

A SURVEY OF GUIDANCE SERVICES AND RECOMMENDATIONS FOR IMPROVEMENTS  
IN UNIFIED SCHOOL DISTRICTS 424 AND 459

by 4589

BERNARD KEITH CHADD

B.A., Kansas State University, 1954

---

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1970

Approved by:

Herbert E. Kaiser  
Major Professor

#### ACKNOWLEDGMENT

The writer would like to express his appreciation to Dr. Herbert E. Kaiser, Assistant Professor of Administrations and Foundations, Kansas State University; Dr. Kenneth O'Fallon, Professor of Administrations and Foundations; Dr. Dan Danskin, Director of Counseling Center; Mrs. Joan Sistrunk, Counseling Center for the advice and guidance that they have given in the completion of this study.

LD  
2668  
R4  
1970  
C 422  
C.2

## TABLE OF CONTENTS

| CHAPTER   | PAGE |
|---|------|
| I. INTRODUCTION . . . . .   | 1    |
| Purpose of This Study . . . . .                                       | 1    |
| II. DESCRIPTION OF GUIDANCE SERVICES . . . . .                        | 2    |
| The Inventory Service . . . . .                                       | 3    |
| The Counseling Service . . . . .                                      | 8    |
| The Information Service . . . . .                                     | 11   |
| The Placement Service . . . . .                                       | 14   |
| The Follow-Up Service . . . . .                                       | 17   |
| III. GUIDANCE SERVICES IN TWO KANSAS UNIFIED SCHOOL SYSTEMS . . . . . | 23   |
| The Inventory Service . . . . .                                       | 23   |
| The Counseling Service . . . . .                                      | 26   |
| The Information Service . . . . .                                     | 28   |
| The Placement Service . . . . .                                       | 30   |
| The Follow-Up Service . . . . .                                       | 31   |
| IV. RECOMMENDATIONS FOR IMPROVEMENT OF SERVICES . . . . .             | 31   |
| The Inventory Service . . . . .                                       | 31   |
| The Counseling Service . . . . .                                      | 32   |
| The Information Service . . . . .                                     | 33   |
| The Placement Service . . . . .                                       | 34   |
| The Follow-Up Service . . . . .                                       | 34   |
| V. SUMMARY . . . . .  | 36   |
| VI. BIBLIOGRAPHY . . . . .  | 41   |

## INTRODUCTION

Since the school unification plan has been in effect in Kansas many schools have unified. The primary purpose of unification is to curtail school expense in a few departments, and to be able to add departments required by the State Department of Education. One required department is guidance counseling.

Several unified schools in western Kansas are maintaining separate attendance centers, due to community discontent. The wide distance between schools also necessitates cooperative departments within the unified district.

This report will focus on a cooperative counseling program in the Mullinville Schools, Unified District 424, and Unified District 459, Bucklin and Ford.

The counseling program today is more important than it has ever been in school history, due to important developments in advanced knowledge and progress in technological fields. There is a need for trained, skilled labor, and early knowledge of one's qualifications for specific vocations; in addition, the pressure of living in an advanced society is increasing.

## PURPOSE OF THIS STUDY

The general purpose of this report was to examine the two-year-old cooperative counseling program of the Mullinville and Bucklin-Ford Schools. As a result of this survey, a plan for improving the present cooperative program was designed to meet the needs of the students, schools, and communities involved. Finally, suggestions were made on how this program can be improved.



Four primary factors made this study necessary: (1) the beginning of a cooperative counseling program two years ago; (2) a need for improving the existing program; (3) the unification of schools; (4) state counseling requirements. The cooperative counseling program was required to meet the needs of two separate districts and three attendance centers, and to meet state requirements.

This study was limited in four ways:

1. The suggested recommendations were to be approved by the school superintendents. There was no guarantee that the program would be accepted in its entirety because of a limited school budget and the effects of the tax lid.
2. One school district has one-third more funds for operation than the other school district.
3. One attendance center does not have adequate counseling facilities.
4. Because of the complexities of unification, the problems that were encountered will take some time to solve.

In the next section some basic guidance services were described, that was followed by reports on the cooperative counseling program as it has existed in the three attendance centers, and in the last section improvements based on ideal guidance services and the situation in the two districts were suggested.

#### DESCRIPTION OF GUIDANCE SERVICES

A guidance program provides services that will satisfy the needs of individuals who need assistance and help. To satisfy the needs of individuals, the services of student inventory, counseling, information, placement, and follow up are desirable for a program of guidance services.

### The Inventory Service

The school-inventory service is considered as one of the more important services of the guidance program. Without inventory service, it would be difficult for the guidance services to function.

The inventory service is concerned with a careful and systematic study of each individual in terms of the information collected. It includes all of the tools and techniques used to obtain significant information about every individual. The techniques of appraisal are testing programs, surveys of information recorded in cumulative folders, autobiographies, interviews, observations, inventories, check lists, and sociometric techniques.

Mathewson stated:

Guidance is the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities, and to relate himself more satisfactorily to social requirements and opportunities, in accord with social and moral values.<sup>1</sup>

Every student has the right of guidance and counseling to determine his potentialities, for a better self-understanding and to discover ways he can relate to society.

Hatch and Stefflre stated:

The Inventory Service is most often described as the primary appraisal program of the school, with great emphasis on the collection of data that gives a descriptive picture of the uniqueness of the individual.<sup>2</sup>

The Individual Inventory service is a process of collecting, recording,

---

<sup>1</sup>Robert H. Mathewson, Guidance Policy and Practice, (New York: Harper-Row Brothers, 1955), p. 141.

<sup>2</sup>Raymond Norris Hatch and Buford Stefflre, Administration of Guidance Services, (Englewood Cliffs, New Jersey: Prentice Hall, Incorporated, 1958), p. 25.

collating, and utilizing information concerning all pupils. These pupil data are essential to help plan the student's school program so he may achieve optimum growth.

The three primary principles necessary for proper Individual Inventory are a concern for the whole child, periodic samplings of pupil data, and a history of past experiences.<sup>3</sup>

The most common repository for collecting and keeping information on the individual is the cumulative folder or record. The cumulative folder should begin in the first grade and follow the student until graduation from high school. It should follow a standardized form and should be examined and brought up to date periodically throughout the school year.

Selection of information for the cumulative records should be based on an analysis of the school objectives, the extent to which presently available information is used, and the judgement of those concerned with the records.<sup>4</sup>

What information should the cumulative folder contain? Hatch and Steffire recommend the following lists of specific pupil information.

1. Personal Identification

Name, date of birth, evidence for verifying birth date, place of birth, sex, residence.

2. Home and Community

Name of parents or guardians, occupations of parents, rating on home environment, birth place of parents, language spoken in home, marital status of parents, siblings' names, ages, education.

---

<sup>3</sup>Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Service, (New York: McGraw-Hill Book Co., 1947), pp. 133-134.

<sup>4</sup>R. N. Hatch, P. L. Dressel, and J. W. Costar, Guidance Services of the Secondary School, (Dubuque, Iowa: William Brown Company Publishers, 1963), p. 62.

### 3. Scholarships

School marks by years and subjects, special reports on failures, record of reading, rank in class, honors won.

### 4. Test Scores and Ratings

Achievement test scores, interest inventory results, aptitude test scores, personality ratings, other test scores.

### 5. School Attendance

Record of schools attended, with dates, days present and absent each year.

### 6. Health

Height (annual or semi-annual measurements), weight hearing, vision, condition of teeth, physical disabilities, vaccination record, disease record, recommendations and referrals by school doctor or nurse.

### 7. Employment

Part-time jobs, dates, duties, earnings, summer jobs, employer reports, work experience reports.

### 8. Activity Records

Athletics, clubs, dates, student body offices and activities, class offices and activities, non-school clubs and activities, hobbies and leisure time activities.

### 9. Anecdotal Records

### 10. Interview Notes

Date of contact, reason for interview, interests and plans expressed, nature of problem discussed, action taken.

### 11. Follow-up Record

This part of the record may contain periodic reports of employment, education, satisfactions, and problems.<sup>5</sup>

---

<sup>5</sup>Hatch and Steffire, op. cit., pp. 177-178.

Most of the information in the cumulative folder will have to be obtained through personal interviews with the parents or the student. To insure privacy, some of the personal information should not be kept in the cumulative folder.<sup>6</sup>

The cumulative folder is best kept where the information will be of most use by authorized personnel. Most elementary schools will keep the cumulative folder in individual classrooms in locked files. In most secondary systems, the cumulative folder will be kept in the counseling office or room in a locked file cabinet.

The clerical work involved in recording data on cumulative records is tremendous. It would be advantageous for the district to hire clerks to record information on the cumulative records.

When a student transfers it is common in most systems for his folder to follow him. Upon the student's graduation from high school his folder is usually kept on file in a storage area.

A well planned long-range testing plan in which tests are given at regular intervals will be very beneficial in obtaining information for the cumulative folder.

Hollis and Hollis recommend that a testing program be subdivided into three headings of school-wide testing, special-purpose testing, and supplementary testing.<sup>7</sup>

Considerable importance is placed on the testing program in the guidance

---

<sup>6</sup>Walter F. Johnson, Buford Stefflre, and Ray A. Edelfelt, Pupil Personnel and Guidance Service, (New York: McGraw-Hill Book Company, 1961), p. 263.

<sup>7</sup>Joseph William Hollis and Lucile Hollis, Organizing For Effective Guidance, (Science Research Associates, Inc., 1965), p. 304.

department. Testing will not solve all the guidance program's illnesses. Testing is only one instrument that can be used to supplement the numerous other tools that are available in the guidance program. One of the many objectives that the tests cannot accomplish is to measure student motivation and desire.<sup>7</sup>

In a school-wide testing program tests will assist teachers in grouping pupils for instruction in the classroom and in planning activities for specific individuals according to their needs; in identification of students who have the potential for maximum utilization of specific educational and vocational programs, who are eligible for special programs in the school; to predict the behavior of students, such as their academic performance as indicated by letter grades in given school subjects; assist in evaluating the effects of one part or activity of the guidance program, a particular curricular emphasis, or an experiment in the education program; evaluating individuals, programs, and special techniques; test results may enable school personnel to identify students who need additional study and possibly need remedial instruction.<sup>8</sup>

Special-purpose testing should be used as a supplement to the total testing program. The special-purpose testing does not include the total student body, but only certain groups of students who are in a specific subject area or grade level. The purpose of special-purpose testing, according to Hollis and Hollis, is to gather data for research service; for curricular purposes; collecting data on specific groups; compiling data for departmental reasons; collecting data on individuals at specific grade levels; collecting data for college and job applications through instruments such as

---

<sup>8</sup>Hollis and Hollis, op. cit., p. 304.

the ACT tests, National Merit Scholarship examination, and State Employment Service tests.<sup>9</sup>

Some individuals and groups may need tests that will supplement the data already available from regular school wide and special-purpose tests. This may include retesting an individual or a group, obtaining additional data for assistance in placement services, evaluating change that has taken place in an individual, and following through on previous guidance work.

### The Counseling Service

Most students at some time during their academic life and perhaps afterward will need to seek counseling services. This is more true today than in the past because of the complexities of modern life. Students will probably need help because of increased academic loads, demands of society, peer rejection, and conflicts with parents.

Shertzer and Stone point out the central purpose of school counseling is to assist pupils to explore and understand themselves so that they can become self-directed individuals.<sup>10</sup>

There are many definitions of counseling; most persons visualize counseling as one student working with one counselor. This procedure is not always useful, and often effective counseling can be provided through group participation.

Counseling is a process in which a specially trained person assists other persons toward better understanding of themselves and their environment, and

---

<sup>9</sup>Hollis and Hollis, op. cit., pp. 304-305.

<sup>10</sup>Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance, (Boston: Houghton Mifflin Company, 1966), p. 142.

encourages them to assume responsibility for making decisions which will lead to satisfactory adjustment or acceptable resolution of problems being considered.<sup>11</sup>

According to Tyler, there are three primary guide lines and principles a counselor should use for a rewarding relationship with each client. First, the counselor must have a genuine, sincere interest in each client, just as they are now. Second, the client must be able to have confidence in the counselor to feel safe with him. A third characteristic of counseling relationships is that they are limited in many ways, and these limits are used to promote development.<sup>12</sup>

In any successful counseling situation the client must feel that he is completely accepted as a person, and that the counselor will keep their conversations in strictest confidence. He will thus feel more free to reveal his inner thoughts and feelings without fear of the counselor's censure or violation of his privacy.

Hollis believes that the respect for the dignity of the individual is fundamental to good guidance. This means that each person is important, regardless of who he is, or what he has done.<sup>13</sup>

According to Johnson, Steffle, and Edelfelt, counseling problems can be classified under broad categories of educational, vocational, social-personal, financial, and health problems.<sup>14</sup>

---

<sup>11</sup>Johnson, Steffle, and Edelfelt, op. cit., p. 294.

<sup>12</sup>L. E. Tyler, The Work of The Counselor, (Appleton, Century, Crofts, Inc., 1961), pp. 14-15.

<sup>13</sup>Hollis, op. cit., p. 6.

<sup>14</sup>Johnson, Steffle, and Edelfelt, op. cit., p. 298.



Educational problems would include lack of basic skills, lack of motivation, poor achievement in class work, and selection of college or post-school occupations.

Vocational problems usually involve choice of a vocation, discrepancy between ability and desired vocation, and the effects of vocational choice.

Problems of feelings of insecurity, lack of self-confidence, family adjustment problems, religious and moral concerns are examples of social and personal problems.

Most financial problems are concerned with planning for college, but they may be present for other reasons.

Health problems include physical handicaps, illness, excessive fatigue, and psychomatic ailments.

As mentioned earlier in this report, group guidance is an important cog in the machinery of the counseling program. Mortensen and Schmuller point out that group guidance is a means for treating groups of students in terms of their individual problems. Through group guidance, the individual student is helped to appreciate his own problems by sharing them with others who have similar difficulties. Through discussion, the students can exchange opinions and practical suggestions, and receive group support.

For many schools the ratio of students per counselor will vary. This year the state-recommended ratio is one counselor for each 300 students.<sup>15</sup> Hatch and Stefflre have set the ratio of 500 students per counselor as an

---

<sup>15</sup> Donald Mortensen and Allen Schmuller, Guidance in Today's Schools, (New York: John Wiley and Sons, Inc., 1966), p. 48.

<sup>16</sup> "Standards for Approval of Local Guidance and Counseling Programs," (Topeka, Kansas: State Department of Education, 1965), p. 1.

absolute maximum, although they believe a maximum of 250 students per counselor, or thirty students per hour is more realistic.<sup>17</sup>

### The Information Service

Information service is that part of the guidance program which, by making available a wide range of material, assists individuals in developing their occupational, educational, and personal-social attitudes and plans.<sup>18</sup>

Many rapidly changing situations in the American society need to be understood. Space exploration, struggle for civil rights, increased technology, automation, specialization, and the rapid changing of job requirements all add to the complexity of vocational choice, decision-making, and planning confronting young people.

The informational service is a vital part of an organized school guidance program because students need basic knowledge to think through important personal issues and to help them make decisions. They need to understand the fundamental changes in the process of their own physical, social, and psychological development.<sup>19</sup>

Norris, Zeran, and Hatch cite five objectives of the informational service at the secondary school level:

1. To present understanding of broad fields of work.
2. To develop means for aiding students to study intensively a few selected occupations or educational training facilities.
3. To become fully acquainted with occupational and educational plans based upon thorough self-study.

---

<sup>17</sup>Hatch and Streffle, op. cit., p. 214.

<sup>18</sup>Hollis and Hollis, op. cit., p. 273.

<sup>19</sup>Shertzer and Stone, op. cit., p. 269.

4. To develop tentative educational and occupational plans based upon thorough self-study.
5. To present specific techniques to aid in meeting immediate needs confronting school leavers, such as, obtaining employment, continuing an educational program, or establishing a home.<sup>20</sup>

The information service has grown from the narrow concept of occupational information to the broader concept of occupational, educational, and social information.<sup>21</sup>

Up-to-date occupational information should include present occupations and techniques for predicting trends. It includes the methods for collecting and presenting this information to interested persons. It permits the interested individual to explore, analyze, and explore different occupations in the process of making a satisfactory vocational choice.

Educational information consists of material related to training opportunities, orientation of students entering high school, the curricula of the senior high school, scholarships, and information concerning training of schooling for the graduate.

Social information includes information about human development which will help the student understand himself better and ways he can improve his relationship with others.

Information data can be obtained from many areas and sources. According to Hatch and Dressel information service comes from two general sources. One

---

<sup>20</sup>Willis Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance, (Chicago: Rand McNally and Company, 1960), pp. 24-25.

<sup>21</sup>Hatch and Dressel, op. cit., p. 90.

major source of information is local research, observation, and compilation. Another satisfactory source of information is material prepared by authorities.<sup>22</sup>

The student in the classroom is often known better by the teacher than anyone else. The teacher usually knows each student's abilities, aptitudes, interests, and needs. It is to the advantage of the counselor to work closely with the classroom teacher in utilizing informational material.

If materials are placed in the library, the counselor, with the cooperation of the librarians and teachers, should assemble specific materials for each subject area in locations accessible to both teachers and students.<sup>23</sup>

It is the responsibility of the counselor to collect and organize all information material. The counselor should determine what materials are available in the school and what materials are needed. The school librarian can be very helpful as a consultant to the counselor.

The counselor then should decide where the information material will be housed and how it is to be filed. If the library is close to the counseling center it is advantageous to the student body and teachers to house this material in this area.

Informational material may be obtained from local, state or regional and national agencies.<sup>24</sup> These sources are municipal, state, national, commercial publishing houses, business, industry, organizations, colleges, universities, and educational institutions.

---

<sup>22</sup>Hatch and Dressel, op. cit., p. 91.

<sup>23</sup>Hollis and Hollis, op. cit., p. 276.

<sup>24</sup>Shertzer and Stone, op. cit., p. 275.

The effectiveness of information service is determined by the influence the materials have upon the users.<sup>25</sup> Informational material should be evaluated periodically to discard unreliable information, and bring remaining literature up-to-date.

According to Ohlsen some guidelines to follow in evaluation of informational material are:

1. Who published the material?
2. Who wrote the materials?
3. What was his motive in preparing the material?
4. When was the material published?
5. Is the material well written?
6. Is the material well illustrated?<sup>26</sup>

Informational materials should assist individuals in continuing to develop their self-concept and in understanding their present and potential social and physical environments.

### The Placement Service

A guidance program would not be complete unless it had a functional placement service. A counseling service will include more than job placement of its graduates. School placement service should be as concerned with the student within the school as with the student who is leaving.

Placement is concerned with helping students carry out decisions reached

---

<sup>25</sup>Shertzer and Stone, op. cit., p. 297.

<sup>26</sup>Merle Ohlsen, Guidance Services in the Modern School, (New York: McGraw-Hill Book Company, Inc., 1958), p. 231.

during counseling, assistance in finding jobs, placement in appropriate extra-curricular activities, and admittance to educational facilities.<sup>27</sup>

Placement may be defined as a service which helps pupils carry out their plans and act upon their choices.

Placement service in the schools should be student-oriented rather than institutional-oriented. This service should satisfy the needs of the individual student, not the needs of the institution. Placement involves both in-school and out-of-school activities.

According to Shertzer and Stone there are a variety of social, economic, educational, and vocational factors that necessitate the need for pupil planning and placement.<sup>28</sup>

The great need for placement is caused by our complex society which is a continuous process of life-long learning, planning, and assessment.

The placement service should be responsible for the in-school placement service in regular course, extra-curricular activities, and the work-experience program.<sup>29</sup>

In-school placement consists of helping students select an appropriate curriculum, subjects within a curriculum, extra-curricular activities, special groupings or special classes, and placement in school activities that will aid their development as individuals.<sup>30</sup>

Many students in their third and fourth year find it difficult to proceed systematically. These students usually have taken all of their basic subjects

---

<sup>27</sup> Clifford P. Froelich, Guidance Service in Schools, (New York: McGraw-Hill Book Company, Inc., 1958), p. 231.

<sup>28</sup> Shertzer and Stone, op. cit., p. 326.

<sup>29</sup> Froehlich, op. cit., p. 234.

<sup>30</sup> Ibid.

and have nothing more except electives. These students need help in planning a systematic program.

Many students need help in selecting beneficial extra-curricular activities. This is primarily caused by the great variety and selections that are available in most school systems.

Out-of-school placement includes assisting youth to secure part-time and summer employment, full-time employment, placement in post-high school educational situations.<sup>31</sup>

In this time of increased college population and demand of trained, skilled labor, a functional placement service will provide the dispensing of accurate information regarding private vocational schools operated for profit. In the past, too many private schools have charged excessive tuitions and have not been truthful with the student. The State Department of Education publishes yearly a listing of all private schools in Kansas that are eligible to solicit students.

For students who do not plan to attend a private school or college, the placement service should have information available for on-the-job training or apprenticeships that are available.

According to Hatch, to develop a functional placement program several characteristics are necessary. The individual who renders this service should be trained in this area of work, know the community, and be accepted by staff members and students. There should be adequate housing and physical facilities for such services. Surveys of community and student needs are very important

---

<sup>31</sup>Shertzer and Stone, op. cit., p. 341.

to the program. A file of necessary forms and records is found in any placement department. Hatch and Dressel stress the importance of the placement counselor's responsibility to interpret the service to the students, staff, and potential employers.<sup>32</sup>

Job placement is but one aspect of the total placement service. The responsibility of the placement service is assisting pupils in "taking the next step," whether it be a job, an extra-curricular activity, or a mathematics class.<sup>33</sup>

### The Follow-Up Service

An important part of guidance service is the follow-up. Follow-up is closely associated with research and evaluation, but remains only one part of this service. A proper follow-up program will notify the counselor and the counselee of the nature and extent of his progress. Counseling would be very incomplete without this valuable service.

The follow-up service applies to students who are in school as well as students who have graduated. In essence, the follow-up service is a research service for the school. It is a service that is concerned with the failures, successes, attitudes, and opinions of former students.

The purposes for conducting a follow-up are varied and numberable. Most purposes will be concerned with occupations, training, vocational data, curriculum, student problems, and suggestions for improvements.

A follow-up is desirable and necessary, but is often omitted, because a school lacks the time, money, personnel, or procedures needed to render con-

---

<sup>32</sup>Hatch and Dressel, op. cit., pp. 138-151.

<sup>33</sup>Froehlich, op. cit., p. 258.



tinuing services to its counselees over a period of time. Usually the counselors are busy working with their present counselees and they do not have time for proper follow-up of former students.

Hatch suggests the following procedures be used in developing a functional program. These procedures are: (1) identification of staff; (2) to determine the sample to be studied and the methods to be used; (3) development of the necessary forms; (4) the identification of addresses of former students; (5) tabulating and utilizing the results.<sup>34</sup>

The follow-up service may utilize staff members who are interested enough to carry on the work, but who may lack training and experience in direct guidance activities. If the guidance staff assumes the responsibility for explaining the role of the follow-up service and for leadership in implementing the activities, then some teachers can make a contribution to this program.

The follow-up staff could be a committee consisting of the school principal, counselor, and three members of the teaching staff. The counselor is the logical person to be chairman of this committee. The principal, as an administrative officer, can assist in implementing the program.

In determining samples and methods to be used, several criteria have to be considered by the counselor. Should graduates, drop-outs, or both be contacted? How long should former students be out of school when contacted? Should all former students be contacted?

Hatch suggests that the follow-up program should occur the first year out

---

<sup>34</sup>Hatch and Dressel, op. cit., pp. 153-160.

of school or according to the one, five, and ten year plan, but that a school should conduct the study every third year.<sup>35</sup>

The questionnaire or interview method is used in conducting the follow-up program. The questionnaire will require the least amount of time, but the interview will result in a higher percentage of returns.

The primary forms most often used in a follow-up program are the covering letter, interviewing form, and questionnaire. The covering letter should be brief and personalized. The questionnaire should provide space for brief and objective answers. The interviewing form should have adequate space for answers.

It is difficult to obtain addresses of former students. Maintaining an alumni association address file is one method that has been very successful. Contacting local direct-mail advertising agencies for the loan of mailing lists. The use of contests, where clubs or individuals win prizes for the most names submitted is one method of obtaining names.

In tabulating the results, the interview blanks and questionnaires may be entered on a master sheet. One sheet should be devoted to each item and data should be entered as soon as the blanks are returned.

A follow-up service may employ one or more techniques to obtain information on its former students. The techniques may include questionnaires, letters, telephone conversations, interviews, interviews with employers, and contacts with other persons and organizations who know the former students. Of all follow-up techniques, the questionnaire is probably the most popular.

---

<sup>35</sup>Ibid.

Each high school will have different needs, and the counselor will design the questionnaire. The questionnaires should be short, and should find out what further education former students received, and gather information about their employment records.<sup>36</sup>

The guidance worker who is constructing a follow-up questionnaire may consult professional publications for examples.

After a guidance worker has received completed copies of a follow-up questionnaire, and the data has been tabulated, he should observe certain precautions, in drawing conclusions, from the sampling.

A percentage of returned copies should be compared to the number distributed and the characteristics of the individual who filled out the questionnaire should be taken into consideration. If the percentage of returned copies is low in comparison to the number distributed, then the validity of this questionnaire is doubtful.

The use of the telephone has its limitations in conducting follow-ups. The telephone can only secure the more routine kinds of information, therefore, its use is limited. Humphreys cautions the counselor about using the telephone to obtain confidential and routine information. The counselor, at no time should use pressure, or even hint of it, to obtain a reply.<sup>37</sup>

The use of the letter in the study of former students serves the same purpose as a follow-up questionnaire. The letter is limited, because it only covers a few items. The letter should be an instrument to obtain specific

---

<sup>36</sup> Joseph A. Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services, (Chicago: Science Research Associates, Inc., 1960), p. 219.

<sup>37</sup> Humphreys, Traxler, and North, op. cit., p. 221.

information. A client answering a letter has more freedom in replying than in responding to a questionnaire.

According to Humphreys, the guidance worker uses the follow-up letter when he wants qualitative information from former students.<sup>38</sup>

Whatever device the counselor uses in obtaining information, he should seek the complete cooperation of all persons concerned. He should explain the school's relationship to former students, the reasons for the inquiry, and the possible uses to be made of the replies.

The follow-up interview can be used to interview the former student or the person's employer. Before an interview begins the counselor should decide on what questions he wants to ask, how to phrase them, and in what order he wants to ask them. By using this procedure, Humphreys maintains that the counselor obtains data in a relatively standardized form. Later he can readily assemble, tabulate, and summarize the data and draw valuable conclusions from them.<sup>39</sup>

The counselor can use returns from follow-up studies to help the school's former students as well as his present counselees. In examining these returns he may discover students who are in need of guidance services.

It is very important after the follow-up is completed to use the study. According to Froehlich, the follow-up study may be used for curriculum revision, guidance programs, identifying those in need of further service, studying selected groups of students, and presenting information to pupils.<sup>40</sup>

---

<sup>38</sup>Humphreys, Traxler, and North, op. cit., p. 222.

<sup>39</sup>Ibid.

<sup>40</sup>Froehlich, op. cit., pp. 324-328.

The schools should also follow-up their products to discover needed revisions of the school's programs. A manufacturer that wants to stay in business, does not lose interest in his product as soon as it is sold. He follows the product into the consumer's hand to learn how it is working out under actual conditions.

The follow-up program can provide valuable information to the school for curriculum planning. The follow-up study gives the school a basis for judging to what extent it meets the life needs of the students it serves.

The follow-up study made of students leaving school, should be designed to furnish information which can be used to evaluate the effectiveness of the guidance program.

The guidance program has a continuing responsibility for its students. Whether they are still in school or are school-leavers makes little difference. The school is supported by public taxes and no institution operating in public funds can long serve only a special group of individuals. The follow-up program should be designed to serve persons who are students or former students.

Many schools want to know how its program serves different groups of pupils. These groups may be of many different types selected for study. Some of the groups may be a group of intellectually superior graduates selected from several classes. For example, the study may be a follow-up of pupils who had taken the Differential Aptitude Test.

The results of a follow-up study may be used in the counseling situation as well as in the classroom. Results from follow-ups in the past, can be presented to students. These may be of great value to them in the future.

## GUIDANCE SERVICES IN TWO KANSAS UNIFIED SCHOOL SYSTEMS

The Inventory Service

The Inventory Service has existed in three attendance centers in Mullinville High School, Bucklin High School, and Ford High School, since the program began in 1968.

## Mullinville High School

Of the three systems in the cooperative counseling program, Mullinville has the better inventory service. The Mullinville system prior to the counseling program used a standardized cumulative folder obtained through a school supply outlet. This folder contained all information recommended by Hatch and Stefflre (see page 4, 5).

The cumulative folder begins with each student in the first grade in the Mullinville system and continues until the student leaves the system or graduates. The office secretary and the classroom teacher are responsible for the folder's being up-to-date while the student is in grade school. When the cumulative folder is transferred to the high school the responsibility rests with the counseling center.

Due to adequate school funds, Mullinville has a thorough and complete testing program prior to the counseling program and afterward. The testing program is complete from grade one to grade twelve.

The Mullinville testing program consists of the following tests:

| Grade | When Given | Test  |
|-------|------------|---|
| 7     | Spring     | Science Research Associates<br>Achievement Test |
|       | Fall       | National Educational Development<br>Test        |

| Grade | When Given      | Test  |
|-------|-----------------|---|
| 8     | Fall            | California Mental Maturity Test                         |
|       | Spring          | Science Research Associates Achievement Test            |
| 9     | Fall            | Differential Aptitude Test                              |
|       | Fall            | Kuder Interest Inventory                                |
|       | Fall and Spring | Iowa Test Educational Development                       |
| 10    | When Requested  | Individual Special, Aptitude and Supplementary Testing  |
|       | Fall            | Lorge - Thorndike Intelligence Test                     |
|       | Fall and Spring | Iowa Test Educational Development                       |
| 11    | When Requested  | Individual Special, Aptitude and Supplementary Testing  |
|       | Second Semester | National Merit Scholarship Test                         |
|       | Fall and Spring | Iowa Test Educational Development                       |
| 12    | When Requested  | Individual Special, Aptitude and Supplementary Testing  |
|       | Fall            | Kuder DD Interest Inventory (New Short Form)            |
|       | Fall and Spring | Iowa Test Educational Development                       |
|       | When Requested  | American College Tests                                  |
|       | When Requested  | Individual Special, Aptitudes and Supplementary Testing |

In the Mullinville System all test presscores are placed on the back of each individual folder.

### Bucklin-Ford School System

The Bucklin-Ford System uses the same type of standardized cumulative folder used by Mullinville schools.

The cumulative folder in the Bucklin-Ford system begins when the student is in the first grade and continues until the student leaves the school or graduates. The elementary teacher in the Bucklin-Ford system is responsible for the cumulative folder until the folder is transferred to the high school.

The cumulative folder is kept in the elementary classroom in a locked file. The high school cumulative folder is retained in the vault at the Bucklin attendance center and in the office at the Ford attendance center. The folder becomes the responsibility of the counseling center when it is transferred to the high school.

When the program began two years ago the Bucklin attendance center had up-to-date and complete cumulative records. The Ford attendance center had very poor and incomplete cumulative records. After two years of work, Ford's cumulative folders are still not complete.

The Bucklin-Ford testing program uses the following tests:

| Grade | When Given     | Test  |
|-------|----------------|---|
| 7     | Fall           | California Mental Maturity Test                           |
|       | Spring         | Science Research Associates Achievement Test              |
| 8     | Fall           | Differential Aptitude Test                                |
|       | Spring         | Science Research Associates Achievement Test              |
| 9     | Fall           | Kuder Interest Inventory                                  |
|       | Spring         | Nelson Denny Reading Test                                 |
|       | When Requested | Individualized Special Aptitude and Supplementary Testing |



| Grade | When Given      | Test   |
|-------|-----------------|--|
| 10    | Fall            | Lorge - Thorndike Intelligence Test                        |
|       | Fall            | Nelson Denny Reading Test                                  |
|       | When Requested  | Individualized Special Aptitudes and Supplementary Testing |
| 11    | Second Semester | National Merit Scholarship Test                            |
|       | When Requested  | Individualized Special Aptitudes and Supplementary Testing |
| 12    | Fall            | Kuder DD Interest Inventory (New Short Form)               |
|       | When Requested  | American College Tests                                     |
|       | When Requested  | Individualized Special Aptitudes and Supplementary Testing |

Tests can be very useful to teachers, counselors, and students if they are used correctly. However, they can be very damaging to the student if they are misinterpreted by teachers, counselors, and students.

One test should not be used as a yardstick to predict valid information of the student. The results from several instruments should be compared to form an opinion.

#### The Counseling Service

One great disadvantage for a cooperative district counselor is that he can never be in an attendance center 100 percent of the time. Often, the days the counselor is needed most in a school, he cannot be present.

In a cooperative service for Mullinville and Bucklin-Ford, the counselor spends one day in Mullinville, with his next day divided between Bucklin and Ford. The procedure continues on a rotation basis for the entire school year.

This procedure was finally agreed on by respective school administrations and the counselor. In the beginning, the counselor visited each school once a week, but this was found to be too long a time to be absent from any one system.

The counselor's monthly visitation calendar was posted in several areas of each attendance center to keep the students and faculty informed on the counselor's schedule. This greatly increased the use of counseling service in all three attendance centers.

Of the three attendance centers, Mullinville is the only system with a room used strictly as a counseling office. This office is completely furnished for counseling administration.

The Bucklin system uses an unused classroom as a counseling room. The only advantage in using this classroom is in group testing and group counseling sessions, but the room lacked privacy due to large windows on the door, and was detrimental to individual counseling.

Ford's facilities for counseling were similar to those of Bucklin. An unused classroom was designated as the counseling room. This room was satisfactory for group testing and group counseling, but not for individual counseling.

The counselor gives group and individual test interpretations to all students in all three attendance centers. Individual consultations are by appointment, which take a long period of time to accomplish because the counselor is not present in the attendance center daily.

The counselor finds it advantageous to have group counseling sessions whenever possible because of the time element involved. These group counseling sessions were educational, vocational, social, and occupational in nature.

Individual consultations are with students referred by faculty, ministers,

parents, and law officers. Many students contact the counselor for individual consultations before school, between classes, and during study hall. These consultations are personal in nature and cover many areas. Individual consultations in the Mullinville attendance center are more frequent because of the counseling office environment.

The counseling cooperative has use of the services of two mental health centers and "Better Educational Services Today." These services provided social and clinical psychologists who visited the attendance center approximately every two weeks. In addition, BEST provided educational services including speech therapy, reading experts, film service and literature. Referral is made to these agencies only after proper evaluation by administration, faculty, counselor, and when parental permission is obtained.

#### The Information Service

The information service in the Mullinville High School is located in the school library and counseling room. The library, which contains most of the informational material, has a movable two-drawer file from the Chronicle Career Guidance, maintained by the Library Science class. There is also an eight-foot literature rack which displays materials from governmental, commercial, business, industry, associations, and educational institutions. Another display rack contains paperback books on occupations, scholarships, college selection, college entrance examinations, and education.

The counseling room is located at the opposite end of the building away from the library; therefore only a small amount of the information service is located there. College catalogs and private school literature are located in the counseling room. The college catalogs are located in the counseling room

because there is not sufficient room to display them in the library.

None of the information services are located in any of the classrooms. The informational service is not filed or classified in the library. The only service that is filed and classified is the Chronicle Career Guidance. Thus, much of the informational material is misplaced or not returned.

All the teachers in the Mullinville system have been informed about the location and types of information service available. If the teachers cannot find the service they need, it is ordered by the counseling center.

Due to the small school population, the demands of teachers and pupils are not as great as they would be in a large school population.

All informational material is evaluated before it is displayed in the literature racks.

Due to limited funds, the informational service does not presently contain films, film strips, records, or hard-bound books. Most of the material in this department is obtained free.

The informational service in the Bucklin and Ford Schools is located in the library. Bucklin library has a temporary display rack consisting of three wooden shelves and six cement blocks. Most of the information service materials are located on these three shelves. The Ford library does not have any display or storage space available so some of the information literature is placed on one library table.

Both attendance centers have two filing cabinets where educational material and catalogs are stored for student and faculty use.

The Chronicle Career Guidance file is located in both libraries. The file is maintained by the counselor in both systems. Additional information material is not classified or filed.

The secondary faculty in the two systems are informed about the use and types of material available in the information service.

Due to lack of library space, funds, and equipment, the information service in these two attendance centers has been limited.

### The Placement Service

In the Mullinville and Bucklin-Ford systems the placement service consisted of in-school placement, college, vocational training, and private school selection.

In the in-school placement service students are given assistance with curriculum selection and extra-curricular activities. These activities included Hi-Y, FFA, Photo Club, choral singing groups, pep-band, and pep-club. The placement service in the cooperative, in the past, has not given assistance in job placement, because the small rural area's job selection is minimal. Work-experience program assistance has not been given to any great extent in the past. Work-experience positions are very hard to obtain in small-populated areas.

A file containing possible apprenticeships are available to any student who may be interested. In the past, there has been no interpretation service to the schools' staffs, student body, and potential employers. Mullinville and Bucklin have adequate physical facilities to function as a placement service department.

All three systems have copies of the Dictionary of Occupational Titles, Occupational Information, Catalog of Federal Assistance Programs, and Job Guide For Young Workers, in the library. In addition, they have materials published by industries, schools, colleges, and universities available.

### The Follow-Up Service

The follow-up was the most neglected service in the Mullinville and Bucklin-Ford districts. This neglect was caused by lack of time, proper personnel, money, and lack of proper organization.

In the three attendance centers some follow-ups were established for individual cases. These individuals were students who were under-achievers, and had come to the counseling service for information and help. Periodic checks were made with students to see if they had made any progress after their first visit to the counseling center.

The Mullinville system had established the Iowa Test of Educational Development on a yearly test-retest basis. This test was used to measure individual progress, and curriculum efficiency. A follow-up study was made to compare test results for individuals, and school curriculum over a two-year period.

The counselor for the three attendance centers had established the minimal amount of follow-up service. The physical facilities for the follow-up program, are adequate for establishing a functional service.

### RECOMMENDATIONS FOR IMPROVEMENT OF SERVICES

By using the information gained from the survey of existing counseling practices and the basic guidance principles and services as a basis, the suggested recommendations were formulated for Mullinville, Bucklin, and Ford High Schools. Each service will be discussed separately.

### The Inventory Service

The following recommendations are suggested for the Mullinville, Bucklin,

and Ford systems:

1. A new type of cumulative folder that has space designated for the placing of presscores from the IBM testing service. The folders now being used do not have space for the placing of presscores.
2. In the Mullinville system, the substitution of the new revised short form of the Iowa Test of Educational Development. The Bucklin and Ford systems should adopt the use of the same program. This is one of the better instruments to evaluate individual progress and school curriculum.
3. The use of the Iowa Test only one time in a school year, preferably during the first semester. When using the test on a test-retest program many students do not give valid information on the second testing because of the length of the test.
4. The Kuder DD Interest Inventory be given in the Junior year instead of the Senior year. Giving the test in the Junior year gives the student information for making decisions during the Senior year.
5. The cumulative folders be located in the counseling room in the Bucklin and Mullinville attendance centers. Ford has no designated counseling center, so the folders should remain in the school office.

#### The Counseling Service

To encourage better student consultations in all three attendance centers it is suggested that the door window in the counseling office at Mullinville be curtained or covered. The glass viewing windows in Bucklin High should be covered or removed and a solid panel be installed. The counseling office in Ford needs to be moved from the second floor to the small classroom on the main floor.

To facilitate counselor efficiency, the visitation schedule should be more flexible, so that the counselor can spend as much time as possible in each attendance center. This is especially necessary on days of testing, interpretations, and interviews with large groups or classes.

All three attendance centers are relatively close together in area and are quite alike in needs, community life, and size. It would be an advantage to all three centers if the testing program were standardized, using the same kinds of tests and synchronizing schedules for giving them. It is suggested that Bucklin-Ford provide the new short forms of the Iowa Test of Educational Development to all four secondary grades. This will help evaluate individual achievement and school curriculum. In the Bucklin-Ford seventh grade, it would be beneficial to students to administer the National Educational Development Test.

#### The Information Service

Since information service is considered to be essential to the counseling program and all other counseling services depend upon it, the following specific improvements are recommended:

##### Mullinville, Bucklin, and Ford Counseling Centers.

1. Obtain three, three-drawer filing cabinets.
2. Begin a filing and classification system of informational material.
3. Provide adequate library shelf space for the storage of college catalogs and educational material.
4. Bring the Chronicle Career Guidance file up-to-date. Discard any material over four years old.
5. Orient each high school class on location and use of informational material.
6. Provide the classrooms with any information service that is needed.
7. Orient the new teachers in the system to the availability of the information service.
8. Explore areas for obtaining informational materials.



9. Obtain three, four-by-four-foot literature racks.
10. Start an informational film library.
11. Begin a group counseling session on occupations and education.
12. Establish a program where a student may visit a college or training center of his choice.

### The Placement Service

Any school guidance program would not be completely functional if it did not have placement services in its itinerary. Placement service should help every student make satisfactory choices and be able to act upon these choices.

For the Mullinville, Bucklin, and Ford School Systems it is recommended:

1. More emphasis be placed upon in-school placement service. These services should apply to the areas of curriculum selection and extra-curricular activities. This service should be available to any student in the senior high school.
2. Placement service should be available to every student for college selection, private school selection, vocational training, job placement, and apprenticeship training.
3. That an extension phone be provided for the counseling office.
4. A file of necessary forms and records be established to facilitate services in job placement. This file should contain personnel forms, job order cards, cards of introduction, and job follow-up forms.
5. More emphasis be placed upon in-school placement service. These services should apply to the areas of curriculum selection and extra-curricular activities. This service should be available to any student in the senior high.
6. That an office be provided in the Ford attendance center. This office should be located in the small classroom by the library and school office.

### The Follow-Up Service

The recommendations for Mullinville, Bucklin, and Ford are similar because

the follow-up program has been a weak department in the guidance service in both districts.

It is recommended:

1. A follow-up staff be established in each school. Each staff should consist of the school principal, counselor, and three teachers from the school faculty. The counselor will be the chairman of each follow-up committee. The committee of three teachers should be selected by the counselor.
2. The follow-up program, beginning with the 1970-71 school year, for school-leavers should be made the first year out and again on the fifth year.
3. The questionnaire method be used in obtaining follow-up information, since very few of the school-leavers remain in the school area.
4. The necessary forms used in follow-up programs be designed by the follow-up committee. These forms are the covering letter, interviewing forms, and questionnaires.
5. A file be constructed that will contain the names and addresses of all school-leavers for the past five years and for all school-leavers in the future.
6. The results from the follow-up studies be tabulated and utilized by the counselor, school, and teaching staff.
7. The in-school follow-up service should be updated and developed to meet the needs of the students, teaching staff, school, and community.

## SUMMARY

Small schools in Kansas have unified, and in some cases have formed department cooperatives to provide guidance service for the students, school, and community. These cooperatives were formed between two or more districts because of lower operating budgets, lack of qualified personnel, and State Department regulations.

Two years ago the guidance cooperative of Mullinville, Unified School District 424, and Bucklin-Ford, Unified School District 459, was formed. Bucklin-Ford are one unified district but maintained two separate attendance centers. These schools prior to this time did not have regular counseling and guidance programs.

The administrators of the two districts hired a school counselor in 1968 to start a cooperative program. It was the responsibility of the counselor to begin and initiate a functioning guidance program in the three respective attendance centers. As a result of this guidance cooperative and school unification, it was deemed wise to evaluate the existing two year program and make suggestions for its improvement.

Information in the study was gained from the cooperative guidance services occurring during the 1968-1970 school years. The suggested recommendations need to be approved by the respective superintendents and school boards of the two unified districts. Because of conflicting opinions in the different attendance centers, it will be a period of time before the guidance service can have a complete program.

The evaluation of the existing programs and the suggested improvements were based on selected basic services of guidance. Each individual is unique, and

individual dignity is supreme. Pupil evaluation should be fair and realistic. The client's actions are based on his attitudes and perceptions, and should be carried out in a manner that is satisfactory to the individual.

The students today need an effective guidance program with an environment that will allow the student to make his own decisions. The teachers cannot operate a proper functioning program alone; there must be considerable cooperation between the administration, teachers, and the counselor.

Five basic guidance services were used in this study. The counseling service is the core of the guidance program, but it must be integrated with the other basic services. It is what results in one-to-one or group situations, and should help students in better decision making. The inventory service should be a continual interpretation, and collection of data on the student. The inventory is considered by some to be the most important service in the guidance program. Without this service it would be difficult for the other four basic services to function properly. Educational, vocational, and personal-social information should be provided by the information service. The placement service should apply to inter-school situations as well as to school-leavers. In either situation, the purpose of this service is to help the individual in obtaining work, training, or activities. Continuous, systematic contact should be kept with former students by the follow-up service to help evaluate the total school program.

The two year evaluation of the Mullinville, Bucklin-Ford guidance service provided the following findings.

The counseling service would be improved in Bucklin and Ford if counseling room facilities were corrected or improved. Bucklin attendance center should cover or remove the glass viewing window beside the door. The room windows

should have curtains to provide more student privacy. In the Ford attendance center the counseling room should be moved from the second floor to the first floor near the office. This small classroom could be made into an adequate counseling room. The glass viewing windows in the counseling room door in the Mullinville school should be covered. The counseling service in the three attendance centers is satisfactory, but can be improved with the suggestions mentioned.

Mullinville and Bucklin have very complete and up-to-date cumulative folders. Prior to the guidance program, Ford's cumulative folders were very incomplete. After two years of working on the folders, they are still incomplete. It is suggested in the school year 1970-71 all three attendance centers begin using the same form of folder for incoming Freshmen students. The folders should contain an area where presscores from tests can be attached for all four years of high school testing.

Prior to the guidance cooperative, Mullinville maintained a testing program that was better than average. Bucklin and Ford gave only those tests that were furnished by the state.

The cooperative guidance service has used the same basic testing program in the three attendance centers. This testing consisted of achievement, intelligence, aptitude, and interest tests. It would be an advantage to the cooperative guidance service if all three systems could have the same basic testing program.

To make this possible, it is recommended the new short form of the Iowa Test of Educational Development for all students be added to Bucklin-Ford testing program. It is recommended the Nelson-Denny Reading Test for freshmen be included in the Mullinville testing program. The new short form of the

Iowa Test of Educational Development be substituted for the eight hour battery test that is now in use. With these recommended additions and changes the three attendance centers will have the same testing program.

It is recommended that a guidance service committee be established for each attendance center. Each committee would consist of three teachers, school principal, and counselor. The purpose of this committee would be to help in formulation of guidance policy and test selection.

The information service is to provide educational, vocational, and personal data. This information can be presented to students by the use of vocational files, visiting representatives, college catalogues, visits from prior graduates, college days, career days, and literature.

The study showed the information service in the three attendance has adequate material to meet the needs of the respective communities and the students. Bucklin and Ford have inadequate facilities for storage and display of information service. All three attendance centers do not have a system of filing and cataloging college catalogs and informational literature.

It is recommended that Bucklin and Ford obtain literature storage racks to be placed in the respective libraries. It is recommended that the counselor with the help of the respective school librarians establish a filing system for informational literature.

The study showed the placement service was completely undeveloped in the three attendance centers. The purpose of placement is to help the student make a satisfactory choice. This service should be available for in-school students as well as school-leavers. It is recommended that in-school and school-leaver placement be established in the three attendance centers. In-school service can be accomplished by giving assistance to students who need help in choosing

extra-curricular activities and curriculum and selection. Placement service for school-leavers will consist of help in obtaining jobs, training, and school selection.

The follow-up service in all three attendance centers was completely undeveloped. The school should have regular contact with present and past students through this service. It is recommended that information from alumni be passed on to the respective schools by using a short follow-up questionnaire or check list.

The study of the cooperative guidance program and the areas of improvement have been recommended to the respective superintendents and school boards. Acceptance of these recommendations depend upon the school budget and school administration.

## BIBLIOGRAPHY

- Erickson, Clifford E., and Glenn E. Smith. Organization and Administration of Guidance Service. New York: McGraw-Hill Book Co., 1947.
- Froelich, Clifford P. Guidance Service in Schools. New York: McGraw-Hill Book Company, Inc., 1958.
- Hatch, Raymond N., P. L. Dressel, and J. W. Costar. Guidance Service of the Secondary School. Dubuque: William Brown Company Publishers, 1963.
- Hatch, Raymond N., and Buford Stefflre. Administration of Guidance Service. Englewood Cliffs: Prentice Hall, Inc., 1958.
- Hollis, Joseph W., and Lucile Hollis. Organizing for Effective Guidance. Chicago: Science Research Associates, Inc., 1965.
- Humphreys, Joseph A., Arthur E. Traxler, and Robert D. North. Guidance Service. Chicago: Science Research Associates, Inc., 1960.
- Johnson, Walter F., Buford Stefflre, and Ray A. Edelfelt. Pupil Personnel and Guidance Service. New York: McGraw-Hill Book Co., 1961.
- Mathewson, Robert H. Guidance Policy and Practice. New York: Harper-Row Brothers, 1955.
- Mortensen, Donald, and Allen Schmuller. Guidance in Today's Schools. New York: John Wiley and Sons, Inc., 1966.
- Norris, Willa, Franklin R. Zeran, and Raymond N. Hatch. The Information Service in Guidance. Chicago: Rand McNally and Company, 1960.
- Ohlsen, Merle. Guidance Services in the Modern School. New York: Harcourt, Brace and World, Inc., 1964.
- Shertzer, Bruce, and Shelly C. Stone. Fundamentals of Guidance. Boston: Houghton Mifflin Company, 1966.
- "Standards for Approval of Local Guidance and Counseling Programs,"  
Topeka, Kansas: State Department of Education, 1965.
- Tyler, L. E. The Work of the Counselor. New York: Appleton, Century, Crofts, Inc., 1961.



**A SURVEY OF GUIDANCE SERVICES AND RECOMMENDATIONS FOR IMPROVEMENTS  
IN UNIFIED SCHOOL DISTRICTS 424 AND 459**

by

**BERNARD KEITH CHADD**

**B.A., Kansas State University, 1954**

---

**AN ABSTRACT OF A MASTER'S REPORT**

**submitted in partial fulfillment of the**

**requirements for the degree**

**MASTER OF SCIENCE**

**College of Education**

**KANSAS STATE UNIVERSITY  
Manhattan, Kansas**

**1970**

The purpose of this study was to evaluate the existing cooperative guidance services and facilities in Mullinville, Bucklin, and Ford High Schools and to make recommendations for needed improvements. The results from this evaluation were utilized to determine how the existing cooperative program could be improved. The reason for this study was the forming of a cooperative guidance program for three class 1-A high schools. In addition, the survey of services was the basis for evaluation of this cooperative guidance program after two years of operation. Selected basic guidance services of inventory, counseling, information, placement, and follow-up were used as guide lines for the cooperative program evaluations and recommendations. The evaluation of the cooperative guidance services revealed the guidance program was similar in the three attendance centers. The evaluation was conducted according to the traditional functions of the various services as outlined below.

The inventory service supplies the counselor with information that is useful in the counseling situation. This information is obtained from a testing program that measures student achievements, interests, intelligence, and aptitudes. The cumulative folder provides personal data that is beneficial to the counseling service.

The informational service supplies students with educational, vocational, and personal social data. This can be done through the use of college catalogs, vocational information files, literature, and films.

Counseling is one of the more important services offered to individual pupils. It provides a relationship in which the individual is stimulated to evaluate himself and his opportunities; to choose a feasible course of action; to accept responsibility for his choice; and to initiate a course of action in line with his choice.

A school's placement program must be concerned with the success its graduates have in finding jobs. It must also pay attention to the jobs obtained by those dropping out of school and those who work part time. Placement service assists pupils to find their place in appropriate extra-curricular activities. The service helps pupils gain admittance to appropriate educational facilities. This may be a high school class, a college, an apprenticeship, or a trade school.

Through the follow-up the student or school learns the nature and the extent of progress. Many times this service is limited because a school lacks the time, money, personnel, or procedures needed to render continuing services to its counselees over a period of time. The follow-up is concerned not only with school alumni, but with the student still in school. The follow-up study may be obtained by a short questionnaire or by a personal interview.

Every individual is unique and pupil evaluation must be realistic. There is a continual need for guidance, and an effective program should result in a more self-directive student. The counselor alone cannot make the guidance services function properly without recognizing the importance of the teacher's role in the team approach.

The study of the existing guidance services in the two unified districts and basic guidance principles was the basis for recommendations made for improvements. These recommendations were similar for the two Unified School Districts in testing programs, facilities, relocation of counseling rooms, and improvement of the basic guidance services.

For a guidance program to function to its maximum efficiency, all of the basic services must be completely exploited and administered by the counselor. If these guidance services are provided, the needs of the students, school, and community will be fulfilled.