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GUIDANCE SERVICES IN KENTUCKY'S PROGRAM OF EDUCATION



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ROBERT R. MARTIN

Superintendent of Public Instruction

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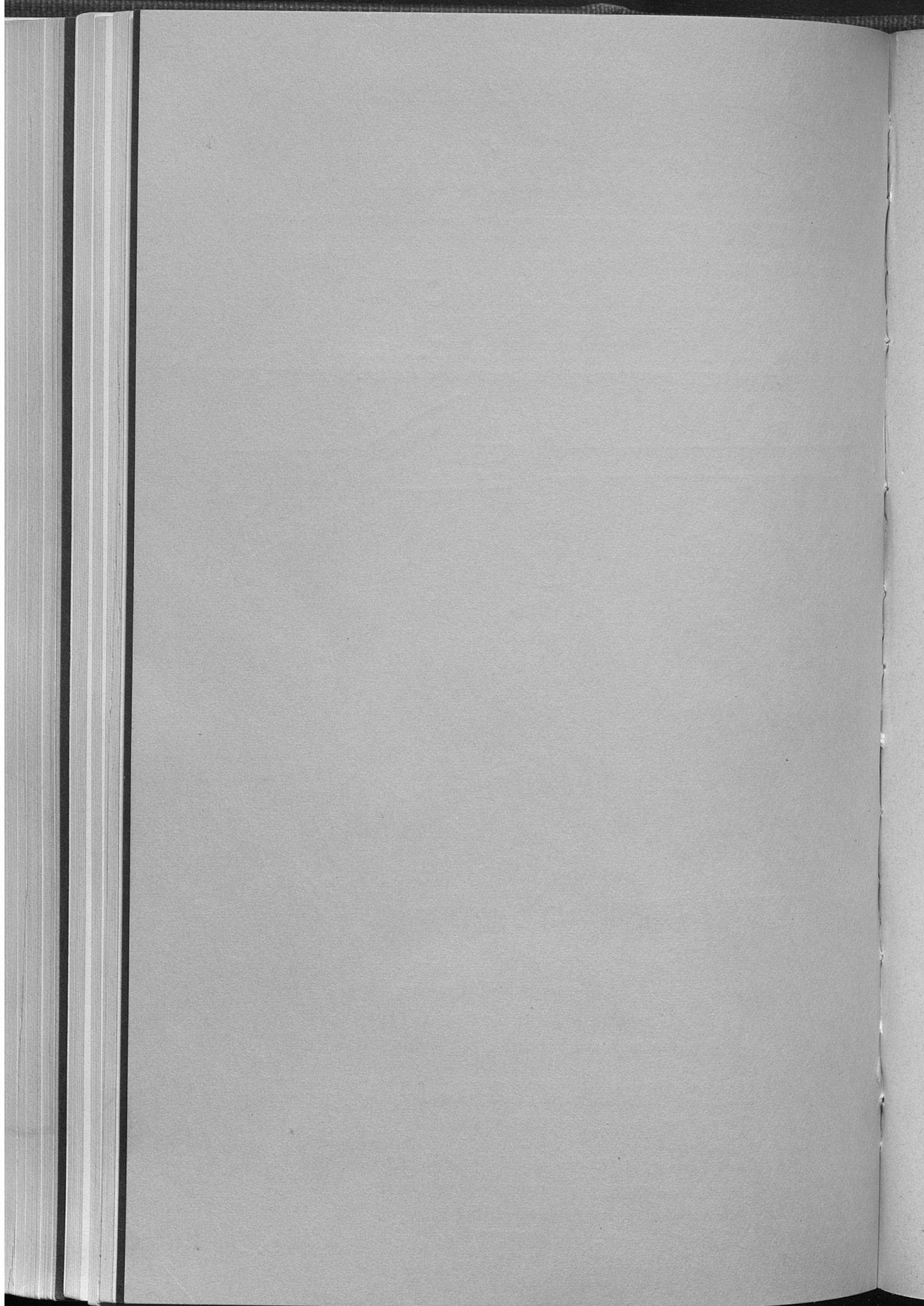
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FOREWORD

Guidance is one of the most recent big developments in American education. It is essential in any sound educational program. While guidance responsibilities for the pupil are shared by the home, school and community, the school has a major responsibility for providing adequate guidance services for all its pupils. Some schools are meeting this challenge and are developing guidance programs; a few have developed very commendable programs.

To develop a good program of guidance services all school personnel should have a basic understanding of guidance. Those responsible for administering the program should acquaint themselves with the techniques and procedures for developing a program of guidance services. Furthermore, they should recognize that guidance services are an essential part of the total educational program of the school.

It is our hope that school administrators who have not yet developed adequate programs of guidance services in their schools will work steadfastly toward providing these services for all pupils. This bulletin is designed to provide information and assistance in this effort.

ROBERT R. MARTIN
Superintendent of Public Instruction

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SECTION 1

NATURE AND MEANING OF GUIDANCE

Guidance is a systematic process of assisting pupils in making choices, plans, adjustments, undertaking self-direction, and solving personal problems. Thus, one should 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.

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. To achieve this goal a series of guidance services must be provided by the whole educational staff, each with designated responsibilities. Teachers provide some, administrators provide others, and specialists make their contributions. **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 comprise the program of guidance services in a school.** Guidance services are based upon four broad psychological and educational 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 and that every experience an individual has influences, to a degree, his perception in solving problems.
4. that guidance does not propose to prescribe solutions, but, rather, tries to assist individuals to arrive more intelligently at satisfactory solutions.

Guidance services are made up of (1) obtaining and recording important information about the pupil (individual inventory service), (2) providing educational, occupational and other information to pupils (information service), (3) counseling (counseling service), (4) assistance to pupils entering courses, co-curricular activities, part-time employment, full-time employment or the next school (placement service), and (5) follow-up of pupils who have dropped out or graduated (follow-up service).

Guidance services are rapidly becoming accepted as essential to the success of the modern school. While "guidance" is a frequently

used term in the vocabulary of educators, its meaning varies with the interpreter. Too often the meaning of guidance is limited to services and outcomes rather than a program of activities. 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".

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 themselves to better interpret their environments, to make adjustments, to set certain goals, to develop value 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 understandings and skills acquired through the instructional program.¹ 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 planned 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 adjust-

¹ Kearney Campbell and Curtis Phipps, "Guidance in the Schools", *Kentucky School Journal*, October 1957, p. 8.

ments. The emphasis in guidance services should be essentially preventive rather than corrective.

Many leaders in education today consider guidance services essential to the attainment of the goals of education. 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 Bryant Conant¹

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.²

The keystone of the school program is guidance—personal assistance to individual boys and girls in making their plans and decisions about careers, education, employment, and all sorts of personal problems.³

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.

Purposes and Procedures in Providing Guidance Services

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.⁴

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.

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

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

³ Educational Policies Commission, *Education for All American Youth*, National Education Association, Washington, 6, 1944, pp. 39-40.

⁴ R. H. Matthewson, *Guidance Policy and Practice*, Harper Brothers, New York, 1949, p. 38.

One of the goals of the school administrator should be that the guidance point of view permeate the total school program from grade one through grade twelve.

If guidance services are to be an effective part of the curriculum, members of the faculty must have a guidance point of view. This may be accomplished through:

1. faculty workshops aimed at improving understanding of the goals of the program, roles and techniques in guidance.
2. faculty conferences on guidance problems.
3. establishing a system of circulating guidance literature to members of the faculty.
4. guidance extension courses.

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 so smoothly integrated with other aspects of the school curriculum that it is accepted as an essential, normal activity instead of some isolated appendage to 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 begin to develop, at a level consistent with the training of the staff, and work toward a program which is attainable. Coordination of guidance services (a systematic program) is essential for good results.

Chisholm appropriately states that:

A clear distinction between incidental guidance and a program of guidance is necessary in rounding out our concept of guidance. This distinction seems especially important because the failure to distinguish between these two concepts in current practice is one of the reasons why a large number of schools today are failing to meet their responsibility for providing guidance services. Many schools feel that they are carrying on a program of guidance although they are doing only a few incidental things.¹

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

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

The guidance-service concept makes it possible for the administrator to overcome the "bugaboo" or guidance responsibility by placing the emphasis on the service to be rendered, followed by appropriate 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.

¹ Leslie L. Chisholm, *Guiding Youth in the Secondary School*, American Book Company, New York, 1945, p. 9.

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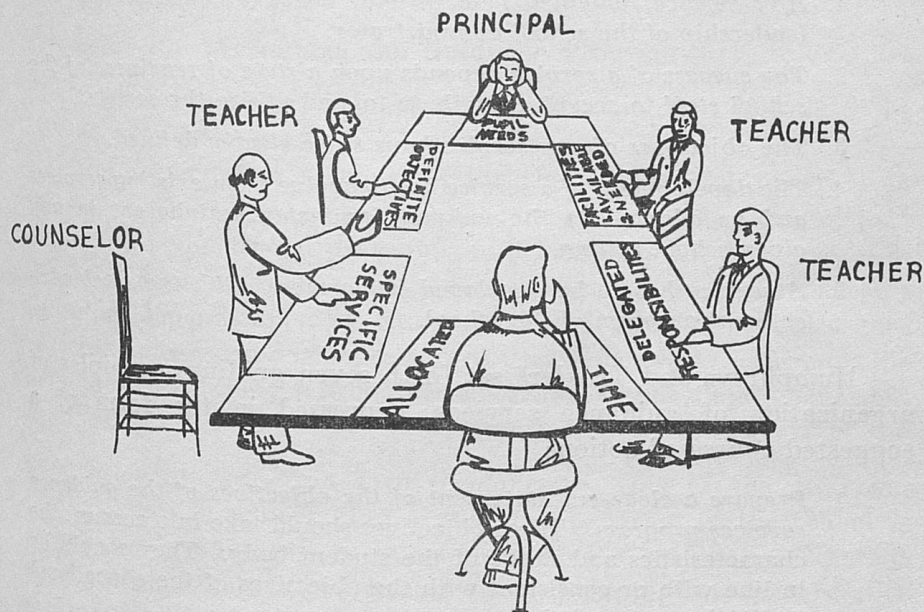
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SECTION 2

ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

Every worthy undertaking, if it is to be carried forward effectively, requires a scheme of operations. 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.¹

Cooperative Planning — Organization



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 inadequate 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

¹ Henry J. Otto, *Elementary School Organization and Administration*, Appleton-Century-Crofts Company, Inc., New York, 1950, p. 237.

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.¹

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.²

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 Traxler³ 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.*

¹ *Handbook for Providing Guidance Services: Series A, Bulletin No. 107, Springfield, State of Illinois Board for Vocational Education, June, 1949.*

² Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson, *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York, 1955.

³ J. Anthony Humphreys and Arthur E. Traxler, *Guidance Services*, Science Research Associates, Inc., Chicago, 1954.

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 institutions' 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.

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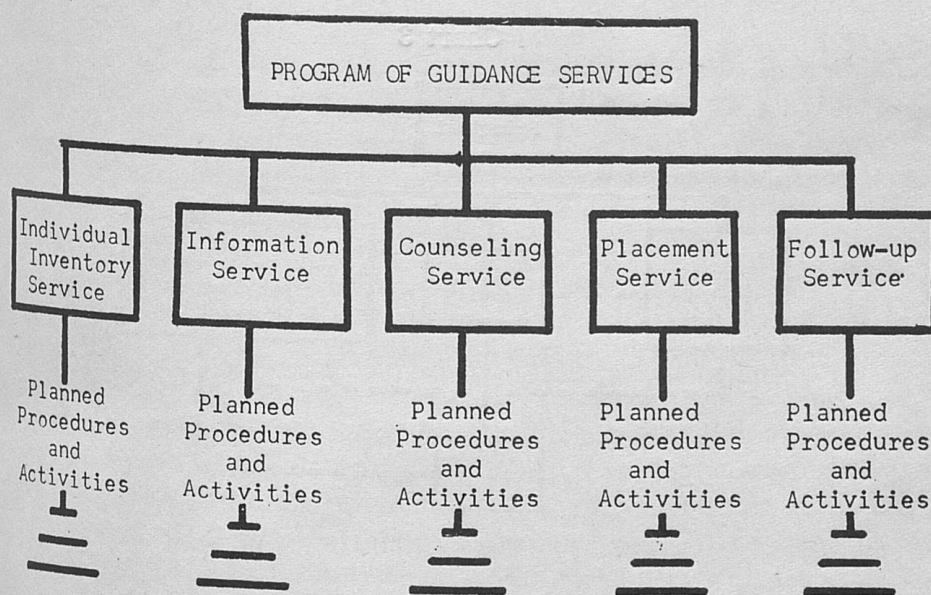


- c. Arrange to have faculty discussions of problems related to organizing the program.
 - d. Enlist the aid of the faculty in conducting surveys and studies needed for organizing the program.
4. Survey and evaluate the present status of guidance services.
 5. Survey the resources available in the school 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 Chart I.

Chart 1



Each service is constituted of those activities which the school has decided are important in meeting the guidance needs of pupils and which are implemented as a part of the plan. Each of these services is discussed in detail in following sections of the bulletin.

It is recognized that the organization of guidance services may differ from local school to local school; so no one blueprint can be used as a pattern. The following patterns shown in Charts 2, 3 and 4 seem to represent steps and growth in developing guidance services. Schools may wish to use such patterns in studying their own organizational structure and planning for expanded services.

Chart 2

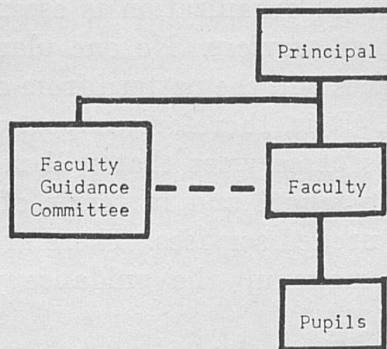
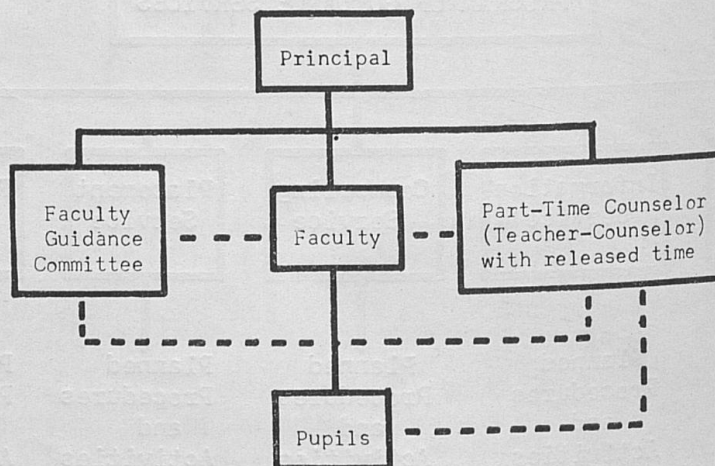


Chart 3



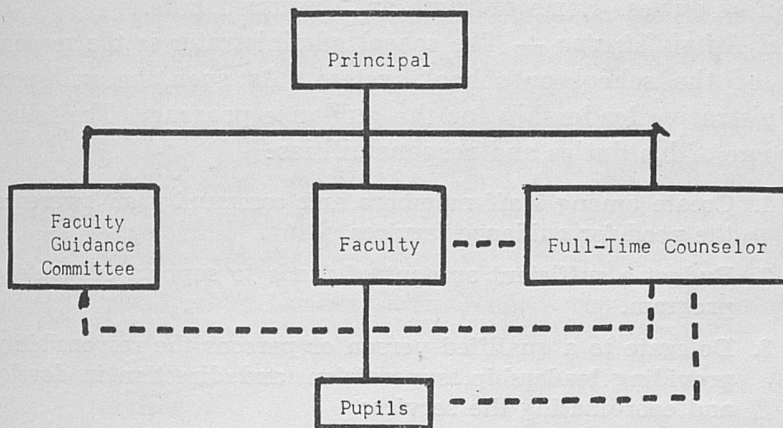
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Chart 4



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 techniques. 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 individual 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.

Counselors — 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 400 pupils in high school or one counselor for each 800 in elementary school. A guidance counselor unit may be approved for elementary, secondary or a combination of the two under the Minimum Foundation Program,¹ if certification and program requirements are met. The counselor has responsibilities that are peculiarly his by virtue of his skills and position. Some of these are:

1. to coordinate the guidance program within the school under the direction of the principal and/or faculty guidance committee.
2. to develop and carry out a program of in-service education in all areas of guidance.
3. to counsel pupils and establish a referral system within the school.
4. to develop and maintain cumulative record data in cooperation with the faculty.
5. to assist in the effective utilization of the cumulative record data.
6. to administer and supervise the testing program.

¹ Criteria for Approval of Units for ASIS Personnel, Education Bulletin, Volume XXIV, No. 4, April, 1957, p. 91.

7. to establish and maintain occupational and educational information.
8. to carry out job and educational placement functions.
9. to administer and carry out pre-admission and orientation programs.
10. to conduct and cooperate in follow-up service relative to both in-school activities of pupils and post-school activities of former pupils.
11. to recognize problems requiring special services and utilize available referral resources.
12. to confer with parents, staff members, community agencies and others on behalf of the welfare of individual pupils.
13. to develop criteria and procedures for evaluating guidance services.
14. to plan and coordinate group guidance activities.
15. to assist teachers in the performance of their guidance function.

Teachers — 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, teachers and counselors. 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.

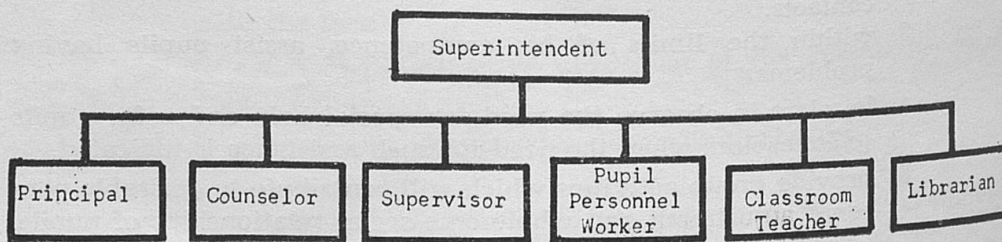
Organization of Guidance Services at the School District Level

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.

Chart 5 shows a suggested committee organization and composition. Representatives from the various groups should be selected but the committee must not be too large, perhaps not more than ten members.

CHART 5

School District Guidance Committee



Some suggested activities of the committee are the :

1. development and administration of basic testing program for school district.
2. development and administration of cumulative record system for school district.
3. development of procedure for orientation of new pupils.
4. development of better home and school cooperation.
5. development of procedures for discovering and assisting those pupils who appear to be in greatest need of immediate assistance.
6. development of procedures for determining needs of pupils and community, and participate in curricular revision aimed at meeting these needs.

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SECTION 3

INDIVIDUAL INVENTORY SERVICE

A school must know its pupils and the pupils must know themselves. This principle is basic to good guidance, teaching, supervision and administration. Individual pupils need to understand themselves and are entitled to assistance from the school in this important area of development. They need self-understanding in order to properly chart their educational and vocational development and their daily living toward effective use of personal resources.

Guidance is concerned primarily with the individual pupil. Its objectives revolve around an understanding and fulfillment of the needs of the pupil for self-understanding, self-acceptance, and self-management. The school staff can best assist in the achievement of these objectives through a systematic study of the individual pupil and his adjustments to the learning environment.

The teacher and school staff need to have at their disposal resources which will provide them with information pertinent to the fuller understanding of individual differences within each pupil and among pupils.

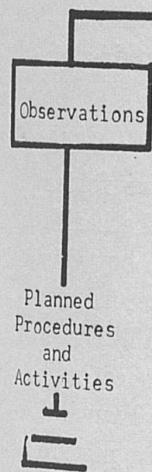
One of the first services that should be provided in a guidance program is the individual inventory service. "It is as necessary for counselors and teachers as is the patient's health record for his physician".¹

The individual inventory service includes the activities in the school designed to secure and record for convenient use data about the pupil which is important for his adjustment and optimum development. The accumulated data which give insight into how the pupil lives and learns is referred to as the cumulative record. Strang says:

A true and useful picture of a pupil's development can be obtained only 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.²

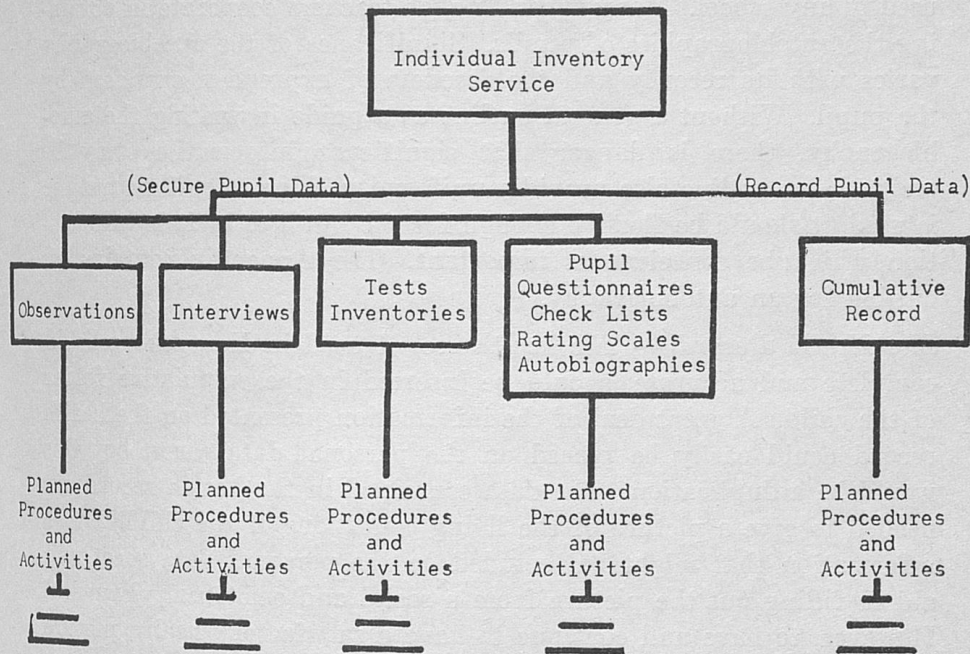
¹ Glenn E. Smith, *Principles and Practices of the Guidance Program*, the MacMillan Company, New York, 1951, p. 159.

² Ruth Strang, *Every Teacher's Record*, rev. ed., Bureau of Publications, Teachers College, Columbia University, New York, 1951, p. 10.



Various assembling anecdotal scales, tests, tools and Interview - Much of the common the interview and plan of Anecdotal episodes or of such incidents of behavior patterns of the students be concisely made they anecdotal record and recommended into the folder

CHART 6



Securing Pupil Data

Various tools and techniques may be used in securing and assembling information about pupils. These include interviews, anecdotal records, autobiographies, health record, sociograms, rating scales, tests or inventories. A brief discussion of some of these tools and techniques follows:

Interview — A record should be kept of each significant interview. Much of this information will be different for each situation. Among the common items to record are: date of the contact, reasons for the interview, problem discussed, nature of the problem discussed, and plan of action.

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. *Anecdotal records reflect not only the poorer incidents of the 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, and 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 conceives as 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 child. A great deal of the information presented on the health record could easily be placed on the personal data sheet, but this would be a duplication. The data contained in the health record are needed to give a picture of the living conditions of the child. Other information that might be included on the personal data sheet will aid in filling out the picture from a social and emotional viewpoint. However, to have and continue to have a satisfactory health picture of the child, the health record must be kept up to date.

Sociogram — One of the most profitable techniques for determining the relationship and inter-relationships of the group is the sociogram. The sociogram is an important measuring instrument for analyzing the inter-personal relationships in a group. The sociogram may be construed to show, to a certain 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, 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 show the change that takes place in the class structure.

All the questions on a sociometric device pertain to social relationships. The following is a sample:

Name _____
With whom do you like to play?
First choice _____
Second choice _____

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The choices to the questions can be diagrammed on a master sheet—the first choices in solid lines, the second choices in broken lines. The Appendix contains a sample sociogram. A sociogram may be duplicated and a copy placed in each pupil's cumulative record.

Rating Scales — The rating scale has been developed for use in two fields, especially; 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.

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 at 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 is wise to bring in consultants 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 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 guidance 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 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.

Administration and Scoring — Some administrators, considering the rigor with which tests must be administered and scored, have felt

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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) Where 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 the 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 unnecessary 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 or mis-scored 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 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.

Group intelligence tests are not 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 Kentucky Classification Battery, The College Qualification Test and the Cooperative School Ability Tests have value in counseling with students regarding their post-high school educational and vocational plans.*

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- Verbal Batt
- Non-Verbal
- Non-Verbal
- Non-Verbal

ACHIEVEMEN

- California Ach
- Lower Prim
- Upper Prim
- Elementary
- Junior High
- Advanced
- Essential High
- Battery

REPRESENTATIVE STANDARDIZED TESTS FOR USE AT VARIOUS GRADE LEVELS*

INTELLIGENCE

Appropriate Grade Level

		1	2	3	4	5	6	7	8	9	10	11	12
Otis	Alpha	x	x	x	x								
	Beta				x	x	x	x	x				
	Gamma									x	x	x	x
California Test of Mental	Maturity ('57 Short Form)												
	Primary	x	x	x									
	Elementary				x	x	x	x	x				
	Junior High							x	x	x			
	Secondary									x	x	x	x
Kuhlmann-Anderson	Intelligence Tests												
	A	x											
	B		x										
	C			x									
	D				x								
	E					x							
	F						x						
	G							x	x				
	H									x	x	x	x
Large-Thorndike Intelligence	Tests												
	Primary Battery (Level 1)	x											
	Primary Battery (Level 2)		x	x									
	Verbal Battery (Level 3)				x	x	x						
	Verbal Battery (Level 4)							x	x	x			
	Verbal Battery (Level 5)										x	x	x
	Non-Verbal Battery (Level 3)				x	x	x						
	Non-Verbal Battery (Level 4)							x	x	x			
	Non-Verbal Battery (Level 4)										x	x	x
ACHIEVEMENT													
California Achievement Test													
	Lower Primary	x	x										
	Upper Primary			x	x								
	Elementary				x	x	x						
	Junior High Level							x	x	x			
	Advanced									x	x	x	x
Essential High School Content	Battery									x	x	x	x

ACHIEVEMENT—(Cont.)

Appropriate Grade Level

	1	2	3	4	5	6	7	8	9	10	11	12
Metropolitan Achievement Tests												
Primary I	x	x										
Primary II		x	x									
Elementary			x	x								
Intermediate					x	x						
Advanced							x	x	x			
Sequential Tests of Educational Progress												
Level 4				x	x	x						
Level 3							x	x	x			
Level 2										x	x	x
Stanford Achievement Test												
Primary	x	x	x									
Elementary			x	x								
Intermediate					x	x						
Advanced							x	x	x			
INTEREST												
Cleeton									x	x	x	x
Lee Thorpe									x	x	x	x
Kuder Preference Record									x	x	x	x
Strong Interest Blank											x	x
APTITUDE												
California Multiple Aptitude Test							x	x	x	x	x	x
Differential Aptitude Tests								x	x	x	x	x
ADJUSTMENT												
Heston Personal Adjustment Inventory									x	x	x	x
Minnesota Counseling Inventory									x	x	x	x
Mooney Problem Check List												
Junior High							x	x	x			
Senior High									x	x	x	x
SRA Junior Inventory					x	x	x	x				
SRA Youth Inventory							x	x	x	x	x	x

Most tests listed are published in booklets designed for use at a specific level, i.e., Primary, Elementary, Intermediate, Ad-

* Courtesy of Kentucky Cooperative Counseling and Testing Service, Room 303, Administration Building, University of Kentucky, Lexington.

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vanced. When ordering tests, care must be taken to specify the level desired.

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 judgement we are always uncertain, especially if this score seems out of harmony with present school achievement. For recording tests 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.

Interpretation and Use of Test Results — The valid use of test results requires some training and skill on the part of the user. Certainly when test results are misused, considerable damage may occur in the guidance of the child. It is inadvisable for the classroom teacher to attempt to use psychological tests without a basic understanding of the strengths and limitations of measuring instruments and a knowledge of the accepted principles and procedures of test interpretation.

On the assumption that the teacher has fulfilled the above requirements, certain guiding principles can be set forth to assist her in using test results in the achievement of the stated objectives. The fundamental duty of the teacher is the guidance of the individual child in the learning process. In order to perform this duty adequately the teacher must have a thorough understanding of the child's abilities, achievements, and learning skills. Inasmuch as the guidance of learning takes place in a group setting, each child must be evaluated in terms of his own characteristics as compared to the group within which he is adjusting.

Because of the nature of standardized tests, it is essential that the teacher limit her interpretation of the results to the norms

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which have been established for the particular test. After establishing the child's relative position within his group on the various traits measured, she can then determine the relationships among the various traits for the particular child, thereby achieving a fuller understanding of his total needs.

After the tests have been given and the scores recorded, it is highly important that definitely scheduled meetings be held for the purpose of giving teachers necessary help in using the scores. For example, if one of the purposes of the testing has been to improve conferences with parents, teachers will have many questions regarding ways in which test scores may be interpreted to parents: Can we tell parents the I.Q.'s of their children? What if their child is retarded and they won't accept this? Can we give them the I.Q. score in these cases? It can be stated categorically that an I.Q. should never be released to a non-professional person. There are reasons for this. Neighbors tend to trade information and evaluate each other's children on the basis of such information. Also, parents tend to attribute a great deal more precision to the I.Q.'s obtained by a group of tests than would be warranted. Thus, a parent might say to a teacher, "Why, Susan has an I.Q. of 108 and Bobby has an I.Q. of only 92, yet Bobby is doing much better work." In terms of the reliability of most group tests now in use, it would not be unreasonable to expect a change of 8 points, were the same tests administered again to the same children. Thus, Susan with an original I.Q. of 108 might reveal an I.Q. of 100 on the second testing. Bobby, with an I.Q. of 92 on the first test might reveal an I.Q. of 100 on the second testing. Such changes would indicate that these children may have equal ability despite the apparent difference as revealed by the scores on record. The teacher is expected to know these facts; the parent is not.

It has been suggested that we think of the I.Q. scores as indicating only that the child has normal ability (I.Q. from 90-109), or that he is bright normal (110-119), or superior (120 or above). We may think of a child as being dull normal with an I.Q. between 80 and 89, or of border line intelligence with an I.Q. between 70 and 79. With these broad classifications in mind, the teacher may say to herself of a child scoring anywhere between 90 and 109, "This child is normal, why is he two years retarded in reading?" Or she may say, "This child is clearly of superior intelligence and yet he is working at a level with my average students." Thus, it is well for the teacher to think of her test results as a *general estimate of the students' intelligence.*

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To say that an I.Q. should never be released to a parent does not say that we should not communicate some information regarding reasonable expectations which parents may have of their child. Some such statements as follows are perfectly acceptable:

"Our observations, tests, and work with Bobby indicate that he has the ability to do the work at this grade level"

or

"Our observations, tests, and work indicate that Bobby is maturing more slowly than other children at this age level. Therefore, we feel it is wise for him to work with the materials which I have just described".

The key here is that of sharing information with parents, while avoiding the use of the technical I.Q. score which may be misunderstood and misinterpreted.

Utilization of test scores for diagnostic purposes has already been detailed. However, this kind of child study is more likely to occur in a school system where supervisors schedule periodic meetings, at which time teachers may present all the information they have accumulated about a particular child and have the benefit of group thinking, with the guidance counselor and other specialized persons, in working out a remedial plan for the student. It is not sufficient for supervisors to "encourage" the use of test results. Teachers must be afforded systematic opportunities to make use of testing and other information that comprise the cumulative record.

Section 3 has devoted much space to the techniques and methods of adjusting environment to the needs of the individual. Testing may reveal the limitations and potentialities of the children with whom we work. If these individuals are to be well adjusted, productive individuals, then one role of guidance workers is to adjust the school environment to the limitations and potentialities which testing reveals.

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.¹

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:

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 experiences (part-time and summer).
8. non-scholastic activities and achievements.

The diagram shows a folder labeled "Doe, John" with a tab on the right. Inside the folder, there are several sections with lines and boxes representing data entry points. The sections are: "Personal Information", "Scholastic Achievements", "Test Scores and Ratings", "Special Interests and Talents", "Non-attendance", "Health and Physical Development", "Work Experiences", and "Non-scholastic Activities and Achievements".

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

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 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 provide information which may be used in conferring with pupils about achievement.
8. Cumulative records contain information which may be used in conferring with certain pupils about problems of behavior, social, or personal adjustment.
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.¹

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Hymes, James, *Teacher Listen, The Children Speak*, The New York Society for Mental Health, State Charities Aid Association, New York, 1949. The 47 pages of this pamphlet contain valuable aids in understanding "problem behavior" of elementary school children.

Super, Donald, *Appraising Vocational Fitness*, Harper & Brothers, New York, 1949. A comprehensive evaluation of materials for testing vocational capacities.

Thorndike, Robert and Elizabeth Hagen, *Measurements and Evaluations in Psychology and Education*, John Wiley & Sons, New York, 1955. Longer, more detailed, more complete.

Traxler, Arthur E., et. al., *Introduction to Testing and the Use of Test Results in the Public Schools*, Harper and Brothers, New York, 1953. A short book simply written for the person with no formal training in testing.

FREE:

Test Service Bulletins—The Psychological Corporation

Test Service Notebook—World Book Company

Periodic leaflets presenting information of interest to test users. In the former series, reference has been made to:

No. 36, Wesman, Alexander, "What is an Aptitude?"

No. 38, Wesman, Alexander, "Expectancy Tables—A Way of Interpreting Test Validity".

¹ Adapted from Arthur E. Traxler, *How to Use Cumulative Records*, Science Research Associates, Chicago, 1947, pp. 13-17.

MAJOR TEST PUBLISHERS:

California Test Bureau, 110 S. Dickinson Street, Madison 3, Wisconsin.

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

The Psychological Corporation, 304 East 45th Street, New York 17, New York.

World Book Company, 2126 Prairie Avenue, Chicago 16, Illinois.
Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

TEST SCORING SERVICE:

The Kentucky Cooperative Counseling and Testing Service
Room 303, Administration Building
University of Kentucky
Lexington, Kentucky

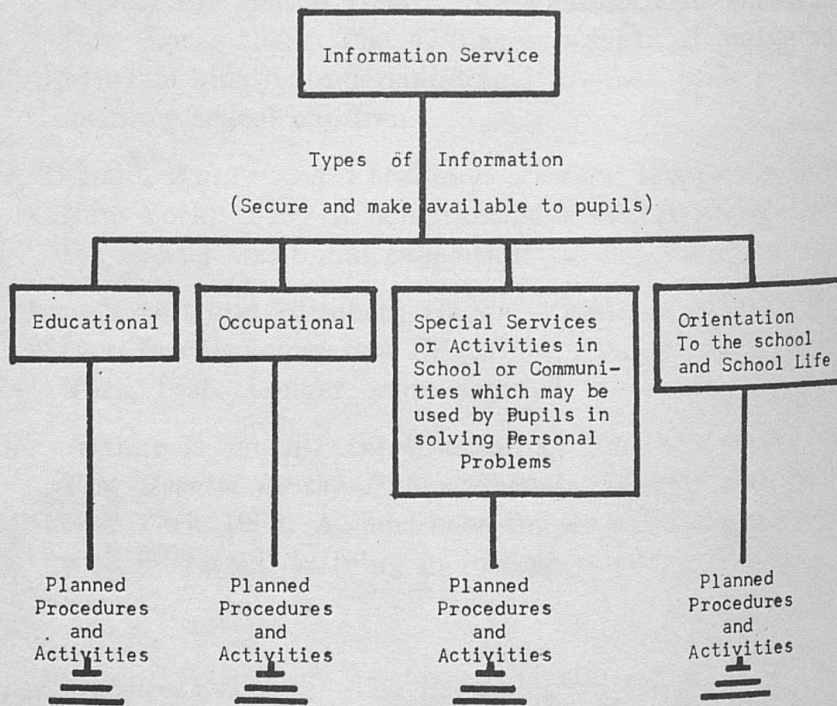
SECTION 4

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 pupil information about:

- (1) educational and occupational opportunities and requirements needed by him for making wise choices and plans.
- (2) school services and activities which he may use in solving his personal problems.
- (3) community services, organizations and activities which he may use in solving his personal problems.

Chart 7

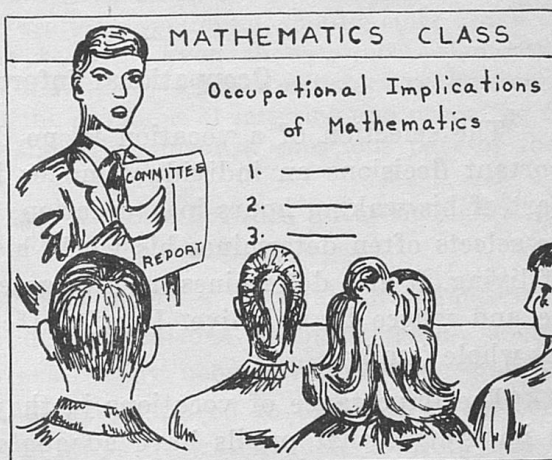


The major aims of a guidance program consist in helping the pupil to understand himself; helping him secure information and through the counseling process relate facts about himself with those about his environment. If these aims are to be accomplished, the school must have an effective information service 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.



Since this service is so essential to the guidance program, 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 try-out and exploratory courses and school activities that may contribute important experiences to his total 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. Rather, 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:¹

1. to increase the child's feeling of security in the strange, new world outside the home by increasing his familiarity with it.

¹ 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.

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".¹
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."²
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 occupations through which society carries on 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. Older pupils in high school should make specific plans and choices. The information they need is of a more specific and detailed nature.

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

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

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

Securing and Maintaining Educational, Occupational and Personal-Social Information

The collection and storage of educational, occupational, and personal-social information are rightfully the librarian's functions. However, many school librarians are not familiar with these types of information and have not developed this type of library service. It should, however, be developed in all schools to provide pupils with information they need for making sound educational, vocational choices and plans, and for personal-social information needed in resolving problems of a personal nature. Since counselors are generally better acquainted with the sources and storage of this particular kind of information, they should work closely with the school librarian in securing and storing the kinds of information needed by pupils in arriving at solutions to their educational, vocational and personal problems.

A great deal of the 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 No. 16, U. S. Government Printing

Office, Washington, D. C. This bulletin contains general information related to occupations, collecting occupational information, publishers of 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, mens' and womens' 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, Blooming, 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 first is an alphabetical plan in which folders are arranged in alphabetical fashion on the basis of occupations and industries. The other plan, used by some schools, is folders arranged in accordance with index figures set out in Volume II, Dictionary of Occupational Titles, or both with cross references.

Making Information Available to Pupils

Educational, occupational and personal-social 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 follows:



Counseling or Interviewing: information may be made available to pupils during counseling or interviewing by counselors or others on the staff.

Course: It may also be provided through exploratory courses, through courses in orientation, mental hygiene, occupations and personal and social development.

Units: Another effective way is through teaching units in which educational, occupational and personal-social information is integrated. An outline for studying an occupation and the preparation for it is shown in the Appendix.

School Organizations: school organizations or clubs may schedule visitations to local and neighboring institutions, organizations, agencies, and industries to get first-hand experience. (Examples: Dramatics Club may attend program where speeches are made or plays presented. Industrial Arts Club may visit an industry). School organizations or clubs may invite representatives from educational institutions, professions or industries.

Program: special programs, special days, and special projects are useful in presenting educational, occupational and personal-social information.

Examples follow :

- a. Assembly programs
- b. Career Day
- c. College Day

Library: An up-to-date library will have carefully selected educational, occupational and social information.

Displays: interesting and attractive displays create interest and provide limited information of this type.



Audio-Visual Aids: films and recordings are useful in presenting educational, occupational and personal-social information if they are used as supplementary aids to teaching and group guidance.

Selected References

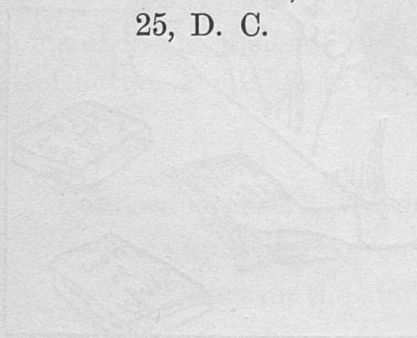
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- Froehlich, Clifford P., *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, Inc., New York, 1950.
- Greenleaf, Walter J., *Guide to Occupational Choice and Training*, U. S. Office of Education, Washington, D.C., 1947.
- Hoppock, Robert, *Occupational Information*, McGraw-Hill Book Company, Inc., New York, 1947.
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- Roeber, Edward C., Glenn E. Smith and Clifford E. Erickson, *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York, 1955.

Wilkins, T. B., *Scholarships and Fellowships Available at Institutions*, Superintendent of Documents, Washington 25, D. C.

Yale, John R., *How To Build an Occupational Information Library*, Science Research Associates, Chicago, 1946.

Approved Technical Institutes, National Council of Technical Schools, 1949 Washington 6, D. C.

Occupational Outlook Handbook, 1957 Edition, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.



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SECTION 5

COUNSELING SERVICE

Meaning of Counseling

As used by Shostrom and Brammer counseling is defined as a purposeful, reciprocal relationship between two people in which one, a trained person, helps the other to change himself or his environment.¹ Froehlich comments that "counseling provides a relationship in which the individual is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action".²

A similar but slightly more elaborate definition is that counseling is a process which involves a trained person who assists a second person to take a realistic inventory of himself and his opportunities; to make decisions in light of his interpretations; to accept responsibility for his own decisions, and to follow a course of action consistent with those decisions. Counseling offers pupils an opportunity for individual help that is unobtainable through other school contacts. Counseling is a person-to-person relationship. Counseling is not giving advice, it involves a meaningful interpretation of facts about the individual and his environment that are pertinent to the problem being considered. It involves a highly personal and intimate relationship between the one doing counseling and the pupil.

Counseling—Vital to a Total Guidance Program

Counseling is the central service of the guidance program. It is counseling that gives meaning, that amplifies, that provides the pupil opportunity to properly relate information to a problem in making decisions and choices. Successful counseling depends to a great extent upon how well the "supporting services" function in the guidance program. Counseling, in turn, implements and gives meaning to the other guidance services. Counseling is so important to the success of the guidance program that it might even be said

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

² Clifford P. Froehlich, *Guidance Services in Schools*, McGraw-Hill Book Company, Inc., New York, p. 205.

that if there is no provision for counseling there is no guidance program.

Counseling is a service that should be available to all pupils, but it is not intended to be a substitute for the personal interest that the teacher has for pupils. Counseling is rather a professional service to pupils in personal planning and problem solving.

Levels of Counseling

The person doing counseling, whether it be the counselor, teacher, or principal, should be governed by his own technical preparation and experience as well as restrictions imposed by other duties.

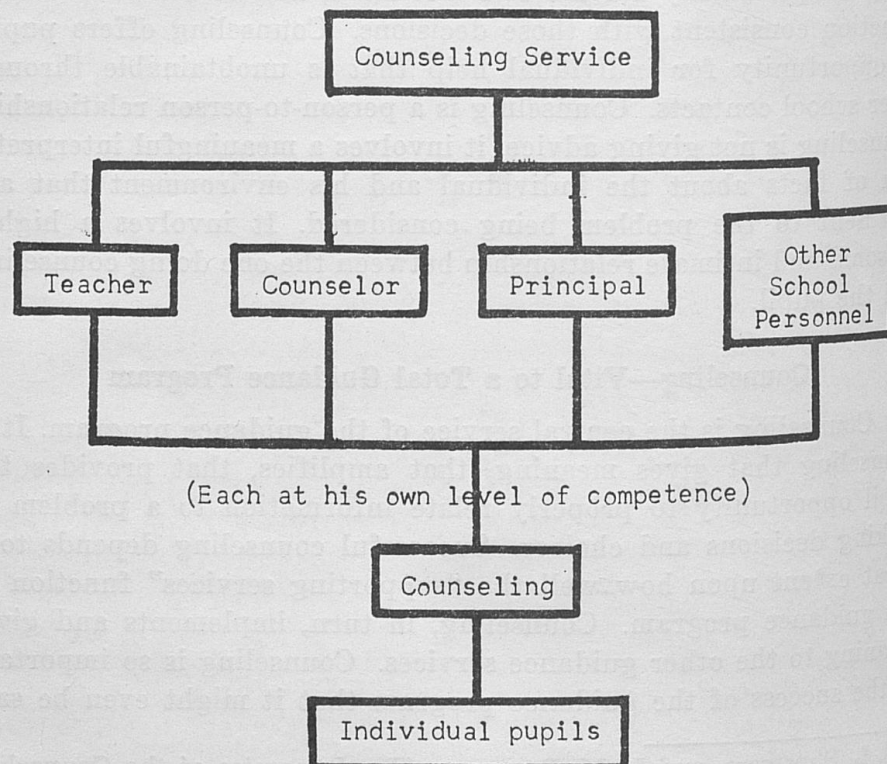
Foster states that:

Counseling is provided when there is, in the school, someone with training and experience in helping young people to face their problems, who is actually available for consultation, and who has the time and facilities for interviews.

He further writes that:

A school with a comprehensive, integrated curriculum will not have a counseling program if it leaves all to the classroom teacher.¹

Chart 8



¹ Charles R. Foster, *Guidance for Today's Schools*, Ginn and Company, Chicago, 1957, p. 70.

Depending upon how complicated the problem, some counseling may be done by the teacher or principal, some by the counselor, and some only by highly trained specialists. The level of counseling which mostly requires the giving of information may be done, and perhaps should be done, by the classroom teacher or principal. The next higher level involves educational, vocational and not too serious personal and social problems. This level requires a degree of preparation that renders the person doing counseling proficient in the use of various techniques and tools. This is the counselor's level; or such counseling may be done by a teacher who has specialized training and released time for counseling.

The level beyond this involves pupils with serious psychological problems. This is sometimes referred to as "behavior adjustment counseling". Such pupils should be referred to a highly trained specialist. Such a person may be a member of the school staff or may be available only through some community agency or organization.

Professional Preparation of Counselors

The level of counseling undertaken by any individual should depend primarily upon his professional preparation. *Areas of preparation should include courses in psychology, principles of guidance, organization and administration of guidance services, curriculum, occupational and educational information, studies in the areas of abnormal or clinical psychology, tests and testing, statistics, and growth and development.* Sociology and economics provide valuable backgrounds for the counselor.

It is advantageous for the professional counselor to have had the benefit of supervised experience in a school having a program of guidance services.

The counselor should have had experience, preferably with the age group with which she is to do counseling.

Out of a realization that some staff members doing counseling may not have an opportunity for broad preparation for counseling services, it is emphasized that much good counseling is possible if the untrained person operates only within his limitations. A counselor or teacher-counselor with limited training should take advantage of opportunities to increase his knowledge and skills.

Certification Standards for Guidance Counselor, adopted by the State Board of Education, may be secured by writing the

Division of Teacher Education and Certification, Department of Education, Frankfort, Kentucky.

Personal Qualities of the Individual Doing Counseling

A major factor in the success of a person doing counseling is his attitude toward pupils—an attitude which accepts the pupil as a person of worth and dignity and which grants the pupil the right to make his own decisions and choices; an attitude which permits the pupil to express whatever he desires without fear of incriminating himself, a non-judgmental attitude, and confidence in the capacity of the pupil for becoming self-directive over a period of time. These concepts are consistent with democratic principles. Furthermore, a competent counselor should be able to maintain an objective attitude at all times. He should be an excellent listener. He should be friendly in demeanor and consistent in behavior. A pleasing personal appearance and a sense of humor are important attributes of an effective counselor. He should be a person in whom pupils have the utmost confidence. He should be able to work effectively with others of the school staff. A person engaged in counseling should be a keen student of human behavior. He must be persistent in seeking an answer to difficult problems.

Role of Counselor in the Counseling Process

1. The counselor should create an atmosphere of acceptance so that the pupil feels free to express himself.
2. The counselor should be empathetic, not sympathetic; e.g., a counselor should understand a pupil's feelings of self-pity, but should not share them.
3. The counselor should be non-judgmental. He should not show approval or disapproval of a pupil's attitudes or behavior.
4. Although a counselor's attitudes should be consistent, his expectancy should be flexible in order that he may meet the variations and complexities of problems.
5. Since the goal is to increase self-understanding and self-direction of the student, the counselor must allow the pupil to make his own decisions.
6. The counselor should help the pupil to understand the normality of having problems without under-emphasizing the importance of the problem.

Counseling Interview

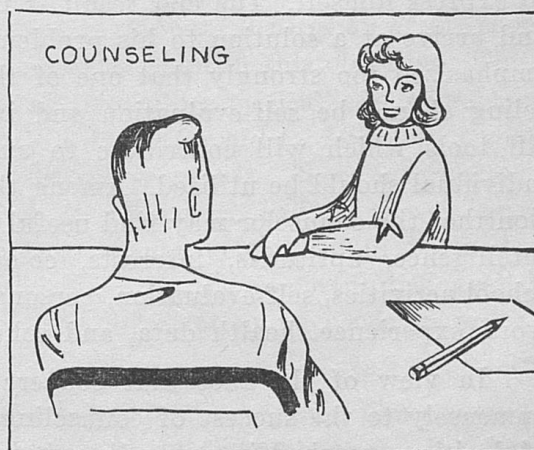
1. Within the interview itself, the first goal is to put the pupil at ease, to help him relieve or reduce his tension.
2. This cannot be accomplished unless the counselor himself is relaxed and does not try to hurry or push the pupil. Untrained

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counselors may be tempted to interrupt the pupil's verbalization or even to take over the conversation.

3. The interview should not be a cross-examination or a lecture. Some pupils find it difficult to express themselves. Such cases will require more participation at first from the counselor.
4. Questions which require only yes or no answers are not conducive to free expression on the part of the pupil.
5. The pupil should have the undivided attention of the counselor. However, the attention should not be intense.
6. A good counselor keeps the conversation on the pupil's level in content and vocabulary.
7. Many problems cannot be solved in one interview. Sometimes much harm results from a counselor's trying to accomplish too much in one interview.
8. A good counselor is aware that the pupil's statement of his problems may or may not be the real problem. Or the stated problem may be only one facet of a complexity of problems.
9. It is usually a good idea for the interview to end with a summary of what has been accomplished and what remains to be done.
10. Generally speaking, the solution to a problem follows a pattern such as:
 - (a) statement of the problem.
 - (b) organization and objective consideration of the problem.
 - (c) consideration of possible courses of action and possible results.
 - (d) choice of the best course of action with alternative plans.
 - (e) evaluation of course of action with possible modifications of original plan.

Perhaps it should be pointed out that those with little or no preparation in counseling may be unmindful of the magnitude or the complexity of problems confronting the pupils. Frequently, these people look for problems that do not exist and often interpret behavior as abnormal. It is important that a counselor does not permit his subjective interpretations to influence the person being counseled.



Allotted Time for Counseling

It is imperative that adequate time be allotted for counseling. Competent authorities in the field have suggested that more than half of the counselor's time be devoted to counseling. Most of this time will be allotted to interviewing. While there is no inflexible formula, it is safe to state that 30 to 45 minutes per interview would be a reasonable figure. Recurring interviews might be restricted to less time. Beyond a minimum time allotment for each pupil, the needs of a particular individual may demand considerably more time than some other pupil.

Who Needs Counseling

Any pupil requesting assistance in relation to a problem should be provided opportunity for counseling. This problem may take the form of social maladjustment, family or home conflicts, difficulty in studies, difficulty in selecting an educational program, or making a vocational choice. Quite often it is a combination of conditions that produce pupil problems. Frequently it becomes desirable to include parents, other members of the family, teachers, or school administrators in counseling sessions.

Counseling Tools and Techniques

Techniques and tools to be used will be determined by the characteristics of the pupil, the nature of his problem, the competence of the individual doing the counseling. It is important that any counselor provide a setting in which the pupil will feel free to express himself. The end result is for the pupil to gain insight and arrive at a solution to his problem or problems. It cannot be emphasized too strongly that one of the major outcomes of counseling should be self-evaluation and improved self-understanding. All tools which will contribute to an accurate appraisal of the individual should be utilized. Among the various types of information that the counselor may find useful in appraising the pupil are: intelligence, aptitudes, interests, co-curricular activities, out of school activities, self-evaluation, personal traits, family background, work experience, health data, and school achievements.

In view of the fact that cooperation of parents contributes immensely to the success of counseling and to the implementation of decisions reached in counseling, it is important to develop techniques which are appropriate to successful contacts with parents. Such contacts assume a variety of forms; in some instances it is

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an interview consisting mostly of listening to a parent narrate a problem related to the pupil, in which the attitude of the counselor is permissive and empathetic; in other situations the interview may consist largely of providing parents with information.

In the type of counseling in which information is being provided the pupil, the techniques adopted will be those which transfer the information from counselor to pupil with maximum clarity and efficiency. Many schools have found it profitable and time-saving to consolidate general information into a handbook for distribution to pupils at selected levels. Among the facts contained in such a handbook are course offerings, graduation requirements, college admission requirements, student organizations, and school activities.

Any discussion of counseling services would be incomplete without a discussion of the simpler forms which counseling may assume. One service which counseling should offer for the mutual benefit of teachers and pupils is that of *periodic conferences with pupils who are failing*. Many times this conference must include teachers and parents. Another practical function of a satisfactory counseling service would be that of providing students with *specific guides for effective study*. These guides may be either a few suggestions in concise form, or may be in the form of the several published study habits analyses. The counselor will find *pupils who are not working to the level of their capacities*: it is often a difficult task to assist such pupils to realize that they are capable of achieving at higher levels. It is also very important to the pupil that he recognize that improved performance has real value for him personally. *Counseling service should provide information which would help the pupil to gain admission to the next institution of his choice*, provided group procedures do not accomplish this objective. This is certainly important in view of impending critical admissions practices. Counseling services should also *offer aid to deserving students in securing scholarships, workships, or grants*. There is probably in every school community someone of college calibre who is unable to pay his own way in college. Every effort should be made to stimulate the interest of the pupil in the opportunities available and to provide him with all the information he needs in order to have the best chance in securing aid.

Counseling frequently involves *making a referral to a community agency*. This may be in the form of an examination by the family doctor or it may involve the use of extensive psychiatric treatment. Lines of communication should be established with these referral

resources and care should be exercised to carry on this activity in a manner which will yield the greatest benefit to the pupil.

Record keeping is an important aspect of counseling services. Data valuable in helping a pupil should be retained, but nothing should be recorded in a cumulative record which could in any way harm a pupil. Slight differences of opinion exist as to how "sensitive" data should be kept. It is agreed, however, that such data must be handled with care and that safeguards be used to prevent it from falling into unauthorized hands.

Evaluation of Counseling Services

The counseling service should be evaluated just as every other phase of a total program of guidance services. Such an evaluation might consist simply of a discussion of the services by the principal and his faculty. At the opposite extreme would be a comprehensive analysis of rating by a special group or agency. Without regard to either of these two forms of evaluation, there is continuous informal judging of the value of counseling services by pupils, parents and the community. A part of Section 10 includes some criteria for evaluating the counseling service.

It is important that the individual engaged in counseling carry out self-examination and take inventory occasionally. One criterion that may be used is the growth that the service has made. A counseling service that has quality gradually expands to include an increasing number of voluntary pupil contacts. In other words, if the qualitative aspects of counseling are achieved, the service will grow quantitatively. This is not a complicated process. One pupil who feels that he has been helped will frequently mention this to another pupil. The counseling service will gain status and acceptance with the student body.

A faculty guidance committee often provides impetus for the growth of the counseling service. As one teacher sees improvement in the performance of a pupil because of increased motivation through counseling, he develops first a friendly, positive attitude toward the service and later becomes an enthusiastic supporter. Any teacher, whose classroom has undergone a change in climate by the reduction or elimination of problems of pupils, will be an ally of the counselor.

In summary, as these various phases of counseling service continue to grow in significance and scope, there is a parallel growth in the value which pupils and staff attach to the service.

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SECTION 6

PLACEMENT AND FOLLOW-UP SERVICES

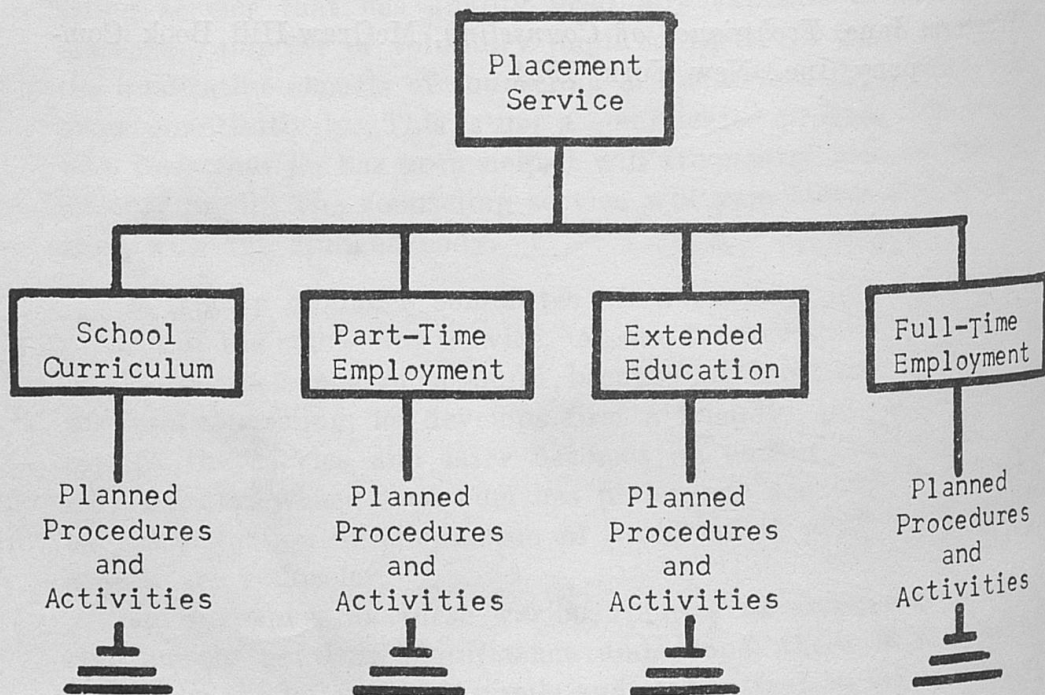
Placement and Follow-up are basic services of the guidance program. Placement concerns both the educational program and the occupational field. Follow-up is the fundamental step which provides the key to the evaluation of the guidance practices, and gives insight into the changes needed to improve the 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

Chart 9



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.

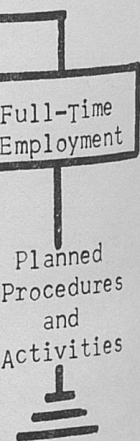
Placement is the service which helps pupils to act upon their choices and carry out their plans. From the guidance point of view pupils should have this service available to help them carry out decisions reached during counseling. The placement service may assist a pupil to gain admittance to an appropriate 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.

To be effective, the placement service of the guidance program must be organized. This involves the selection of one or more persons—a counslor 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 teachers should acquaint themselves with the need for diagnosing pupil needs which may be met through next-step experiences.

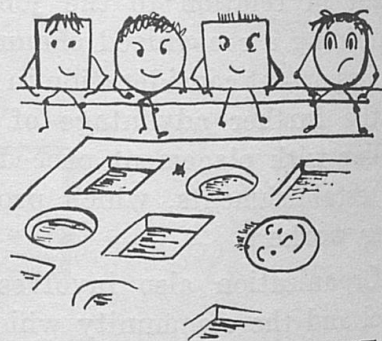
Placement in Regular Courses — Successful program planning should be considered as a continuous process throughout the pupil's stay in school. It involves learning about the individual by helping him to learn about himself, and providing orientation, counseling and instruction which will acquaint pupils 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. 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.

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 yearbook, clubs of various kinds such as



PLACEMENT SERVICE
Employment
Co-Curricular Courses
Part-Time Employment
Extended Education

hobby, language, FFA, FHA, commerce, science, and collector's clubs, class organizations and intramural athletics give 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.

Placing Students Leaving the School — The placement service must serve each pupil as he progresses step by step through the educational experiences which the school and community offer. The appropriate next step may be further education in college, business, technical, or trade school, or it may be employment for the purpose of earning a livelihood.

Placement in Further 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.

Placement on the Job — 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.

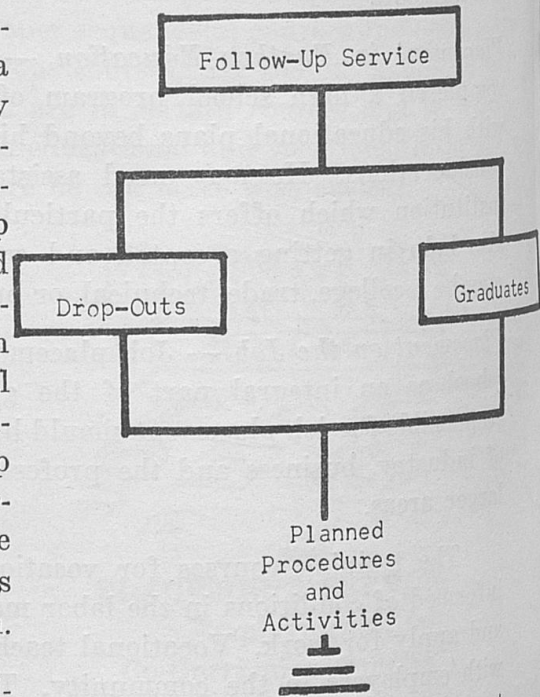
- (3) The physically handicapped may receive aid through the State Program of Rehabilitation.
- (4) Military recruitment offices will arrange programs informing pupils of the opportunities available in all branches of military service.

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.

Chart 10



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.

The size and nature of the school community will cause variations in the possible techniques to be used. The following general points have been effectively used in guiding other groups as they initiate the follow-up service:

1. Inform the school staff of the purposes of the program and enlist their cooperation.

2. Set up a committee to consider possible approaches in contacting former pupils.
3. Study progress made in other schools that now have an established follow-up program.
4. In obtaining information for former pupils, classify former pupils as:
 - a. drop-outs
 - b. job-seekers
 - c. employed
 - d. college enrollees
5. Assign responsibilities to members of the faculty for obtaining and gathering information for presentation.
6. Convince all who have responsibilities in the program that follow-up data are for professional purposes and that individual staff members should use all information in a highly ethical manner.

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.

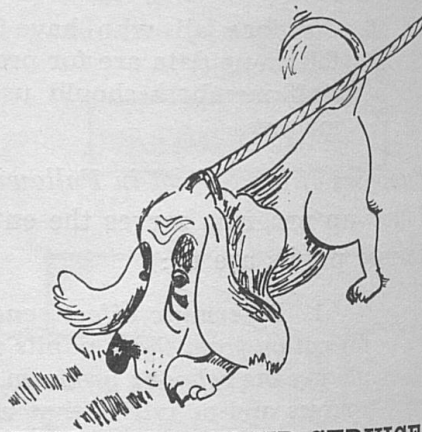
5. *Survey occupational needs and locate job opportunities.* The follow-up survey will supply information on how well former pupils are performing in industry whether the school's program is helping them to adjust in the world of work.

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 by actually entered former pupils with those expressed by them before leaving school.



THE FOLLOW UP SERVICE
Community Adjustment
Educational Achievement
Occupational Success

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.

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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 situation. 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.

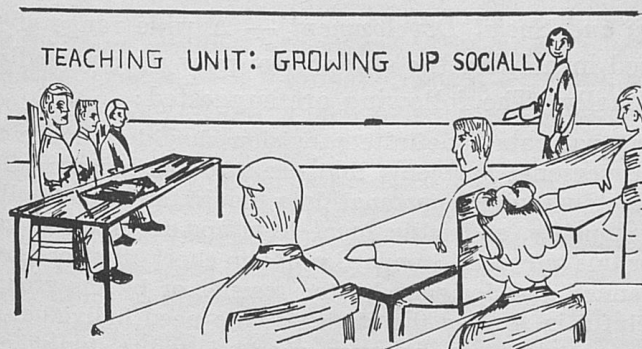
The general theme of group guidance for each grade should be determined by the special needs of the age and grade level. For example, a unit on orientation will be needed for the first year of a junior or senior high school, or both, depending upon the organization of the school. Educational guidance 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.

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 devoted to mental health, personal growth and development,

boy-girl relations, and good manners. By careful planning, different phases of 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.



Group Guidance in the Homeroom

Homeroom Guidance — The homeroom provides an excellent opportunity for group guidance. Its purpose should be to set up an intimate, 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 guidance 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 provision 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 inventories¹ can be used for this purpose. Standard problem check lists² or questionnaires planned and designed by the teacher or by the group itself are helpful in finding the students who need individual help.
2. sociometrics³ — 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 solu-

¹ H. H. Remmers, A. J. Drucker, and Benjamin Shimberg, *The SRA Youth Inventory*, Science Research Associates, Inc., Chicago, 1950.
² Ross L. Mooney, and Leonard V. Gordon, *The Problem Check List*, rev. ed., Psychological Corporation, New York, 1950.
³ Helen Hall Jennings, *Sociometry in Group Relations*, American Council on Education, Washington, D. C., 1950.

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tions 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 also need to know about college entrance requirements, scholarships, loan funds, and other ways of financing a college education.¹ 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 grades and continuing through secondary school 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

¹ *Scholarships and Fellowships in Institutions of Higher Education*, Bulletin No. 16, 1951, and *Financial Aid for College Students: Undergraduate*, Bulletin No. 18, 1957, U. S. Department of Health, Education, and Welfare, Washington, D. C.

the chief types of work in the community, the occupations of parents, and early evidence of pupils' 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 newspaper 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 jackets should be changed often in order to stimulate pupil interest in further reading and study of occupations.
8. Audio-visual aids — films,¹ 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 pupils' 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 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.

¹ *Educational Motion Pictures for School and Community*, Department of Audio-Visual Services, College of Adult and Extension Education, University of Kentucky, Lexington, Kentucky.

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.

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SECTION 8

ORIENTATION PROCEDURES

Without assistance new pupils often find making adjustments to school and school life a slow and difficult process. Orientation includes those activities in the school designed to enable the pupil to become acquainted with the administration of the school, the physical plant, school facilities, courses, school activities, and regulations. Its aim is the prevention of student maladjustments. Many educators now believe that orientation is a necessary service, one that pays dividends in pupil adjustment.

The great need for help in orientation is felt when pupils move from elementary or junior high school to high school. There are other

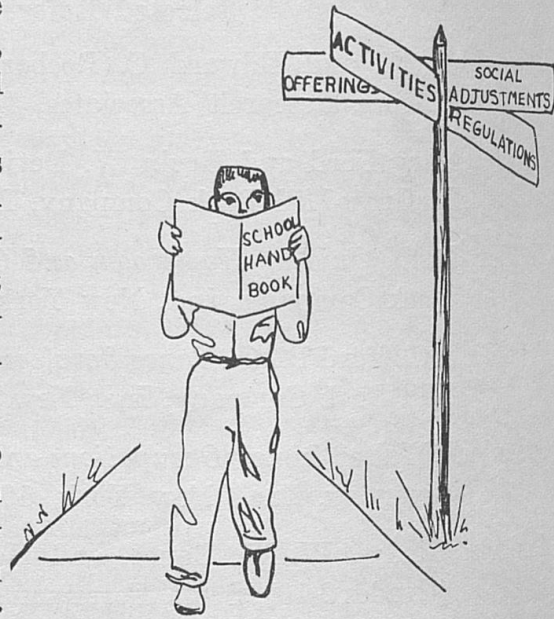
periods where special efforts should also be made to help pupils orient themselves: first, the entry into kindergarten, since this is a period of transition from home to school life; then the entry into the first grade, if the child has not attended kindergarten; when the pupil by reason of moving enters a new school; and when he returns after a long absence.

Orientation may be thought of as taking place at three periods during the school year:

1. preceding entrance to a new school
2. first week in new school
3. during the first term

Many adjustments must be made by the new pupil upon entering high school. Some of the adjustments that he may need to make¹ are to:

¹ Adapted from *Guidance Practices at Work*, Clifford E. Erickson, and Marion Crosley Happ, McGraw-Hill Book Company, Inc., New York, 1946, p. 49.



1. learn the physical set up of the new building;
2. adjust himself to many teachers after experience with only a few teachers;
3. accustom himself to more freedom in passing from class to class;
4. learn to study in a large study hall;
5. learn how to conduct himself socially;
6. choose his subjects and co-curricular activities wisely;
7. participate in the physical education program;
8. learn how to organize and use his time wisely;
9. develop initiative and responsibility;
10. become dependable in working on his own;
11. locate a "big brother" or "big sister" among the pupils;
12. learn about sources of information and help.

Orientation Devices and Activities

Visitation — A good orientation program includes some plan for acquainting pre-school pupils and their parents with the school. Older pupils who are to transfer to a different school feel more at ease about the change if they are allowed to visit the assigned school, to tour the buildings, and to meet prospective teacher. Arrangements may be made for both pupils and parents to visit classrooms and then meet separately with the principal and guidance worker to get a general understanding of the new surroundings and regulations.

Group Conferences — It is helpful for the principal, counselor or homeroom teacher to visit the school from which new pupils are coming. Several students who have previously made the transfer may accompany the visitor and present their views on various phases of school life. After pertinent information has been given, the meeting can be turned into a question period. The counselor or principal may take this opportunity to confer with the principal or teachers of the secondary school about any unusual or problem cases to be anticipated.

Student Handbook — Necessary information may be provided for incoming students through handbooks, school newspapers, yearbooks and mimeographed copies of school rules and regulations. In any case, adequate materials and supplies giving a detailed outline and description of courses offered should be given each prospective pupil. Care should be exercised to give pupils a clear understanding of the program of study offered by the high school which he plans to attend in the fall. Many schools develop and use a student handbook to provide much of this information. Such a booklet generally includes:

1. philosophy of the high school
2. program of studies available
3. pupil services available
4. marking or grading system
5. general requirements for graduation
6. general rules and regulations
7. home work policies
8. extra-curricular activities
9. grade placement and reference of subjects offered

Small Group Meeting — It is important that group meetings be held on the first day of school. They should be carefully planned and organized as pupils often form impressions during these meetings that may take weeks to change. There are two purposes of the first-day meeting:

1. to give pupils a feeling of belonging
2. to provide them with information they need to get started in the new school

The group meetings on the first day of school should be limited to providing essential information and creating favorable attitudes toward the school. Helping pupils get acquainted with one another is an important task at this meeting and attention should be given to the new pupil who does not have friends in the group.

Assembly Program — Many schools plan assembly programs to assist in orientation of new pupils. While this device is important and valuable, it should be considered as only one part of the orientation program. The program usually consists of a series of assemblies in which each department of the school shows in an interesting and dramatic way the work it does and the vocations to which it may lead. It provides opportunity for the principal, counselor, teachers and pupils to cooperatively plan assembly programs to meet the needs of new pupils for information about the school.

Homeroom — The home room period can be a valuable medium for guidance if administrative details are handled rapidly and if programs are geared to the interest and needs of pupils. New pupils are interested in the school. A unit, "Orientation to School", at the ninth grade level may be built around the following questions:

1. Why do I go to school?
2. What are the traditions, policies, and regulations of my school?

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3. What do I know about the classroom subjects offered in my school?
4. What activities are offered in my school, and how can I get into them?
5. What are the characteristics of an effective student?
6. What are good conditions for study?
7. What are good ways to study?
8. How can I make the best use of my daily time?
9. What can I do in the classroom to help me succeed scholastically?
10. What does my report card mean?¹

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¹ "Aids for Group Guidance", Gilbert C. Wrenn, Educational Test Bureau, 2106 Pierce Avenue, Nashville 5, Tenn. (One volume, arranged in loose-leaf form, which permits four home room sponsors at different grade levels to use the one volume).

SECTION 9

ELEMENTARY SCHOOL GUIDANCE

Guidance in the elementary school is chiefly concerned with meeting the physical, social, emotional, and educational needs of children. It is a service that should be provided for all children, not only for those who have behavior problems or deep-seated emotional disturbances. Normal, well-adjusted youngsters also need to be guided in their thinking, their attitudes, and their personality development.

All children have needs of one kind or another. Since many of their problems originate in the early years and become more difficult to treat as time goes on, it is important that good guidance practices start with the very beginning of school life. Guidance should go hand in hand with academic training as a basic part of the entire curriculum.

Role of the Principal

The success of any guidance program depends largely upon the philosophy and the enthusiasm of the school principal. If he has a warm and understanding relationship with people and is sensitive to the needs of children, he will probably give his full support to the organization and administration of a guidance program in his school. By his willingness to assume the leadership in organizing parent-education groups and in-service training programs for teachers, he can cause the guidance point of view to permeate the school and the entire community.

An elementary school principal who has acquired some basic preparation in guidance and who has initiative and vision can organize an effective over-all guidance program even though he has no trained personnel and no teachers with special knowledge of guidance practices and procedures. Through faculty meetings, case conferences, committee meetings, and casual individual contacts, he can gradually help teachers to become conscious of the needs of individual pupils and to assume a permissive attitude in dealing with all children. The principal can encourage teachers to plan for group guidance lessons, to learn to identify symptoms of maladjustment, and to arrange for interviews and meetings with small groups of parents.

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A principal can render another effective service by helping teachers to organize parent-teacher meetings on a classroom basis. Each teacher can invite his patrons to a room meeting. In order to relieve tension and make the occasion a pleasant one, light refreshments can be served. After the get-acquainted period, the teacher may lead a discussion on the following points:

1. Work of the grade
2. Teacher's plans for the year
3. How the parents can fit into the plans
4. Homework
5. Teacher-pupil relations
6. Discipline

Other points can be included on the agenda and questions from the parents can be encouraged.

Principals can make available to teachers and parents current literature on the growth, development, and behavior of children. A display rack located conveniently for both teachers and parents may contain this material. Many excellent pamphlets are available free or at very low cost from various sources.

There are many good films which are valuable in helping both teachers and parents to better understand children. These films can be acquired without cost from the local health department of each county. Educational motion pictures for school and community use may also be ordered from the Department of Audio-Visual Services, University of Kentucky, Lexington, Kentucky.

Role of the Teacher

The guidance of elementary children is largely the responsibility of the classroom teacher. Each teacher affects the growth, development and behavior of each child in his class. If he is to understand children and create good learning environments for them, he must not only face the task of identifying the needs of individual, but he must also provide for these needs. The teacher who wishes to be successful in guiding children must set up for himself rules of classroom procedure such as the following:

1. Treat each child as a friend.
2. Counsel with each one as often as possible.
3. Help each child to feel important and to assume responsibility.
4. Help each child to make his best contribution to group work.
5. Speak in an encouraging manner.
6. Maintain a calm, pleasant working atmosphere.

7. Permit children to communicate with one another.
8. Give children opportunities to make choices.
9. Employ cooperative methods in all situations.
10. Arrange classroom activities that will afford opportunities for all pupils to gain recognition before the group.

The teacher has at least four responsibilities as a guidance worker :

1. To study children's backgrounds, interests, and needs by: getting information from former teachers; referring to cumulative guidance records; visiting pupils in their homes; using psychological tests; asking pupils to write simple autobiographies or stories.
2. To work with individual pupils by: helping them to solve problems; helping them to get along with others; helping them in the process of growing up; giving remedial instruction.
3. To evaluate pupils' progress by: measuring their academic achievement and personal growth; appraising their needs for specialized treatment; studying individual pupils, recording observations, and working privately with them.
4. To refer pupils for special services the teacher's role in the guidance program is one of preventing serious problems from developing, and he should do as much as he can for each child. However, he should not hesitate, through fear of appearing incompetent, to refer serious or unresponsive cases to a specialist. When a referral is made, the teacher and the specialist become partners in the case.

The general role of the teacher in the program of guidance services was treated in the chapter on the Organization and Administration of Guidance Services.

Guidance Techniques in Elementary Schools

There are many techniques that can be used for studying pupils, gaining insight into their needs, and appraising their progress. Each teacher must select those techniques which are most valuable and most adaptable to his own classroom situation. The following are suggested :

1. Orientation to school facilities
2. Tests (intelligence, achievement, aptitude, personality)
3. Interest inventories
4. Autobiographies
5. Check lists and questionnaires
6. Cumulative records

7. Anecdotal records
8. Sociograms
9. Role playing
10. Unfinished stories
11. Three wishes
12. "Guess Who"

The following are brief descriptions of a few techniques which have been used successfully in some elementary schools:

Orientation — Ways and means should be provided to assist the pupil in better understanding his educational and social environment. These should include activities which will help youngsters bridge the gap from home to school and also help them get their bearing when transferring from one grade level to another. Orientation procedures were discussed in Section 8. These devices may enable the children to feel more at ease in their new surroundings:

1. Orientation day programs for the purpose of acquainting new pupils with the building, the routine, the services, and the activities of the school.
2. Meetings with parents and pupils entering the school for the first time.
3. Student information handbooks prepared with the cooperation of pupils, teachers, and administrators.
4. Cumulative records which enable the teacher to have some knowledge of the needs and problems of new pupils.

Cumulative Records — Cumulative records help the teacher to become better acquainted with children, provided the records contain essential information and are available to the teacher. The cumulative record was discussed in Section 3.

Anecdotal Records — In an anecdotal record, the teacher makes brief, concise notes concerning significant actions and statements of pupils in a number of different situations. One of the prime requisites of an anecdote is that it be highly objective.

Sociograms — Sociometry is a graphic study of the social relationships existing in a group. Its basic purposes are to help the teacher to:

1. Increase his understanding of the child's reactions toward members of the class.
2. Understand the feelings which underlie the behavior of the group.
3. Discover lonely or isolated children and help them make satisfying social adjustments. A sociogram is shown in the Appendix.

Role-Playing — This is a popular form of dramatization which is used for the purpose of learning the viewpoints of the children and giving them an opportunity to express their own feelings. Usually with no previous planning or rehearsal, other than a few minutes to decide on the setting and the opening dialogue, pupils are assigned roles to play in acting out some typical situation which is of special interest or immediate concern to them. The characters may carry on the dramatization until a conclusion is reached, or they may merely act out an unsolved problem and leave it for the entire group to discuss.

“Guess Who” Technique — Written descriptions of individuals, such as the ones suggested below, are prepared by the teacher. Pupils are asked to name classmates who best fit each description. Children like to do this, and the teacher gains insight into the estimation of individuals by their peers.

1. This person is good at showing other people how to do things. Other boys and girls go to him for help. (Self confidence)
2. This person brings many things from home to class. Things he has brought have helped make the class more interesting. (Cooperation)
3. This person is particular about doing his work “just right”. He usually hands in papers that anyone could be proud of. (Responsibility)

Only a few of the most commonly used elementary guidance techniques have been briefly presented here. They are intended merely as a guide. The resourceful teacher will adapt them for use with her particular group or devise other more suitable plans. No matter what activities and devices are used, the success of the program will depend to a large extent upon the personality and the enthusiasm of the teacher.

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- National Education Association, *Guidance for Today's Children*, Thirty-Third Yearbook, Department of Elementary School Principals, Volume XXXIV, No. 1, 1954.

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.

A program of guidance services, like other aspects of education, is difficult to evaluate. There has developed, during the past few years, a concept of "guidance services" described in this bulletin which permits an easier general appraisal of the program of guidance services. The criteria for appraising the guidance program are external in nature. Undoubtedly the best measure of the effectiveness of a guidance program would be its ultimate value in affecting favorably the lives of boys and girls.

The following check list is a simple device which may be used in making a quick general appraisal of the program of guidance services in the school. For a more comprehensive evaluation instrument, the reader is referred to Section G of Evaluation Criteria Cooperative Study of Secondary School Standards, Washington, 1950.

CHECK LIST FOR APPRAISING THE PROGRAM OF GUIDANCE SERVICES

Aspect of the Program	Yes	No
<i>Organizing and Administering the Program of Guidance Services</i>		
1. Do 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. Have guidance services been identified and accepted by the entire administrative, supervisory, and teaching staff?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is one person responsible for coordination of guidance services?	<input type="checkbox"/>	<input type="checkbox"/>

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

Aspect of the Program	Yes	No
<i>Organizing and Administering the Program of Guidance Services (Contd.)</i>		
4. Does the administration utilize the resources of the faculty by delegating appropriate duties in the guidance program to various members?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do teachers, counselors, directors of pupil personnel, school attendance workers, supervisors of instruction, and the entire staff cooperate systematically to meet the needs of individual children?....	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a functioning guidance committee who has responsibility for evaluating and recommending changes in the guidance program?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are adequate files and record space provided for the guidance program?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there 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"/>
9. Are adequate funds allotted in the budget to provide for needed minimal guidance services?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have arrangements been made for resources to help children with unusual problems?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Individual Inventory Service</i>		
1. Is comprehensive information obtained for each pupil in school and brought together in a cumulative record?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the cumulative record passed on as the pupil progresses from grade to grade and from school to school?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are provisions made for obtaining information for the cumulative record through:		
a. appropriate tests?	<input type="checkbox"/>	<input type="checkbox"/>
b. visits to homes?	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No
<i>Individual Inventory Service (contd.)</i>		
c. case studies?	<input type="checkbox"/>	<input type="checkbox"/>
d. teacher's record of observations of behavior? ...	<input type="checkbox"/>	<input type="checkbox"/>
e. medical examination results?	<input type="checkbox"/>	<input type="checkbox"/>
f. record of pupil-teacher conferences?	<input type="checkbox"/>	<input type="checkbox"/>
g. record of counselor interviews with pupils?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are cumulative records easily accessible to all who have valid reason to use them; but only to such persons?	<input type="checkbox"/>	<input type="checkbox"/>
5. Are cumulative record data used extensively by teachers to get a complete picture of each pupil? ...	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the testing program include the following types of tests given at regularly scheduled intervals or as needed:		
a. scholastic aptitude (mental ability) tests	<input type="checkbox"/>	<input type="checkbox"/>
b. standardized achievement tests	<input type="checkbox"/>	<input type="checkbox"/>
c. interest inventories (in high school only)	<input type="checkbox"/>	<input type="checkbox"/>
d. special aptitude tests	<input type="checkbox"/>	<input type="checkbox"/>
e. personality inventories	<input type="checkbox"/>	<input type="checkbox"/>
<i>Information Service</i>		
1. Is an adequate occupational information reference section or file maintained as a part of the school library?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have community occupational needs and opportunities been determined and kept current?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are current catalogs of schools and colleges available to high school students?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is a planned procedure followed to keep students informed about sources of scholarships and aid?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there a planned program for helping incoming students become adjusted to the school environment?	<input type="checkbox"/>	<input type="checkbox"/>

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

Aspect of the Program	Yes	No
<i>Information Service (contd.)</i>		
6. Is there printed or mimeographed information about the school program and activities?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are occupational and educational information 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"/>
<i>Counseling Service</i>		
1. Are the persons doing counseling qualified by training?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have persons designated to do counseling been allotted adequate time in which to do counseling? ...	<input type="checkbox"/>	<input type="checkbox"/>
3. Do teachers and counselors work cooperatively in helping pupils with their problems?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do staff members regard counseling as a professional activity requiring specialized knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is provision made for referral of children with unusual problems (whether physical, mental, social or emotional) to specialists or community agencies?..	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there reasonable assurance that all students needing counseling have opportunity for it?	<input type="checkbox"/>	<input type="checkbox"/>
7. Do all students have at least one counseling conference a year with a person designated to do counseling?	<input type="checkbox"/>	<input type="checkbox"/>
8. Are all counseling interviews private?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are adequate records made of counseling conferences with students?	<input type="checkbox"/>	<input type="checkbox"/>

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

Yes No

Aspect of the Program

Yes No

Counseling Service (contd.)

- 10. Are pupils assisted in making wise choices about education, vocation, and personal living in terms of each pupil's aptitudes, interests, abilities, and opportunities available?
- 11. Are all school leavers interviewed before leaving school?

Placement Service

- 1. Are pupils who withdraw or graduate, and want employment, helped to secure suitable employment? ..
- 2. Is assistance rendered students who need part-time or vacation employment?
- 3. Is a reasonable effort exerted to help each student to:
 - a. enter the next step in his education program, or..
 - b. enter the next step toward reaching his occupational goal, or
 - c. take part in appropriate co-curricular activities?..

Follow-Up Service

- 1. Are systematic contacts made with former students?..
- 2. Is follow-up information used to improve present educational services in the school?



APPENDIXES

APPENDIX A

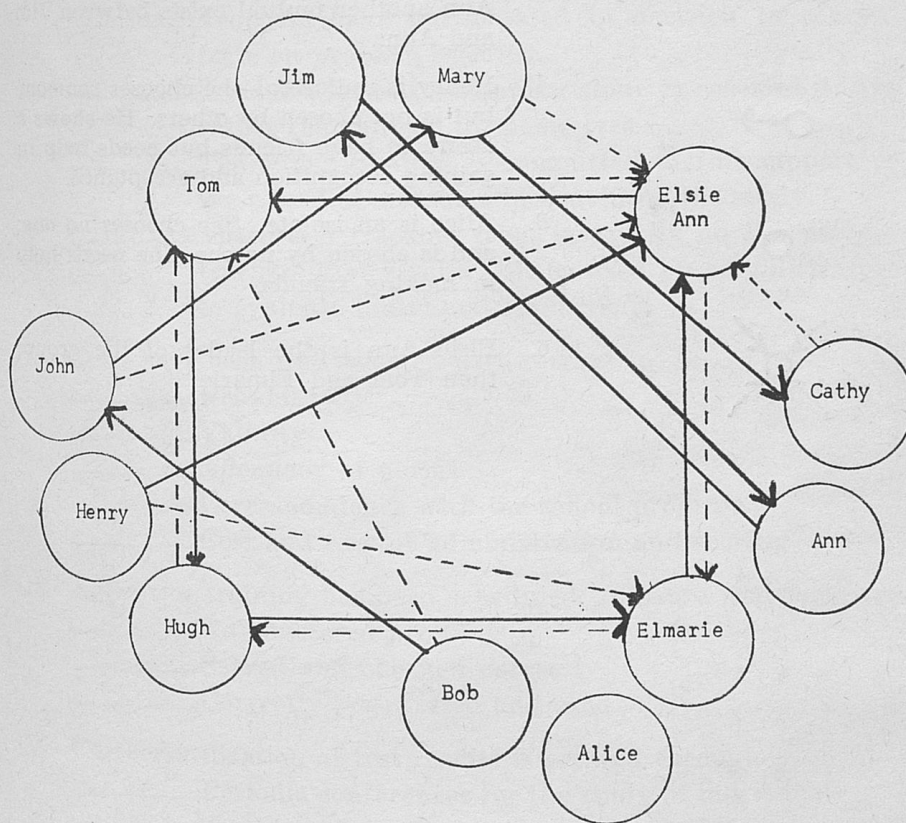
Sample Outline for an Autobiography*

- A. Years before school:
 - 1. Description of your family
 - 2. Places you have lived
 - 3. Funny things you did, said as a youngster
 - 4. Ways you amused yourself
- B. Early School Days:
 - 1. My recollection of the first day of school
 - 2. The friendships I formed
 - 3. The kinds of things I liked to do
 - 4. Incidents your family related to you
- C. Last years in elementary school:
 - 1. Chief desires and wishes
 - 2. Favorite subjects
 - 3. What I liked about my teachers
 - 4. What I disliked about my teachers
- D. High School Days:
 - 1. Social activities
 - a. What I do — after school
 - during school
 - in the evenings
 - on weekends
 - b. What I should like to do
 - c. My favorite friends — the kind of people I like
 - 2. School activities
 - a. My successes
 - b. My failures
 - c. My hopes
 - d. My plans for future work
 - e. Suggestions for courses or opportunities in school
- E. What I would change about myself, my home, my friends, my school, or anything else, if I could.
- F. Other information about myself that was not covered in the outline above.

* Adapted from Clifford P. Froehlich, *Guidance Services in Schools*, McGraw-Hill Book Company, Inc., New York, 1958, pp. 185-186.

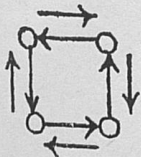
APPENDIX B

A Sociogram

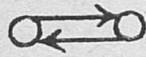
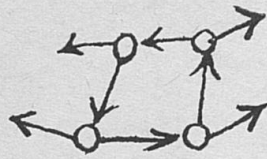


(The direction of the arrow shows the individual being chosen)

This may be interpreted in the following way:



1. Between Tom, Hugh, Elsie Ann and Elmarie an island or clique is operating. They choose each other. Cliques should be recognized and controlled. This may be controlled by directing assignments wisely, so that the students would work with different members of the group.



2. A chain choice exists between John, Mary, Cathy and Bob. This is similar to a clique but not as closely knit. Bob chooses John: John chooses Mary; Mary chooses Cathy and Cathy chooses Bob. However, for second choices they choose others.
3. Besides the mutuals that exist in the island of Tom, Hugh, Elmarie and Elsie Ann another mutual exists between Jim and Ann.
4. Henry is unilateral—he chooses someone but is not chosen by others. He shows a desire to have friends but needs help in gaining recognition and acceptance.
5. Alice is an isolate. She chooses no one; and is chosen by no one. She needs help in making friends.
6. Elsie Ann is the leader of the group; then Tom and Elmarie.

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V.

APPENDIX C

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 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 D

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

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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.

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)

The high school helped me

PROBLEM	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 interests	_____	_____	_____	_____
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?

(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)

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
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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	E. ___ Business	I. ___ Science	M. ___ Agriculture
B. ___ Speech	Math	J. ___ Student	N. ___ Homemaking
C. ___ Book-keeping	F. ___ Shop Subjects	K. ___ Student	Government (Write in other courses)
D. ___ Typing	G. ___ Mathematics	L. ___ High School	Activities
	H. ___ Sports	Hobby	

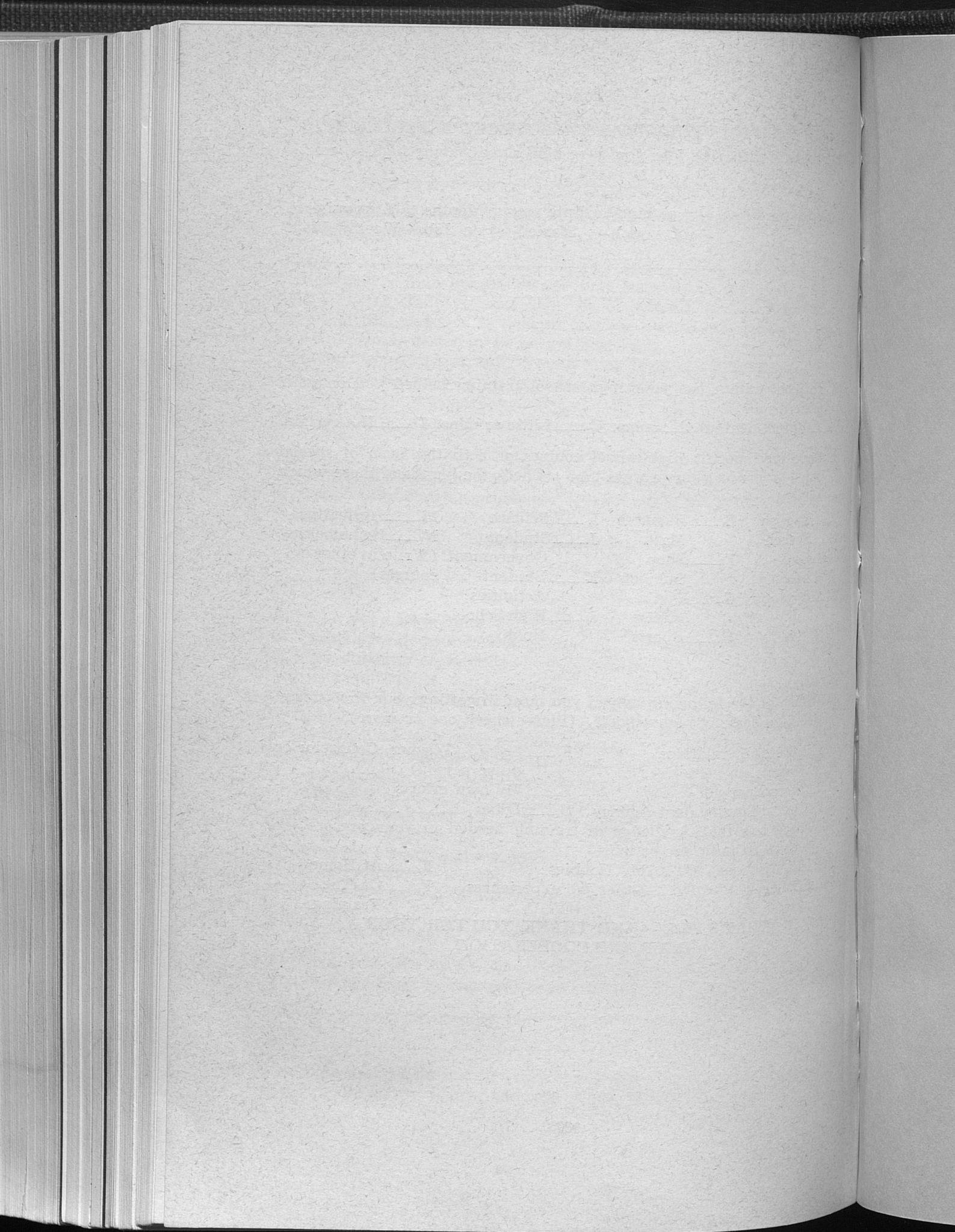
13. Which of the following helped you most in getting your first steady job after leaving high school? (Please check one or more)

A. ___ Parents or relatives	E. ___ School (Teacher, Counselor or other person)
B. ___ Friends	F. ___ My own efforts
C. ___ Newspaper ad	G. ___ Other: _____
D. ___ Public Employment 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 experiences	F. ___ On-The-Job-Training

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







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