THE EFFECT OF THE NATIONAL DEFENSE EDUCATION ACT
TITLE V(A) ON THE GUIDANCE SERVICES PROGRAM
IN THE STATE OF KANSAS

by

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INTRODUCTION

Reasons for Study

Information on the effect of National Defense Education Act of 1958 Title V (A), hereafter designated as NDEA, on the guidance services in the State of Kansas was gathered to show if any improvement had been made through the use of funds from the Federal Government matched by an equal amount or more by the public secondary schools of Kansas. It was hoped that the results of this study might be of benefit to those concerned with school legislation in the years to come.

Scope and Purpose

The study covered a period of two school years 1959-1960 and 1960-1961 that had passed since the NDEA of 1958 was enacted. It was concerned with Title V (A) of that act. This section concerned guidance, counseling, and testing: identification and encouragement of able students. One reason for including this section in the Act was that too many students were dropping out of high school because they lacked proper guidance. Another was that not enough capable students were encouraged to continue their education by attending college.

The purpose of the report was to determine any increase in the guidances services in Kansas since the NDEA of 1958. The report made a comparison of the budgets and verified expenditures for the past two years of public secondary schools.
reimbursed under NDEA Title V (A). The study surveyed the number, classification, and qualifications of the counselors in those schools for the purpose of showing changes made in the counselors. The report also surveyed the number of ninth graders taking state sponsored tests for three years and the increase made of their use.

PROBLEM AND PROCEDURE

Statement of Problem

The problem for this report was the effect of the NDEA of 1958 Title V (A) on the guidance services program in the state of Kansas. The effects studied in the report were (1) how the proposed budget related to the verified expenditures, (2) the comparisons of the number and qualifications of counselors, and (3) the number of students and schools involved in the testing program sponsored by the State Department of Public Instruction.

Definition of Terms

For the purpose of clarity the following terms are explained as they are used in this report:

Counselor is a person in charge of carrying on the guidance program in the school. He must meet minimum or standard qualifications for the school to be approved for NDEA reimbursement. Counselors may be administrator-counselors,
teacher-counselors, or full-time counselors.

Secondary schools are 4-year high schools, 6-year high schools, or 3-year junior high schools.

Salary is money paid to counselors who meet the requirements of the State Plan. Part-time counselors' salaries are prorated between counseling hours served and other duties.

Travel is money paid for travel necessary to carry out the State Plan activities such as conferences and workshops.

Clerical is help directly related to the work of the schools' guidance program.

Office equipment is the purchase and maintenance of office equipment necessary to meet the requirements.

Materials are testing, library, and other supplies that are necessary for the guidance services.

Total guidance costs are the total of salary, travel, clerical, office equipment, and materials.

Counseling time allowed are the clock hours as computed under the State Plan for reimbursement.

Counselor-student ratio is the clock hours as computed by counseling time allowed, divided by the number of students enrolled.

Procedure

In the summer of 1960 Mr. Charles Watkins, Director of Guidance Services, Kansas State Office of Public Instruction, was interviewed by the writer to find what type of information
he had in his records that would show the effect of the NDEA in the secondary school guidance programs of Kansas. His office had gathered the budget reports (Appendix p.30 Exhibit A and B) and some verification of expenditure reports (Appendix p.31 Exhibit C and D) on the NDEA approved secondary schools of Kansas. It was decided that this report would cover a two year period which included the school years 1959-1960 and 1960-1961.

In August of each year, to start the NDEA program for the year, Mr. Watkins' office sent out the following forms: (1) Standards for approval of program (Appendix p.32 Exhibit E), (2) Reimbursement for programs (Appendix p.33 Exhibit F), (3) Application for approval for reimbursement (Appendix p.34 Exhibit G) and (4) Qualifications inventory for counseling personnel (Appendix p.35 Exhibit H). The last two forms were returned to the state office by November in order for it to determine whether the school would be approved for the NDEA program of reimbursement. Near the end of the school year the verification of expenditure form was sent to the schools and returned when school was out. Reimbursement was made then to each school according to the amount of money from the Federal Government and the number and qualifications of the schools participating.

Forms (Appendix p.36 Exhibit I) were made up for the writer to tabulate information from the schools' reports on budget and verification of expenses. The 1959-1960 salary was taken from
the high school principal's organization report (Appendix p. 37 Exhibit J) to be sure of the right amount. The budget form of that year was not adequately filled out, so it was difficult to get accurate information from it. The salary was prorated according to the number of hours spent in counseling each day. The total guidance cost for each school was figured by adding together the costs for prorated salary, travel, clerical, office equipment, and materials. Then from both the budget and verification of expense forms the different costs such as salary, travel, etc. were added together for all of the approved schools for each of the two years. From these totals, tables were made showing the per cent that each of the different costs was to the total cost of the state program. The difference in the costs for the two years was found. Then the per cent comparing the first year with the difference in costs was determined.

The number of qualified persons and the number of hours assigned to counseling were obtained from the published records (22) of the state office. Some of the information concerning testing was derived from Mr. Watkins (21) personally. He had been working at gathering information for some of his state reports concerning the testing program. During one of the many days the writer spent in Mr. Watkins' office in the summer of 1961 he helped her find the necessary figures for the past three years. Some of these are now published (17).
Introduction to the National Defense Education Act of 1958

According to Belanger (1) the first sentence of the NDEA of 1958 states,

"...The congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources and technical skills of its young men and women..."

The first act was signed September 2, 1958 to last until June 30, 1962. Title V (A) of the act authorizes $15 million a year in grants to the States to establish testing of high school students and the improvement of secondary guidance and counseling services (Sasscer, 14). President Kennedy on October 3, 1961 signed Public Law 87-400 extending the act for two years until June 30, 1964. The act carries a statement that there would be no Federal control of the money used by the state and local schools.

Not all people believe the act does not have Federal control on the school curriculum because by the very fact that the money is designed for science, modern language, and guidance there will be an increase in those areas while other curriculum areas will not increase because they are not supported. Rice (12) indicates that the Executive Committee of the American Association of School Administrators were against the NDEA because it was cumbersome, expensive to administer and had too much red tape. They
favored a general support bill for the operation and capital improvement of the public schools with the use of money being determined by states and local school authorities. Campbell and Henley (2) discovered a similar reaction in a study of 45 school districts in Illinois. These districts also thought if the programs were already good, the aid was negligible.

Some schools have no desire to have guidance services in their schools. Perhaps it is because the school and community do not understand the purpose and benefits of guidance services. If a few people in the school and community are interested in the school obtaining guidance services, then they can start to work creating a climate for accepting them following some of the suggestions given by Weitz (24). Work must be done with students and teachers and parents to help them understand and to participate actively in developing the program. A well-qualified counselor is needed who can work with the people mentioned above. Through these ways the services stimulated by the NDEA can be expected to develop and thrive.

Changes in State Office

According to a news item in Kansas Schools (15) four new guidance supervisors in the Guidance and Pupil Personnel Services in the Kansas State Department of Public Instruction were added in the summer of 1959. These positions were made possible by the enactment by Congress of the NDEA of 1958. The 1959 Kansas Legislature authorized the positions. The NDEA paid
their salaries.

The four new guidance supervisors, hired in the summer of 1959, were Karl Anderson, Willard Foster, Maurice Anders, and Charles Watkins. They worked under Dr. Ramon L. Charles until he resigned in October, 1959. Charles Watkins succeeded him in February, 1960 and Carl Heinrich was added to the staff in September, 1960. Maurice Anders resigned in September, 1961.

In 1960-1961 the state was divided into four districts. (Appendix p. 38 Exhibit K). Carl Heinrich had the northeast section, Karl Anderson the east central section, Willard Foster the southeast section, and Maurice Anders the west section. Their work was outlined in the State Plan for Guidance, Counseling, and Testing (18). The program included each of the following activities:

a. the general direction, coordination, organization, and development of the guidance, counseling, and testing programs under the plan;

b. assisting in the planning of State and local programs;

c. assisting local directors, supervisors, and counselors in establishing, maintaining, or improving programs under the plan;

d. helping in the planning and preparation of materials, and information for state and local programs;

e. evaluating the results of guidance and counseling programs under the plan; and

f. such other supervisory activities as might be necessary for the development and improvement of programs under the Plan.
Charles B. Watkins as director had general supervision over all NDEA approved programs of guidance, counseling, and testing.

Guidance Institutes

To train counselors, Kansas State College of Pittsburg had held for three consecutive summers, a counseling and guidance training institute, financed by the NDEA. Dr. E. G. Kennedy, guidance bureau director of the college, headed these six-week institutes, which provided training for 30 persons who were or would be counselors in secondary schools. According to Kansas Schools (5), (6), there were 41 persons enrolled in 1959 and 30 persons each in 1960 and 1961. A similar institute was held in the summer of 1960 at Kansas State University for 25 persons under the direction of Dr. H. Leigh Baker, Department of Education. Nationally, 50 guidance institutes were conducted in the summer of 1959 with 2,210 enrollees. About a third of them were women according to the report of the first 50 institutes (18). The 83 short-term institutes conducted in the summer of 1960 and 20 regular-session institutes during the academic year 1960-1961 enrolled, respectively, 2,746 and 649 secondary school personnel according to a report by the U. S. Department of Health, Education, and Welfare (19).
Training in Universities and Colleges

Polmantier and Schmidt (11) made a survey of the state universities to find out what courses were most frequently offered for training of counselors. Half or more of the universities offered the following courses in decreasing frequency: Basic course in guidance, methods and techniques of counseling, occupational and educational information, supervised practice and internship in counseling or guidance, tests and measurements, understanding the individual, and organization and administration.

Harmon and Arnold (7) reported that in a study of high school counselors the counselors said their psychology courses were only fair to good. About 40 per cent of them had no supervised practice or tape recordings of interviews. To improve their courses of study the counselors felt some agreement should be reached on how to make a group guidance course more effective as well as improving the conditions mentioned above.

Counselor Qualifications in Kansas

Kansas once had regulations stating counselor qualifications, but these were nullified by the 1959 legislature. Prior to 1959 the counselor qualifications were listed in the Kansas certification handbook as recommended field and subject matter requirements. The legislature by resolution negated the foregoing recommended requirements during the general session of
1959 by passing House Concurrent Resolution No. 38. This was done because many legislators thought that the State Board of Education regulations required secondary schools to have guidance counselors. Many thought the supply of counselors would not meet the demand if all secondary schools were required to have counselors with those qualifications. Later in the 1960 legislature it was pointed out to the legislators by the State Superintendent and the State Board of Education that the intent was not to require the school to have a guidance counselor, but to specify his qualifications and duties if he were employed by a secondary school.

As a result of this explanation, action was taken by the Legislative Council to study the guidance program in the Kansas secondary schools during the following year. This event was related in an article in the Kansas Schools (8), February 1960, which stated,

...The legislative Council approved Proposal No. 36 to study the effects of House Concurrent Resolution 38, approved on the last day of the 1959 session. The resolution nullified the standard on guidance and counseling in accrediting secondary schools and the standards for certifying counselors...

In 1961 the legislature rescinded the action of the 1959 legislature. The guidance standards were then back to recommended requirements, which were in a process of development. The legislature had also recommended that a study be made of counselor requirements and it was done by the Advisory Council during the school year 1961-1962. This study was to be made
before the State Department of Education had submitted the recommendations to the State Board of Education. Recommendations were to be presented to the State Board of Education in the fall of 1962.

Since the Federal Government had required through the NDEA that approved schools have counselors that met state qualifications, the State Department of Public Instruction decided to use the standards that had been set up prior to 1959. These appear in the Appendix p. 32 as Exhibit E.

In examining counselor certification requirements of 32 states Dugan (4) found that among the generally accepted eight areas of minimal preparation the following four received emphasis: (1) philosophy and principles of guidance; (2) educational and occupational information; (3) appraisal techniques; and (4) introduction to counseling. These four emphasized the "how" rather than the "why." The four areas not emphasized were: (1) personality theory and development; (2) statistics and research methodology; (3) group procedures in guidance; and (4) supervised counseling experience. The three major areas of weakness in counselor preparation programs were: (1) foundations in psychology; (2) effective selection procedures for candidates for degrees in counseling; and (3) counseling practicum under professional supervision.

Malcolm (9) was one who believed that the guidance services in the future would be divided into counseling, consultation, and research work. In the future a year's work beyond a master's
degree would be held by those making a career of guidance, a doctoral degree for those having major responsibilities, while the assistant had a master's degree.

Testing Program

Wesman (25) stated that because of the NDEA, thousands of pupils had been tested that would not have been tested otherwise. This investment in testing would realize its objectives if all of those to whom the program offered responsibilities would meet them. Primarily the pupil is the beneficiary of the investment, but there are many others. There are profits made by the publishers of tests which find favor and royalties earned by authors of tests which might be put back into the tests to make them better and also to create others. The tests could be improved by more norms, better instructions on giving and interpreting tests, and increased use of expectancy tables.

The budgets of some state departments of education and budgets of local school system, when suddenly augmented by Federal funds, provided money to spend on tests. Some states bought tests hurridly without thought that all tests are not equally good or useful. They differ in orientation, in content, in reliability, in validity, and in appropriateness of norms. Tests should be bought on the basis of quality, relevance, and usefulness.

However Kansas had done some planning previous to the NDEA. State advisory committees on testing had been functioning. They
were composed of high school and college people who were exploring the possibility of a state testing program. One teacher training institution had been providing a comprehensive battery of achievement and ability tests. The program was voluntary and was participated in by about 80 per cent of the senior high schools.

The State plan (18) for testing was for the purpose of providing information about the aptitudes and abilities of secondary school students to guidance personnel of those schools and to other educational institutions of higher learning in which the student sought admission.

Any secondary school was eligible to participate in the testing program, the extent of which would depend upon available funds. The testing program was to consist of a group measure of intelligence at grade level 10 and a battery of general aptitude tests at grade levels eight or nine in systems having junior high schools and at grade nine in other systems (Appendix p. 39 Exhibit L). These tests were sent to the schools that desired them from Kansas State Teachers' College of Emporia which was employed by the State Department of Public Instruction as their agent. After the tests were given, they were returned and scored at Emporia. Scores were then returned to the local schools.

California Report

Belanger (1) made a report for California giving statistics relating to many fields similar to those given by Watkins (21)
for Kansas. Their minimum counselor-pupil ratio was 1:500 instead of 1:600 as it is in Kansas. California has 334 possible districts while Kansas has 698. Their approved programs during the first four years beginning in 1958-1959 were 134, 178, 120, and 174, respectively. Kansas had 134, 199, and 263 programs for the first three years beginning in 1959-1960. California had about 1,000,000 students with the ratio of 3:4 in the number of students in approved plans to the total number of students. Kansas had a total of 156,967 with about 98,000 or a ratio of about 2:3. About 60 per cent of the allocated money was spent for salary and 28 per cent for clerical assistance. Materials were next, followed by equipment and travel. (See Table 4 for Kansas percentages.)

Progress of National Defense Education Act Title V (A)

According to Moore (10) in 1959 the government approved payments of $6.2 million to six states and territories. In 1960 the Fiscal Report stated that 50 states, the District of Columbia, and three territories were paid $13.4 million. A total of 1,915,357 tests were administered in 1959 and 19,162,000 in 1960.

Crummel (3) made a study of the number of people in the guidance programs of the state agencies and local secondary schools before NDEA and two years later. The results are as follows:
In state agencies:
Before NDEA (June 30, 1958) in 48 states and territories

<table>
<thead>
<tr>
<th>Type of Workers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time guidance workers</td>
<td>69</td>
</tr>
<tr>
<td>Part-time guidance workers</td>
<td>30</td>
</tr>
</tbody>
</table>

Two years later (June 30, 1960) in 54 states and territories

<table>
<thead>
<tr>
<th>Type of Workers</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time guidance workers</td>
<td>156</td>
</tr>
<tr>
<td>Part-time guidance workers</td>
<td>99</td>
</tr>
</tbody>
</table>

In local secondary schools:
Before NDEA (September, 1958) in 48 states and territories

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance supervisors</td>
<td>1,156</td>
<td>1,605</td>
</tr>
<tr>
<td>Counselors</td>
<td>6,009</td>
<td>12,160</td>
</tr>
</tbody>
</table>

Two years later (June 30, 1960) in 54 states and territories

<table>
<thead>
<tr>
<th>Position</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Supervisors</td>
<td>1,239</td>
<td>1,586</td>
</tr>
<tr>
<td>Counselors</td>
<td>9,247</td>
<td>20,079</td>
</tr>
</tbody>
</table>

Ross (13) reported progress in these areas: administrative supports were growing stronger; the underlying philosophy of the guidance programs were growing clearer; counseling was becoming a profession; each student was getting more attention; testing programs were sounder; evaluation was more objective; the physical facilities for counseling services were more nearly adequate; and last of all, the states were working to improve the professional education of the counselor.
FINDINGS

Comparison of the Number of Qualified Persons and the Hours Assigned to Counseling 1959-1960 and 1960-1961

The State Department (16) reported that during the school year of 1957-1958, 172 administrators and 222 non-administrative personnel were assigned as much as one hour a day for guidance. These 394 people served in 279 secondary schools for a total of 773 hours a day. In these 279 schools were enrolled 71,868 or 71.5 per cent of all students in the public secondary schools of Kansas.

There were 134 secondary schools with approved guidance programs during the 1959-1960 school year, according to a state department report (17). These schools had 178 qualified counselors. Federal money amounting to $101,790.33 was given to these schools to assist in providing guidance services. The schools had to match this much on a 50-50 basis. These 134 schools enrolled 75,879 students, or 42 per cent of the total secondary school enrollment in Kansas.

The report also mentioned that there were in the 1960-1961 school year 199 approved guidance programs with 247 qualified counselors. The number of standard qualified counselors rose from 73 to 145. The total number of counseling hours for all qualified counselors in approved programs increased from 781 to 1076.5 hours. A 28.5 per cent (21,744) increase over the previous year was made in the number of students enrolled
in schools with approved programs.

During these two years the NDEA counselor-student ratio had decreased from 585.0 students per 6-hour day to 546.0 students per 6-hour day. The ratios were based on the counseling hours of all NDEA qualified counselors and the enrollment of NDEA approved secondary schools in Kansas. A 6.7 per cent decrease was made.

In Table 1 most of the above statistics are given. The following information is also given in Table 1. The increase in the number of programs with standard counselors was 68 or 109.7 per cent, while there were two more programs with minimum counselors making a two per cent increase. The number of standard counselors increased 72 in number, 98.6 per cent, while the minimum counselors decreased by three, 2.9 per cent. The total increase in counselors was 69 or 38.8 per cent. While there were more counselors and counseling hours the average counseling hours per school decreased slightly by 0.69 per cent. As the counseling program grew Table 1 shows that the average enrollment per counselor decreased 13.4 per cent.

Testing Program During Three School Years for Entire State

In the first few months after the passage of the NDEA of 1958 organizational work began. Testing in the spring of 1959 was the first project of the state department. Table 2 shows the results of the testing program for three years.

<table>
<thead>
<tr>
<th>Qual. of Couns. 1959-1960</th>
<th>Number of Programs</th>
<th>Number of Counselors</th>
<th>Number of Counseling Hours per Day</th>
<th>Average Counseling Hours per Counselor per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) S 62</td>
<td>130</td>
<td>68</td>
<td>109.7</td>
<td>73</td>
</tr>
<tr>
<td>(2) M 100</td>
<td>102</td>
<td>2</td>
<td>2.0</td>
<td>105</td>
</tr>
<tr>
<td>(3) TOTAL 134*</td>
<td>199*</td>
<td>65*</td>
<td>48.5</td>
<td>178</td>
</tr>
</tbody>
</table>

S - indicates personnel meeting standard qualifications
M - indicates personnel meeting minimum qualifications
* - actual number of programs regardless of number of counselors in each program


<table>
<thead>
<tr>
<th>Qual. of Couns. 1959-1960</th>
<th>Enrollment</th>
<th>Average Enrollment per Counselor</th>
<th>Number of Counseling Hrs. per Day</th>
<th>Counselor - Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) S 35368</td>
<td>68705</td>
<td>33337</td>
<td>94.3</td>
<td>434.1</td>
</tr>
<tr>
<td>(2) M 40809</td>
<td>29216</td>
<td>-11593</td>
<td>-28.4</td>
<td>388.7</td>
</tr>
<tr>
<td>(3) TOTAL 76177</td>
<td>97921</td>
<td>21744</td>
<td>28.5</td>
<td>568.5</td>
</tr>
</tbody>
</table>

* - Average enrollment per program
There were 24,000 ninth graders in 479 secondary schools who were tested with the multiple aptitude test battery. The following year 30,354 students in 506 schools were tested which was a big increase from 76.4 per cent to 93 per cent. The third year 36,662 students in 547 schools were tested making 96.8 per cent a slight increase.

Table 2. Comparison of first three years of ninth grade testing program in Kansas.

<table>
<thead>
<tr>
<th>Items compared</th>
<th>1958-</th>
<th>1959-</th>
<th>1960-</th>
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<tbody>
<tr>
<td>Total Secondary Schools</td>
<td>696</td>
<td>695</td>
<td>698</td>
</tr>
<tr>
<td>Total having ninth grade</td>
<td>648</td>
<td>644</td>
<td>647</td>
</tr>
<tr>
<td>Total using tests</td>
<td>479</td>
<td>506</td>
<td>547</td>
</tr>
<tr>
<td>Per cent using tests</td>
<td>73.9</td>
<td>78.6</td>
<td>84.5</td>
</tr>
<tr>
<td>Total ninth grade students</td>
<td>31,394</td>
<td>33,727</td>
<td>36,662</td>
</tr>
<tr>
<td>Total tested</td>
<td>24,000</td>
<td>30,354</td>
<td>35,489</td>
</tr>
<tr>
<td>Per cent tested</td>
<td>76.4</td>
<td>93.0</td>
<td>96.8</td>
</tr>
</tbody>
</table>

Comparisons of Budgets and Verified Expenditures for 1959-1960 and 1960-1961

Table 3 compares the 1959-1960 and 1960-1961 budgets for NDEA approved programs showing that there was an increase of 43.8 per cent.

In comparing the budgets and verifications for these two years it was noticed in Table 4 that the greatest proportion of money was for salaries varying from 87.7 per cent to 89.4 per cent. The remaining small per cent was divided in decreasing amounts among clerical, materials, office equipment, and travel expenses. Tables 5 and 6 show that the total amount

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<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td>Salary</td>
<td>760,254.15</td>
<td>88.3</td>
<td>1,075,649.74</td>
<td>86.6</td>
<td>315,395.59</td>
<td>41.4</td>
</tr>
<tr>
<td>Travel</td>
<td>9,304.80</td>
<td>1.1</td>
<td>15,787.11</td>
<td>1.3</td>
<td>6,482.31</td>
<td>67.4</td>
</tr>
<tr>
<td>Clerical</td>
<td>36,008.50</td>
<td>4.1</td>
<td>57,166.10</td>
<td>4.6</td>
<td>21,157.60</td>
<td>58.7</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>26,490.29</td>
<td>3.0</td>
<td>38,958.71</td>
<td>3.2</td>
<td>12,468.42</td>
<td>47.0</td>
</tr>
<tr>
<td>Materials</td>
<td>30,378.09</td>
<td>3.5</td>
<td>53,350.79</td>
<td>4.3</td>
<td>22,982.70</td>
<td>75.6</td>
</tr>
<tr>
<td>Total</td>
<td>862,435.83</td>
<td>100.0</td>
<td>1,240,912.45</td>
<td>100.0</td>
<td>378,476.62</td>
<td>43.8</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
</tr>
<tr>
<td>Salary</td>
<td>760,254.15</td>
<td>87.7</td>
<td>1,075,649.74</td>
<td>89.4</td>
<td>315,395.59</td>
<td>41.5</td>
</tr>
<tr>
<td>Travel</td>
<td>13,304.80</td>
<td>1.5</td>
<td>10,491.59</td>
<td>.9</td>
<td>-2,813.21</td>
<td>-21.1</td>
</tr>
<tr>
<td>Clerical</td>
<td>38,015.27</td>
<td>3.2</td>
<td>49,336.92</td>
<td>4.1</td>
<td>11,321.75</td>
<td>29.7</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>26,715.14</td>
<td>3.1</td>
<td>28,763.26</td>
<td>2.4</td>
<td>1,048.12</td>
<td>3.8</td>
</tr>
<tr>
<td>Materials</td>
<td>30,297.98</td>
<td>3.5</td>
<td>39,236.57</td>
<td>3.2</td>
<td>8,938.59</td>
<td>29.5</td>
</tr>
<tr>
<td>Total</td>
<td>869,187.34</td>
<td>100.0</td>
<td>1,203,478.08</td>
<td>100.0</td>
<td>334,291.64</td>
<td>38.4</td>
</tr>
</tbody>
</table>
Table 5. Comparison of 1959-1960 budget and verification for NDEA approved programs.

<table>
<thead>
<tr>
<th></th>
<th>1959-1960 Budget</th>
<th></th>
<th>1959-1960 Verification</th>
<th></th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
</tr>
<tr>
<td>Salary</td>
<td>760,254.15</td>
<td>88.3</td>
<td>760,254.15</td>
<td>87.7</td>
<td>0.00</td>
</tr>
<tr>
<td>Travel</td>
<td>9,304.80</td>
<td>1.1</td>
<td>13,304.80</td>
<td>1.5</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Clerical</td>
<td>36,008.50</td>
<td>4.1</td>
<td>38,015.27</td>
<td>3.2</td>
<td>2,006.77</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>26,490.29</td>
<td>3.0</td>
<td>26,715.14</td>
<td>3.1</td>
<td>244.85</td>
</tr>
<tr>
<td>Materials</td>
<td>30,378.09</td>
<td>3.5</td>
<td>30,297.98</td>
<td>3.5</td>
<td>80.11</td>
</tr>
<tr>
<td>Total</td>
<td>862,435.83</td>
<td>100.0</td>
<td>869,187.34</td>
<td>100.0</td>
<td>6,715.11</td>
</tr>
</tbody>
</table>

Table 6. Comparison of 1960-1961 budget and verification for NDEA approved programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
<td>%</td>
<td>Amount</td>
</tr>
<tr>
<td>Salary</td>
<td>1,075,649.74</td>
<td>86.6</td>
<td>1,075,649.74</td>
<td>89.4</td>
<td>0.00</td>
</tr>
<tr>
<td>Travel</td>
<td>15,787.11</td>
<td>1.3</td>
<td>10,491.59</td>
<td>.9</td>
<td>-5,295.52</td>
</tr>
<tr>
<td>Clerical</td>
<td>57,166.10</td>
<td>4.6</td>
<td>49,336.92</td>
<td>4.1</td>
<td>-7,829.18</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>38,958.71</td>
<td>3.2</td>
<td>28,763.26</td>
<td>2.4</td>
<td>-10,195.45</td>
</tr>
<tr>
<td>Materials</td>
<td>53,350.79</td>
<td>4.3</td>
<td>39,236.57</td>
<td>3.2</td>
<td>-14,114.22</td>
</tr>
<tr>
<td>Total</td>
<td>1,240,912.45</td>
<td>100.0</td>
<td>1,203,478.08</td>
<td>100.0</td>
<td>-37,434.37</td>
</tr>
</tbody>
</table>
spent in 1959-1960 was .7 per cent more than was budgeted while the reverse was true in 1960-1961 with a decrease of 3.0 per cent. There was an increase of 38.4 per cent in the amount spent during the two years as shown by Table 4.

One reason Table 4 shows such a small amount spent for guidance services other than salary was that there were so many schools that did not report any expense for those factors. Table 7 gives the percentages which are quite high. Expenses for materials was the one filled in by most schools. Next in the order of decreasing numbers were travel, office equipment, and clerical expenses. This could indicate a need of more clerical help or it could mean the help the counselor had was not paid or not accounted for if paid.

Table 7. Comparison of NDEA approved schools reporting that no expenditures were incurred in these selected guidance factors.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Travel</td>
<td>44</td>
<td>32.8</td>
</tr>
<tr>
<td>Clerical</td>
<td>76</td>
<td>56.6</td>
</tr>
<tr>
<td>Office Equipment</td>
<td>64</td>
<td>47.7</td>
</tr>
<tr>
<td>Materials</td>
<td>7</td>
<td>5.2</td>
</tr>
</tbody>
</table>
SUMMARY

Present Status

In 1961-1962 Kansas had approximately 263 approved guidance programs employing 307 counselors as reported by Watkins (23). The increase over the previous year was 64 programs and 60 counselors. This was a 24 per cent increase in programs and a 20 per cent increase in counselors. In 1960-1961 the average enrollment per approved program was 492.1. The counselor-student ratio per 6-hour day was 546.0. With the goal of one counselor to 300 students per 6-hour day Kansas was slowly progressing. The average counseling hours per counselor per day in 1960-1961 was 4.36. Over the period of 1959-1961 the number of standard counselors increased 68 per cent and the number of minimum counselors increased only two per cent. More counselors per program had decreased the counselor-student ratio 6.7 per cent.

In 1960-1961, 35,489 students took the ninth grade tests supplied by the state department. Of the 36,662 students in the public secondary schools this was 96.8 per cent.

In 1960-1961 the amount spent for the NDEA approved programs increased 38.4 per cent over the year before. In comparing the budgets and verifications for 1959-1960 and 1960-1961 the greatest proportion of money was found to be spent on salaries while the other expense factors had a small per cent. The reason was that many schools reported no expense for these
items. Perhaps most schools did not fill in these expenses carefully because the counselor's salary more than met the requirements that the school match the state reimbursement on a 50-50 basis. Unless the school had an accounting system that showed where each expense was allocated in detail, the school would not care to be held accountable for expenses it could not prove were definitely spent in certain areas. Even if the schools were not held accountable, approximate estimations might be hard to make.

Predictions

In the future the trend for more standard counselors and fewer minimum counselors should continue. The standards for counselors may be raised with more work in practicums. The counselor-student ratio will continue to decrease as more counselors are hired per school.

The testing program is nearly all-inclusive, but it should include the few remaining schools and students in the future.

The amount spent for guidance should increase rapidly as more secondary schools have full-time counselors or several small secondary schools work together in sharing a counselor. Perhaps the counselor in smaller school systems could work in both the elementary and secondary school levels.

In conclusion the counselor of the future will be a recognized staff member, have high qualifications, and have increased time and facilities to perform his duties more effectively.
ACKNOWLEDGMENTS

The writer wishes to express her deep appreciation and sincere thanks to the following people:

To Dr. H. Leigh Baker for his cheerful and instructive cooperation in preparing the groundwork for this report and in keeping watch over its progress;

To Mr. Charles B. Wakins, Director of Guidance Services, Kansas State Department of Instruction, and his staff for their continued interest in helping the writer find material during the many days she spent at the State House;

To her husband, Dean Baldwin, who took her to the State House, provided an adding machine, and used his slide rule on percentage problems;

To her mother, Mrs. E. L. Blaesi, for taking care of her three girls, Denice 13, Deanna 11, and Dorene 9, for cooperating in their separation from their parents, school friends, and Shetland pony, Thunder, for the past few summers.
LITERATURE CITED


GUIDANCE AND COUNSELING
Title V(a) - Public Law 85-864

Application for Approval for Reimbursement

1. Name of School

2. Address of School

3. Type of School Organization
   a. High School - 6 year ___ 4 year ___ 3 year ___ 2 year ___
   b. Junior High School - ___ 4 year ___ 3 year ___ 2 year ___

4. Enrollment of the school as of September 15, 1959 ______________

5. Number of clock hours in the school day __________ Minutes per period __________

6. Description of Guidance Services
   a. Assigned Time for Counseling (list the names of all those who have time assigned for counseling and indicate the number of hours for each)

<table>
<thead>
<tr>
<th>Name</th>
<th>Hours per day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Total Hours __________

   b. Testing Program (list the names of all the standardized tests given, the type of test and the grade level at which it is administered)

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Type of Test (Such as intelligence, ability, or interest)</th>
<th>Grade Level at which given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Description of the Guidance Services (cont'd)

c. Data Collected About Students (check the following types of data which are maintained in cumulative records)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Home Background: Family Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) School History and Record of Class Work: chronological record of attendance, achievement, activities, anecdotal records, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Mental Ability and Academic Aptitude: results of standardized intelligence tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Achievement: results of standardized achievement tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Out-of-school Activities: work experience and other activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Health: summary of the health and physical characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(7) Educational and Vocational Interests: results of interest inventories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) Special Aptitudes: comments by teachers, activities, and results of aptitude scales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Personality: results of personality scales, anecdotal records, rating scales, sociometric scales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10) Plans for the Future: educational and occupational plans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Do you have a file of unbound educational and occupational literature?  

e. Do you provide any type of orientation on group guidance program?  

f. Do you provide information and assistance in educational placement in the school and in institutions of higher learning?  

g. Do you provide placement services for full or part time work?  

   for graduates  
   for drop-outs  

h. Do you provide information for the school staff to enable it to plan curricular or instructional programs appropriate to the educational needs of the student body?  

i. Do you carry out any systematic follow-up studies and other activities to evaluate the guidance and counseling program as well as the school program?  

Enclosure 3
GPS6003

6. Description of the Guidance Services (cont'd)

j. Does counselor have adequate physical facilities, including private space for counseling, suitable office equipment and necessary clerical help? 

7. Budgetary provisions for guidance activities
Please indicate the amount of money available in the 1959-60 annual budget for each of the following activities:

a. Salaries and necessary travel expenses of local school guidance personnel as described in (a) on page 1 of enclosure 2. For counselors spending less than full time in guidance activities, list only the proportionate amount of salary that should be charged to guidance.

Salaries of counselor (s)  
Travel expense of counselor (s)  

b. Clerical assistance directly relative to the operation of the guidance program  

c. Purchase and maintenance of office equipment necessary to meet the Plan requirements  

d. Purchase of such materials (including library source materials) and supplies as may be necessary to fulfill the functions of the guidance program under the Plan  

8. Name of person filling out this questionnaire  

9. Signature of person filling out this questionnaire  

10. Title of person filling out this questionnaire
Application for Approval for Reimbursement

1. Name of School or Attendance Unit

2. Address of School or Attendance Unit

3. Type of School Organization:
   - High School - 6-yr. 4-yr. 3-yr. 2-yr.
   - Junior High School 4-yr. 3-yr. 2-yr.

4. Enrollment of the school or attendance unit as of September 15, 1960

5. Budgetary Provisions for Guidance and Counseling:
   a. Salaries of Counseling Personnel. (For each counselor who spends less than full time in guidance activities and counseling, list only the proportionate amount which should be charged to guidance.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Salary</th>
<th>For SDPI Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Approval Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hours per Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Counsel.</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
<td>NQ</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
<td>NQ</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
<td>NQ</td>
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<td>S</td>
<td>M</td>
<td>NQ</td>
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<tr>
<td>S</td>
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<td>NQ</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
<td>NQ</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Travel Expense of Counseling Personnel

c. Clerical Assistance Directly Related to the Operation of the Guidance Program

d. Purchase and Maintenance of Office Equipment Necessary to Fulfill the Functions of the Guidance Program under the State Plan

e. Purchase of Such Materials (including testing and library materials) and supplies as may be necessary to fulfill the functions of the guidance program under the State Plan

Total (including salaries above)

Signature of School Administrator

Date
6. Testing Program (list the names of all standardized tests given in the space provided for each grade level in your school and indicate the number of students to be tested in each case.)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Achievement Battery</th>
<th>Single Subject Achievement</th>
<th>Multiple Factor Aptitude (3 or more factors)</th>
<th>Scholastic Aptitude or Intell.</th>
<th>Interest and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>8</td>
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<td>9</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>11</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of School Administrator __________________________ Date ________________
Verification 1959-1960 Exhibit C
1960-1961 Exhibit D
To: Administrative Heads of Kansas Secondary Schools
Subject: Guidance and Counseling, P. L. 85-864

2.3 - Fiscal Records - Local Level

2.31 - The official accounts and documents showing receipts and expenditures of funds by local educational agencies under the approved State Plan will be maintained in the office of the Superintendent of Schools in the local system and in the office of the State Superintendent of Public Instruction in Topeka, Kansas.

Under the Kansas Plan for Guidance and Counseling it is necessary that the local school give evidence that the money it has expended for guidance and counseling is equal to or exceeds that which the school receives through reimbursement from Federal funds. Enclosed with this letter is a copy of the Verification of Expenditures - Guidance and Counseling 1959-60 which is to be used to indicate and certify the types and amounts of expenditures for guidance for the current year.

For school systems which operate more than one secondary school attendance unit, reimbursement has been computed and paid on the basis of the guidance program in operation in each attendance unit. For this reason, we ask that one Verification of Expenditures Sheet be completed and returned for each attendance unit in the system.

Please complete and return this form on or before the close of the fiscal year, June 30, 1960. This copy will be kept on file in our office until such time as these records are no longer needed for audit purposes.

Sincerely yours,

Adel F. Throckmorton
State Superintendent
of Public Instruction
VERIFICATION OF EXPENDITURES
Under Title V(a) of Public Law 85-864

Guidance and Counseling Programs

Superintendent of Public Instruction
Guidance and Pupil Personnel Services
Topeka, Kansas

Name of School ______________________
Address __________________________

I certify that the amounts listed below constitute the total actual expenditures of local and Federal funds for guidance and counseling activities under Title V(a) P. L. 85-864, during the school year 1959-60:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount 1959-60</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries of counselors (If part-time, list only proportionate amount charged to guidance)</td>
<td>$______________</td>
</tr>
<tr>
<td>2. Travel for counselors</td>
<td>_______________</td>
</tr>
<tr>
<td>3. Clerical assistance for counselors</td>
<td>_______________</td>
</tr>
<tr>
<td>4. Office guidance equipment</td>
<td>_______________</td>
</tr>
<tr>
<td>5. Other guidance materials</td>
<td>_______________</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$______________</td>
</tr>
</tbody>
</table>

Paid invoices or canceled checks are available for audit purposes and will be kept on file for at least three years, or until notified by the State Department of Public Instruction that these records are no longer needed for audit purposes.

Signature ______________________ (Chief School Administrator)

Date ___________________________
To: Administrative Heads of Kansas Secondary Schools
Subject: Guidance and Counseling, P.L. 85-864
Reference: State Plan for Guidance, Counseling and Testing under Sections 501-504(a), inclusive, Title V of P.L. 85-864

2.3 - Fiscal Records - Local Level

2.31 - The official accounts and documents showing receipts and expenditures of funds by local educational agencies under the approved State Plan will be maintained in the office of the Superintendent of Schools in the local system and in the office of the State Superintendent of Public Instruction in Topeka, Kansas.

Under the Kansas Plan for Guidance and Counseling it is necessary that the local school give evidence that the money it has expended for guidance and counseling is equal to or exceeds that which the school receives through reimbursement from Federal funds. Enclosed with this letter is two copies of the Verification of Expenditures - Guidance and Counseling 1960-61 which is to be used to indicate and certify the types and amounts of expenditures for guidance for the current year.

For school systems which operate more than one secondary school attendance unit, reimbursement has been computed and paid on the basis of the guidance program in operation in each attendance unit. For this reason, we ask that one Verification of Expenditures Sheet be completed and returned for each attendance unit in the system.

Please complete and return one copy of this form on or before the close of the fiscal year, June 30, 1961. This copy will be kept on file in our office until such time as these records are no longer needed for audit purposes. The other copy is for your files.

Sincerely yours,

Adel F. Throckmorton
State Superintendent of Public Instruction
VERIFICATION OF EXPENDITURES
Under Title V(a) of Public Law 85-864

Guidance and Counseling Programs

Superintendent of Public Instruction
Guidance and Pupil Personnel Services
Topeka, Kansas

Name of School ________________________________
Address ________________________________

I certify that the amounts listed below constitute the total actual expenditures of local and Federal funds for guidance and counseling activities under Title V(a) P.L. 85-864, during the school year 1960-61 as previously set forth in your application.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount 1960-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries of counselors (If part-time, list only proportionate amount charged to guidance.)</td>
<td>$</td>
</tr>
<tr>
<td>2. Travel for counselors</td>
<td></td>
</tr>
<tr>
<td>3. Clerical assistance for counselors</td>
<td></td>
</tr>
<tr>
<td>4. Office guidance equipment</td>
<td></td>
</tr>
<tr>
<td>5. Other guidance materials</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
</tr>
</tbody>
</table>

Paid invoices or canceled checks are available for audit purposes and will be kept on file for at least three years, or until notified by the State Department of Public Instruction that these records are no longer needed for audit purposes.

Signature ________________________________
(Chief School Administrator)

Date ________________________________
Standards for Approval of Program

Exhibit E
GUIDANCE AND COUNSELING
Title V(a) - Public Law 85-864

Standards for Approval of Local Guidance and Counseling Programs

The local school must present evidence that it is meeting the following standards to be eligible for reimbursement under the State Plan:

a. The testing program in the local school must include, as a minimum, all types of tests provided in the State Testing Program and administered at the recommended grade levels. This requirement, for the present school year, will be a general aptitude test battery on the ninth grade level and a group intelligence test on the tenth grade level. Schools not desiring to participate in the State Testing Program may meet this standard by administering comparable tests, from the approved list, at the recommended grade levels.

b. The counselor shall meet either the standard or minimum field and subject matter requirements. These requirements are outlined on Page 4 of Enclosure 1.

c. The counselor shall be furnished materials and facilities essential to the satisfactory performance of his duties.

d. The scope and objectives of the program of guidance must be as listed below:

Guidance programs in public secondary schools shall serve both to advise students regarding courses of study best suited to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and abilities to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions. These programs
shall provide assistance to students by assessing abilities, aptitudes, interests, and educational needs; developing understandings of educational and career opportunities and requirements; and helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals.

e. The guidance program must include the activities listed below:

1. Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational and career planning and progress.

2. Making available to the student and his parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of an educational program and career.

3. Providing individual counseling to:

   (a) Help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses;

   (b) help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements;

   (c) help the student, with the assistance of his parents, make appropriate educational plans, including the choice of an institution of higher education;

   (d) stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and
(e) provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.

4. Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.

5. Providing such group activities as may be necessary to orient students to the
   (1) high school program
   (2) educational opportunities beyond the high school
   (3) career opportunities and requirements

6. Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the State and the Nation.

7. Collecting and analyzing such information as may be needed to evaluate the guidance program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and the Nation.
RECOMMENDED
FIELD AND SUBJECT MATTER REQUIREMENTS
for
COUNSELORS AND TEACHERS OF VOCATIONS

STANDARD:

The counselor shall:

(1) hold degree certificate for teaching at the level in which he is to serve as a counselor,

(2) have had at least three years successful teaching or counseling experience in an accredited elementary or secondary school,

(3) present evidence of twenty-four months of cumulative work experience at a wage earning job other than teaching, and

(4) hold a master's degree, including sixteen semester hours of graduate* credit in professional guidance courses with credit in the Basic Course and in each of the areas as follows: Analysis of the individual occupational information, counseling techniques, supervised practice in guidance services, and administrative relationships of the guidance program.

MINIMUM:

The counselor shall:

(1) hold degree certificate for teaching at the level in which he is to serve as counselor,

(2) have had at least two years successful teaching or counseling experience in an accredited elementary or secondary school,

(3) present evidence of twelve months of cumulative work experience at a wage earning job other than teaching, and

(4) have had at least twelve semester hours of graduate* credit in professional guidance with credit in the Basic Course and in at least three of the areas as follows: Analysis of the individual, occupational information, counseling techniques, supervised practice in guidance services, administrative relationships of the guidance program.

*Up to three semester hours undergraduate credit in the Basic Course will be accepted here.
Reimbursement for Program

Exhibit F
Guidance and Counseling
Title V(a) - Public Law 85-864

Reimbursement for Program of Guidance and Counseling

Reimbursable Activities

To the extent that funds are available the State Department of Public Instruction may reimburse a local district for any of the following categories of expense incurred in the supervision and operation of an approved guidance program in its secondary schools:

a. Salaries of local guidance personnel who are engaged specifically in activities which fulfill the functions of the guidance program under the State Plan which are outlined in d and e on pages 1, 2, and 3, of enclosure 1.

b. Travel expense of local guidance personnel for travel necessary to carry out the State Plan activities and conferences and workshops approved under the State Plan by the State educational agency.

c. Clerical assistance directly related to the operation of the school's guidance program.

d. The purchase and maintenance of office equipment necessary to meet the Plan requirements.

e. The purchase of such materials (including testing and library materials) and supplies as may be necessary to fulfill the functions of the guidance program under the State Plan.

Manner and Amount of Reimbursement

All transfer of State and Federal funds to the local school shall be in the form of reimbursements for expenditures already made for activities approved under the
State Plan. The maximum amount of reimbursement per counselor unit to a local school for any activities listed shall not exceed $1500.

The amount of reimbursement per counselor unit will be contingent upon the amount of money available for reimbursement and the number of reimbursable counselor units each year. As stated in the previous paragraph, this amount will not exceed a maximum of $1500 per counselor unit. For the current school year this amount will have to be prorated because of the limited funds available for reimbursement.

A counselor unit consists of one full time counselor, meeting standard field and subject matter requirements as outlined on the attached sheet, and serving not more than six hundred (600) students per day (one hundred (100) students per hour).

Miscellaneous

(a) Reimbursement for each counselor must be computed individually from Table 1, page 3 of this enclosure.

(b) Maximum reimbursement for each counselor cannot exceed two counselor units ($3000), or one-third counselor unit ($500) for each fifty students or fraction thereof, whichever is less.

(c) In order to be eligible for reimbursement, a school must assign the counselor at least five hours per week for counseling.

(d) Maximum reimbursement to any one school cannot exceed the total expenditures from all sources other than that provided from Federal funds through the National Defense Education Act, Title V(a), Guidance and Counseling.

(e) Personnel whose primary responsibility is in administration or supervision and whose secondary responsibility is in counseling may be reimbursed for a
maximum of one-half as much time per day for guidance as they have assigned for administrative or other duties. In these cases, a complete description of the duties of the positions must be submitted along with an indication of the primary responsibilities for which they are employed.

(f) To compute the counselor/student ratio, divide the total number of students the counselor serves (as of September 15, 1960) by the number of clock hours per day in which the counselor is engaged in counseling and group guidance.

TABLE I

TABLE OF REIMBURSEMENT *

<table>
<thead>
<tr>
<th>Counselor-Student Ratio per Hour</th>
<th>Number of Hours Assigned for Counseling</th>
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<tr>
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<td>1/4</td>
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<td>1 to 50</td>
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<td>51 to 100</td>
<td>250</td>
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<td>101 to 150</td>
<td>100</td>
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<tr>
<td>151 to 200</td>
<td>50</td>
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</table>

* Reimbursement is computed upon the basis of the qualifications of the counselor, the counselor/student ratio per hour, and the number of hours which the counselor has assigned for actual counseling.

The numbers in each column of the table represent the maximum amount of reimbursement in dollars for which a school will be eligible for each counselor.
Application for Approval for Reimbursement

Exhibit G
May 12, 1960

To: Administrative Heads of Kansas Secondary Schools
Subject: Guidance and Counseling, P. L. 85-864

Enclosed with this letter is form GPS6010, Application for Tentative Approval for Reimbursement - Guidance and Counseling - 1960-61. This program of reimbursement is provided for under Title V(a), Public Law 85-864.

In order that local expenditures for guidance, made during the entire fiscal year (July 1, 1960 to June 30, 1961), be considered as matching funds for Federal money, it is necessary that we receive a statement of your planned expenditures for next school year on or before June 30, 1960. Page 1 of the enclosure is provided for this purpose. It is not necessary that the name of the counselor be listed unless it is definitely known at this time. A more detailed application will be sent to you in August and the counselor's name may be included at that time. Please send in all information called for on Page 1.

Failure to return this Application before the June 30, 1960 deadline in no way makes your school ineligible for reimbursement for guidance and counseling. It affects only the amount of local expenditures which may be considered as matching funds for Federal reimbursement.

Page 2 of the Application contains an explanation of two summaries we request that you make for us. One summary should show any increase or improvement of the guidance program for the current school year as compared to the program which was in operation during the year 1958-59. The other should point out plans for changes in the 1960-61 guidance program which will be an increase or improvement of the program of the current school year. It is essential that these summaries be returned with the Application.

For school systems which operate more than one secondary school attendance unit, reimbursement has been computed and paid on the basis of the guidance program in operation in each attendance unit. For this reason, we ask that one Application be completed and returned for each attendance unit in the system.

Sincerely yours,

Adel F. Throckmorton
State Superintendent of Public Instruction
GUIDANCE AND COUNSELING
Title V(a) - Public Law 85-864

Application for Tentative Approval for Reimbursement
Guidance and Counseling - 1960-61

1. Name of School ____________________________

2. Address of School _____________________________

3. Type of School Organization
   a. High School - 6 year ___ 4 year ___ 3 year ___ 2 year ___
   b. Junior High School - 4 year ___ 3 year ___ 2 year ___

4. Expected enrollment of the school as of September 15, 1960 ________

5. Number of clock hours in the school day - Hours _____ Minutes ____

6. Assigned Time for Counseling (list the names of all those who have time assigned for counseling and indicate the number of hours for each).

<table>
<thead>
<tr>
<th>Name</th>
<th>Clock Hours Per Day</th>
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</tbody>
</table>

7. Budgetary provisions for guidance activities (Please indicate the amount of money available in the 1960-61 annual budget for each of the following activities):
   a. Salaries of counselors (If part-time, list only the proportionate amount charged to guidance)

   b. Travel Expense of counselors (for travel in the guidance activities and in-service training conferences)

   c. Salaries of clerical personnel (indicate only expenditures for services directly related to operation of the guidance program)

   d. Purchase and maintenance of office equipment necessary to fulfill the functions of the guidance program

   e. Purchase of such materials and supplies as may be necessary to fulfill the functions of the guidance program. (Include library source materials, testing materials, etc.)

__________________________  __________________________  __________
Signature                  School Administrator            Date
Application for Tentative Approval for Reimbursement  
Guidance and Counseling - 1960-61

Summary and Plans for Improvement of the Guidance Program

Name of School ____________________________

In order to obtain information with which to evaluate the current status and progress of guidance programs in Kansas, we ask that you complete Summaries 1 and 2 below. This information must be included with your Tentative Application for Approval for Reimbursement for Guidance and Counseling.

Suggested Items to Include in Summaries

Expenditures, activities, services, facilities, and materials which are considered essential to any guidance program include many of those listed below:
- Counselors' salaries
- Number of counseling personnel
- Qualifications of the counselors
- Assigned time for counseling
- Travel expenses for the counselors
- Clerical assistance for the counseling staff
- Expenditures for office equipment, materials, and supplies
- The testing program
- Use of the test results
- Counseling facilities
- Cumulative records system
- Use of guidance information by the administration and staff in studies of the curriculum and instructional program
- Follow-up studies, research, and evaluation of the guidance program
- Individual counseling conferences with students
- Individual and group conferences with parents
- Group guidance and orientation activities for students
-(include any others you may wish to use)

SUMMARIES

1. Please summarize any guidance expenditures, activities, services, facilities, and materials provided during the current school year (1959-60) which were increased or improved over those during the school year 1958-59.  
   (Use the suggested items listed above and any others you wish)

2. Please summarize any guidance expenditures, activities, services, facilities, and materials you plan to provide during the school year 1960-61 which will increase or improve those provided during the current school year 1959-60.  
   (Use the suggested items listed above and any others you wish)

Attach supplementary sheets for your summaries. Use one or more sheets for summary Number 1 and one or more sheets for summary Number 2.
Application for Approval for Reimbursement

1. Name of School or Attendance Unit ________________________________

2. Address of School or Attendance Unit ______________________________

3. Type of School Organization: High School - 6-yr. ___ 4-yr. ___ 3-yr. ___ 2-yr. ___
   Junior High School 4-yr. ___ 3-yr. ___ 2-yr. ___

4. Enrollment of the school or attendance unit as of September 15, 1960 ____________

5. Budgetary Provisions for Guidance and Counseling:
   a. Salaries of Counseling Personnel. (For each counselor who spends less than full
      time in guidance activities and counseling, list only the proportionate amount which
      should be charged to guidance.)

      | Name                  | Salary |
      |-----------------------|--------|
      |                       |        |
      |                       |        |
      |                       |        |
      |                       |        |
      |                       |        |
      |                       |        |
      |                       |        |
      | Total                 |        |

   b. Travel Expense of Counseling Personnel

   c. Clerical Assistance Directly Related to the Operation
      of the Guidance Program

   d. Purchase and Maintenance of Office Equipment Necessary
      to Fulfill the Functions of the Guidance Program under the
      State Plan

   e. Purchase of Such Materials (including testing and library
      materials) and supplies as may be necessary to fulfill the
      functions of the guidance program under the State Plan

      Total (including salaries above)

   For SDPI Use Only

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Hours per Day Group</th>
<th>Counsel</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M NQ</td>
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<td>S M NQ</td>
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<td>Total</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

   Signature of School Administrator ___________________________ Date ____________
6. Testing Program (list the names of all standardized tests given in the space provided for each grade level in your school and indicate the number of students to be tested in each case.)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Achievement Battery</th>
<th>Single Subject Achievement</th>
<th>Multiple Factor Aptitude (3 or more factors)</th>
<th>Scholastic Aptitude or Intell.</th>
<th>Interest and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>10</td>
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<td>11</td>
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<td>12</td>
<td></td>
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</tbody>
</table>

Signature of School Administrator ______________________ Date ____________
KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
Guidance and Personnel Section

Report of Evaluation on Application for Approval for Reimbursement Under Title V(a) - Guidance & Counseling

Name of School ____________________________________________________________

Address of School _________________________________________________________

School approved for maximum reimbursement of $_______

(May be necessary to prorate because of limited funds available)

School not approved for reasons listed below:

☐ The approved tests were not administered at the appropriate grade level.

☐ Counselor not qualified (See counselor evaluation report)

☐ Counselor not furnished adequate materials and facilities essential to the performance of his duties.

☐ Inadequate fulfillment of the activities of the guidance services program as outline under item e, pages 2 and 3 of Enclosure 1 (Standards for Approval of Local Guidance and Counselor Programs) of State Superintendent's letter to schools concerning guidance and counseling programs under P. L. 85-864.

☐ Counselor pupil ratio above two-hundred pupils per hour.

Comments:_________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Qualifications Inventory for Guidance Personnel

Exhibit H
GUIDANCE AND COUNSELING  
Title V(a)—Public Law 85-864 
Qualifications Inventory for Counseling Personnel

1. Name

2. Official Title of Position

3. Name of School or Attendance Unit

4. Level of Teaching Certificate Held: (Check one or both) 

   Elementary. 

   Secondary. 

5. Number of years experience—(Include this year) 

   Teaching. 

   Counseling. 

6. Degrees held—Bachelor’s 

   Institution. 

   Year. 

   Master’s 

   Institution. 

   Year. 

7. List work experience:


   Address. 

   No. of Months. 


   Address. 

   No. of Months. 


   Address. 

   No. of Months. 

   (Use space on back for additional work experience entries) 

8. Daily Schedule: List periods for counseling, teaching, administration and duties performed during the class schedule. Indicate the number of minutes for each period:

<table>
<thead>
<tr>
<th>Periods</th>
<th>Minutes</th>
<th>Periods</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>5.</td>
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<tr>
<td>2.</td>
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<td>6.</td>
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<td>3.</td>
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<td>7.</td>
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<td>4.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

9. If this person performs duties other than those which are involved in guidance and counseling, such as teaching, administration, supervision of instruction, and curriculum direction, etc., describe and summarize these duties and indicate the primary functions for which he is employed:

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

NOTICE: RETURN BOTH COPIES TO STATE DEPARTMENT OF PUBLIC INSTRUCTION
INSTRUCTIONS FOR COMPLETION OF GPS6104

1. Two copies of the inventory must be included for each person who meets either standard or minimum field and subject matter requirements and is assigned time for counseling in a school or attendance unit. (NOTE: Inventories are printed on special paper. No carbon is necessary to make duplicates.)

2. Inventories for all new counseling personnel whose qualifications have not been reviewed by this office must be accompanied by an up-to-date, official transcript of college credits.

3. If additional teaching experience, college training, cumulative work experience or an advanced degree have been acquired since application for 1959-60, and this results in a change of qualifications, appropriate evidence of such must be submitted with this inventory.

4. If this person is enrolled in courses during the fall semester of 1961, completion of which will improve his qualifications, official record of this enrollment must be submitted to this office with the application. In order that this credit may apply toward the qualifications of the person for the 1960-61 school year, an official transcript of credits must be submitted on or before February 15, 1961, which shows successful completion of these courses.

5. If this person met standard or minimum field and subject matter requirements for 1959-60, and there has been no change in his qualifications for 1960-61, fill in all but items 4, 6, and 7, of the inventory.

6. (Item 8) The number of minutes for each period should include only the time spent in classroom instruction or counseling. Do not include the time allowed for passing in the hall, etc. Indicate the number of minutes in each period in the class schedule.

7. (Item 9) If this person is employed primarily to assume administrative or supervisory responsibilities or to perform duties other than counseling, group guidance, orientation or teaching, a description and summary of these responsibilities or duties must be included along with a statement indicating the primary responsibilities for which he is employed.
Name of Counselor: 

Name of School: 

Holds degree certificate for teaching at level he will be counseling: 

Yes  

No  

Number of months of cumulative work experience: 

12  

24  

Number of years of teaching and/or counseling experience: 

2  

3  

Degrees obtained: 

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year</th>
<th>Degree</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Bachelor's</td>
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<td></td>
<td></td>
<td>Master's</td>
</tr>
</tbody>
</table>

Indicated below are course areas and courses which fill these areas according to the evaluation of the transcript and evidence submitted with the school application:

<table>
<thead>
<tr>
<th>Areas</th>
<th>Title of Course</th>
<th>Institution</th>
<th>Year</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Basic Course</td>
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<tr>
<td>(2) Individual Analysis</td>
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<tr>
<td>(3) Techniques of Counseling</td>
<td></td>
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<tr>
<td>(4) Occupational Information</td>
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<tr>
<td>(5) Organization &amp; Administration</td>
<td></td>
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<tr>
<td>(6) Supervised Practice</td>
<td></td>
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<tr>
<td>General Courses</td>
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</table>

Comments: 

TOTAL HRS: 

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Tabulation Form for Comparing Budget
and Verification of Expenses

Exhibit I
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>214 Salary</th>
<th>250(b) Travel</th>
<th>215 Clerical</th>
<th>1230(c) Office Equip.</th>
<th>250(a) Materials</th>
<th>TOTAL</th>
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<tbody>
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High School Principal's Organization Report

Exhibit J
### ADMINISTRATION

- **District No.:**
- **School Telephone:**
- **Street Address:**
- **Superintendent:**
- **Principal:**

- **School Board (list all members):**
  - **President:**
  - **Clerk:**
  - **Treasurer:**

- **Are meetings of board held regularly?**
- **Formal minutes kept?**
  - **By whom:**

- **If school is CSD, or RHS, or Community, are copies of minutes sent to County Superintendent as required by law?**

- **Do you have regular faculty meetings?**
- **Do you have written Board policies?**
- **Describe recent problems or studies.**

- **Check: Type of Organization: of High School.**
  - **6 year**
  - **4 year**
  - **3 year**
- **Legal Organization: CSD**
- **RHS**
- **Com.**
- **Non-Public**
- **City 1**
- **City 2**

- **On what basis do you admit students from other schools to advanced standing in your school?**

- **Does your school operate a summer program?**

- **Are all your textbooks Kansas approved?**

- **Name exceptions:**
  - **Do you use the textbook rental system?**
  - **What %?**

- **Date of opening of school this year:**
- **Scheduled date for closing:**
- **Total days to be taught this year:**

  **(Statutory requirement is 180 days.)**

- **Accreditation:** **(By September 1961 all schools are expected to meet increased requirements outlined in the 1959 KANSAS SECONDARY SCHOOL HANDBOOK. However, any school may elect to come under the new program this year by complying with the revised standards.)**

- **Is it the intention of your school to be classified under the new standards this year?**

- **Have you evaluated your school carefully according to the new standards?**

- **If so, what classification (Comprehensive, Standard, Approved) have you determined is appropriate for your school?**

### SCHOOL ENROLLMENT

<table>
<thead>
<tr>
<th>YEAR</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>P.G.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
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<td>Girls</td>
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</table>

* (For 6-year high schools)

### RECORDS

- **Are school records kept in fireproof safe or vault?**
- **Do you have a complete inventory of all equipment?**
- **Are accurate, complete, and cumulative records kept for each student?**

- **Check the items recorded on individual pupil permanent record cards:**
  - **School marks:**
  - **Intelligence test scores:**
  - **standardised test results:**
  - **health, character, personality:**
  - **attendance record:**
  - **record after leaving school**

- **Are original attendance and driver education records kept for convenient state finance audit?**

- **What type of report is made to parents on pupil progress?**
  - **How often?**

- **Is an accounting system used for your High School Activities?**

- **Who is responsible for the accounting of the activities finances?**

- **Does the person responsible have surety bond?**

- **Do you issue serially numbered duplicate receipts for all money received?**

- **Do you pay out money only by serially numbered checks?**

- **Do you make periodic and annual summary reports to your school board?**

- **Do you maintain a columnar account book?**

- **Do you have a regular audit?**

### BUILDING—EQUIPMENT

- **How large is the school ground?**

- **When was the building erected?**

- **Are buildings and equipment adequately insured?**

- **Does the school comply with the regulations of the state board of health and the state fire marshal?**

- **Is the building well lighted?**

- **Are classrooms sufficient in size and number for the needs of the school?**

- **Does each room have equipment suitable for the purpose for which it is used?**

- **Do you have suitable furniture and equipment for Home Economics?**

- **Shop?**

- **Bookkeeping?**

- **Typewriting?**

- **Is your laboratory equipped with suitable laboratory furniture?**

  **Check the subjects for which the science equipment is adequate:**

  - **General Science**
  - **Agriculture**
  - **Biology**
  - **Physics**
  - **Chemistry**

- **Is provision made for decoration and repair of building?**
TRANSPORTATION
How many buses are owned by the district? ______ Contracted? ______
   How many pupils are served by the buses? ______
If both (1) secondary pupils and (2) elementary pupils are conveyed, how many of each? (1) ______ (2) ______
   Cost per pupil for the year? ______
How many pupils are transported by other means? ______
   Cost per pupil? ______
How many miles are traveled daily by the buses? ______
   How many miles in the longest route? ______
What is the longest time any one pupil is on bus? ______
   Is adequate liability insurance provided? ______

HEALTH, SAFETY, AND PHYSICAL EDUCATION
Does your school have the services of a school nurse or county health nurse? ______
   Is your school providing dental and visual screenings as required by law? ______
   Is special effort made to integrate safety education as a part of the school program? ______
Do you have school lunch service? If so, is it sponsored locally or with federal funds? ______
   How many pupils are served daily? ______
   How many semesters of physical education do you require of boys? ______; for girls? ______ Is health instruction offered? ______
Do you have an organized and functioning intramural program for boys? ______; for girls? ______
DIRECTOR OF PHYSICAL EDUCATION
a. For boys ______
b. For girls ______
   Athletic Coach(es) for boys: ______

GUIDANCE AND PUPIL PERSONNEL SERVICES
If you have a planned guidance program, name persons with regularly assigned guidance duties, assigned time, and graduate hours in guidance.

<table>
<thead>
<tr>
<th>Name</th>
<th>Clock Hours Per Day</th>
<th>Graduate Hours in Guidance</th>
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</thead>
<tbody>
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</table>

SURVEY OF ACTIVITIES OF 1960 GRADUATES
Boys    Girls    Total
A. Number of 1960 graduates ______
B. Number presently engaged in each of the following activities:
   1. Employed full time ______
   2. Attending junior college ______
   3. Attending senior college or university ______
   4. Attending business or trade school ______
   5. Miscellaneous ______
   Totals of item B ______
(Must agree with A above).

C. Number 1960 graduates listed in Nos. 2, 3, 4, above:
   In-state Out-state
   Attending junior college ______
   Senior college or university ______
   Business or trade school ______
   TOTAL (Must agree with totals of B 2, 3, 4) ______

THE STAFF
Do all teachers have proper certificates? ______
   Number of equivalent full-time high school teachers, including principals ______
   Number of new staff members ______
   Number inexperienced ______
   Does the board of education elect and dismiss teachers on recommendation of the administrative head of the school system? ______
   Do you have a systematic salary schedule? ______
   If so, does it encourage added teacher preparation and growth? ______
   Is there a continuous, systematic program for in-service growth of all teachers? ______
   Does the school maintain a professional library of books, periodicals and pamphlets for teachers? ______
   Is an official transcript for each teacher kept on file? ______
   Have these official records been used as the basis for indicating each teacher's preparation on this report? ______
   Are official transcripts checked before employing and assigning teachers? ______

THE PROGRAM OF STUDIES
Does the daily schedule provide a minimum of 55 minutes in the clear for all laboratory-type courses? ______
   What is the normal class load for any student? ______
   How many units are required for graduation? ______
   List any credits provided through supervised correspondence: ______
   List subjects added this year: ______
   Subjects dropped: ______
   Subjects alternated but not offered this year: ______

ADULT EDUCATION
How many courses are offered? ______
   Total enrollment in these courses ______
   If high school credit is given, are regularly qualified high school teachers employed? ______
   When are classes held? ______
   How is adult education financed? ______
### Daily Program for Senior High School

Fill in carefully. Be sure that the enrollment by classes, length of study and recitation periods, and names of subjects taught are given.

<table>
<thead>
<tr>
<th>Hour</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
<th>8th Period</th>
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<tr>
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<td>Length of Rec. Study</td>
<td>Length of Rec. Study</td>
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<td></td>
<td>No. in Class</td>
<td>No. in Class</td>
<td>No. in Class</td>
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<td>No. in Class</td>
<td>No. in Class</td>
<td>No. in Class</td>
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<tr>
<td>TEACHERS</td>
<td>SUBJECT</td>
<td>SUBJECT</td>
<td>SUBJECT</td>
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<td>SUBJECT</td>
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<td>SUBJECT</td>
</tr>
</tbody>
</table>

* List teachers alphabetically

* Hour (9:00-9:40, etc.)
### LIST TEACHERS ALPHABETICALLY

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Kansas Certificate</th>
<th>Date of Issuance</th>
<th>Annual Salary</th>
<th>Experience</th>
<th>Name of School and Level Taught Last Year</th>
<th>College Training</th>
<th>Scholastic Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Mary Jane (Jones)</td>
<td>F</td>
<td>Kansas A. B. '54</td>
<td>June 1961</td>
<td>$5,400</td>
<td>2</td>
<td>Hotton High School</td>
<td>Bethany A. B. '54</td>
<td>Algebra 10</td>
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<td></td>
<td></td>
<td>8</td>
<td></td>
<td>M. A. '55</td>
<td>Geometry 5</td>
</tr>
</tbody>
</table>

#### Notes:
- In giving the kind of certificate held, use the abbreviations enclosed in parentheses.
- Secondary Certificates currently issued: (3 year) (5 year) (1 year).
- Other Certificates: (degree life) (special life) (special in...).
- Teachers and administrators must meet all qualification requirements by October 15.
- Place asterisk (*) on names of teachers devoting half time or more in grades one through eight reported on state school finance fund report (Form 160).
- Place double asterisk (**) on names that appear on both senior high school and junior high school reports.
### COURSES TAUGHT THIS YEAR FOR CREDIT TOWARD GRADUATION, GRADES 9-12

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>English I.</td>
<td>General Mathematics.</td>
<td>Business Mathematics.</td>
<td>Home Economics I( )</td>
<td>Chorus.</td>
<td>Physical Education.</td>
<td>Six-Year High Schools Will Check Here Those Courses Offered in Grades 7 and 8</td>
</tr>
<tr>
<td>English II.</td>
<td>Algebra I.</td>
<td>Bookkeeping I.</td>
<td>Home Economics II( )</td>
<td>Glee Club (girls).</td>
<td>Health.</td>
<td>7th Grade English.</td>
</tr>
<tr>
<td>English III.</td>
<td>Algebra II.</td>
<td>Bookkeeping II.</td>
<td>Home Economics III( )</td>
<td>Glee Club (boys).</td>
<td>Crafts.</td>
<td>8th Grade English.</td>
</tr>
<tr>
<td>Debate.</td>
<td>Solid Geometry.</td>
<td>Shorthand I.</td>
<td></td>
<td>Band.</td>
<td>Physical Education.</td>
<td>7th Grade Social Studies.</td>
</tr>
<tr>
<td>Dramatics.</td>
<td></td>
<td>Typewriting I.</td>
<td></td>
<td>Art.</td>
<td></td>
<td>7th Grade Social Studies.</td>
</tr>
<tr>
<td>Forensics.</td>
<td></td>
<td>Typewriting II.</td>
<td></td>
<td>Crafts.</td>
<td></td>
<td>7th Grade Social Studies.</td>
</tr>
<tr>
<td>Journalism.</td>
<td></td>
<td>Office Practice.</td>
<td></td>
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<td></td>
<td>7th Grade Social Studies.</td>
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<td>7th Grade Social Studies.</td>
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<td>7th Grade Mathematics.</td>
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<td></td>
<td>7th Grade Mathematics.</td>
</tr>
</tbody>
</table>

- Group V Foreign Languages.

- Group VIII Fine Arts.

- Group IX Physical Education.

- Group X Health.

- Group XI Safety.

- TOTAL UNITS OF CREDIT THIS YEAR.

- Six-Year High Schools Will Check Here Those Courses Offered in Grades 7 and 8

- 7th Grade English. 8th Grade English.

- 7th Grade Social Studies. 8th Grade Social Studies.

- 7th Grade Social Studies. 8th Grade Social Studies.

- 7th Grade Social Studies. 8th Grade Social Studies.

- 7th Grade Mathematics. 8th Grade Mathematics.

- 7th Grade Mathematics. 8th Grade Mathematics.

- 7th Grade Mathematics. 8th Grade Mathematics.

- 7th Grade Mathematics. 8th Grade Mathematics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

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- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Economics.

- 7th Grade Home Economics. 8th Grade Home Education.
**LIBRARIES**

Name of Librarian(s):

Number of semester hours in Library Science:

Number of years experience:

Is your library under the supervision of (check):
- Full-time librarian
- Teacher-librarian
- Study Room Supervisor
- If teacher-librarian is in charge, how many school hours a day are allotted for library service.

Appropriation this school year for high school: (excluding multiple textbooks, encyclopedias and dictionaries)

Do you use the Standard Catalog for High School Libraries?

Reader's Guide to Periodical Literature? Abridged?

Dewey Decimal System of Classification?

Do you maintain an information file (pamphlets, clippings, pictures, etc.).

Is there instruction given in the use of the library?

Is there a public library in your community?

Other sources of obtaining books for general reading:

Name of the most recently acquired set of encyclopedia:

Date of copyright:

Latest unabridged dictionary:

Date of copyright:

Is the "Readers' Guide to Periodical Literature" in your library?

Abridged?

**Distribution of Volumes in Library**: (excluding multiple textbooks)

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>Number of volumes on hand last report</th>
<th>Number of volumes added since last report</th>
<th>Number of volumes discarded since last report</th>
<th>Total number of volumes now on hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 Reference</td>
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<td></td>
</tr>
<tr>
<td>100 Philosophy</td>
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<tr>
<td>200 Religion</td>
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<tr>
<td>300 Social Science</td>
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<td>400 Philology</td>
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<td>500 Natural Science</td>
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<td>600 Useful Arts</td>
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<td>700 Fine Arts</td>
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<td>800 Literature</td>
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<td>900 History</td>
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<td>Travel</td>
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<td>Totals</td>
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**SPECIAL EDUCATION**

Name of Director:

Programs: (check those offered)
- Mentally Retarded
- Home, Hospital or Orthopedic
- Speech Correction
- Intellectually Gifted
- Visually Handicapped
- Psychological and Social Work

Are qualified special teachers employed?

Is high school credit given for special classes?

20-4423-5—6-67-2a
### ORGANIZATIONS OR ACTIVITIES

<table>
<thead>
<tr>
<th>Names of literary, debating, athletic, music, or other pupils' organizations, clubs and activities worthy of favorable comment</th>
<th>Approximate membership</th>
<th>Number of meetings in year</th>
<th>Name of supervising teacher</th>
<th>Is school credit given for satisfactory work and, if so, how much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

### CHANGES OR ADDITIONS SINCE SEPTEMBER 15 OF LAST YEAR

Building and grounds?

Equipment?

Business Education?

Home Economics?

Laboratory?

Shop?

Library?

### SUPPLEMENTARY REMARKS

It is exceedingly desirable and highly recommended that this report be discussed fully in school board meetings, so that the school board members may become familiar with the school organization, procedure, and requirements.

Before signing this report please look it over and see that every item has received proper attention.

Signed: _______________________________ Prin. or Supt.

___________________________________ Clerk of Board
Districts of State Guidance Consultants

Exhibit K
State Approved Tests for NDEA Program

Exhibit L
The State Department of Public Instruction has selected the following list of tests as approved under the Kansas Plan:

### APTITUDE

<table>
<thead>
<tr>
<th>Name of test</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Aptitude Tests (MAT)</td>
<td>California Test Bureau</td>
</tr>
<tr>
<td>*Differential Aptitude Tests (DAT)</td>
<td>The Psychological Corporation</td>
</tr>
<tr>
<td>Flanagan Aptitude Classification Tests (FACT)</td>
<td>Science Research Associates</td>
</tr>
</tbody>
</table>

### INTELLIGENCE (Group)

<table>
<thead>
<tr>
<th>Test</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuhlman-Finch Intelligence Test (10-12)</td>
<td>American Guidance Service</td>
</tr>
<tr>
<td>*California Short Form Test of Mental Maturity, (1957, S-Form, Advanced Level)</td>
<td>California Test Bureau</td>
</tr>
<tr>
<td>Henmon-Nelson Tests of Mental Ability (Revised 1957)</td>
<td>Houghton-Mifflin Company</td>
</tr>
<tr>
<td>*Lorge-Thorndike Intelligence Tests (Level 5, Form A)</td>
<td>Houghton-Mifflin Company</td>
</tr>
<tr>
<td>Kuhlman-Anderson Intelligence Tests (9-12)</td>
<td>Personnel Press</td>
</tr>
<tr>
<td>Ohio State University Psychological Test (Form 21)</td>
<td>Science Research Associates</td>
</tr>
<tr>
<td>Primary Mental Abilities (7-12)</td>
<td>Science Research Associates</td>
</tr>
<tr>
<td>*Tests of Educational Ability (9-12)</td>
<td>Science Research Associates</td>
</tr>
<tr>
<td>*Verbal Reasoning and Numerical Ability Tests of the Differential Aptitude Test Battery (Form B)</td>
<td>The Psychological Corporation</td>
</tr>
<tr>
<td>*Holzinger-Crowder Uni-Factor Tests (Form Am)</td>
<td>World Book Company</td>
</tr>
<tr>
<td>Otis Quick-Scoring Mental Ability Tests (New Edition - Gamma)</td>
<td>World Book Company</td>
</tr>
</tbody>
</table>

*Tests furnished by the State Department of Public Instruction under the State Testing Program.
THE EFFECT OF THE NATIONAL DEFENSE EDUCATION ACT
TITLE V(A) ON THE GUIDENCE SERVICES PROGRAM
IN THE STATE OF KANSAS

by

DOROTHY GRACE BALDWIN

B. S., Kansas State University, 1939

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962
The purpose of the report was to determine any increase in the guidance services in Kansas since the National Defense Education Act of 1953, hereafter designated as NDEA. The study covered a period of two school years 1959-1960 and 1960-1961. The report made a comparison of the budgets and verified expenditures for those two years for which public secondary schools were reimbursed under NDEA. The study surveyed the number, classification, and qualifications of the counselors of NDEA schools for the purpose of showing changes. The report also surveyed the number of ninth graders taking state sponsored tests for three years, 1958-1961, and the increase made in their use.

Most of the data for the report was gathered from the office of Mr. Charles B. Watkins, Director of Guidance Services, Kansas State Office of Public Instruction. His office had gathered the budget reports from the NDEA approved secondary schools of Kansas. From these reports the total guidance cost for each school was figured by adding together the costs for prorated salary, travel, clerical, office equipment, and materials. Then tables were made showing comparisons of the budgets and verified expenditures for the two-year period. The number of qualified counselors and the number of hours assigned to counseling were obtained from records of the state office. Some of the information concerning testing was derived from Mr. Watkins personally.

From the data the following information was found. In 1960-1961 Kansas had approximately 263 approved guidance programs
employing 307 counselors. The increase over the previous year was 64 programs and 60 counselors. This was a 24 per cent increase in programs and a 20 per cent increase in counselors. In 1960-1961 the average enrollment per approved program was 492.1. The counselor-student ratio per 6-hour day was 546.0. The average counseling hours per counselor per day was 4.36. Over the period of 1959-1961 the number of standard counselors increased 68 per cent and the number of minimum counselors increased only two per cent.

In 1960-1961, 35, 489 students took the ninth grade tests supplied by the state department. Of the 36, 662 students in the ninth grade of the public secondary schools this was 96.3 per cent.

The amount spent in 1960-1961 for the NDEA approved programs increased 38.4 per cent over the year before. In comparing the budgets and verifications for 1959-1960 and 1960-1961 the greatest proportion of money was found to be spent on salaries while the other expense factors had a small per cent. The reason was that many schools reported no expense for these items.

In summation the NDEA was effective in Kansas because NDEA programs increased 24 per cent, counselors increased 20 per cent, average enrollment per counselor decreased 13.4 per cent, and counselor-student ratio decreased 6.7 per cent. The amount of money spent for the guidance services increased 38.4 per cent. Last of all the ninth grade testing program in 1961 included
96.3 per cent of all ninth graders in Kansas compared to 76.4 per cent in 1959.