of the Faculty to Guidance*—One of the most important steps in undertaking a guidance program in the school is to help teachers increase their understanding of guidance. Whether this understanding is the first step in planning the program or putting the program into operation depends upon the method of planning. It is essential, however, that teachers acquire this understanding early if they are expected to accept and take an active part in the guidance program. Orientation should include information about guidance aims, methods, and the nature of and need for a program of guidance services. Leaders in guidance have frequently pointed out that probably more attempts to organize guidance programs have failed

because teachers have not been carefully informed of the purposes of the work than any other single cause.

The principal may use any one of several methods in developing with his staff an understanding of guidance. One school used the following method with a great deal of success:

1. *The faculty selected guidance to study as the professional problem for the school year.*
2. *Faculty meetings for professional improvement focused around guidance.*
3. *Each faculty member did some thinking and reading on his own (the school made available to each teacher a well-selected bibliography of important aspects of guidance.)*
4. *One or more members of the faculty was responsible for a topic at each faculty meeting. A group discussion of the topic followed.*
5. *The basic information from each meeting was pooled and interpreted as a background for planning and developing a guidance program for the school.*

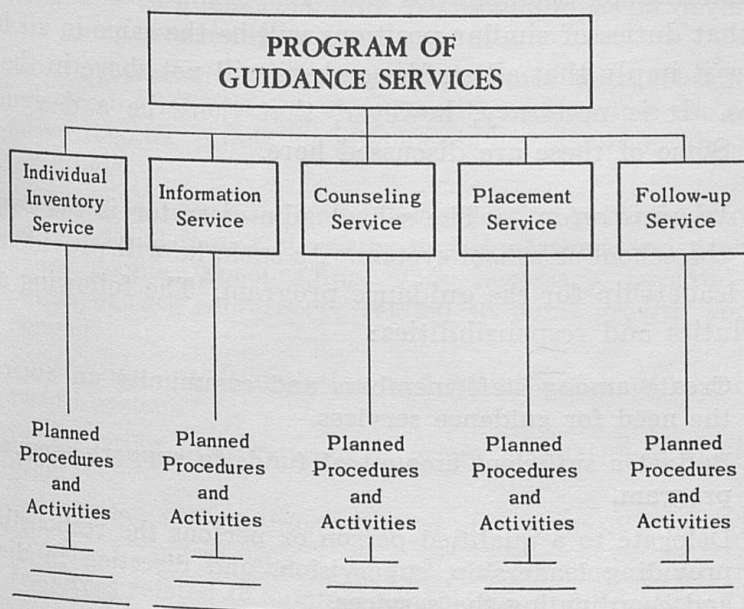
Since the principal of the school has the responsibility for planning the guidance program he may do the planning himself, delegate the responsibility to some other person on his staff, such as the counselor, or give this responsibility to a faculty guidance committee. The majority of principals who have developed guidance programs favor the latter method. If this method is to be used in planning the guidance program, the following steps and activities are suggested:

1. Appoint a faculty guidance committee.
  - a. Duties of the committee to be:
    - (1) to explore and suggest tentative plans of organization.
    - (2) to keep the faculty members and other groups informed and work in close harmony with them.
    - (3) to suggest plans for long term development of guidance services.
  - b. The committee should not be large, but should:
    - (1) include representatives from different units of the school.
    - (2) represent a variety of interests.
    - (3) have administrative representation.
    - (4) use consultative services.
2. Designate some person such as the counselor to serve as committee chairman.
3. Encourage and enlist faculty cooperation in planning the program. This may be done in a variety of ways.
  - a. Establish such committees to study various aspects of the program.

- b. Use a survey blank to obtain expressions of faculty interest, desire to participate, questions and suggestions.
  - c. Arrange to have faculty discussions of problems related to organizing the program.
  - d. Enlist the aid of the faculty in conducting surveys and studies needed for organizing the program.
4. Survey and evaluate the present status of guidance services.
  5. Survey the resources available in the school and community which would be needed in developing an effective program.
  6. Study good guidance programs in other schools.
  7. Develop a proposed plan for the guidance program and take steps for implementing plan as soon as possible.
  8. Use consultants from State Department and colleges and universities.

### Organizing the Guidance Program

A plan or pattern of organization is essential to the effective functioning of guidance services. No one plan is adaptable to all schools. In few instances will the pattern from one school fit another without modification. It is, therefore, important that the program be organized in terms of services that will meet the needs of the pupils enrolled in the school and in terms of available personnel who can perform the needed services. There are five basic guidance services that should make up the guidance program. These are shown in the following chart.



*Beginning the Guidance Program* — The program of guidance services may be started by selecting certain services and techniques for special consideration and development. It is generally desirable to develop a modest guidance program involving all of the guidance services even though some of the services may be provided only on a limited basis. It is usually best to first place emphasis on development of services instead of upon technique. Some of the services and techniques are given below. Attention may be centered upon:

1. establishing a basic testing program.
2. developing a good cumulative record system.
3. learning more about pupils and understanding inventory data.
4. providing factual information about occupational opportunities.
5. developing an occupational file or section in the library.
6. developing procedures for orientation of new pupils.
7. providing counseling interviews even though the activity may not be so extensive as might be desired.
8. developing better home and school cooperation.
9. discovering and assisting those pupils who appear to be in greatest need of immediate assistance for various reasons.
10. modifying school curriculum and requirements in accordance with determined needs of pupils and the community.

*Roles of Personnel in the Guidance Program* — An effective organization of guidance services requires that the personnel have a clear understanding of their duties and responsibilities. This does not imply that duties of similar positions will be the same in all instances nor does it imply that all staff members will not share in the responsibilities. It is necessary, however, that there be a designation of duties. Some of these are discussed here.

*School Administrator* — The school administrator is the responsible head of the school or school system. As such, he will provide administrative leadership for the guidance program. The following are some of his duties and responsibilities:

1. Create among staff members and community an awareness of the need for guidance services.
2. Budget a sufficient amount of funds to support adequately the program.
3. Delegate to a qualified person or persons the responsibility for providing leadership, supervision, and direction in developing and coordinating the services.

4. Provide for physical facilities, materials, and clerical services essential to an effective guidance program.
5. Provide adequate time, staff, and aid in arranging a satisfactory schedule for carrying out the services of the guidance program.

*Counselor* — Counselors, properly qualified by personal characteristics, training, and experience are essential in providing counseling and other important guidance services. A desirable ratio would, perhaps, be one counselor for each 300 pupils in high school or one counselor for each 800 in elementary school. A "Guidance Counselor Unit" may be approved for the elementary or secondary school under the Foundation Program, if certification and program requirements are met. The counselor has responsibilities in a school that are his by virtue of his special skills and position. Some of these are:

1. Coordinating the guidance program within the school under the direction of the principal and faculty guidance committee, and performing a liaison function between the school and community counseling resources and facilitating their use by teachers and pupils.
2. Counseling with pupils on matters of self-understanding, long range educational and vocational plans, secondary school program planning, academic achievement, post-high school educational and vocational opportunities and placement, social and personal development. This is the counselor's major responsibility.
3. Providing for and participating in group guidance programs with emphasis on orientation, effective study methods, educational and vocational planning, personal and social development, and group leadership.
4. Assisting teachers in developing guidance units, obtaining and interpreting information about pupils, appropriate use of cumulative records, providing guidance aids, materials and services for pupils.
5. Assisting in providing and interpreting to parents, information on individual pupil's strengths and limitations and problems of young people. Encouraging, when necessary, parental participation in case conferences related to pupil growth and development.
6. Supervising the formulation and maintenance of a cumulative record system.
7. Participating in developing a group standardized testing program.
8. Supervising the administration of standardized group tests.
9. Sharing in the development and maintenance of informational resources related to summer school, job and vocational exploration.

tions, summer and part-time employment, post-high school educational opportunities and post-high school employment.

10. Knowing the community, its resources, placement opportunities, and expectations.

*Teacher* — Although specific functions of the guidance program should be assigned to the guidance staff, every teacher may, and should, contribute extensively to the program. The contributions made by the teacher as well as services rendered by counselors are important factors in determining the effectiveness of the guidance program.

It is desirable that all teachers have basic training in guidance and that they possess an understanding of the nature of the program of guidance services as it relates to the work of the teachers. Teachers, like other contributors to the guidance program, should be encouraged and should desire to assist to the maximum limits of their abilities, but they should not be expected or urged to assume unreasonable responsibilities for which they may not be qualified. The following are some of the duties and responsibilities generally suggested for teachers:

1. contribute to the individual inventory and assist in keeping it up to date.
2. use the individual inventory in obtaining a thorough knowledge of every pupil in his group as an aid in teaching, in conferring with parents, and in assisting pupils through individual contacts.
3. within the limits of his competence, assist pupils having problems.
4. be alert to observe the need for special help and refer pupils to counselors when the need for such assistance is indicated.
5. provide group activities which will contribute to desirable personal adjustment and wholesome social relationships of pupils.
6. demonstrate a genuine interest in each person as an individual by attempting to create an educational and social environment which is in harmony with the nature and needs of the individual.
7. confer with the counselor in regard to individuals who seem to have special problems.
8. cooperate with counselors and others by assisting in important aspects of the guidance program such as placement, orientation, information, follow-up and evaluation.
9. cooperate in various group activities relating to the guidance program.



10. utilize opportunities presented by the classroom activities, co-curricular activities, clubs, and individual and group contacts in providing services.

*Other Personnel* — The librarian is in a unique position to make available a wealth of informational materials to pupils and teachers. She can aid materially by cooperating with counselors and teachers in obtaining and disseminating educational and occupational information, and information helpful in personal adjustments and social relationships.

Personnel operating out of the central office that may, and do, contribute to the guidance program of the school are the Supervisor of Instruction, Director of Pupil Personnel and Visiting Teacher.

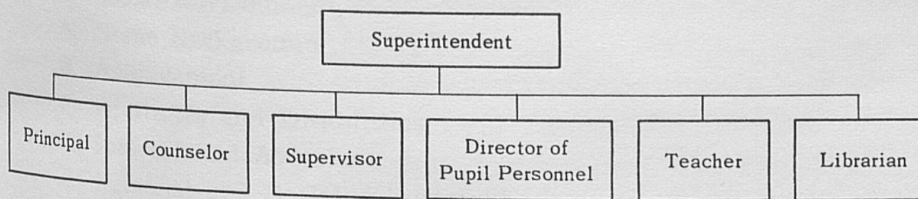
### Coordination of Guidance Services at the School District Level

Guidance services should be coordinated at the school district level. Most school districts do not have available, or cannot justify employing a trained person to carry out this function. The function may, however, be performed by a school district guidance committee appointed by the superintendent.

Representatives from the various groups should be selected but the committee must not be too large, perhaps not more than ten members.

The chart below shows suggested committee organization and composition.

#### School District Guidance Committee



Some suggested activities of the committee are the:

1. development of a sound common philosophy of guidance
2. development of long range and specific guidance objectives
3. development and administration of cumulative record system for school district
4. development and administration of basic testing program for school district

5. development of procedure for orientation of new pupils
6. development of better home and school cooperation
7. development of procedures for discovering and assisting those pupils who appear to be in greatest need of immediate assistance
8. development of procedures for determining needs of pupils and community, and participate in curricular revision aimed at meeting these needs
9. development of a proper referral system
10. development of continuous evaluation techniques.

The following chapters treat the basic guidance services and evaluation of a program of guidance services.

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## SECTION 3

### INDIVIDUAL INVENTORY SERVICE

The *Individual Inventory* or *Pupil Records* service is a process of collecting, recording, collating, and utilizing information concerning all pupils. This service is essential to pupil planning as well as to the planning of teachers, counselors, and administrators in their efforts to provide an environment conducive to optimum pupil growth. In referring to the cumulative record, Strang says:

A true and useful picture of a pupil's development can be obtained from a study of his growth along many lines over a period of years. This kind of record is called a cumulative record. It shows trends in the child's school work, interests, personality, home conditions, recreation and the like.

Pupils need to understand themselves in order to properly chart their educational and vocational development and their daily living toward effective use of personal resources. Pupils are entitled to assistance from the school in this important area of development.

The education of pupils is complex at best and educators can function more effectively when they have an abundance of information about the pupils they are to educate.

The general areas of information needed for the optimum education of the individual pupil are:

1. Identifying Data
2. Health and Physical Development
3. Social Environment
4. Home Background
5. Achievement
6. Aptitudes and Disabilities
7. Interest and Aversions
8. Personal and Social Adjustment
9. Educational-Vocational-Life Goals.

*Identifying Data* — Identifying data should include data such as name, address, birthdate, parents' names and addresses, telephone number, when enrolled, previous schools attended, etc.

*Health and Physical Development* — records of health and physical development should contain an up-to-date report of physical examin-

ations, immunizations, physical impairments and weaknesses, periodic measurement of height and weight, and any other pertinent information concerning the physical development of the individual pupil which might be helpful to school personnel.

*Social Environment* — Social environment is very important to the education of the pupil. It is helpful to know the kind of social environment the pupil has in his neighborhood, who his friends are at school, what type of extra-curricular activities he engages in at school and in his free time at home.

*Home Background* — This is closely associated with the social environment away from school. Insight to the pupils' behavior and attitudes may come from knowing the relationship of the pupil at home to his parents, brothers, sisters, and general economic conditions in the home. What kind of attitudes toward education, discipline, honesty, responsibility, life-goals prevail in the home?

*Achievement records* — Achievement records from pre-school to post-high school, should be maintained. Not only subject grades for each marking period, but standardized achievement test scores, placement test scores, academic awards, and rank in class should be a part of the achievement record.

*Aptitudes and Disabilities* — Records of these are important in that they point out areas in which the pupil has abilities or does *not* have abilities. It will also show where the pupil has average ability and this is important too.

*Interests and Aversions* — Information related to interests can be very important to the class room teacher as well as the guidance counselor and administrator. If a pupil has a particular interest or disinterest in a particular thing the teacher may be able to use this particular interest to stimulate the pupil to participate in classroom activities and broaden his interest as well as perform better in the subject matter work of the classroom.

*Personal and Social Adjustment* — These kinds of adjustments influence the learning of all students. This is an extremely difficult area in which to obtain any objective data regarding the individual pupil. However, the subjective comments of counselors and teachers are usually better than no data at all in this area.

*Educational-Vocational Life Goals* — should convey to school personnel, to some extent, a general level the pupil hopes to attain in life.

In this category of data should appear such items as a tentative vocational choice by the pupil, stated level of educational achievement (16 year old dropout, high school graduate, college graduate, trade school graduate, apprenticeship program) and a four-year plan sheet which lists the courses which the high school pupil has taken or proposes to take to help him achieve his life goals.

Before this data is collected the school should determine exactly what information that particular school wants concerning the individual pupil and what information will actually be used by the administrators, counselors and teachers of that school.

### Securing Pupil Data

Various tools and techniques may be used in securing and assembling information about pupils. A brief discussion of some of these tools and techniques follows:

*Interview* — A record should be kept of each significant interview. Among the common items to record are:

date of the contact, reasons for the interview, nature of problem discussed, and plan of action. Many interviews with the school counselor regarding personal problems, will be of a confidential nature and the counselor will have to restrict the access to the record of these interviews.

*Anecdotal Records* — Anecdotal records are descriptive accounts of episodes or occurrences in the daily life of the pupil. The recording of such incidents sheds light on a pupil's personality traits or behavior patterns when viewed over a period of time. Anecdotal records reflect *not only the poorer incidents* of a child's behavior *but also the good patterns*. These should be concisely written and *free from opinion*. If comments are to be made they should be separated from the incident itself. A good anecdotal record should contain three parts: the incident, comments, recommended action. As these are written they may be dropped into the folder of the student.

*The Autobiography* — The autobiography is a tool which can be used in any school. Many times English teachers cooperate in obtaining the autobiographies of pupils. Significance of the autobiography varies with its recency and the freedom of expression exercised by the pupil. Without a general outline as a guide in writing the autobiography, there is danger that significant information may be omitted; an outline also provides uniformity. However, if an outline is used,

it should be flexible enough for the pupil to include information which he believes is important. The Appendix contains an outline for an autobiography.

*The Health Record* — The health record used in Kentucky schools, complete and accurate, should be inserted in the cumulative folder of the pupil. To have a satisfactory health picture of the child, the health record *must be kept up to date*.

*Sociogram* — One of the more profitable techniques for determining the relationship and interrelationship of the group is the sociogram. The sociogram is an important measuring instrument for analyzing the inter-personal relationships in a group. It may be constructed to show to some extent, the social structure of a group as expressed by the group members themselves. The value of the sociogram lies in the fact that it allows the teacher to analyze more effectively and intelligently the status of each member within a group and to take steps to improve any undesirable situations. The sociogram will show what the class structure is, at the time, but will not tell why. Why a student is chosen or rejected can be determined only by interviews with the pupils.

Sociograms can be used by teachers to determine class leaders, rejects, and isolates. If used periodically they may show change that takes place in the class structure.

Sociograms are very useful in the elementary grades but become more complicated and less useful by the time pupils reach the departmentalized upper grades. At best the information obtained from a sociogram is useful and valid only for a short period of time.

*Rating Scales* — The rating scale has been developed for use mainly in two fields, namely, the personality and occupational. The better type of rating scale secures information about the person being rated in such a way as to objectify the rater's observations. Objectivity in the areas of personality and occupational choice is extremely difficult to obtain due to the subjective nature of the areas. It is doubtful that a school without the services of a school psychologist could beneficially use personality inventories. The school counselor is not trained for the deeper psychiatric implications of personality inventories except to *recognize* extreme deviates and refer them to more highly skilled personnel for treatment. Occupational scales often provide inconclusive information and should probably never be used by itself

on which to base a decision. It is only one tool of many that may be used to assist pupils in making occupational decisions.

*Pupil Personal Data Blank* — The personal data blank can be very short and simple or it can be long and quite complicated depending on the amount of information a school wants to obtain with this one technique. Information which can be obtained on the personal data blank includes: identifying data, home and family background; educational and occupational goals; scholastic data; personal interest; activities; hobbies; occupational interest and experience.

*Tests and Inventories* — Important among these tools are psychological tests which have as their basic purpose the measurement of various components of behavior in an objective and standardized manner.

Although test results will not provide a complete picture of the individual pupil they do offer standardized measures of various characteristics of the group and thereby help the teacher and staff to establish some normative reference points for the assessment of the individual pupil. It is important that the teacher, as well as the counselor, understand the concept of normal distribution to give a better understanding of the individual. The significance of the results obtained on standardized tests is to be found in the comparative relationship of the individual to a group.

*Initiating a Testing Program* — From the number of "file and forget" testing programs in operation, it is apparent that too little attention has been focused on readiness for a testing program. There is no magic in a good test. A set of fine tools does not automatically insure a bookcase wrought with a high level of craftsmanship. This is, perhaps, self evident; yet testing programs are often inaugurated and continued *without adequate attention being given to the use or lack of use of the results*. It is generally accepted that a testing program must be developed to meet the needs of pupils in a particular school system and even in a particular school. However, there are common elements of testing programs that are desirable in the minimal level of testing in all schools; and upon this base an adequate testing program can be structured for the particular school.

In order to begin a program, it is desirable that action be initiated for a total school system. This is usually carried out by a committee of faculty and staff who study the problems and make recommendations in line with the discovered needs of the pupils. At some point in the committee's meetings, it may be wise to bring in consult-

ants from responsible agencies. Such services are available through the State Department of Education—Division of Guidance Services, the University and State colleges. Through the use of consultative services the school system can receive valuable assistance in the selection of tests, assistance in helping the school staff to understand and achieve sound test administration, test scoring and recording, reporting and interpretation of results.

*Selection of Tests and Inventories* — Every school administrator who recognizes the need to begin testing in his school inevitably starts with a single sentence, "What kinds of tests and inventories are needed for a guidance program?" Other questions follow. "What is the best instrument for measuring intelligence? for measuring achievement? for measuring aptitudes? for measuring personality? for measuring interest," To determine the best test, we must answer several questions:

- (1) Does this test really measure just what the publishers claim it measures? (Is this test valid?)
- (2) Does this test give rather consistent scores? That is, does the boy who scores high on a test on Monday still score high if I give it again Tuesday? (Is this test reliable?)
- (3) When we get a score on this test, with what kind of children are my pupils being compared? (What is the norm group?)

The professionally prepared school counselor is invaluable in test selection.

Regarding the selection of achievement tests there is one consideration for which an outside consultant is less valuable than the opinion of teachers in the school system. Here we are referring to the correspondence between the material contained in the tests and the material offered in the local school program. For example, if the school program at a particular grade level has emphasized Latin American geography, economy, and position in world affairs, then an achievement test heavily loaded with questions on European geography and economy would be a poor test of social studies for that particular school. Appropriateness in terms of content and difficulty level may best be determined by a group of teachers examining specimen copies of several different achievement tests.

When the above factors have been considered in the selection of tests, there remains only to judge the tests on the relative ease with which they may be administered and scored, and the cost of the test.

A partial listing of various standardized tests appear in the



Appendixes. A more complete listing can be found in the State Department of Education, Division of Guidance Services' publication entitled, "*Standardized Tests and Inventories.*"

*Administration and Scoring* — Some administrators, considering the rigor with which tests must be administered and scored, have felt that all testing should be done by a single examiner within the school system. Three major reasons support this point of view:

- (1) The test is administered by a person who has carefully studied the testing procedure and is thoroughly familiar with the test to be administered.
- (2) The conditions of testing are much more likely to be uniform throughout the entire system.
- (3) The teachers have confidence that the test scores on record have not been invalidated by mis-administration or mis-scoring.

These advantages should be weighed against the following disadvantages of having all testing done by a single person.

- (1) The children are generally more relaxed with the classroom teacher than with the principal or an administrator.
- (2) The burden of work carried by a single administrator, giving tests in many different classrooms, is so great that little time is left for this trained person to aid in the important job of assisting teachers in the use and applications of the test results.
- (3) When testing is done by an administrator it is easy for the teachers to feel uninvolved and removed from the testing program.

The procedure to be adopted for the administration of tests will vary from system to system and will depend largely on (1) the level of training of the teachers, (2) the amount of acceptance and understanding of the testing program, (3) the presence or absence of fear that one teacher's achievements will be compared with those of another, and (4) whether or not there are specialized personnel.

After a test has been selected for use in a particular school system, it is the responsibility of those in charge of the program to schedule one or more training conferences to familiarize test administrators with the test and procedures to be employed for its administration. The primary consideration is that the manual be followed verbatim and the instructions of the manual carried out exactly. Directions should be read from the manual during the testing, not paraphrased by the administrator. The time limits should be rigorously observed.

In-service training emphasizing correct administration and scoring of tests will do much to eliminate invalidated test results. Fear that teachers are breaking standardized procedure or coaching pupils for tests are indications that the purpose of the program is not clearly understood and perhaps a sign that the preparation for a testing program has been inadequately done.

As part of the in-service training program it is advisable to have the teachers who will be administering tests to actually work some on each part of the test. This will help them understand exactly what the children are required to do. It is often necessary for the teachers to take the entire test. At the conclusion of this phase of the in-service program, the teachers should score that portion of the test which they have taken, then convert this score to a grade equivalent, percentile, age equivalent or I.Q., depending on the nature of the test. *A test which has been mis-administered may be more harmful than no test at all.* Also it is well to emphasize that the chronological age of a child carries as much weight in determining the I.Q., as the score on the test itself. For this reason, it is recommended that the ages of elementary school children be taken from the school records rather than from information which they submit. If the tests are to be scored locally, it is well to decide upon a procedure for checking the accuracy of scoring; because of the time consuming nature of this process, many schools are availing themselves of machine scoring service.

*When to Administer Tests* — In a discussion of tests, the questions always arise, "At what grade levels should one test," "What is the best time of year to test?" "What constitutes a minimum testing program?" Regarding the time of year to test, almost all arguments favor a fall testing program. The teacher who actually administers and scores the test is the teacher who is most likely to study the results intensively and put them to use. The teacher who tests in the spring may learn some surprising things about her students, but by this time she is ready to pass them on to another teacher. It would seem far better for the new teacher to administer the test and use the results as one means of getting acquainted with the hidden characteristics of the new group. She then has the remainder of the year to work with the individual characteristics revealed by the testing.

Regarding the grade levels at which testing should be done and a minimum testing program, *a good rule of thumb is that about three measures of intelligence be on the record by the time a student is*

*ready for the tenth grade.* Many schools will place this testing at grades three, five and nine, or possibly three, five and eight. Many school people are greatly in need of this information. If a child is experiencing difficulty in learning to read, it is of great importance to know whether this difficulty is due to lack of mental maturity or some other factor. One of the objections to testing at the first grade is that students are generally immature and unaccustomed to disciplined paper and pencil tests. Therefore, some variability has been noted in the scores of pupils tested in the first grade and then retested at a later grade.

Intelligence tests are not generally essential in grades one and two because reading readiness and reading achievement scores give satisfactory indication of a pupil's ability to learn language skills, which are the primary learning needs of children at these levels. Because of differential learning requirements which begin at the third grade level, measures of intelligence and achievement become important in determining the pupil's probable success in each new learning situation and help the teacher in planning the learning program for each pupil.

The testing of intelligence may be supplemented by testing of achievement at alternate grade levels if not every year—for example, grades two, four, six and eight. This procedure of alternating achievement and intelligence testing at different grade levels prevents the work of administering and scoring tests from falling on teachers at certain grade levels and involves all teachers in the process of pupil appraisal. As test results are recorded on the cumulative records, it is easy to compare the results of the intelligence and achievement testing.

The maximum program in achievement testing would involve tests at every grade level both in the fall and spring, with emphasis placed on the growth each pupil has made during the year, rather than the absolute level of attainment.

One of the primary factors in determining the grade level at which testing is most advantageous will be the grade level at which the students must make decisions. For example, a principal of a high school receiving students from several feeder schools, may want to encourage both intelligence and achievement testing at the eighth grade level so that his teachers and counselor will have this information when helping new students decide what course of study to elect

in high school. Whereas a minimal program provides test measures on all pupils at regular intervals, it is wise to bear in mind that provision must be made for the testing of individual pupils whenever such measures are needed to assist in planning his program, or for counseling with him. This is particularly important for children who develop serious problems in adjustment to the learning environment.

Principals wishing to evaluate the effectiveness of their curriculum may occasionally want to test all seniors with some such test as the Essential High School Content Battery which provides measures of achievement in English, Mathematics, Science, and the Social Studies.

To this minimum testing program of intelligence and achievement should be added other types of tests and inventories: *interest inventories to stimulate exploration of vocational interests and the world of work; problem check lists at any level from grade six to grade twelve as an aid in learning more about the types of problems which confront pupils of a given age level; Finally such tests as the College Qualification Test, Cooperative School Ability tests, American College Test, and College Entrance Examination Board* have value in counseling with students regarding their post-high school educational and vocational plans.

*Recording Test Results*—A necessary adjunct to successful testing is a system of cumulative records which will provide a continuous picture of the growth of the pupil. Such continuous records allow us to have much more confidence in the results of a single test. For example, if we find that three I.Q. tests given between grades two and eight indicate definitely superior intelligence for a boy who is now having trouble in school we may be reasonably sure that his ability has not been mis-measured. On the other hand, if we have only one score on which to base our judgment we are always uncertain, especially if this score seems out of harmony with present school achievement. For recording test results, there should be a space to record the name of the test, form, date given, age of the child, raw score, converted score, norms used, and a space for notes. Most cumulative record forms have not included a space for notes. However, it is most instructive to see listed beside a test score, a brief phrase . . . was obviously guessing . . . was ill on day of test . . . has poor vision . . . death in family on week of test, etc. Every effort should be made to keep this form simple and convenient.

## Recording Pupil Data

Every school should have a systematic plan for recording important data that has been secured about each individual pupil. *The plan used by most schools is the cumulative record. Such a record should contain sufficient information to give a unified developmental picture of the pupil. It is an indispensable tool for the teacher and counselor.* Following are ten guidelines for developing cumulative records:

1. The cumulative record data for a pupil should agree with the philosophy and objectives of the school.
2. The cumulative record form should be the result of group thinking of the faculty or faculty committee.
3. The form should provide for a continuous record of the development of the pupil from the first grade to the end of his formal education.
4. The form should be organized according to the customary sequence of academic years.
5. The form should contain carefully planned spaces in which to record the results of standardized tests, including date of test, title of test, pupil's score, his standing in terms of norms, and the like.
6. The form should provide for the recording of behavior descriptions that represent consensus of the pupils, counselors and teachers.
7. The form should be comprehensive but not over-burdensome to the clerical or teaching staff of the school.
8. The form should be accessible to teachers as well as the principal and counselor.
9. Highly confidential information received should be filed outside the regular form.
10. The form should be re-evaluated periodically; it should be revised as needed to take into account educational developments.<sup>1</sup>

*Form and Contents*—The school and school system in initiating cumulative records should study the contribution that certain data may provide to the total school program. The cumulative record form should be adapted to the needs of the school and based on uses to be made of its contents. Within a given school system the cumulative records should be reasonably uniform in content and arrangement.

Certain types of information should be found in the cumulative record. The following are considered important:

<sup>1</sup> J. Anthony Humphreys and Arthur E. Traxler, *Guidance Services*, Science Research Associates, Chicago, 1954.

1. personal and family data
2. scholastic achievements
3. test scores and ratings (mental ability and academic aptitude, achievement, special aptitudes, personality ratings, and interest inventories)
4. special interests and talents
5. notations on problems of non-attendance
6. health and physical development
7. work experience (part-time and summer)
8. non-scholastic activities and achievements
9. projected high school program (commercial, vocational, college preparatory, general)
10. teacher observations of personal and social behavior (anecdotal record)
11. occupational plans
12. educational plans beyond high school
13. significant interview notes
14. other information pertinent to the locality.

*Location of Cumulative Records*—The cumulative records should be so located that they are readily accessible to persons who have need



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for the information contained in them. With this thought in mind, it is generally recommended that the record of the elementary school pupil be kept in the classroom. The record of the high school student will serve its purpose best if centrally located.

*Using Cumulative Records*—Accumulated data are of little value except as they are used. Each school will find many uses for the cumulative records. Counselors make use of them in counseling and in conferring with teachers; teachers use them to plan for classroom experiences in accordance with needs of individual pupils. Administrators use cumulative records in curriculum planning and modification. The following will give some direction to the more common specific uses to be made of them:

1. Cumulative records enable the teacher to get acquainted with new pupils quickly.
2. Cumulative records are useful in dividing classes into small groups for purposes of instruction.
3. Cumulative records help teachers and counselors to identify strengths and weaknesses of individual pupils.
4. Cumulative records enable the school to discover the pupils with unusually high general mental ability and plan special work in line with their interests.
5. Cumulative records help the school discover special talents of pupils.
6. Cumulative records furnish leads to reasons why pupils are not happy and well-adjusted.
7. Cumulative records contain information which may be used in conferring with certain pupils about problems of behavior, social, or personal adjustment.
8. Cumulative records provide information which may be used in conferring with pupils about achievement.
9. Cumulative records serve as a basis for conferences with parents about the ability, achievement, growth, and school adjustment of their children.
10. Cumulative records contain information useful in conferences with individual pupils.
11. Cumulative records form an excellent basis for reports to colleges and employers.
12. Cumulative records are especially valuable in helping pupils and parents make plans for pupils' careers.
13. Cumulative records furnish much of the information to be used in making case studies of certain pupils.<sup>1</sup>

<sup>1</sup> Adapted from Arthur E. Traxler, "How to Use Cumulative Records," Science Research Associates, Inc., Chicago, 1947, pp. 13-17.

## SECTION 4

### INFORMATION SERVICE

One of the most important of the guidance program's services is the information service. This service includes those activities in the school involved in securing and making available to the pupils, teachers and parents information about:

- (1) educational and occupational opportunities and requirements needed by pupils for making wise choices and plans.
- (2) school and community services and activities which they may use in solving their personal problems.

The major aims of a guidance program consist in helping the pupil to understand himself; helping him secure information and through the counseling process relate facts about himself with those about his environment. If these aims are to be accomplished, the school must have an effective information service as a part of the guidance program. One of the major weaknesses of many guidance programs has been the failure to provide an adequate supply and range of educational, occupational, personal and social information. The discovery of interests, aptitudes and abilities of a pupil is not enough unless he is able to relate these interests, aptitudes and abilities to educational and occupational opportunities and requirements. Surveys of pupil problems and needs on the national and local level reveal the necessity for schools to improve the guidance program in this area.

#### Occupational and Educational Information Through Regular Classes

The guidance and instructional programs of the school should share responsibility for helping pupils acquire this knowledge. If they do not, the guidance program will not be fully effective. The guidance program should, however, make available to pupils information of this type not ordinarily provided through the instructional program. The counselor, librarian and teacher have important roles in the information service.

This service is so essential to the guidance program that the school staff should study types of information needed by pupils, how this information may be secured, and some practical ways for



making the information available to pupils in the elementary and high school.

### **Educational Information**

Pupils in both the elementary and high schools need educational information. In the elementary school educational information may be broadly presented to encourage the natural curiosity of the child and to extend his educational horizon.

At the junior high school level the pupil should become acquainted with the term "electives." This means that there are certain subjects or activities that he may select. This presents an opportunity to make educational choices. Educational information should acquaint the pupil with various curricula offered and elective courses in each sequence. Through counseling the pupil should understand the relationships of each course to the pattern he has developed for himself. He should be acquainted with the nature and purposes of various tryout and exploratory courses and school activities that may contribute important experiences to his educational program.

As the pupil advances in high school it is necessary that the school provide more specific information about the next educational step, whether that be college, business school, trade or technical school or other educational training.

### **Occupational Information**

The selection of a vocation is, no doubt, one of the most important decisions an individual makes in life. He spends a large part of his waking hours in a vocation. The kind of an occupation he selects often determines his work, his success, and his standard of living. It also determines, to a large extent, who his friends will be and where he will live. It will affect the life and welfare of his whole family.

The importance of vocations in the lives of individuals makes it imperative that pupils have adequate occupational information on which to base vocational choices. Good occupational choices cannot be made in a haphazard manner. "Vocational choice should be seen as a process extending over years and not as an event, that the student be helped to make a series of choices as he becomes increasingly realistic about himself and the occupational world."<sup>1</sup>

<sup>1</sup> C. Gilbert Wrenn, *The Counselor in a Changing World*, American Personnel and Guidance Association, Washington, D. C. 1962.

When an individual objectively understands his vocational assets and liabilities in relation to occupational opportunities, his chances for valid selection are enhanced. Consequently, there must be available in the school comprehensive and up-to-date information about jobs and training opportunities that will aid pupils in making sound vocational choices. Much value is derived by the child when teachers at the elementary level present occupational information. Although the purposes of presenting occupational information at the elementary level are different from those at the high school level, such should be undertaken as soon as the child starts to school. The purposes of presenting occupational information in the elementary school have been identified by Hoppock:<sup>2</sup>

1. to increase the child's feeling of security in the strange, new world outside the home by increasing his familiarity with it.
2. to encourage the natural curiosity of young children by helping them to learn the things they want to learn, and to enjoy learning them. "Growing children are intrigued from their earliest days by man's occupation; by his adventures and his machines; by his ships and his mills and his factories and his skyscrapers; by his farms and his mines and his technologies".<sup>1</sup>
3. to extend the occupational horizons of the child so that he may begin to think in terms of a wider range of possible future occupations. It is not so important that pupils choose careers during the early years as that they discuss various occupations and become acquainted with many of them.
4. to encourage wholesome attitudes toward all useful work.
5. to begin developing a desirable approach to the process of occupational choice. "Vocational planning should start from the time a child enters school. Even though most elementary pupils . . . are too immature to make satisfactory vocational choices, nevertheless the problems of selecting and preparing for future employment should be made a conscious part of their thinking."<sup>2</sup>
6. to help pupils who face a choice between different high school programs.

Junior high school pupils need a general introduction or orientation to the kinds of occupation through which society carries on

<sup>2</sup> Robert Hoppock, *Occupational Information, Where to Get It and How to Use It in Counseling and Teaching*, McGraw-Hill Book Company, Inc., New York, 1957, pp. 344-347.

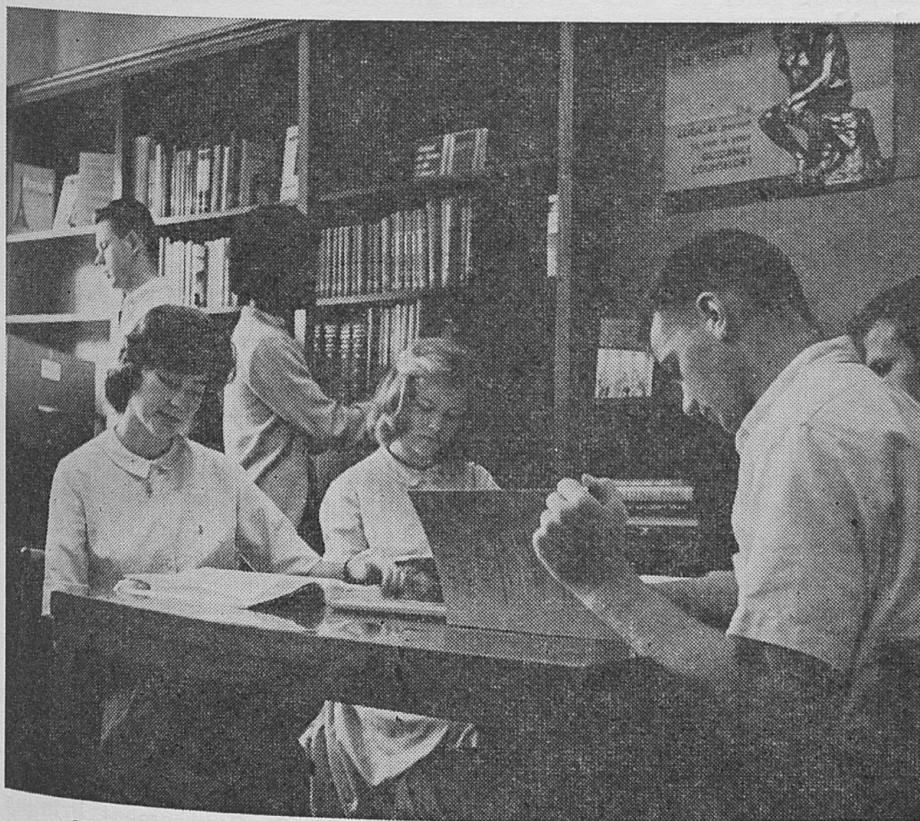
<sup>1</sup> L. M. Averill, *The Psychology of the Elementary School Child*, Longmans Green Company, New York, 1949.

<sup>2</sup> L. M. Chamberlain, and L. W. Kindred, *The Teacher and School Organization*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1949.

its necessary work. They need a broad understanding of the types of training that are required in order to enter these occupations and the various ways in which such training can be secured. High school pupils should work with the aid of the counselor toward specific plans and choices. Community resources should be determined and related to the needs and aptitudes of the individual.

### Other Information Needed by Pupils

During recent years the scope of the information services has been expanded to include other kinds of information related to the personal adjustment needs of pupils. Social information includes information about individuals which will help the pupil understand himself better and understand how he can improve his relationships with others. As the pupil matures he has a continuing need for this kind of information and it should be made available to him. Not to be overlooked, also, is the need for information about special



**EDUCATIONAL AND OCCUPATIONAL INFORMATION  
PROVIDED IN THE LIBRARY**

services or activities in the school and community which pupils may use in solving personal problems.

### Securing and Maintaining Educational, Occupational and Personal Adjustment Information

Counselors and librarians should work cooperatively to collect and store educational, occupational, and personal-adjustment information. All schools should provide pupils with adequate information for making sound educational, vocational choices and plans, and for personal adjustment information needed in resolving problems of a personal nature.

A great deal of information needed under the categories mentioned above may be secured merely by writing for it. There is considerable quantity of free information that is quite valuable. For the school just beginning its collection of information relating to guidance, the following suggestions concerning sources may prove valuable:

1. catalogs and bulletins from universities and colleges in Kentucky and from those in adjoining states where pupils from the school may attend. -
2. Scholarship Information of Kentucky Colleges and Universities—Division of Guidance Services, State Department of Education, Frankfort, Kentucky.
3. bulletins or other printed materials from area trade schools.
4. catalogs and bulletins from specialized training schools, which pupils might attend within a radius of 150 miles. A Directory of Public and Private Educational Institutions in Kentucky offering approved courses for Training of Veterans Under Public Law 550. Division of Education for Veterans, Bureau of Vocational Education, State Department of Education, Frankfort, Kentucky.
5. printed material from the military services related to educational opportunities in the military service.
6. Occupational and Educational Information—list of sources of free materials—Division of Guidance Services, State Department of Education, Frankfort, Kentucky.
7. Occupations—U. S. Department of Health, Education and Welfare, Vocational Division Bulletin 247, Occupational and Information Guidance Series N. 16, U. S. Government Printing Office, Washington, D. C. This bulletin contains general information related to occupations, collecting occupational informa-

tion, publishers and occupational monographs, government monographs on occupations, selected visual aids, and many other important topics in this area.

8. printed information from local, community and state agencies—  
Examples: Local Unit of State Employment Service, County Health Unit, Division of Mental Health, Chamber of Commerce, service clubs, men's and women's professional and business organizations.

Occupational information material and literature which will be of help to pupils may be obtained also from private publishers. Much of the material is inexpensive and will prove exceedingly valuable. Some of the publishers are:

Bellman Publishing Company, 83 Newberry Street, Boston 16, Mass.

B'Nai B'Rith Vocational Service Bureau, 1761 R Street, N.W., Washington 9, D.C.

Careers, Box 522, Largo, Florida

Chronicle Guidance Publishing Company, Box 27, Niagara Square Station, Buffalo 1, New York

McKnight and McKnight Publishing Company, Bloomington, Illinois

Occupational Outlook Service, U. S. Department of Labor, Bureau of Labor Statistics, Washington, D.C.

Personnel Services, Peapack, New Jersey

Science Research Associates, 57 West Grand Avenue, Chicago 19, Illinois

Vocational Guidance Manual, Inc., 45 West 45th Street, New York, New York

Western Personnel Service, 30 Raymond Avenue, Pasadena, California

The maintenance of information materials is as important as securing the materials. It includes the evaluation and filing of material. A systematic plan for filing should be established in each school for both educational and occupational information. Since the area of information about occupations is so large, perhaps one or two commonly used plans for filing should be followed. The plan used by most schools is one in which material is filed in vertical folders and arranged in accordance with index figures set out in Volume II, Dictionary of Occupational Titles. Some schools use an alphabetical plan in which folders are arranged in alphabetical order on the basis of occupations and industries.

## Making Information Available to Pupils

Educational, occupational and personal adjustment information may be made available or presented to pupils in a variety of ways. The school staff should plan their program carefully and select those activities which can be carried out effectively. Some of the methods of making information available to pupils follow:



**COUNSELOR PROVIDES  
EDUCATIONAL AND  
OCCUPATIONAL INFORMATION**

1. The counseling interview.
2. Courses in orientation, mental hygiene, occupations, and personal and social development.
3. Teaching units in which educational, occupational, and personal adjustment information is integrated. (An outline for studying an occupation and the preparation for it is shown in the Appendix.)
4. School organizations or clubs.
5. Special programs, special days, and special projects such as assembly programs, career days and college days.
6. An up-to-date library.
7. Informative displays.
8. Audio-visual aids.
9. Bulletins to parents regarding counseling services.

## SECTION 5

### COUNSELING SERVICES

Guidance is often defined as the cooperative efforts of school personnel to help a pupil improve his school performances as well as helping him develop skills for dealing successfully with the problems he will encounter after he leaves school. Such a definition not only implies but emphasizes the fact that principals and teachers are involved in guidance activities. Each contributes to the total program in direct proportion to his developed skills and area of specialization. Since guidance deals with a student in the context of his life, then many people must assist him in his attempts to make life more successful. The contributions of these school people will in many instances be considered counseling—in fact, counseling is probably a component of any good teaching behavior.

As the school guidance services become defined, the need for the development and expansion of the specialized counseling services becomes apparent. This, while especially true in Kentucky, is a reflection of national efforts by various professional organizations to give a more definitive counseling role to the school counselor. The Wrenn report lists four major counselor responsibilities. The first of these is:

- a. counseling with students on matters of self-understanding, decision-making, and planning by using both interview and group situations.<sup>1</sup>

If this is to become the primary function around which the school counselor's role is to develop, an acceptable definition of counseling is needed. The simple definition of Shostrom and Brammer probably gives the school counselor and his pupil-client the most latitude for the development of a relationship which is in accord with the various school and counselor philosophies. They define counseling as a "purposeful, reciprocal, relationship between two people in which one, a trained person, helps the other to change himself or his environment."<sup>2</sup>

<sup>1</sup> Wrenn, C. Gilbert, *The Counselor in the Changing World*, American Personnel and Guidance Association, Washington, 1962, p. 141.

<sup>2</sup> Shostrom, E. L. and Brammer, L., *The Dynamics of the Counseling Process*, McGraw-Hill Book Company, Inc., New York, 1952, p. 1.



### INDIVIDUAL COUNSELING

Some enlargement of this definition is probably needed. This addition would say that counseling in the public schools should be defined as a purposeful, reciprocal relationship between two persons or between one person and a group of persons in which one, a counselor, helps the other or others to change themselves or their environment. This definition would allow the school counselor to use group counseling procedures as well as the traditional one-to-one relationship in the school guidance program.

While it is recognized that more elegant definitions can be given for counseling, it should be noted that the simpler definition allows the individual school counselors the most freedom in the development of the counseling function portion of their roles within their individual school settings. In the final analysis it is this local definition which becomes the procedural determinant of each counselor's behavior in the total role encompassed by the title of "school counselor." Also, as noted in the opening paragraph, it is acknowledged that counseling is provided by various members of the school faculty when the simplest definitions are used. However, this

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counseling will probably be related to the specific areas of preparation of the teacher or to the problems of rule enforcement for the principal. The counselor should probably be seen as more inclusive than this—ideally the counselor will provide facilities wherein any student could ask for assistance in any problem area. While the counselor may refer students back to teachers for assistance in specific academic problem areas, or to the principals of rule definition, the teachers and principals should be free to refer any student to the counselor.

### Counselor Competencies

Student problems demand varying competencies from the counselor. The counselor of most service to any school is one who is skilled enough to recognize those problems that are amendable to his level of counseling proficiency. Problems essentially of an advisory nature in specific academic areas should be referred back to the teachers. Problems involving radical personality change or involved family relationships which call for skills beyond the counselor's proficiency should be referred to the appropriate community or state agency for treatment. Such referrals will free the counselor to do the more productive work of counseling students whose problems fall within his area of counseling skills. However, no counselor should define his limits so narrowly that he becomes only an advice-giver or a course planner.

For each counselor, his proficiencies will be defined by the adequacy of his preparation for the position he holds. There are some areas in which counselors are expected to differ from both teachers and principals. These are defined by the certification requirements.<sup>3</sup>

#### AREA I

##### *Philosophy, Organization and Administrative Relationships of Guidance Services*

#### Recommended Preparation

Preparation in this area should include philosophy and scope of services of an adequate program; functions and responsibilities of personnel involved, including the counselor; procedures in organization; orientation of total faculty; program evaluation; referral procedures; and financing and facilities.

<sup>3</sup> Division of Teacher Education and Certification, State Department of Education, *Preparation-Certification Standards for Guidance Counselors*. Teacher Education Circular No. 127, p. 5.

- AREA II**                    *Appraising, Assessment, and Understanding the Individual*
- Recommended Preparation**    Preparation in this area should include a study of human growth and development; individual and group instruments for individual appraisal (test, inventories, anecdotal records); case study techniques; management of cumulative records; procedures in securing, recording, interpreting, and using pertinent information about the individual.
- AREA III**                    *Individual Counseling*
- Recommended Preparation**    This area should include theory, techniques and actual practice in counseling interviews.
- AREA IV**                    *Educational and Occupational Information*
- Recommended Preparation**    This area should include securing and organizing valued educational and occupational information; procedures and resources for effective utilization of the information, involving relationships with the total school personnel.
- AREA V**                    *Supervised Practice in Guidance and Counseling*
- Recommended Preparation**    This area should include actual experiences in a school environment where a comprehensive program of guidance services is in operation and where a full-time guidance counselor is employed.
- AREA VI**                    *Group Guidance Procedures*
- Recommended Preparation**    This area should include the meaning, purposes, scope and techniques of group guidance.
- AREA VII**                    *Electives from General Education and/or Professional Education*
- Recommended Preparation**    This area should further the student's general and professional education in accordance with his needs and this area of experiences should be determined by the student's graduate committee.

Kentucky has a two level certification for counselors. The provisional certificate is based in general on a master's degree in counseling and guidance. The standard certificate requires additional graduate work in the area of counseling and guidance and related

area. College programs for the standard certificate generally emphasizes two aspects of counselor's functions—counseling and research. Both of these skills are best developed after contact with the work of a school counselor. (For detailed information regarding requirements for both certificates, write directly to the State Department of Education, Division of Certification, Frankfort, Kentucky.)

These certification requirements are designed to develop specifically defined competencies. These are listed in many sources; however, authorities seem to be in general agreement that counselors possess or develop certain personal and professional competencies.

Essential personal competencies should perhaps include:

An understanding of the philosophical and psychological foundations of guidance and counseling.

The ability to establish and maintain a counseling relationship with individuals and groups.

The ability to collect, organize and interpret cumulative folder materials including standardized tests.

The ability to organize and administer an adequate informational service.

The ability to conduct research which contributes general information to both the individual pupil and teacher, as well as to the school.

The ability to use the various referral agencies and other sources available within the community.

### The Counselor in the School

The school counselor's role definition will, of course, vary in relation to the school in which the counselor functions. There are certain elements, however, which can be listed as a part of the role definition of any fully-prepared school counselor. It will be remembered that Wrenn lists counseling as the first responsibility of the counselor. The American Personnel and Guidance Association in a formal statement of policy says that "*the major responsibility of the counselor is to assist an individual through the counseling relationship to utilize his own resources and his environmental opportunities in the process of self-understanding, planning, decision-making, and coping with problems relative to his developmental needs and to his vocational and educational activities.*"<sup>4</sup> However,

<sup>4</sup> American Personnel and Guidance Association, *The Counselor: Professional Preparation and Role, A Statement of Policy*, "American Personnel and Guidance Journal," January 1964, Vol. 52, p. 536.

the same policy statement adds that the level of competence required of a counselor is determined by the nature of the counselor's responsibilities and not by the proportion of his time devoted to counseling.

A short questionnaire study completed by Pryse revealed that counselors in Kentucky agree in a general way with Wrenn's functional role definition.<sup>5</sup> Pryse reported that the counselor's themselves define the school guidance counselor as "a member of the school staff who has the basic responsibility to help students understand themselves."

Continuing with a description of what they are doing, these counselors related:

In helping students understand themselves, counselors work with students individually and in groups in various ways; administering and interpreting tests; individualizing their course of study; guiding them in their educational and vocational choices, and helping them achieve their goals in these areas; working with teachers and parents in the interest of the students; being a resourceful person in regard to tests, careers, and higher education; working closely with administration on grouping; counseling discipline cases and parents of discipline cases, and students with high absentee rates; attending conferences and workshops on guidance whenever possible.

When asked what they would like to do, this group of counselors emphasized these general areas: research and evaluation, counseling, and curriculum planning. These areas are not far afield from those suggested by Wrenn. Since the Pryse study preceded the Wrenn report, it appears that Kentucky counselors recognize the need for education and skill development in accord with a functional role comparable to that Wrenn describes.

If Wrenn's projected image of the school counselor and Pryse's conclusions about what counselors want to do are acceptable, the school counselor would be a person who spends the greater share of his time in one-to-one counseling relationship with students who need his assistance in matters of self-understanding, decision-making, and planning.

Counseling activities would require the major portion of the counselor's day. Most school counselors, educated in line with the current certification requirements, should be qualified to work with students in the area of general educational and occupational plan-

<sup>5</sup> Pryse, Henry, "Counselor's Definition of Their Role", Unpublished research, University of Kentucky, 1963.

ning, problems of personal adjustment not related to deep psychological difficulties, and other general problems which are not a part of the responsibilities of other school faculty members. Perhaps the school counselor would do well to consider himself in a catalytic role—available for student use in the solution of student problems which will generate more adequately functioning school situations for all students.

Extensive studies have attempted to describe those aspects of the counselor-student relationship which generate a helpful relationship. Agreement among the researchers seems generally to center in four identifying characteristics. The counselor must be an accepting person capable of working with most students. The degree of this acceptance will be generally determined by the amount of congruence the student sees existing in his relationship to the counselor. Congruence here implies the ability of the counselor to sense and respond to the feeling and content of the student's interview comments.

This congruence generates an empathy which allows complete and unevaluated exploration of the area of concern. This does not mean that the counselor is a person willing not to impose his values on others in the counseling relationship.

Here, for a moment, let us stop to clarify—the counselor is not a two-personality person but he does have dual behavior requirements. In the counseling interview with the student, he functions as a non-evaluator so that the student may fully explore his feelings, his perceptions and his knowledge—that whole range of things which make up a person—so that the student develops understanding by his own potentials, abilities, values and goals. In meetings with his teacher colleague the counselor must consistently exemplify the value system which holds and demands concern for the individual pupil. A school counselor who fails to assume this responsibility negates his value and denies his education. This, it appears, is what Kentucky counselors mean when they report in the Pryse Study that they would like more of a voice (consultant) in curriculum planning.

Basic to the school counselors attitude is the idea that every student should be assisted in the development of his potential human resources. These developments will take as many directions as there are students. The counselor, at least, is a person who, by use of his especially developed skills, is qualified to assist the student in making those decisions which seem most appropriate for the student at that point in his life when he spends time with the counselor.

Neither the counselor nor the student can project themselves into the future except in a fictional way. They can only consider the present moment, the accumulated history and perception leading to this moment, and then allow the student to make his choice. Based upon consideration of the consequences of the action, this should be the student's choice. This consequence is determined in light of a personal historical reference—the student's reference.

## SECTION 6

### PLACEMENT AND FOLLOW-UP SERVICES

Placement and Follow-up are basic services of the guidance program. Placement concerns both the educational program and the occupational field. Follow-up is the fundamental step which provides the key to the evaluation of the guidance practices, and gives insight into the changes needed to improve the curriculum. The close relationship of these services in the guidance program makes it logical for them to be discussed together.

#### Placement

Placement is concerned with assisting the pupil to achieve what for him is the appropriate next step in his educational or occupational experience. There has been a tendency to think of placement as related more to job placement. This is regrettable, for other placement activities within the educational program are carried on with much more frequency than is job placement.

Placement services may be defined as the basic service of the guidance program which includes all the activities in the school designed to help pupils enter the next phase of their educational program or to enter employment, whether it be within the school or beyond the school.

Placement is the service which helps pupils to act upon their choices and carry out their plans. The placement service may assist a pupil to gain admittance to an appropriate educational experience such as a class in chemistry, a dramatics club in high school, a college or trade school, or to accept an apprenticeship in industry, or find a job. Placement is concerned with helping the pupil use every opportunity to move forward and finally achieve educational, occupational, and social goals suitable to his background of understanding and his ability to achieve.

In the area of placement it is imperative that adequate guidance services with sufficient time for counseling be provided. Otherwise, both educational and vocational placement will often be based on snap decisions and fleeting interests without any real correlation with the pupil's interests and aptitudes. Every pupil should

have an intelligent evaluation of his abilities and interests as related to a vocation or vocations for which he is best suited. Youths are eagerly seeking such assistance as they face the future with its problems and possibilities.

To be effective, the placement service of the guidance program must be organized. This involves the selection of one or more persons—a counselor or counselors, if possible, to be responsible for coordination of the service. The coordinator should have a sense of direction with respect to the purposes and services of the guidance program. Centralization of the placement service is especially important in relation to the job placement service. The need for maintaining a recognized channel for the convenience of employers is an important consideration in planning this service. Centralization has the further advantage of providing a staff member who is familiar with placement procedures in various business and industrial establishments, which provide employment opportunities for young workers.

Organization also involves selection of activities within the school and the community which will offer opportunities for pupil participation which should contribute to pupil growth and adjustment. The incidental aspects of educational placement need to be replaced with planned procedures designed to provide appropriate situations to assure a pupil's adjustment as he progresses toward his educational goal.

The staff member responsible for the pupil's participation in a next-step activity has a responsibility for following up to determine whether he actually received the benefits which he sought when he entered the activity. If not, further effort should be made to help him to obtain, in other ways, the experience which he needs.

*Placement Within the School* — One of the major aspects of the placement function is that of assisting pupils to make the transition to the next grade or school toward the completion of a formal education. Placement within the school in a general sense is an activity of every staff member, but counselors have a special responsibility to help place pupils where they can best meet their needs and interests and use most effectively their capabilities. Special help is needed in the transition from elementary to secondary school and from secondary school to college, special vocational training, or the world of work.



*Placement in Specific Courses* — Successful program planning should be considered as a continuous process throughout the pupil's stay in school. It involves learning about the individual by helping him to learn about himself, and providing orientation, counseling and instruction which will acquaint pupils with the opportunities, requirements and characteristics of the next educational step.

Early in his high school career the pupil should become acquainted with subject matter offerings of the school, required courses, the electives from which he can choose and the graduation requirements. He should be informed of the proper sequence of courses and oriented to the subject matter in the various courses. He should be helped to understand what values for him are in certain courses and to what vocational areas they lead. Much educational and vocational information is needed by the pupil before he can make wise choices.

Providing information and individual assistance in course selections are parts of the information and counseling services of the guidance program. Individual interviews are necessary for the purpose of preparing a tentative four-year high school program. This program should be re-evaluated each year. It gives the pupil a broad vision of his educational program and impresses upon him the fact that today's choices affect his future plans. After the pupil has selected appropriate courses in his educational plan, the next step is that of placement. A counselor, teacher or principal having placement responsibility assists the pupil to enroll in appropriate classes. Without such placement services and counseling a community will have a totally inadequate educational program. Parents should be enlisted in the placement services of counselors. A parental interview is far better than sending home a prepared program for a parental signature.

*Placement in Co-Curricular Activities* — Co-curricular activities may contribute much to the discovery of interests and development of attitudes. Placement of students in co-curricular activities for the purpose of providing developmental experiences, is a placement service that should be included in a good program.

Such activities as school assemblies, school plays, talent shows, editing a school paper or year-book, serving on the Student Council, clubs of various kinds such as hobby, language, FFA, FHA, commerce, science, and collector's clubs, class organizations and intramural athletics gives pupils opportunities to participate with other pupils and

thus learn leadership, responsibility, tolerance, and respect for authority. Even though pupils may participate in a particular activity, as has been suggested, it cannot be taken for granted that participation will serve the expected purpose. This can be ascertained only by following-up the individual and evaluating the degree to which his developmental or adjustmental need was met.

*Placement in Advanced Education* — Assuming that the pupil has completed a high school program of studies which was consistent with his educational plans beyond high school, there are still other considerations. He may need assistance not only in selecting an institution which offers the particular curricula of his choice but also help in getting accepted and enrolled in the institution. This may be a college, trade, technical, or business school.

The counselor must strive to be constantly aware of the changing admission standards at every institution. Year by year the weight given by admission committees to certain factors, such as grades and test scores, varies. Much depends on how the credentials of the applicant compare with those of others.

*Placement in the Occupational Field* — Job placement should be a function of the school as an integral part of the guidance program. The person responsible for job placement should be in close contact with personnel of industry, business and the professions in the community, and in larger areas.

The training courses for vocational classes should keep pupils informed of conditions in the labor market and prepare them to find and apply for work. Vocational teachers usually have close contacts with employers in the community. They may assume responsibility for the placement of pupils in part-time or full-time employment.

There are many community resources that will give assistance in placing pupils in jobs.

- (1) The Office of Economic Security may assist in placement of drop-outs and post-graduates.
- (2) Competitive examinations for non-political jobs are given periodically by Civil Service Board to senior pupils who will go to work immediately upon graduation. These examinations are held in some high schools in the field of commerce.
- (3) The physically handicapped may receive aid through the State Program of Rehabilitation.
- (4) Military recruitment offices will arrange programs informing pupils of the opportunities available in all branches of military service.

## Follow-Up

The Follow-up Service is a basic step in the entire guidance program. Through proper use of the Follow-up Service the school gains insight into the changes needed to improve the guidance program and the entire curriculum.

Follow-up Service is that service of the guidance program which evaluates the effectiveness of the school's activities in meeting the needs of pupils. It involves securing this information from former pupils both drop-outs and graduates. Leadership in the follow-up service, as in all other services of the guidance program, should be provided by a counselor who is technically prepared to offer this leadership: however, it is of the utmost importance that follow-up studies be planned and carried out as a cooperative project involving the whole staff. In addition to obtaining general information, individual teachers may find that follow-up procedures will give them certain information related to the effectiveness of their subjects and methods of instruction.

Whenever changes are indicated after interpreting the information gathered, the school must have the vision and courage to make those changes in its program in order to better meet the needs of all pupils.

*Purposes of the School in Following up Former Pupils* — An effective follow-up program serves the entire school. Purposes of following up former pupils are to:

1. *Determine effectiveness of the curriculum by obtaining information from those pupils who withdrew from school before completing the school's program.* Information may be gained as to the courses and activities that may have been more valuable to these pupils.
2. *Determine the effectiveness of the instructional program.* Through the professional use of student questionnaires teachers may discover certain weaknesses in their classroom procedures, thus having a working basis for improving their instruction. This allows for continuous growth and self-improvement for the staff.
3. *Determine the effectiveness of the guidance program.* Information obtained from pupils in various groups can be useful in determining whether the program has provided effectively for the special needs of each group.
4. *Enable the school to keep in touch with former pupils.* Changes in long range plans in the school's program are only justified by

continuous follow-up of former students. It must also be recognized that former pupils often have valuable contributions to make to the school's present program and should not be overlooked as a resource of the school.

5. *Survey occupational needs and locate job opportunities.* The follow-up survey will supply information on how well former pupils are performing in industry and whether the school's program is helping them to adjust in the world of work.
6. *Provide statistics.* Through the use of appropriate statistical procedures the school may become aware of certain trends and needs which might not be detected through counseling individuals or analyzing single questionnaires. An opportunity is afforded to review the operation of the entire system in the light of these trends.

*Specific Outcomes of Well-Planned and Executed Follow-Up Studies*

— The value of any school or school system can derive from a planned program of follow-up is entirely dependent upon the quality of the planning, the execution of the follow-up study, and the honesty with which the weaknesses will be evaluated and corrected. If the entire staff works together to study the problem in a professional manner, it is possible to achieve part or all of the following outcomes or values:

1. Determine the holding power of the school.
2. Discover grade levels at which drop-outs occur.
3. Learn why pupils leave school before graduation.
4. Cause the staff to become aware of the reason for drop-outs.
5. Determine the percentage of pupils who enter college.
6. Determine the number of former pupils who enter employment immediately after leaving school.
7. Obtain opinions of former pupils concerning the effectiveness of the school's program.
8. Compare the occupational fields actually entered by former pupils with those expressed by them before leaving school.

*General Procedures* — The size and nature of the school community will cause variations in the possible techniques to be used. The following general methods have been used effectively in the initiating of the follow-up service:

1. Inform the school staff of the purposes of the program and enlist their cooperation.
2. Set up committee to consider possible approaches in following up former pupils.
3. Study the methods used and progress made in other schools that have an established follow-up program.

4. Decide on the classifications to be used in listing former pupils such as: drop-outs, unemployed, employed, college students, etc.
5. Assign responsibilities to members of the faculty who are willing to help in obtaining and using information.
6. Stress the importance of using follow-up data for professional purposes only and in a highly ethical manner.

### Devices for Follow-Up of Former Pupils

A school staff planning to make a follow-up study should be alert to use every possible means of contacting former pupils. It must be recognized that no device will be effective in every instance. The following devices have been employed effectively by many schools:

*The Questionnaire for Follow-Up* — Perhaps the most popular device in a follow-up study is the questionnaire which is mailed or otherwise made available to former pupils. Such a questionnaire should be made as brief as possible to encourage its return and to facilitate mailing.

Part of the popularity of the questionnaire comes from its uniformity which makes it possible to record and tabulate the information in statistical form for analysis and evaluation. While a number of more or less standardized follow-up questionnaires are available to serve as a guide, each school will wish to ask for certain information which may be needed in a given school. Accordingly, the school staff should design the questionnaire to call for the particular information it wishes to study. Such a questionnaire designed and used in one school system is found in the Appendix. Two general purposes most questionnaires will have in common are:

1. To find out what further education these former pupils have had.
2. To find out where these former pupils were or are employed and what position they held or hold.

*The Follow-Up Letter* — The follow-up letter is a technique that should be understood and made available to members of the staff. Since this device seems more personal than a standardized questionnaire, it will often receive attention and elicit a reply where the questionnaire would not. In general, a follow-up letter calls for fewer items of information than does a questionnaire. Since the person receiving the letter is invited to reply in his own words, the replies are more difficult to tabulate, but often the answers give a better insight of the pupil's thinking than does a questionnaire.

The letter should state the use that will be made of the information given. It should include the form or stationery on which the replies are to be made and a return stamped envelope with the return address completed. Finally, the letter should include a request that the return letter be completed and placed in the return mail within three to five days, if possible.

*The Follow-Up Interview* — It should be understood that the interview technique can be used to good advantage, even though information has been previously obtained by other means. Whenever possible, within the limits of time available, the interview should be made directly with the former pupil. An alert counselor will realize, however, that much information may be obtained by interviewing the employer and other associates.

In order to receive maximum benefit from the interview it should be planned in advance. The phrasing of questions should be well in mind so that direct information can be secured. The interviewer should be thoroughly familiar with good interviewing techniques.

## SECTION 7

### GROUP GUIDANCE PROCEDURES

An adequate program of guidance services provides for both individual and group procedures. Neither phase of the program can take the place of the other. In matters that are of common interest and concern to a large number of pupils, there is economy of time and effort in working with an entire group rather than with one individual at a time. Group methods provide an efficient way of orienting pupils to new school situations, administering tests, gathering data about pupils, and giving educational and vocational information.

A great deal can be learned about a youngster's achievements, interests, and behavior patterns by studying the information in his cumulative record. To understand him completely, however, it is necessary to observe him in a group. His reactions and responses to his peers are good indicators of his personal and social needs. Through group methods, the alert teacher is better able to identify unique cases of maladjustment and to encourage pupils who are in need of individual guidance to seek help from the counselor. Thus, group guidance can pave the way for individual counseling.

There is therapeutic value in group techniques. During informal group discussions, youngsters often release emotional tensions and become conscious of their own problems. They gain insight into their relations with others and receive comfort and satisfaction from discovering that their classmates have similar problems.

Group guidance is an excellent means of building school morale, creating satisfactory pupil-teacher relations, and improving general classroom situations. The teacher's job is easier, his teaching is more effective, and there are fewer behavior problems when he spends some time in working for good group relations.

It is often helpful to plan whole-school projects for the purpose of emphasizing fundamental traits and attitudes. When group guidance is a part of the organized program, the entire student body can participate in a drive for friendly relations, a campaign for good manners, or a project for developing good study habits.

## Organization for Group Guidance

In every school there are many available resources for a group guidance program. The details of organization for each school should be worked out according to the needs of the pupils, the amount of teacher time and schedule time that can be allotted, the available facilities for carrying out the program, and the training, interest and experience of the teacher personnel.

Regular group guidance classes should have a definite place in the school program. They should meet for at least one period per week. In some schools each pupil is scheduled to a group guidance class in lieu of a study period once a week.

Group guidance classes may be taught by a specially trained teacher or by regular members of the faculty who are interested and have the necessary qualifications. Although it is very desirable that the teacher be trained in guidance techniques, it is more important that he have the personal characteristics to inspire confidence in pupils and that he be genuinely interested in the problems of young people.

The general theme of group guidance for each grade should be determined by the special needs of the age and grade level. For example, a unit on orientation will be needed for the first year of a junior or senior high school, or both, depending upon the organization of the school. Educational guidance may be the central theme for eighth or ninth grade pupils who are at the point of making choices of subjects for the years ahead. Attention to teen-age problems may be especially needed at about the tenth grade level. Vocational guidance is usually given in the eleventh or twelfth grade.

Presented below are a series of grade-level outlines or group guidance topics and activities which lend themselves quite readily to presentation in the homeroom, the subject-matter classroom, assemblies and other student groups. The outlines contain minimum essentials and may be expanded and used as a guide for directors of guidance and counselors in planning local programs. Topics for various grade levels are overlapping and may well be used in grades other than the one indicated. Inasmuch as these are suggested activities only, in certain instances modifications may prove necessary in order to effectuate desired outcomes.

### *Grade Six*

#### Preorientation to Junior High School



*Grade Seven*

Orientation to Junior High School: how to study; how to make intelligent use of available school services.

*Grade Eight*

Initiation of Educational and Vocational Planning: assessing personal interests, aptitudes and abilities; planning the high school course; how and where to find information on occupational fields.

*Grade Nine*

Narrowing the Choice: continuing the search for information concerning occupational levels, including research on a specific occupation; high school extra curricular choices; financing education beyond high school.

*Grade Ten*

Educational and Vocational Planning (continued): vocational and financial implications of part-time and summer jobs; values of continuing in school; test-taking techniques.

*Grade Eleven*

Making Post-High School Plans More Specific: detailed information on higher education, the armed services and job entry opportunities; reappraisal of individual interests, aptitudes and abilities.

*Grade Twelve*

Preorientation for job and College: Applications, interviews, job seeking and college admission.<sup>1</sup>

*Guidance Units* — Some schools do not schedule special group guidance classes because much guidance is given through units integrated with regular subjects. The placement of such units depends largely upon the possibilities of correlation with the subject matter. The principal, being familiar with the offerings of the curriculum, is in a key position to decide in which course the guidance units can be placed to best advantage. Other considerations being equal, the personality of the teacher may be the deciding factor.

Some subjects lend themselves very readily to the inclusion of guidance units. For example units on occupations, social conduct, and good citizenship can be effectively introduced in the social studies course. Home economics and health courses can include units developed to mental health, personal growth and development, boy-girl relations, and good manners. By careful planning, different phases of

<sup>1</sup> *Group Guidance Programs*, State Department of Education, Bureau of Guidance, Albany, New York.



**GROUP GUIDANCE**

guidance can be presented in several subjects at the same time. While a unit on occupations, is being taught by the civic teacher, other members of the faculty may be stressing the vocational possibilities of their special fields. English is one of the subject areas which has infinite potentialities for integrating guidance activities. Since it is a required subject, it has the special advantage of being an avenue through which all students can be reached. The topics of self-analysis, personality development, educational planning, and vocational choice can be used as effectively as any others while developing skill in oral and written composition, letter writing, spelling, and punctuation. Writing autobiographies, preparing research papers, serving on committees, participating in panel discussions, giving book reviews, interviewing employers and employees, filling out application blanks, and dramatizing are activities which, with a little ingenuity and planning on the part of the teacher, can serve the cause of both English and guidance.

*Homeroom Guidance* — The homeroom provides an excellent opportunity for group guidance. Its purpose should be to set up an inti-

mate, democratic relationship between pupils and teachers in which the curriculum, extra-classroom activities, and the general guidance program can be coordinated. When the group guidance program is administered through the homeroom, the time devoted to it is usually one period every week or every two weeks. Less time can scarcely be called a homeroom period. The ten-or-fifteen minute period for opening exercises should not be considered a guidance period. In schools which are organized around the core curriculum, the core rather than the homeroom may be the center of group guidance activities.

Other familiar group activities such as assembly, intramural events, co-curricular activities, and social functions also have important possibilities.

### Content and Techniques of Group Guidance

Group guidance can facilitate or improve the total guidance program in at least four major areas: orientation, personality and social development, educational planning, and vocational choice.

*Orientation* — It is of primary importance that pupils be helped to adjust as rapidly as possible to their new surroundings after entering school for the first time and after each major change in their educational status. The following techniques may be used.

1. visitation
2. group conferences
3. school handbook
4. assembly programs

These techniques are discussed in the following section, "Orientation Procedures."

*Personality and Social Development* — A wide range of techniques may be used in helping the student to grow up physically, socially, and emotionally. The following are suggested:

1. personal data—definite provisions should be made to discover the personal problems that are of vital concern to the group. Autobiographies, personal data blanks, and the results of social, personality, and adjustment tests and inventories can be used for this purpose. Standard problem check lists or questionnaires planned and designed by the teacher or by the group itself are helpful in finding the students who need individual help.
2. sociometrics—a sociogram may be used to study the friendship patterns of the group. By asking each student to make a first,

second, and third choice of persons with whom he would like to sit in the lunchroom, the teacher can find out about the social relations existing in his classroom. He can then help the friendless ones to find ways of making friends; he can assign those who are often left out to work with the ones they have chosen; and he can make special use of the group leaders.

3. group discussion—a warm, friendly atmosphere must be established in which young people can feel free to talk things over frankly among themselves, and to work out satisfactory solutions to their common problems. Only topics which are of real importance to teenagers should be used.

These topics may be selected by means of an occasional problem census or informal interviews with selected pupils. The form of discussion may be varied by using: buzz sessions, panel discussions and forums, problem conferences, lecture-discussions, dramatizations, sociodramas or role playing, audio-visual aids, and questionnaires or question boxes.

4. committee work—this often-used technique is still valuable. Each pupil should be given an active role on some committee. The duties of each committee should be clearly outlined, chairmen should be responsible for leadership, and time should be allotted for planning.

*Educational Planning* — As the pupil approaches each change in his educational program, information about the available opportunities ahead should be provided. This phase of the guidance program should include:

1. disseminating information—all pupils need to know about high school courses, elective subjects, majors, minors, and graduation requirements. Some of them need also to know about college entrance requirements, scholarships, loan funds, and other ways of financing a college education. Still others, who do not plan to enter college, need information about technical, business, and vocational courses, evening classes, home study courses, and other ways of furthering their education.
2. using books and pamphlets—such pamphlets as *Make Your Study Hours Count*, *How to Become a Better Student*, *Discovering Your Real Interests*, *Should You Go to College?* and *School Subjects and Jobs*, published by Science Research Associates, Inc., Chicago, are excellent for this purpose.
3. group discussions—there should be thoughtful consideration of good study habits, the value of satisfactory school records, and the importance of achieving to capacity.

*Vocational Choice* — Starting in the elementary and continuing through secondary there should be a developing and increasing emphasis on making the right choice of a career. Stress should be placed

on recognizing abilities and limitations and discovering fields of work best suited to the individual. The program may include such items as the following:

1. Elementary school emphasis—elementary teachers should create an interest in vocational choices by focusing attention on the chief types of work in the community, the occupations of parents, and early evidence of pupil's interests and abilities.
2. Secondary school emphasis—each subject or core teacher should explain the occupational possibilities of his own subject field.
3. Group tests—before definite vocational plans are made, it is helpful to use achievement tests, aptitude tests, and interest inventories as an aid to self-analysis.
4. Individual folders—each pupil may be encouraged to prepare a folder which contains an analysis of himself, his interests, his ambitions, and plans for the future, samples of his classwork, answers to questionnaires, and any other significant material which will help the teacher or counselor to advise him about his educational and vocational plans.
5. Occupational bookshelf—in a special corner of the library or some other accessible place, there should be always on display a collection of recent pamphlets and fictional and non-fictional books on occupations.
6. Occupational files—clippings from current newspapers and magazine articles and up-to-date materials obtained from national professional organizations and industries should be placed in folders and filed alphabetically. This data may be kept in the counselor's office or in a convenient place in the school library. When a group guidance unit is being taught, the files may be moved into the classroom.
7. Bulletin board displays—posters, clippings, announcements, and book packets should be changed often in order to stimulate pupil interest in further reading and study of occupations.
8. Audio-visual aids—films,<sup>1</sup> filmstrips, radio programs, and pertinent recordings may be used effectively.
9. Guest speakers—well-chosen speakers can be asked to give first-hand information about occupations in which many students have expressed an interest and have acquired some previous knowledge.
10. Career conferences—after taking a census of the pupil's vocational interests, several guest speakers representing different fields of work can be invited to visit the school on the same day to speak and hold conferences with groups of pupils. Sometimes

<sup>1</sup> *Educational Motion Pictures for School and Community*, Department of Audio-visual Services, College of Adult and Extension Education, University of Kentucky, Lexington, Kentucky.

the pupils visit the business and professional offices and the industrial establishments for the career conferences.

11. Visits—carefully planned and well conducted tours to business and industrial plants in which students expressed a special interest may help to broaden their occupational knowledge.
12. Career clubs—qualified sponsors work with groups of pupils who are motivated by similar interests.
13. Community job survey—this may be conducted by the social studies or the group guidance classes. Even though few job openings are found, the experience is very valuable.
14. Job-getting procedures—pupils should have guidance and practice in making personal interviews, filling out application blanks, and securing work permits and social security cards.

## SECTION 8

### ORIENTATION PROCEDURES

Orientation includes those activities in the school designed to enable the pupil to better adjust to the new situations with which he must face. The central purpose of any activity is the growth of the pupil involved in it, with its major goal the prevention of student maladjustment.

A great need is felt for help as each pupil moves from pre-school through high school and into higher training or entrance into the labor market. Recognizing that guidance is a continuous service throughout the school-life of the pupil, orientation activities become a necessity at each transition point. An experienced, understanding person using appropriate techniques can help lessen the tensions and anxieties of the pupils facing these new situations. Many adjustments must be made as the new pupil progresses through school. Some that he may need to make are:

1. become acquainted with new school, administration, curriculum, physical plant, etc.
2. adjust to many new teachers
3. develop initiative and responsibility
4. become dependable in working on his own
5. develop acceptable social conduct
6. learn about sources of information and help.

Orientation may be thought of as taking place at various levels throughout the school life of the pupil. Various activities and devices can be used at each of the following levels:

*Pre-School* — This phase should include pre-school clinics, home visits, informative newspaper articles, invitations for parents and pre-schoolers to visit with the teachers and see the school. It is at this point that the teacher should initiate the cumulative folder and other guidance records.

*Elementary* — The last year of this phase is a crucial point for orientation. This school shares with secondary schools the responsibility of preparing pupils, records, and other information for prompt transfer to receiving schools. The students should be informed of available

courses, requirement activities and aims and objectives of the new school. Assistance is given the pupils that they may have a more complete knowledge of what to expect and what is expected of them. This might be accomplished through exploratory courses, group guidance situations or career studies.

*Junior High School* — The purpose here should be to orient pupils from lower school to advanced school, vocational school or fields of work and to provide continuous means for the integration of guidance, curriculum, instruction, and student leadership.

*Senior High School* — Continuing services begun by earlier schools. These services should give the student a knowledge of the requirements or problems to be expected in meeting the needs involved for post-graduate goals or drop-outs. This should extend into discussion regarding post-school life, job selection or further training. Follow-up data might be used in orienting pupils to conditions which they may expect upon leaving school.

*College Bound* — Orientation services at this level might include College Nights, College Assembly programs or a day in which the seniors are invited to a college for a first formal look at the institution with guided tours by upperclassmen. The high school might schedule panel discussions by previous graduates now in college to stimulate thought concerning course selection, the importance of grades, study habits and the academic background expected by colleges. Also counselors might visit high schools and explain application procedures, entrance requirements, expenses, financial assistance and scholarships and clubs or organizations.

*College Freshmen* — Orientation classes, orientation week, summer camps for prospective students, upperclass guides for a predetermined time, faculty advisers, counseling services, club activities and informal student-faculty get-togethers.

### Methods of Orientation

*Visitation to Feeder Schools* — Visits to "feeder" schools to discuss the objectives, opportunities and requirements of receiving schools are used to acquaint the pupil with the new school. Counselors assist the prospective student to plan or adjust their schedules, provide information as to courses in various departments and the occupational fields



toward which these curricula lead. Programs may be presented by different departments of the receiving school.

*Visitation to Receiving School* — It has proven effective to invite students and their parents if possible, to spend some portion of a day at school before the formal opening in the fall to become acquainted with the physical plant, meet their teachers, complete their registration and resolve many of the questions regarding courses-of-study and out-of-class activities.

*Orientation Packets* — Counselors prepare packets of orientation materials to be issued to new students in the fall which might contain a welcome from the principal and staff, a handbook if not previously distributed, school paper (devoted to orientation), a floor plan of the building if not included in the handbook, a faculty list with the class taught by each teacher, class schedule, and a personal data sheet to be returned to the counselor. This should include an activity record indicating previous activities and those in which the student is interested.

*Student Handbooks* — A tool for orientation, especially valuable during the first year of school, is the student handbook. It also serves as a refresher for other students in regard to courses of study activities and responsibilities. It contains information such as philosophy, curriculum, rules and regulations, requirements for graduation, grading system, school calendar, course descriptions, athletics and intra-mural sports, extra-curricular activities and other pertinent information pertaining to the new school.

*Orientation Day* — School personnel may plan a full or part day program during the spring for all students who will enroll as new students the following year to get an "early bird" look at what to expect. This program usually includes an assembly where each department may participate. A tour of the building is usually conducted during the day. Classroom visitation, question and answer sessions and other activities may be included in this orientation device. Some schools present handbooks at this time.

*Buddy System*—Schools may appoint upper-class students or club members to act as "big brother or big sister" to new pupils. Each student is assigned a buddy who introduces the new pupils to teachers and other classmates, tours the building and helps locate specific classrooms, accompanies the new pupil to lunch a few days. The

buddy may also help familiarize the student with rules and regulations, buses if used, school activities or organizations.

*Parents Night or Open House*—In the late spring the school might hold a parents night where they may have the opportunity for conferences to further discuss the child, his goals, and the school program.

*Assembly Programs*—Many schools plan assembly programs to assist in the orientation of students. This program may consist of a series of assemblies in which different departments present interesting and informative programs to familiarize the student-body with the activities, accomplishments, and possible related vocations to each department or club.

*Home-room Periods* — Classroom teachers can solve many problems and prevent serious conflicts or frustrations from developing by group discussion of orientation problems. Presentation and discussion of such topics as “the values and needs of an education, lesson preparation, study skill development, getting along with others, discipline, appropriate dress and behavior and dating” can help the student adjust to many new situations.

*Career Days* — The school may hold a career day in which various vocational and educational personnel may visit the school and talk to the interested students about their particular area. The program may consist of the presentation of occupational information, panel discussions, and audio visual aids. Appropriate speakers from businesses, professions, technical fields, civil service, and other fields may lecture regarding opportunities and recent developments in their fields as well as educational preparation or training needed in order to enter these positions. Other activities might be a business-industry forum, job analysis or occupational trends by local industries. The presentation of opportunities in the armed services by representatives from various branches of service and explanations regarding military obligations, requirements or careers. The representatives usually want to distribute materials and answer questions regarding enlistments, etc.

## SECTION 9

### USING SCHOOL AND COMMUNITY RESOURCES

The over-all purpose of the guidance program in the school is to serve all pupils in relation to their abilities, interests and needs. The success of a guidance program is determined to a large extent by the relationship that exists between the school and its staff and the community of which the school is a part. The success is also conditioned by the availability and extent of utilization of both school and community resources. Two operative conditions make this so. Pupil problems have their origin in both places and solutions may demand resources of both.

A functional guidance program requires utilization of school and community resources. School and community agencies share a common concern for the welfare of the student.

A major responsibility of a functional guidance program is to provide leadership in the process of using school and community resources. Members of the faculty and staff are the school's most powerful resource in guiding youth. The teachers, guidance personnel, administrators, and others daily influence the lives of their students, but the best and most resourceful person is not an expert in his contribution unless he works in harmony with all concerned.

The school counselor will find it necessary to become familiar with the various resources that can be of service to him in providing the needed services to students. The counselor maximizes his effectiveness if he uses all school and community resources available. In this way each person contributes his insights and competencies to common goals. The team approach provides for the best interest of boys and girls.

#### Community Resources

As was recommended in a School Community study in Buffalo, N. Y., "That schools make intelligent use of community resources by a closer relationship between school and social agencies,"<sup>1</sup> the community has many resources for guidance purposes.

<sup>1</sup> Lester M. Sielski, "Developing Principles of Public School and Social Agency Cooperation," *Personnel and Guidance*, 1956, Vol. XXXV. No. 4.

Maximum community resource utilization requires certain understandings and relationships, namely :

1. Community understanding of guidance efforts of the school.
2. A well-organized referral system.
3. Development of an effective means of communication between community agencies and school.
4. A mutual interest in the welfare of students.

It has long been recognized that the school, as an agency of the community, should learn the peculiar needs of the community, but not so clearly recognized are the values that accrue to the school from making use of resources of the community.

Each community differs somewhat from other communities, but in each there are agencies, clubs, and religious and professional organizations which provide guidance to youngsters. The school's guidance program should recognize the richness of these resources and utilize them in the guidance of school youth.

There are some guidance problems which can best be handled by agencies outside of the school. If the primary goal of the schools is to promote learning, the community resources for guidance purposes are not identical in purpose with resources used for instructional objectives. The community agencies do not replace the guidance services of the school, they only supplement or complement them.

The guidance counselor should feel responsible for assisting the rest of the school staff in developing a close working relationship with the community. This assistance can be developed in three ways: first, by assisting in collecting information that can be of use to the school staff concerning the community and its social and economic life; second, by organizing and conducting special community studies; and third, developing a good working relationship between the school and other community youth-service agencies.

In order to assure availability of all guidance resources within the community, and to promote the effect of youth services within the community, certain steps should be taken :

1. The counselor should become familiar with the agencies, clubs, and organizations that provides services for youth, or for special groups of young people.
2. The counselor should establish contacts with individuals representing these organizations and agencies. In this way, individual students can be sent to the proper persons when services are needed. Some communities have made up a list of service clubs

and agencies which include their addresses, telephone numbers, and referral procedures.

3. The counselor should investigate the need for a program of planning and organization on the part of all community youth-serving agencies. The school staff might well consider the possibility of assuming leadership in the development of some type of organization which will enable the entire community to take part effectively in the study of the important problems of youth, the development of effective procedures for co-ordinating the work of existing agencies and organizations, and the making of plans for the strengthening of present youth services and the provision of any new services which are needed.

The counselor must be familiar with home and community influences that contribute to the development of problems of adjustment and with the various resources in the community that can be utilized to contribute to their solutions. The counselor should also feel the need for knowing something about the homes from which their students come and the standards which govern their behavior.

The community in which a student lives exerts a powerful influence upon him. It shapes his goals, his ideals, his character, his attitudes, and his life through the experiences it provides. In some communities, agencies, individuals and organizations have helped students in the pursuit of educational and occupational goals. Many schools are assisted by individuals in the community in their Career Day Programs. People such as farmers, nurses, doctors, dentists, plumbers, electricians, and bankers speak to the boys and girls on their profession or occupation.

These service and civic groups, and individuals as well, may wish to set up local scholarship programs.

The counselor should acquire knowledge obtainable through annual reports, test answers, and other descriptive literature, but he should also be well oriented to the services performed by family welfare and children's agencies, child guidance clinics and health and recreational centers. The services offered by these agencies are often a small segment of their total activity.

The Vocational Rehabilitation Center and the Mental Health Clinics, are often overlooked, but these two agencies are very good resource aids. They prepare for life adjustment in a suitable vocation and render advice to schools that are without adequate personnel and facilities for students with maladjustments. The counselor is not a doctor, but it is a part of his job to recognize when the problems of a child are of such nature as to need the help of a medical specialist.

The problems determine the kind of resource. For example, after identifying a child with an emotional problem referral may be made to a doctor, clinical psychologist or social worker. A child with a reading problem may require the assistance of a remedial reading teacher.

To lessen the duplication of services, many communities have formed councils of social agencies so that workers in the various groups may be informed about the work of one another. School counselors benefit from active participation in such councils.

*Service clubs*—Lions, Rotary, Kiwanis, Exchange, Optimist, and others, are always available to the schools for contributions to education through their various committees charged with spreading vocational information. Often these clubs provide successful career people to speak to the girls and boys about vocations in which they have expressed an interest.

Many times boys and girls seek personal interviews with individual club members. Some clubs offer continuous vocational information for this purpose. The Chamber of Commerce often takes the initiative in arranging visits to local industries.

Leaders of the YMCA, YWCA, Boy Scouts, Girl Scouts, and Camp Fire Girls have an opportunity to work directly with our boys and girls under the most relaxed circumstances. In this manner they are able to learn their background and character in a way that the school cannot.

During summer vacations, experiences in work and organized recreation contribute to the total development of the student. Many communities offer opportunities for part-time employment. Work experiences serve to hold students in school who would otherwise drop out and at the same time provide financial help. These also serve a useful purpose in discovering and developing vocational interests. Aptitudes may also be revealed that would help in vocational planning.

The school counselor should be well acquainted with a number of people who could help him work toward a better understanding of the child and his problems. The probation officer, the judge of the local juvenile court, and children's worker of the Department of Public Welfare are very important officers and often have a wealth of information on certain children. Counselors acquire information on community resources in many ways, including a student project or assistance of students.

Outside the school and the home there are still many other potentially important persons. Pastors of churches and certain of their members are significant for some needs. Professional persons—doctors, nurses, lawyers, engineers, social workers—are sources of help. The local radio stations and newspapers are important in publicizing guidance projects and often have much to do with their acceptance.

The procedure for drawing upon resources for guidance purposes may vary, but securing information is a first step. A second step involves classification or determining the potential utilization of a particular resource. Third, the procedures to be used to take advantage of the resource. A project for this purpose may be conducted by a group of students.

An up-to-date file should be kept for guidance purposes, listing all available community resources. It should also contain necessary information as to the nature of the agency, the title of the agency, the areas of service or types of problems handled by the agency.

The public library card catalog may contain some general information about community resources. Directories of social agencies are a valuable source of information. The Departments of Social Work and Education would be able to provide information about sources of aid for many different problems. Even using the telephone directory might be of help. There should be little reason for not finding sources of available aid.

The Parent-Teacher Association is among the groups whose interests and motives offer unlimited possibilities. The wise counselor is willing to spend time with his students' parents to learn about their growth and development. In this way school problems are held to a minimum.

Only a few communities have child guidance clinic services to which referrals may be made. However, quite a few of these clinics are being set up on a county basis. Usually the local medical society is informed about sources of the most psychiatric help if no other services are provided. It is well to keep the local medical group informed of the development of the school's counseling program, they are more likely to inform the counselor of ways in which their patients may be helped by the school program.

### School Resources

The number of specialists in a school depends on the number of school human resources within that school. Some schools have a num-

ber of specialists such as school nurse, reading consultant, curriculum supervisor, school counselors, and school psychologists. There are guidance resources in most school settings to whom a counselor may turn for help. These may include the classroom teacher next door in any system or the psychologist in a large city system. The following list is an effort to include personnel that may be available in a variety of types of school settings. The greater the number of resource persons available the greater is the counselors' opportunity of helping the students with their various needs.

This list includes:

- Teachers
- Other counselors
- Psychologists
- Librarians
- Principals
- Supervisors
- School health personnel
- Pupil personnel accounting staff
- Administrators
- Visiting teachers
- Other school personnel

The following list is made up of some of the better known organizations which provide some source of aid to the people of the community. Many of these agencies could have been listed under more than one of the headings, because many of these are engaged in different types of activities. An attempt has been made to list them only under the classification where they have major service or interest.

#### *Health Resources —*

##### Physical Health

- Local or county health departments
- Arthritis and Rheumatism Foundation
- The American Cancer Society
- The Cerebral Palsy Foundation
- The Infantile Paralysis Foundation
- Multiple Sclerosis Society
- State Heart Associations
- State Tuberculosis and Health Associations
- Association for the Blind, Inc.
- Citizens Council for Health and Welfare
- American Heart Society
- American Medical Society
- State and county society for crippled children
- American Dental Association



American Diabetes Association  
American Public Health Association  
American Social Hygiene Association  
Muscular Dystrophy Association of America  
National Society for the Prevention of Blindness

Mental Health Agencies such as:

State and local mental health center  
County and state mental health associations  
American Red Cross  
Big Brothers (Optimist Club)  
Boy and Girl Scouts  
National Mental Health Association  
American Association on Mental Deficiency

*Social Agencies* —

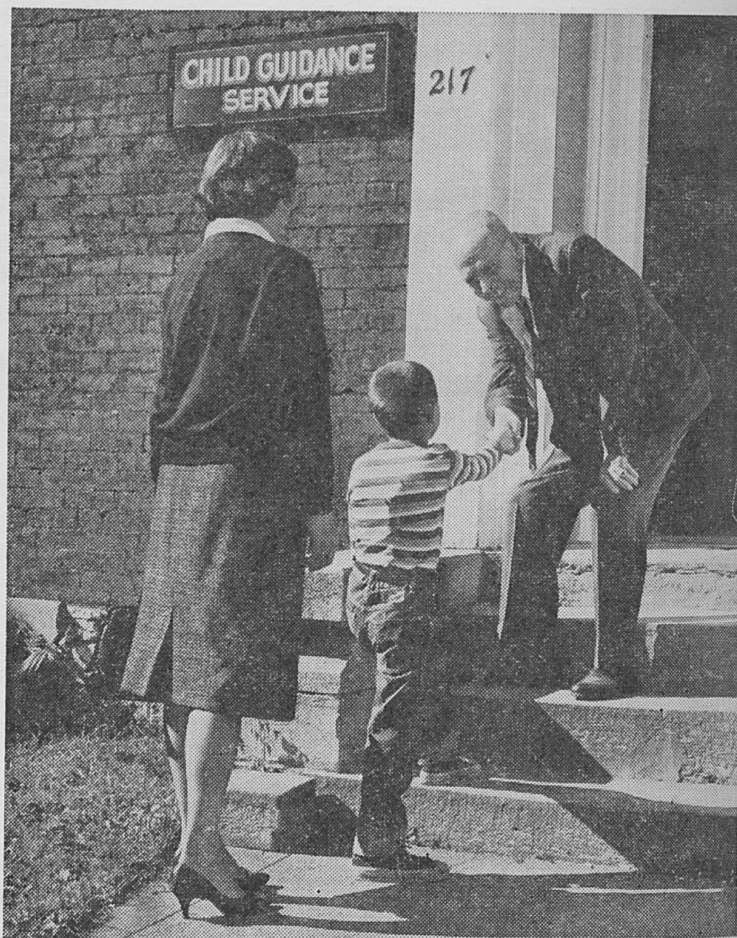
Family Service Association of America  
Aid to Dependent Children  
County child welfare services  
General Relief  
Aid to blind, county departments of welfare  
Private children's agencies  
American Red Cross  
Council of Social Agencies  
American Public Welfare Association  
Association of the Junior Leagues of America, Inc.

*Occupational Agencies* —

United States Department of Labor  
State Department of Labor  
National Vocational Guidance Association  
American Craftsmen's Education Council  
American Federation of Arts  
Cooperative Recreation Service

*Religious Groups* —

Catholic Welfare Bureau  
Jewish Family Service  
Young Men's Hebrew Association  
Young Women's Hebrew Association  
Salvation Army  
Young Men's Christian Association  
Young Women's Christian Association  
National Jewish Welfare Board  
Board of Hospitals and Homes of the Methodist Church  
National Council, Protestant Episcopal Church, Department of Christian Social Relations.



#### A COMMUNITY RESOURCE

##### *Children and Youth Agencies —*

- Family and Children's Bureau
- Boy Scouts of America
- Girl Scouts of America
- Camp Fire Girls of America
- Boys Clubs of America
- Girls Service League of America
- National Committee Boys and Girls Work Club
- Child Guidance Centers
- Juvenile Diagnostic Centers
- 4-H Club
- Boy's Club Federation
- Catholic Youth Organizations
- Future Farmers of America
- Future Craftsmen of America
- Future Homemakers of America
- Girl Reserves (YWCA)

*Service Clubs and Fraternal Organizations —*

Optimists International  
Benevolent and Protective Order of Elks  
International Association of Lions Clubs  
Kiwanis International  
Rotary International  
The Shriners of North America  
Fraternal Order of Eagles  
Independent Order of Odd Fellows  
Loyal Order of Moose  
Amvets  
Daughters of the American Revolution  
United Daughters of the Confederacy

*Governmental Agencies —*

State Departments of Health  
Divisions of Child Hygiene  
Divisions of Dental Hygiene  
Divisions of Communicable Diseases  
Divisions of Public Education  
State Departments of Public Welfare  
Divisions of Social Administration  
Services for the crippled children  
Services for the blind  
Child welfare services  
Public assistance services  
Divisions of juvenile research  
Division of mental hygiene  
Community child guidance services  
Community welfare classes for retarded children  
Bureaus of education and prevention  
Special state schools  
Bureaus of Vocational Rehabilitation  
State Departments of Education, Division of Special Education  
State Schools for the Deaf  
State Schools for the Blind  
County Child Welfare Boards for Neglected Mentally Retarded  
Children  
United States Department of Health, Education and Welfare  
Children's Bureau  
Bureau of Public Assistance  
Office of Education  
Public Health Service  
United States Department of Agriculture  
Bureau of Human Nutrition and Home Economics  
Extension Service  
The State University and State Colleges  
Private Colleges and Universities

## SECTION 10

### EVALUATION OF A PROGRAM OF GUIDANCE SERVICES

*Evaluation is the key to the development and improvement of any educational service.* This is especially true for the development and improvement of guidance services in the school. Nearly all schools have been providing some guidance services but many have not analyzed them in terms of what might be considered an adequate program.

The following check list is a device which may be used in making a general appraisal of the program of guidance services in the school. For a more comprehensive instrument for evaluation, the reader is referred to The Guidance Services section of *The Evaluative Criteria, National Study of Secondary School Evaluation*: Washington 6, D. C., 1960.

#### CHECK LIST FOR APPRAISING THE PROGRAM OF GUIDANCE SERVICES

<i>Aspect of the Program</i>	Yes	No
<i>I. Organizing and Administering the Program of Guidance Services</i>		
1. The principal and superintendent believe that the guidance program is an important phase of the curriculum and give it consistent administrative support .....	<input type="checkbox"/>	<input type="checkbox"/>
2. A copy of the philosophy of guidance services developed by the guidance committee has been placed in the hands of each member of the faculty .....	<input type="checkbox"/>	<input type="checkbox"/>
3. One person is responsible for coordination of guidance services .....	<input type="checkbox"/>	<input type="checkbox"/>
4. The administration utilizes the resources of the faculty by delegating specific duties in the guidance program to appropriate members .....	<input type="checkbox"/>	<input type="checkbox"/>
5. Adequate files and record space are provided for the guidance program .....	<input type="checkbox"/>	<input type="checkbox"/>

**CHECK LIST FOR APPRAISING THE PROGRAM OF  
GUIDANCE SERVICES (Contd.)**

<i>Aspect of the Program</i>	Yes	No
6. There is a definite well-planned in-service program in operation for improvement of the entire staff in the area of guidance .....	<input type="checkbox"/>	<input type="checkbox"/>
7. Adequate funds are allotted in the budget to provide for needed guidance services .....	<input type="checkbox"/>	<input type="checkbox"/>
8. Arrangements have been made for resources to identify and assist children with special problems .....	<input type="checkbox"/>	<input type="checkbox"/>
9. Guidance services function throughout all grade levels of the school system .....	<input type="checkbox"/>	<input type="checkbox"/>
 <b>II. Individual Inventory Service</b> (Pupils Record Service)		
1. The cumulative record is passed on as the student progresses from grade to grade and from school to school .....	<input type="checkbox"/>	<input type="checkbox"/>
2. Provisions are made for obtaining information for the cumulative record through:		
a. appropriate tests .....	<input type="checkbox"/>	<input type="checkbox"/>
b. parent conferences .....	<input type="checkbox"/>	<input type="checkbox"/>
c. teacher's record of observations of behavior...	<input type="checkbox"/>	<input type="checkbox"/>
d. medical examination results .....	<input type="checkbox"/>	<input type="checkbox"/>
e. student-teacher conferences .....	<input type="checkbox"/>	<input type="checkbox"/>
f. counselor interviews with students .....	<input type="checkbox"/>	<input type="checkbox"/>
3. Cumulative records are easily accessible to all who have valid reason to use them .....	<input type="checkbox"/>	<input type="checkbox"/>
4. Cumulative record data are used extensively by teachers to get a complete picture of each student .....	<input type="checkbox"/>	<input type="checkbox"/>
 <b>III. Information Service</b>		
1. Adequate occupational-educational information materials are maintained as a part of the school library .....	<input type="checkbox"/>	<input type="checkbox"/>

**CHECK LIST FOR APPRAISING THE PROGRAM OF  
GUIDANCE SERVICES (Contd.)**

<i>Aspect of the Program</i>	Yes	No
2. Information is available concerning current occupational opportunities, requirements, and conditions .....	<input type="checkbox"/>	<input type="checkbox"/>
3. Students are kept informed about scholarships, loans, and self-help opportunities .....	<input type="checkbox"/>	<input type="checkbox"/>
4. The school has a planned, regularly conducted program of orientation activities for new students .....	<input type="checkbox"/>	<input type="checkbox"/>
5. There is printed or mimeographed information about the school program and activities provided for each student at the time of registration .....	<input type="checkbox"/>	<input type="checkbox"/>
6. Occupational and educational information are consistently made available through:		
a. homeroom programs .....	<input type="checkbox"/>	<input type="checkbox"/>
b. special assembly programs—films, speakers, panels, etc .....	<input type="checkbox"/>	<input type="checkbox"/>
c. special emphasis in appropriate classroom subjects .....	<input type="checkbox"/>	<input type="checkbox"/>

*IV. Counseling Service*

1. The persons doing counseling meet the certification requirements of the state .....
2. Counselors have been allotted adequate time in which to do counseling .....
3. Counseling services are available during the school day for all students .....
4. All students have an opportunity for at least one counseling conference a year .....
5. All counseling interviews are private .....
6. Provision is made for referral of students with special problems .....
7. Adequate records are made of counseling conferences with students .....

**CHECK LIST FOR APPRAISING THE PROGRAM OF GUIDANCE SERVICES (Contd.)**

	Yes	No	<i>Aspect of the Program</i>	Yes	No	
..	<input type="checkbox"/>	<input type="checkbox"/>	8. Students are assisted in making choices about education, vocation, and personal living in terms of their aptitudes, interests, abilities, and available opportunities .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	9. All school leavers are interviewed before leaving school .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	<i>V. Placement Service</i>			
..	<input type="checkbox"/>	<input type="checkbox"/>	1. The counselor assists graduates and drop-outs in securing employment .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	2. Assistance is rendered students who need part-time or vacation employment .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	3. Each student is helped to:			
..	<input type="checkbox"/>	<input type="checkbox"/>	a. enter the next step in his educational program, or .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	b. enter the next step toward reaching his occupational goal .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	<i>VI. Follow-Up Service</i>			
..	<input type="checkbox"/>	<input type="checkbox"/>	1. The guidance department conducts follow-up studies of all former students, both graduates and drop-outs, at one, three, and five year intervals .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	2. There has been an increase in the number of students completing feeder schools and starting high school .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	3. There has been a decrease in the number of students leaving high school before graduating..	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	4. There has been an increase in the number of students voluntarily:			
..	<input type="checkbox"/>	<input type="checkbox"/>	a. seeking counseling interviews .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	b. requesting personal-social information .....	<input type="checkbox"/>	<input type="checkbox"/>	
..	<input type="checkbox"/>	<input type="checkbox"/>	c. requesting occupational - educational information .....	<input type="checkbox"/>	<input type="checkbox"/>	

**CHECK LIST FOR APPRAISING THE PROGRAM OF  
GUIDANCE SERVICES (Contd.)**

<i>Aspect of the Program</i>	Yes	No
5. There has been a decrease in the number of disciplinary cases. (Based on reports from both the principal's office and classroom teachers.)...	<input type="checkbox"/>	<input type="checkbox"/>
6. The reactions of present students and faculty to the program of guidance services are systematically obtained through interviews and questionnaires .....	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher interest in guidance has increased:		
a. A greater number of staff members have contacted the counselor for guidance information .....	<input type="checkbox"/>	<input type="checkbox"/>
b. A greater number of conferences have been held with individual teachers on the subject of guidance .....	<input type="checkbox"/>	<input type="checkbox"/>
8. Improvements have been made in the curriculum:		
a. Additions of courses have been made to more realistically meet the student needs .....	<input type="checkbox"/>	<input type="checkbox"/>
b. Course content and methods of teaching have been altered to better meet student interests, abilities, and needs .....	<input type="checkbox"/>	<input type="checkbox"/>
9. There has been an increase in the number of constructive teacher activities devoted to problems of students:		
a. Individual case studies .....	<input type="checkbox"/>	<input type="checkbox"/>
b. Discussion topics for regular faculty meetings .....	<input type="checkbox"/>	<input type="checkbox"/>
c. Themes or sub-themes of system-wide in-service programs .....	<input type="checkbox"/>	<input type="checkbox"/>
10. The administration indicates support of the guidance program through its:		
a. Favorable comments, both oral and written...	<input type="checkbox"/>	<input type="checkbox"/>
b. Increases in budgetary allotments .....	<input type="checkbox"/>	<input type="checkbox"/>
11. There has been an increase in the number of parents and laymen in the community who speak well of the school .....	<input type="checkbox"/>	<input type="checkbox"/>



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## APPENDIXES

## APPENDIX B

### Check List of a Successful Testing Program

- I. Readiness for a testing program has been developed.
- \_\_\_\_\_ Emphasis is on study of special problem rather than "A Testing Program".
  - \_\_\_\_\_ Teachers have participated in decision to concentrate on problem selected.
  - \_\_\_\_\_ Tests are seen as a stepping stone to reach objective rather than an end in themselves.
  - \_\_\_\_\_ The administration is committed to full support of of the remedial measures indicated by the study.
  - \_\_\_\_\_ There is a freedom from insecurity on the part of teachers that results will be used by administrators to evaluate individual teachers.
- II. Tests have been well selected with respect to
- \_\_\_\_\_ Reliability
  - \_\_\_\_\_ Validity
  - \_\_\_\_\_ Adequacy of norms
  - \_\_\_\_\_ Correspondence with the school program
  - \_\_\_\_\_ Cost and ease of administration and scoring
- III. In-Service training has been scheduled to insure that tests are
- \_\_\_\_\_ Administered properly
  - \_\_\_\_\_ Scored and checked correctly
  - \_\_\_\_\_ Correctly interpreted and used
- IV. Further utilization of test results is assured through
- \_\_\_\_\_ Periodic conferences for the study of individual
  - \_\_\_\_\_ Analysis of the instructional program for strengths and weaknesses
  - \_\_\_\_\_ A cumulative record system for recording test and other information
- V. The atmosphere among teachers and administrators is one of mutual study of common problems.

## APPENDIX C

### REPRESENTATIVE STANDARDIZED TESTS FOR USE AT VARIOUS GRADE LEVELS

#### Mental Ability Tests

(Includes Scholastic Ability, Academic  
Aptitude and/or Intelligence  
Quotient, I.Q. Tests)

Name of Test	Publi- shers	Grade Levels					
		7	8	9	10	11	12
Academic Aptitude Test.....	1						
Non-Verbal Intelligence .....		X	X	X	X	X	X
Verbal Intelligence .....		X	X	X	X	X	X
American Council on Educational Psychological Examination for High School Students.....	8			X	X	X	X
Americal School Intelligence Test.....	3	X	X	X			
Army Classification Test .....	18						
First Civilian Edition .....				X	X	X	X
Army Group Examination, Alpha.....	4	X	X	X	X	X	X
Army, Beta (revised).....	13					X	X
California Capacity Questionnaire.....	5	X	X	X	X	X	X
California Short-Form Test of Mental Maturity .....	5						
Junior High Level .....		X	X	X			
Secondary Level .....				X	X	X	X
Advanced Level .....					X	X	X
Cattell Culture Fair Intelligence Test....	3						
Scale II .....		X	X	X			
Scale III .....					X	X	X
Chicago Non-Verbal Examination.....	13	X	X	X	X	X	X
College Qualification Test.....	13					X	X
Cooperative School and College Ability Tests (SCAT).....	8						
Level I .....							X
Level II .....				X	X	X	X
Level III .....			X	X	X		
Level IV .....		X	X				
Detroit General Intelligence Examination .....	16	X	X	X	X	X	X
Detroit Intelligence Examination.....	16						
Alpha Level .....		X	X				
Advanced Level .....				X	X	X	X
Henmon-Nelson Tests of Mental Ability (rev.) .....	9						
Intermediate Level .....		X	X	X			
High School Level.....				X	X	X	X
Henmon-Nelson Tests of Mental Ability (self-marking) .....	9						
High School Level.....		X	X	X	X	X	X
Kentucky Classification Battery.....	11	X	X	X	X	X	X
Lower Level .....				X	X	X	
Upper Level .....						X	
Kuhlman-Anderson Intelligence Test....	14						
Booklet G .....		X	X				

Name of Test	Publi- shers	Grade Levels					
		7	8	9	10	11	12
Kuhlman-Finch Intelligence Test.....	2						
Junior High School.....		X	X	X			
Senior High School.....					X	X	X
Lorge-Thorndike Intelligence Tests.....	9						
Level IV.....		X	X	X			
Level V.....					X	X	X
Ohio State University Psychological Test, Form 21.....	18			X	X	X	X
Otis Classification Test (rev.).....	22	X	X	X			
Otis Group Intelligence Scale.....	22						
Advanced.....		X	X	X	X	X	X
Otis Quick-Scoring Mental Ability Tests.....	22						
Beta.....		X	X	X			
Gamma.....				X	X	X	X
Otis Self-Administering Tests of Mental Ability.....	22						
Intermediate Level.....		X	X	X			
Higher Level.....				X	X	X	X
Pitner-General Ability Tests:.....	22						
Non-Language.....		X	X	X	X	X	X
Pitner General Ability Tests: Verbal.....	22						
Intermediate Level.....		X	X	X			
Advanced Level.....				X	X	X	X
Pressey Classification and Verifying Test.....	16						
Senior Classification Test.....		X	X	X	X	X	X
Senior Verifying Test.....		X	X	X	X	X	X
Purdue Non-Language Test.....	18			X	X	X	X
SRA—Non-Verbal Form.....	18			X	X	X	X
SRA Tests of Educational Ability.....	18						
TEA—(6-9).....		X	X	X			
TEA—(9-12).....				X	X	X	X
SRA Tests of General Ability.....	18						
TOGA—(6-9).....		X	X	X			
TOGA—(9-12).....				X	X	X	X
SRA—Verbal Form.....	18			X	X	X	X
Schrammel General Ability Tests.....	4			X	X	X	X
Survey of Mental Maturity: California Survey Series.....	5						
Junior High Level.....		X	X	X			
Advanced Level.....					X	X	X
Terman Group Test of Mental Ability.....	22	X	X	X	X	X	X
Terman-McNemar Test of Mental Ability.....	22	X	X	X	X	X	X
Test of Word-Number Ability.....	20				X	X	X
Thurston Test of Mental Alertness (rev.).....	18			X	X	X	X

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Section II.

Achievement Test Batteries

Name of Test	Publi- shers	Grade Levels					
		7	8	9	10	11	12
American School Achievement Test.....	3						
Advanced .....		X	X	X			
California Achievement Test (1957 ed.)	5						
Junior High Level.....		X	X	X			
Advanced Level .....				X	X	X	X
California Basic Skills Test.....	5						
Intermediate .....		X	X	X			
Cooperative General Achievement Test..	8						X
Essential High School Content Battery..	22			X	X	X	X
Fundamental Evaluation Test.....	20			X	X	X	X
Gray-Votaw-Rogers General Achieve- ment Test .....	20						
Advanced .....		X	X	X			
Abbreviated (ed.) .....		X	X	X			
Iowa Every-Pupil Test of Basic Skills....	9						
Advanced .....		X	X	X			
Iowa Test of Educational Development..	18			X	X	X	X
Metropolitan Achievement Test (1960 Ed.) .....	22						
Advanced .....		X	X	X			
Minnesota High School Achievement Test .....	3			X	X	X	X
National Achievement Test.....	1						
Advanced .....		X	X	X			
Pupil School Achievement Test.....	16	X	X	X			
SRA Achievement Series .....	18	X	X	X			
SRA High School Placement Test.....	18						
Series A .....			X				
Sequential Test of Educational Progress (STEP) .....	8						
Level III .....		X	X	X			
Level II .....					X	X	X
Stanford Achievement Test.....	22						
Advanced Battery .....		X	X	X			
Test of General Educational Development .....	23			X	X	X	X

**Section III.**

**Multiple Aptitude Test Batteries**

Name of Test	Publi- shers	Grade Levels					
		7	8	9	10	11	12
Academic Promise Test .....	13	X	X	X			
Detroit General Aptitude Examination.....	3	X	X	X	X	X	X
The Differential Aptitude Test.....	13		X	X	X	X	X
Flanagan Aptitude Classification Test.....	18						
19 test edition.....				X	X	X	X
16 test edition.....					X	X	X
Guilford-Zimmerman Aptitude Survey.....	19			X	X	X	X
Holzinger-Crowder Uni-Factor Test.....	22	X	X	X	X	X	X
The Multiple Aptitude Test.....	5	X	X	X	X	X	X
SRA Primary Mental Aptitude Test.....	19						
Intermediate Level .....		X	X	X	X	X	X

**Section IV.**

**Interest Inventories or Aptitudes**

Name of Test	Publi- shers	Grade Levels					
		7	8	9	10	11	12
Aptitude Test for Occupations.....	5			X	X	X	X
Brainard Occupational Preference Inventories .....	13		X	X	X	X	X
Guilford-Shneidman-Zimmerman Survey .....	19			X	X	X	X
Kuder Preference Record-Occupational.....	18			X	X	X	X
Kuder Preference Record-Vocational.....	18			X	X	X	X
Occupational Interest Inventories.....	5						
Intermediate .....		X	X	X	X	X	X
Advanced .....				X	X	X	X
Picture Interest Inventories.....	5	X	X	X	X	X	X
Strong Vocational Interest Planning.....	7						
Men .....				X	X	X	X
Women .....				X	X	X	X
Thurston Interest Schedule .....	13			X	X	X	X
Vocational Interest Analysis.....	5			X	X	X	X
Your Educational Plans (YEP).....	18						
Junior High School.....		X	X	X			
High School .....				X	X	X	X
Pupil Record and Educational Progress (PREP) .....	18	X	X	X			

## APPENDIX D

### LIST OF SOME OF THE MAJOR TEST PUBLISHERS AND DISTRIBUTORS

- |   |   |
|---|---|
| <p>1. Acorn Publishing Company<br/>Rockville Centre, New York</p> <p>2. American Guidance Service<br/>2106 Pierce Avenue<br/>Nashville 12, Tennessee</p> <p>3. Bobbs-Merrill Co., Inc.<br/>170 East 38th Street<br/>Indianapolis 6, Indiana</p> <p>4. Bureau of Educational Measurements<br/>Kansas State Teachers College<br/>Emporia, Kansas</p> <p>5. California Test Bureau<br/>916 Williamson Street<br/>Madison 3, Wisconsin</p> <p>6. Columbia University<br/>Teachers College<br/>Bureau of Publications<br/>New York 27, New York</p> <p>7. Consulting Psychologists Press<br/>57 College Avenue<br/>Palo Alto, California</p> <p>8. Cooperative Test Division<br/>Educational Testing Service<br/>P. O. Box 589<br/>Princeton, New Jersey</p> <p>9. Houghton-Mifflin Company<br/>3130 Piedmont Road, N.E.<br/>Atlanta, Georgia</p> <p>10. Institute for Personality and Ability Testing<br/>1602-04 Coronado Drive<br/>Champaign, Illinois</p> <p>11. Kentucky Cooperative Counseling and Testing Services<br/>College of Education<br/>University of Kentucky<br/>Lexington, Kentucky<br/>(Publisher and Distributor of Kentucky Classification Battery and provides Scoring Service for various tests.)</p> | <p>12. Psychometric Affiliates<br/>Box 1625<br/>Chicago 90, Illinois</p> <p>13. Psychological Corporation<br/>304 East 45th Street<br/>New York 17, New York</p> <p>14. Personnel Press, Inc.<br/>188 Nassau Street<br/>Princeton, New Jersey</p> <p>15. Psychological Research Services<br/>Western Reserve University<br/>Cleveland, Ohio</p> <p>16. Public School Publishing Co.,<br/>345 Calhoun Street<br/>Cincinnati, Ohio</p> <p>17. Scholastic Testing Service, Inc.<br/>3774 West Devon Avenue<br/>Chicago 45, Illinois</p> <p>18. Science Research Associates, Inc.,<br/>285 East Erie Street<br/>Chicago 11, Illinois</p> <p>19. Sheridan Supply Company<br/>P. O. Box 837<br/>Beverly Hills, California</p> <p>20. The Steck Company<br/>Austin, Texas</p> <p>21. Western Psychological Services<br/>10655 Santa Monica Blvd.<br/>West Los Angeles 25, California</p> <p>22. Test Department<br/>Harcourt-Brace and World<br/>2126 Prairie Avenue<br/>Chicago 16, Illinois</p> <p>23. Veterans Testing Service<br/>American Council on Education<br/>1718 Massachusetts Ave., N. E.<br/>Washington 6, D. C.</p> |
|---|---|

Grade Levels				
9	10	11	12	
X				
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

Grade Levels				
9	10	11	12	
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X
X	X	X	X	X

## APPENDIX E

### Outline for Studying an Occupation

- (1) History
- (2) Importance in relation to society
- (3) Number of employees in field
- (4) Needs and trends
- (5) Duties
- (6) Qualifications—sex, age, race, physical, mental, social, moral
- (7) Special skills
- (8) Tools
- (9) Legislation affecting occupations
- (10) Preparation—general (necessary, desirable); special (necessary, desirable, training centers)
- (11) Supplementary information—books, magazines, films, pictures
- (12) Methods of entering
- (13) Length of time for training
- (14) Advancement
- (15) Related occupations
- (16) Earnings
- (17) Hours
- (18) Hazards
- (19) Organizations



## APPENDIX F

### Sample Form of Questionnaire for use in Follow-Up Studies of Former High School Students Answers Will be Kept Confidential

Name of School \_\_\_\_\_ Date \_\_\_\_\_

Your Name: Mr. \_\_\_\_\_  
Mrs. \_\_\_\_\_  
Miss \_\_\_\_\_

If "Mrs." give your maiden name here: \_\_\_\_\_

Permanent Address \_\_\_\_\_  
(This is the address through which we can be sure of reaching you at any time)

1. Are you A. \_\_\_\_\_ Single C. \_\_\_\_\_ Divorced or Separated  
B. \_\_\_\_\_ Married D. \_\_\_\_\_ Widowed (Check one of these)

If married, how many children do you have? \_\_\_\_\_

2. What are you doing now? (Check one or more)

- A. \_\_\_\_\_ Working for pay, full-time G. \_\_\_\_\_ Not working, but looking for a job  
B. \_\_\_\_\_ Working for pay, part-time H. \_\_\_\_\_ Not working, NOT looking for a job  
C. \_\_\_\_\_ In school, full-time I. \_\_\_\_\_ Other (Please describe) \_\_\_\_\_  
D. \_\_\_\_\_ In school, part-time \_\_\_\_\_  
E. \_\_\_\_\_ In business for self \_\_\_\_\_  
F. \_\_\_\_\_ In Armed Forces \_\_\_\_\_

3. Please list below any additional education you have had since leaving high school: (INCLUDE all types of education or training.)

Name of School	Course Taken	Months Spent	Diploma or Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. What vocation did you select as your life work when you were in high school?

5. What kind of life work do you actually expect to do?  
\_\_\_\_\_

6. What could the high school have done to make your experiences here more helpful to you?  
\_\_\_\_\_

7. IF YOU DROPPED OUT OF HIGH SCHOOL BEFORE GRADUATING, this is a very important question:

Will you tell us very frankly the **real** reason or reasons why you left high school? Your honest answer may help us to improve our high school. Some students leave high school because of financial need, ill health, dislike of school in general or some person in particular, failure in school work, desire to go to work, marriage, or change of residence (moving out of the district). Please think through your own experience and give the real reasons why you dropped out.

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8. We would like to know how you rate the **HELP** your high school gave you on the following problems: (Please check the proper column for each item)

PROBLEM	The high school helped me			
	A great deal	Some-what	Little or none	I'm not certain
A. Using your spare time .....	_____	_____	_____	_____
B. Taking care of your health.....	_____	_____	_____	_____
C. Taking part in community and civil affairs .....	_____	_____	_____	_____
D. Marriage and family affairs.....	_____	_____	_____	_____
E. Getting a job .....	_____	_____	_____	_____
F. Getting along with other people..	_____	_____	_____	_____
G. Preparing for further education..	_____	_____	_____	_____
H. Understanding your abilities and interest .....	_____	_____	_____	_____
I. Ability to read well.....	_____	_____	_____	_____
J. Using good English.....	_____	_____	_____	_____
K. Using basic mathematical skills..	_____	_____	_____	_____
L. Using your money wisely .....	_____	_____	_____	_____
M. Conducting your own business affairs .....	_____	_____	_____	_____
N. Thinking through problems .....	_____	_____	_____	_____

9. If you now live in the school district, please tell whether this high school can be of further service to you.

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(Only those who have had full-time employment experience since leaving high school need to answer the rest of our questions on the next page.)

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IF YOU HAVE HAD FULL-TIME EMPLOYMENT EXPERIENCE

10. Please describe the jobs you have held since leaving high school:

Employer (or firm)	Title of Job (or kind of work)	Date you Started	Months on Job	Approximate Weekly Wage
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

11. To what extent has your high school training helped you on your present job?

A. \_\_\_\_\_ A great deal. B. \_\_\_\_\_ Some. C. \_\_\_\_\_ Little or none. D. \_\_\_\_\_ Not certain.

12. Have any specific high-school courses or activities been of **special** value to you on your present job? (Check the blanks of those which helped)

- |                        |                                |                               |
|------------------------|--------------------------------|-------------------------------|
| A. _____ English       | H. _____ Sports                | M. _____ High School<br>Hobby |
| B. _____ Speech        | I. _____ Science               | N. _____ Agriculture          |
| C. _____ Bookkeeping   | J. _____ Student<br>Government | (write in<br>other courses)   |
| D. _____ Typing        | K. _____ Homemaking            | _____                         |
| E. _____ Business Math | L. _____ Student<br>Activities | _____                         |
| F. _____ Shop Subjects |                                |                               |
| G. _____ Mathematics   |                                |                               |

13. Which of the following helped you most in getting your first steady job after leaving high school? (Please check one or more)

- |                                      |  |
|--------------------------------------|--|
| A. _____ Parents or relatives        | E. _____ School Teacher, Counselor<br>or other person) |
| B. _____ Friends                     | F. _____ My own efforts                                |
| C. _____ Newspaper ad                | G. _____ Other: _____                                  |
| D. _____ Public Employment<br>Agency |  |

14. Where was the knowledge of training needed in your present job gained? (Check one or more)

- |                      |                                   |                                 |
|----------------------|-----------------------------------|---------------------------------|
| A. _____ High School | C. _____ My Hobbies               | E. _____ At Home                |
| B. _____ College     | D. _____ Other Job<br>Experiences | F. _____ On-The-Job<br>Training |

THAT'S ALL—AND THANK YOU FOR YOUR  
HELP AND COOPERATION

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