

**THE DEVELOPMENT OF GUIDANCE SERVICES IN SMALL
HIGH SCHOOLS ON A COOPERATIVE BASIS**

by

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TABLE OF CONTENTS

INTRODUCTION.....	1
Problem.....	1
Purpose.....	2
Procedure.....	3
JUSTIFICATION FOR GUIDANCE SERVICES AT THE SECONDARY LEVEL...	4
Guidance a Point of View.....	4
Basic Assumptions in Guidance.....	7
Ten Imperative Needs of Youth.....	8
A Responsibility to Find and Train Individuals of Superior Capacities and Abilities.....	9
Life Adjustment Education.....	10
Organization of Guidance Services.....	11
Guidance Defined Specifically.....	11
Incidental Guidance vs. Organized Guidance.....	12
ORGANIZATION OF COOPERATIVE GUIDANCE SERVICES PROGRAM.....	14
Origin of Cooperative Guidance Services Program.....	14
Review of Cooperative Guidance Services Programs...	14
Vocational Guidance in Rockland County, New York.....	14
Breathitt County, Kentucky.....	21
Harlan County, Kentucky.....	23
Green Sea High School District in Horry, South Carolina.....	24
First Supervisory District, Westchester County, New York.....	28

Steps Leading to the Organization of a Cooperative Guidance Program within the Educational Programs of Claflin, Geneseo, Holyrood, Bushton, and Lorraine High Schools.....	35
Organization of Cooperative Guidance Services Program by Guidance Director--First Year.....	39
Organization of Cooperative Guidance Services Program by Guidance Director--Second Year.....	46
DEVELOPMENT OF GUIDANCE SERVICES IN EACH SCHOOL SITUATION....	52
Claflin Public Schools.....	52
Description of Local School Community.....	52
Development of the Guidance Program.....	54
Incidental Guidance vs. Organized Guidance.....	59
Geneseo Public Schools.....	62
Description of Local School Community.....	62
Development of the Guidance Program.....	63
Incidental Guidance vs. Organized Guidance.....	67
Holyrood Rural High School.....	69
Description of Local School Community.....	69
Development of the Guidance Program.....	71
Incidental Guidance vs. Organized Guidance.....	73
Bushton Rural High School.....	76
Description of Local School Community.....	76
Development of the Guidance Program.....	77
Incidental Guidance vs. Organized Guidance.....	79
Lorraine Rural High School.....	82
Description of Local School Community.....	82
Development of the Guidance Program.....	83
Incidental Guidance vs. Organized Guidance.....	86

SUMMARY AND RECOMMENDATIONS.....	88
Favorable Outcomes of Cooperative Guidance Program.....	88
Limitations of Cooperative Guidance Program.....	91
Recommendations for Future Development.....	92
ACKNOWLEDGMENTS.....	94
REFERENCES.....	96
APPENDICES.....	97

INTRODUCTION

Through the presentation in detail of the development in organized guidance services among the specific high schools described in the following report, a case is brought forth for cooperative guidance services in high schools with small enrollments. The unique organization of the cooperative guidance services program set forth in the following report is one answer to the problem of how to provide students in high schools of small enrollment with guidance services. It is a desire of the writer that the following pages of this report might bring home more forceably the workable concept of cooperative guidance services for boys and girls in high schools with small enrollments.

Problem

The development of cooperative guidance services in Kansas high schools with small enrollments so that more boys and girls may have the opportunity to more nearly reach their potentialities is the basic problem which the author examines and discusses. The author has been in the process of organizing and administering organized guidance services on a cooperative basis for the past two years in several small high schools with enrollments of 100 or less. There are approximately 400 of over 600 Kansas high schools enrolling not more than 100 students each school term.¹

¹ George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 17.

Students attending high schools which fall in this group constitute a significant portion of Kansas high school students. This significant group of Kansas high school students from small high schools seldom have the opportunity to take advantage of organized guidance services. It is this group of students attending small high schools that should have the same opportunity to utilize the services of a guidance program that students of larger school systems have because the large systems are able to secure the services of a full-time, trained guidance worker.

Purpose

The purpose of this report is as follows: to present the events that brought about the realization of organized guidance services in several small high schools with enrollments numbering 40, 80, 81, and 100 students; to provide information concerning a cooperative guidance services program in the developmental stage; to present from two years' first-hand experience in these several small high schools, the advantages and disadvantages of guidance services organized on a cooperative basis; to present this cooperative guidance services program as a case or example of what can be done to build guidance services within a small high school so that it might encourage other cooperative guidance services programs to be developed in schools with small enrollment located near each other geographically. Also, this report is being written to fulfill in part the requirements for the Master's degree in Education.

Procedure

The procedure followed in presenting the development of guidance services in small high schools on a cooperative basis is first to review the literature presenting the need and justification for guidance services in the secondary educational program. Then, from the literature, other programs are presented which provided cooperative guidance services as a part of an educational program. Finally, a description of the planning that took place, a description of what was done to develop guidance services within each participating high school, and an analysis of the present situation at the close of the second year of development are included.

In presenting the development of guidance services in small high schools on a cooperative basis, the author has chosen to cover the following topics in developing this report: (1) guidance services are educationally defensible, and they play a vital part in the total educational program of boys and girls; (2) to be effective, guidance services must be an organized part of the educational program and not left to be taken care of incidentally; (3) organization of the initial steps in building the cooperative guidance services program; (4) description of each school situation and the development of specific guidance services in each school situation; (5) favorable outcomes of the cooperative guidance services program organization; (6) limitations of the cooperative guidance services program organization; and (7) recommendations for future programs that may be organized around

cooperative guidance services whose organization would correspond to the program of cooperative guidance services described in this report.

JUSTIFICATION FOR GUIDANCE SERVICES AT THE SECONDARY LEVEL

Guidance a Point of View

Guidance is founded upon the principle of the conservation of human life and human energy; it is based upon the fact of human need.¹ In the civilization today where the pattern of living becomes more and more complex, problems develop which create a need for guidance. In a society such as this, a problem situation may arise which any one individual may have to face only once or twice in a lifetime. The right decision concerning these unusual situations might, of necessity, hinge upon information not included in one individual's realm of human experience or that which he must rely upon in making his judgments. This condition makes reliable sources of guidance a necessity. One can say that, at some time or another during the life of every individual, there develops problems which call for guidance. Any situation involving choice or adjustment, in which an individual finds he cannot meet the problems at hand successfully without assistance, is a call for guidance. Students in the public schools do have prob-

¹ Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 3.

lems, the solutions of which will influence and direct their lives in the following years. These problems, which touch all phases of living and have a bearing on the individual's happiness and future, may depend upon his receiving proper guidance in problem situations at a time when the problem situation arises. The problem situations referred to, that arise and call for guidance, are characteristic not only of those individuals who are considered unfortunate but are also characteristic of those individuals up and down the social scale regardless of position or background.

Today, in the present pattern of life, the secondary school has the job of helping young people obtain a vital part of their education. Brown states:

The present rapid changes in the cultural pattern of the world, the meteoric development of our material world of man-made commodities, the breakdown of traditional modes of behavior, and the resulting emphasis upon social structure and social processes dictate the objectives of education in our time. These objectives are the assimilation of tradition, the development of new social patterns, and the creative or constructive role in education.¹

This statement should help one see more clearly the fact that education which consists only of learned material which is not related to everyday living, a condition prevalent in the ordinary high school today, does not meet the needs of the high school student and therefore does not contribute to his well-being.

When first considering a report of this nature, one might

¹ Francis J. Brown, Educational Sociology (New York: Prentice-Hall, Inc., 1947), p. 168.

ask the question "Why do teachers and administrators spend time and direct resources toward the development of guidance programs, programs which are designed to play an important role in the total educational experience of the individual and the nature of which grow out of each respective school situation?" Many books have been written which expound the services and benefits that a functioning guidance program may render the students, the staff members, school administrators, and, finally, society in general. In view of these services, the guidance program's greatest contribution lies with the individual and his relationship with society. It has the responsibility of helping the school better meet its obligation to society, that of inducting adolescents into the life of an adult.

Although the vital necessity for guidance services is self-evident to many teachers and educators in close contact with schools, the nature of this report calls for an orientation of the author's point of view concerning guidance services and a justification for such services within the framework of an educational system.

To orient the reader of this report with the writer's point of view concerning guidance and guidance services, professional literature in the field of guidance has been cited.

In defining guidance as a point of view, Froehlich states that a small school as well as larger schools can have organized guidance services when the program is built upon the following basic assumptions which are attitudes and contribute toward a point of view.

1. Guidance work is not confined to "guidance experts."
2. An effective program is possible in a small school.
3. Guidance services cannot be superimposed upon a school, but must become, through a process of gradual growth, an integral part of the school's program.
4. When establishing a guidance program, the range of services should be limited to functions which can be performed adequately by the available personnel.
5. The development of the program is dependent upon the speed with which the staff acquires skill in handling additional guidance tools.¹

Basic Assumptions in Guidance

The opening quotation of this paper, Jones' statement that guidance is founded upon the principle of the conservation of human life and human energy, that it is based upon the fact of human need, is philosophical in nature, as are Froehlich's expressions of attitudes which make up a point of view. From a psychological approach, looking at guidance more objectively, one must begin to base his judgments in guidance work upon certain precepts. Jones records these as basic assumptions of guidance.²

1. The differences between individuals in native capacity, abilities, and interests are significant.
2. Native abilities are not usually specialized.
3. Many important crises cannot be successfully met by young people without assistance.
4. The school is in a strategic position to give the assistance needed.
5. Guidance is not prescriptive, but aims at progressive ability for self-guidance.

¹ Clifford P. Froehlich, Guidance Services in Small Schools (New York: McGraw-Hill Book Company, Inc., 1950), p. 7.

² Arthur J. Jones, Principles of Guidance (New York: Prentice-Hall, Inc., 1947), p. 84.

If these principles are followed, if they are incorporated into one's nervous system, and are used as a basis upon which to build and carry out guidance services, teachers, administrators, and educators will be able to build realistic educational programs which will better meet the needs of youth.

Ten Imperative Needs of Youth

What are the needs of youth? The Implementation Commission of the National Association of Secondary-School Principals answers this question with its Ten Imperative Needs of Youth.¹

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

¹ National Association of Secondary-School Principals, Planning for American Youth (Washington, D. C.: The Association, 1944), p. 43.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

A Responsibility to Find and Train Individuals of Superior Capacities and Abilities

In further developing a case for guidance services, Herbert Hoover, although not speaking directly for guidance services, points out a need for such services in the following statement:

As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors in our Nation who must find these individuals and who must stimulate them forward.....¹

The statement above points out the necessity for finding and training those individuals with better than average capacities and abilities so that they may be of service to their fellow man.

¹ Arthur J. Jones, Principles of Guidance (New York: Prentice-Hall, Inc., 1947), p. 2.

This function can be carried out through an organized guidance program.

Life Adjustment Education

The principle upon which Education for Life Adjustment is based further develops the case for guidance services.

Life Adjustment Education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens. It is concerned especially with a sizable proportion of youth of high school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.¹

The Commission on Life Adjustment Education stated that they believed that 20 per cent of the boys and girls of secondary school age will be adequately trained through vocational education and that 20 per cent of the boys and girls of high school age will be prepared for entrance to college. They do not believe that the remaining 60 per cent of the youth of secondary school age will receive the life adjustment training they need and to which they are entitled as American citizens--unless and until the administrators of public education, with the assistance of the vocational education leaders, formulate a comparable program for this group. As in the previous case, the organized guidance program is able to extend services to boys and girls of secondary school age who drop out or terminate their formal education at

¹ Harl R. Douglas, Education for Life Adjustment (New York: Ronald Press, 1950), p. iii.

the secondary level.

Organization of Guidance Services

From an administrative point of view, Erickson and Smith state that the guidance program must become an integral part of the program of the school. Its success depends upon the interest and the cooperation of the entire staff.

Each school must consider carefully the role of the guidance program in that school. Adequate time must be allowed for the entire staff to plan together regarding the purpose and place of this service in the school program.¹

They also list three important responsibilities which must be met: direct counseling to pupils, research and study, and cooperative services to the entire staff. Erickson and Smith feel that securing this type of organization depends upon the leadership ability of the administrator and the working relationships of the counselors with pupils, teachers, administrators, parents, and community agencies.

Guidance Defined Specifically

Dr. H. Leigh Baker defines the nature and meaning of guidance specifically as follows:

Guidance is an educational process by which we assist individuals in the making of choices and

¹ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, Inc., 1947), p. 19.

adjustments in significant situations in their lives in which they need help. It has various aspects which are inter-related, yet we should recognize these as educational, vocational, health, recreational, and social-civic-moral in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extra-class activities, yet it is not synonymous with such procedures. In addition to a point of view, guidance includes provision for specific functions. These functions include development in the individual of an accurate and objective evaluation of himself, of his environmental opportunities, especially those which are educational and vocational in nature, counseling to bring the individual into an optimum relation to the opportunities in his environment, and placement and follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of services to others.¹

Incidental Guidance vs. Organized Guidance

In an attempt to present in a systematic manner the guidance practices and the development of those practices which now exist in each of five small high schools, the author compared the guidance practices in the five small high schools with two sets of principles; services rendered by an organized guidance program on one hand as opposed to services rendered by incidental provisions for guidance.

In an organized guidance program all members of the staff perform appropriate guidance duties in contrast to incidental provisions where guidance duties are performed only by those members of the staff who see the need and try to meet them on their own

¹ H. Leigh Baker, "The Nature and Meaning of Guidance." Unpublished Leaflet, Kansas State College, Manhattan, Kansas, 1955.

initiative. The organized guidance program makes a planned effort to provide guidance services to all pupils when they need it; while, in a situation where only incidental provisions for guidance are provided, only those pupils receive guidance help whom teachers volunteer to help. An organized guidance program makes time and facilities for guidance services available as needed, within the limits of available resources; where, under incidental provisions for guidance, time and facilities are used as they happen to be available. Through an organized guidance program, all of the guidance services are provided; incidental provisions for guidance make available only those guidance services which certain staff members initiate. Under incidental provisions for guidance, no one has special responsibility for guidance; whereas, in an organized guidance situation, a particular staff member is assigned responsibility for the development of the guidance program. In the organized guidance program, provision is made for evaluation of the guidance services; while, under incidental provisions for guidance, no provision is made for the evaluation of guidance services. Community resources available for guidance purposes are used on a planned basis by the organized guidance program; whereas community resources are used for guidance purposes only upon the initiative of various staff members when only incidental provisions for guidance exist.¹

¹ H. Leigh Baker, "Differences Between Incidental Provisions for Guidance and an Organized Guidance Program." Unpublished Leaflet, Kansas State College, Manhattan, Kansas, 1955.

ORGANIZATION OF COOPERATIVE GUIDANCE
SERVICES PROGRAM

Origin of Cooperative Guidance Services Program

Review of Cooperative Guidance Services Programs.

Vocational Guidance in Rockland County, New York.

The procedure of vocational guidance is two-fold: within the educational system, to discover and cultivate individual differences with due regard to the individual's physical and mental limitations as well as to his desires, native gifts, and aptitudes; within the community, to discover and define occupational differences, with a view to effecting a happy adjustment between the individual and his occupational environment. The first requires a working knowledge of all the facilities--school, health, mental hygiene, labor, social welfare--which the state, under the impulsion of science, has created for the promotion of the public and individual well-being, and the ability to bring them to bear upon the nurture of the individual personality from infancy to citizenship. The second requires an equally thorough acquaintance with the professional, commercial, and industrial activities through which the individuals in concert build and sustain the community life. The essential background for an effective vocational guidance program is a knowledge of the individual and his total educational, cultural, and economic environment.¹

It was in this spirit and with these concepts that the Rockland County guidance program was started. Robert Bruere, editor and industrial relations counselor, who is quoted above, lived for a number of years in the village of Palisades, in the southeast corner of Rockland County. He served as a member of the Board of Trustees of the Palisades School District. Both as school trustee and as citizen, it appeared to him that, although the county was

¹ Wilbur I. Gooch and Leonard M. Miller, "Vocational Guidance in Rockland County," Occupations, 14-8, May, 1936, p. 837.

in many ways a favored community, important social problems loomed ahead. Problems of health, physical and mental; problems of formal education, many of them due to the small administrative units which prevailed in the county; and particularly problems of guidance, growing out of failure to orient its young people--all these confronted Rockland County.

The Palisades School District was small. Its formal education was carried on in a two-room school. It seemed an impossible task to establish and maintain an adequate guidance program in so meager a setting. So this trustee, and his fellow trustees whom he had inspired with the need and potentialities of guidance, sought a way to a larger plan. A joint conference was arranged with the state supervisor of guidance, George E. Hutcherson; the district superintendent of schools, George W. Miller; and the field secretary of the National Vocational Guidance Association, Robert Hoppock. One important outgrowth of this meeting was a series of conferences between the state supervisor and the school trustees of several of the districts of the county. Thus the program began. Thirteen school districts united in an informal cooperative effort to support a guidance program.

Guidance was supported in Rockland County in this informal manner for a period of two years. At the end of that time, in the summer of 1931, it was given legal status when the county board of supervisors provided, as it was empowered by a state statute to do, for the appointment of a county vocational education and extension board. The supervisors took this action, however, with the understanding that no application should be made

for county funds for use of said board and that it was, therefore, to be conducted without expense to the County of Rockland. Thus the problem of financial support for guidance remained to be met.

The creation of the County Vocational Education and Extension Board was an important and forward-looking step. It gave official status to guidance in the county. Even more important, it lodged the administration of guidance in a board of nine socially-minded persons who represented a diversity of interests and occupations in various sections of the county.

To understand the task which the Board and Director faced in formulating plans and determining upon procedures for the establishment of a county-wide program of guidance, it was necessary to understand something of the circumstances which conditioned their activities.

First, this type of organization was without precedent in the state or in the nation. The powers and duties of the board, while fixed by law, were not yet fully determined in all of those many borderline situations which arise when public boards vigorously exercise their prerogatives.

Second, the board had no administrative authority over the 47 school districts of the county. While the schools might cooperate with the board, they were not legally compelled to do so.

Third, the board was handicapped financially. While the state granted aid up to a maximum of a thousand dollars for each staff member employed, the board was without taxing authority. Because of a general policy of financial retrenchment, the county

board of supervisors, the tax-levying body, made no funds available. It was necessary, therefore, to call upon the school districts of the county for contributions toward the services of the director of guidance. Some services were consequently county-wide, while others were restricted to those schools contracting for the services of the Director.

Fourth, while Rockland was one of the smallest counties in New York, it presented great diversification. Some sections (affected by close proximity to New York City) were urban in character. Other areas, particularly in the hills, were sparsely settled. For the inhabitants, life had changed little for more than a century. In the former areas some of the most progressive schools in the state were found; in the latter, primitive one-room schools were common. Approximately one-half of the 47 school districts maintained their programs of formal education in buildings of four rooms or fewer. The guidance tasks varied markedly between the areas of greatest contrast and called for special adaptations in the program.

Diversification was apparent in other ways. Aside from general agriculture--farming was largely specialized throughout the region--the county presented a cross-section of American occupational life, with large industries and small, with all types of trade and transportation, professional life, clerical occupations, domestic and personal service, and mechanical pursuits.

Fifth, one of the tenets upon which the guidance program was based was: the procedure of vocational guidance requires a working knowledge of all the facilities--school, health, mental hy-

giene, labor, social welfare--which the state, under the impulsion of science, has created for the promotion of the public and individual well-being and an equally thorough acquaintance with the professional, commercial, and industrial activities through which the individuals in concert build and sustain the community life. The Board and the Director had no such working knowledge or acquaintance. They were even without the more detailed figures of the United States Census from which more populous communities could in part construct a picture of their occupational life.

These circumstances, in large part, determined the immediate tasks of the Board and the Director: first, to conduct a series of community surveys to yield pertinent information; second, with small financial resources and without precedents, to promote a county-wide program of guidance; and, third, to establish guidance programs or to aid in their promotion, in such individual school systems of the county as contracted for the services of the county Director of Guidance.

Four occupational surveys were conducted in order to gain factual information about the occupations that existed in the county and to know of the occupational opportunities that existed in the county. From this information an occupational manual was compiled, to be used in the county guidance program.

As mentioned before, the Vocational Education and Extension Board was active in promoting surveys; it was also equally active in developing guidance services provided through pooled effort on a county-wide basis. Important among these guidance services

provided through pooled effort were the mental hygiene or pupil adjustment program; placement service; teacher training in guidance; and household employment guidance and training. It would have been difficult, if not impossible, for any one of the small school administrative districts in Rockland County to support these services adequately. Yet it was entirely feasible to offer them when effort to support them was pooled or when they were in part supported by the state.

One conclusion of the Rockland County guidance program was that, if many of the services and facilities of guidance are ever to be provided widely in the educationally less favored areas of the country, this must be done through a consolidation of effort, or through state and federal aid, or both. Experience in Rockland County showed that guidance services provided through pooled effort were feasible and desirable for a variety of guidance activities. Also, Rockland County observations convinced the Vocational Education and Extension Board that reorganizing the small school districts of the county into larger administrative units would aid and facilitate the development of guidance within the schools.

Alice Barrows, Specialist in School Building Problems in the U. S. Office of Education, made a school building survey of the county, looking to reorganization. In defense of a reorganization program in the county she stated:

Since the environment outside of school no longer provides the constructive activities of educational value to children which it provided 100 years ago, the schools must provide an educational program sufficiently broad and rich in content to enable children to

understand and cope effectively with the civilization in which they find themselves.¹

This means that opportunities must be provided in the elementary schools as well as in high schools not only for academic work but for constructive activities in science, music, art, social science, library, shop work, dramatics, play and recreation, and for preliminary training for youth in the industrial, agricultural, and service occupations.

In order that such a program should function effectively it is necessary to have much larger school buildings than existed in the days of the one-to-three room school, and these buildings for both elementary and high schools must contain not only classrooms but well-equipped science laboratories, art rooms, music rooms, libraries, shops of various types, auditoriums, gymnasiums, health clinics, nurses' offices, and child guidance clinics.²

The school building report mentioned above was an outgrowth of the Rockland County guidance program. The report provoked countywide discussion, and the proposed program growing out of it illustrated how the county guidance program affected education in general.

In conclusion, the Rockland County guidance program helped convey the feeling that, as long as attention is directed toward academic learning alone and as long as secondary education is largely concerned with college preparation, there is little reason to disturb the old order. But vocational guidance and vocational education put the emphasis elsewhere, and, in doing so, demand a new educational setting and new facilities.

¹ Wilbur I. Gooch and Leonard M. Miller, "Vocational Guidance in Rockland County," Occupations, 14-8, May, 1936, p. 911.

² Loc. cit.

Breathitt County, Kentucky. Unless one holds fast to the idea that the boys and girls born into an impoverished country are of the stuff that has made history--that potentially, at least, they possess the qualities of which traditionally fine characters are made--there will be no adequate answer to the seemingly unanswerable question, "Why a guidance program in Breathitt County?"

The geographical location and physical description of Breathitt County picture it as an overpopulated, worn out, eroded, agricultural area. The vast lumber resources had already been hauled away with little economic return to the area, and most of the minerals profitable for mining had been depleted. All factors in the general evaluation of the community left it as a depleted, socially backward, poverty-stricken area with the exception of the following assets: the agricultural experiment station that made available specific knowledge regarding the area; the agricultural experiment station's close ties with the University of Kentucky; the educated people who operated the experiment station and resided in Breathitt County; and an intelligent County Superintendent who was a native of the county, who had the support of the county, and who was familiar with the problems of the boys and girls living in the community.

With the support of individuals connected with the agricultural experiment station that were residing in the county, the County Superintendent made it possible to undertake an experimental guidance program along broad lines. The county library and the county newspaper were eager and ready to further the

program. It was the interest and backing of the community mentioned above that enlisted the help of the Southern Women's Educational Alliance. This organization, under the leadership of O. Latham Hatcher, started, sponsored, and supervised the project.

Perhaps the distinguishing feature of the Breathitt County guidance program was the emphasis placed upon the accumulation, analysis, and assembling of relevant information. This stress upon fact-finding was based upon the assumption that, if guidance is to be effective, it must rest upon knowledge and understanding of the factors which condition human needs and opportunities, with particular reference to the local scene. It was believed that sociological, economic, and educational facts--conditions, trends, tendencies, and practices--are important elements in determining both the needs and the materials of guidance in any community.

The Breathitt County program was clearly predicated upon the proposition that effective guidance must take into account a wide variety of such elements: the human resources of the area, particularly the residents' needs, assets, and distribution occupationally; the physical resources, their deficiencies and potentialities; the economic conditions and possibilities, with special reference to occupations and occupational trends; the educational scene; the social status and outlook; the recreational facilities and needs; the health conditions; and such other special needs, resources, or opportunities as may be pertinent to a particular community.

In isolating and organizing such materials for guidance the operating procedure in Breathitt County was, first, to secure authoritative opinion and information by conferences, correspondence, and visitation, concerning the various resources, needs, and opportunities of the area; second, to gather, analyze, and assemble from the literature such information as was relevant to the program, particularly from publications of the United States Government such as those of the Bureau of Agricultural Economics, the Bureau of the Census, and the Bureau of Investigation, the University of Kentucky Agricultural Experiment Station, the Tennessee Valley Authority, and other sociological, economic, and educational publications related to the Southern Appalachians; and, third, to obtain through local surveys (including a variety of informal as well as scheduled information secured from pupils, teachers, and parents) such information as was not otherwise available and which might be acquired through survey techniques.

One of the major purposes of the Breathitt County guidance experiment was to help the people, especially the younger ones, analyze their community and its conditions, its advantages, and assets, also its disadvantages and liabilities.

It is likely that, through education and guidance, people will tend to seek those areas which for them provide greatest privilege and opportunity, whether it be in Breathitt County or elsewhere.

Harlan County, Kentucky. Experience gained by the Alliance in Breathitt County was excellent preparation for the program it

began in Harlan, Kentucky, a coal mining region with five high school districts and numerous elementary schools. The project began there when the public schools became interested in the work in guidance that the Alliance was directing in a settlement school in Harlan County.

As in the Breathitt and other projects, the procedures of the program were based on a knowledge of the resources and the people. The physical conditions, educational status of youth and their educational need, the occupational patterns and needs, the migrations and their influences on the community were studied and programs of action begun.

The study of these problems was directed through annual institutes, through social and work sessions, through a study of guidance techniques, through setting up a guidance program in the elementary schools, through instituting remedial measures for such varied conditions as poor diets and hookworm, poor reading, and unemployment faced by persons who wanted to remain in the county.

The outcomes of this program can be measured in terms of better health services today, a mental health clinic, a vocational counselor in the local employment service, and the establishment of a well-equipped vocational school.

Green Sea High School District in Horry, South Carolina. The Green Sea High School District in Horry, South Carolina, became a project of rural guidance in 1948. Concern over problems such as poor attendance, early school leavers, high turnover of teachers,

substandard qualifications of teachers, poor health of pupils, bad conditions of school buildings and equipment, and the need for children staying out of school to help with farm work led the members of the State Department of Education to seek help to improve these conditions.

One of the Board members had read about the guidance program developed in Harlan County, Kentucky, with the aid of the Southern Women's Educational Alliance. The Board decided to call upon the Alliance, officially now the Alliance for Guidance of Rural Youth, to help them to develop a guidance program.

To make this program of value to other rural communities in the state and rural communities in other states, the Alliance wanted to choose a "typical" community, one that met the following requirements: (1) the chief source of income must be from agriculture; (2) it must have the financial resources to provide adequate services for its young people; (3) it must have a high school and several "feeder" elementary schools; (4) it must have potential leadership to provide personnel for carrying through the program; (5) its youth must have problems similar to those in other rural areas in the state; and (6) the local people must be interested in improving conditions for its citizens. Green Sea, a tobacco-growing community of South Carolina, was chosen. The Superintendent of Schools in Horry County was enthusiastic about the program. He arranged for the Health and Guidance Supervisors from the State Department of Education and the representative from the Alliance for Guidance of Rural Youth to meet with the citizens of the Green Sea High School District, including some

young people. Two meetings were held before the people of Green Sea decided they wanted to cooperate in the pilot rural guidance program for the state.

To get full participation in the project of everyone in the area, meetings were arranged; and to get people to come to these meetings (there were few telephones, and written messages were ignored), teams were formed on the day of the meeting (a representative of the State Department of Education and a local person--a teacher, public health nurse, or other person--and a representative of the Alliance) who spent the day visiting the area (schools, homes, fields) and talking to leaders of the community.

Out of these meetings, the Green Sea High School District Community Planning Council was organized. The project lasted for three years. One of the persistently difficult problems to solve was that of finding or developing leaders in the elementary school districts who would assume responsibility for working with the Planning Council in carrying out plans.

The first year of the project was spent in studying problems which seemed to be hindering the best development of the individual student. This was done by means of surveys, written biographies, etc., and carrying through remedial action.

Emphasis was placed throughout on the unique value of each individual to the community and the necessity for providing opportunities and experiences in the community for full realization of his abilities and personality.

A workshop, called the Youth Guidance Institute, climaxed the first year of planning and work. Recommendations made at this

institute formed the basis for action for the next two years.

The following recommendations were made:

1. Efforts should be made to understand the individual and to provide opportunity for him to achieve his potentialities.
2. In-service education should be planned to aid teachers in the use of guidance techniques and practices.
3. Health services should be established to improve the well-being of the individual and to change environmental conditions handicapping his growth.
4. Organization should be achieved for democratic participation in carrying out the program by different groups involved through a community planning council, teacher study groups, and pupil councils and committees.¹

That many of these goals were achieved was evident in pupils' and teachers' reports which showed that the school program was being geared to meet individual needs.

The Child Study Groups helped many teachers to gain understanding in the guidance point of view, and they showed an increased readiness for in-service training and guidance responsibilities.

The physical environments of the school and the community were given considerable attention since these affected strongly the development and well-being of youth. Health and nutrition services were provided, and improvements were made in all school buildings.

Better relationships were developed between the State Department of Education and the local school officials. The state department consultants became more acutely aware of the local prob-

¹ Amber A. Warburton, Guidance in a Rural Community-Green Sea (Washington, D. C., Alliance for Rural Youth, 1952), p. 137.

lems and were able to suggest personnel and publications and other resources to help solve these problems.

The Youth Guidance Institute (workshop) was well organized and achieved important results. Partly responsible was the careful thinking through of problems, the listing of tasks to be done, and the appointing of committees with duties clearly defined. Effectiveness was insured at the workshops by having a planning council meeting a few days before the workshop to check on the preparations of the various committees. Consultants were provided to help with planning but not with carrying out the work.

Problems which hindered the progress of the project were: high personnel turnover, lax administrative practices and lack of interest, poor educational preparation of teachers, child labor in agriculture, and the slowness and reluctance to adopt democratic methods.

First Supervisory District, Westchester County, New York.
The purpose of the Board of Cooperative Educational Services is reflected by the New York State Educational Department in the following statement:

We believe that pupils in the smaller schools of the state are entitled to the same educational services, opportunities and advantages as are enjoyed by pupils in city school systems. In order to encourage the development of many of these services for pupils in those schools not large enough to employ a full-time specialist in educational services, the state provides financial reimbursement to the schools establishing a shared services program. This is done by paying indirectly through the Board of Cooperative Educational Services part of the expense involved in

employing shared service teachers--in most instances more than 50 per cent.¹

The Board of Cooperative Educational Services is essentially a school district crossing the various local district boundaries in that it provides one or more services for all schools of the First Supervisory District. The board is relatively representative in terms of geography and in types of schools within the Supervisory District. The board is elected at an Annual Meeting held in July of each year to which are invited all the school board members of the schools of the First Supervisory District and all school directors of the towns of Northern Westchester.

Certificated personnel employed by the Board of Cooperative Educational Services must serve two or more schools, hence the "shared services" aspect of the program. No teacher may spend more than seven-tenths of his or her time in any one school, on the premise that, if a school needs more than this fraction of a person's services, it should add a full-time person to its regular staff. The pupil personnel services provided in the ten participating schools by the Board of Cooperative Educational Services staff members are as follows: counseling service is rendered directly to three schools through the services of two persons; psychological services are provided in nine schools through the services of three persons; remedial reading services are provided by four different teachers in eight school systems of the

¹ C. C. Dunsmoor, "Board of Cooperative Educational Services," Unpublished Leaflet, First Supervisory District, Westchester County, Katonah, New York, 1954, p. 1.

district; four persons provide remedial speech and hearing therapy services for seven school districts; dental hygiene service is provided in seven school districts by two full-time and one part-time dental hygiene teachers; a special class for mentally retarded pupils is provided at one school which serves four school districts and is taught by one full-time teacher; art teacher service is provided for two school districts by one full-time person; driver education is offered at two schools by one full-time person.

The District Superintendent of Schools and the Director of the Board of Cooperative Educational Services are responsible to the Board of Cooperative Educational Services for promotion and administration of the program. In cooperation with school principals and local boards of education, they constantly study the unmet educational needs of the schools of the district and endeavor to provide for these through the Board of Cooperative Educational Services should the logical approach appear to be through shared services.

One of the major projects of the Board of Cooperative Educational Services is the Guidance Center, which renders a special testing and counseling service to the ten school systems of the First Supervisory District. Established in September, 1952, the Guidance Center provided a total of 1408 student days of special testing and counseling during the first two years. Approximately 925 students of the ten school districts were referred to the center during the 1954-55 school year. The "quota" for each school is determined cooperatively on a pro rata basis; the school

shares in the total costs and services of the center in the same ratio that its number of pupils in grades 9-12 bears to the total number of such schools in the ten districts served. Approximately half of the cost of the service to each school is estimated to be reimbursable from the state through the Board of Cooperative Educational Service provisions. The Guidance Center is centrally located and also serves to house the office of the Board of Cooperative Educational Services of the First Supervisory District.

The Principals' Guidance Center Committee of the Northern Westchester Schools, which studied the project extensively before recommending its establishment, made the following statement concerning why a guidance center is needed:

We believe that every boy and girl of high school age should be interested in getting the most out of his school experience. To do so, he should have at some time during his educational career in grades 9-12 at least one thorough, as objective as possible, appraisal of his vocational aptitudes, interests, abilities and personality--in some cases there may be a need for a second, or even a third, such appraisal. We believe, too, that many students, if left to their own resources, will be unable to secure such services. For many, this is financially impossible. This type of service can be handled in most cases far more effectively and economically in a Guidance Center.¹

This service and the day-to-day and year-to-year service of the School Counselor constitute a sort of "educational insurance" to make certain that the pupil gets the greatest possible return from the educational investment which he and his parents are making.

¹ C. C. Dunsmoor, "Board of Cooperative Educational Services Guidance Center." Unpublished Leaflet, First Supervisory District, Westchester County, Katonah, New York, 1954, p. 1.

The major purpose of the Guidance Center was to supplement the work of the School Counselor (who is recognized as the key guidance person for his students) by doing additional testing and providing additional facts about the student which the School Counselor himself would not have the time to secure. It thus becomes an important and integral part of the school's counseling program.

The advantage of the Guidance Center is that it makes available to the Counselor in the local school a kind of pupil appraisal which the school cannot provide as feasibly for itself, regardless of the amount of counselor time it may have, because--

1. A far greater variety of aptitude, personality and other special types of tests can be made available for pupils, and much less expensively, than if the local schools themselves try to render this important service--some individual aptitude tests, for example, cost \$20.00 to \$30.00 and would be used with only a few pupils from each school, though they might be exceedingly valuable in those cases. By having a central place for administering these and many other types of tests not commonly given in the school, there is increased efficiency and greater economy at the same time.
2. The repetitive experience of the Guidance Center Counselor, who specialized in the administration and interpretation of these special types of tests in large numbers, often yields greater testing reliability than if these were given by the School Counselor, who inevitably carries a very heavy work load and a wide variety of general counseling duties.
3. The Center provides a service that is difficult, or in many cases impossible, to provide in the local school counseling situation. Pupil testing and interpretation which take up to five or six hours--the type with which the center largely deals--
 - a. Tie up a considerable block of the School Counselor's time, and thus do not fit well into his day-to-day operations because of the numerous daily demands on his time.
 - b. Demand favorable testing conditions in terms of adequate space and testing facil-

- ities which the school may have, or may not even be able to provide.
4. The psychological implications of coming to the Guidance Center for testing tend to put pupils in a more receptive frame of mind to benefit to the greatest extent from the testing experience.
 5. In addition to the advantages above, the School Counselor has readily available for consultation any of the Guidance Center's specialized personnel upon whom he may call regarding any of his pupils who have been tested and counseled at the Center.¹

The Center and staff are equipped to handle pupil diagnosis and problems at all grade levels, but a good majority of the services rendered to date have been with senior and junior high school students.

Students to be referred to the Center are selected by the School Counselor and Principal. A calendar of referral dates for each school is arranged several weeks in advance. Since the Center is in daily operation, "emergency" referrals by the School Counselor or Principal can usually be handled fairly promptly.

On the day that the students from a given school are scheduled to come to the Center, a member of the Guidance Center staff goes to the school at 8:30 A.M. and brings them in. The school also provides return transportation. Upon arrival at the Center, they are met by the Counselors who are to work with them during the day. Students are usually at the Center for about six hours, from 9:00 A.M. to 3:00 P.M., including the lunch period.

One of the first things that the student does at the Center is to discuss his records and plans with the counselor in order

¹ C. C. Dunsmoor, "Board of Cooperative Educational Services Guidance Center." Unpublished Leaflet, First Supervisory District, Westchester County, Katonah, New York, 1954, p. 2.

to outline the list of tests he needs to take to provide the information desired by the School Counselor and himself. Most of the student's day is spent in taking tests and in discussing the results of the tests with the counselor.

Approximately two weeks later, a complete report of the testing and counseling is forwarded to the School Counselor, who will arrange to discuss, when convenient, the report and its implications with the student and his parents, relating it to his long-term educational and vocational plans. In the case of students referred for educational and vocational appraisal, the School Counselor often gives a copy of the report to the student and his parents at the time of the conference.

The following are among the benefits of the special testing and counseling done at the center:

1. It helps pupils to "know" and "understand" themselves better.
2. It may point out new interests, aptitudes, or strengths not previously known; and it may "sound caution" and invite further study and deliberation before proceeding with present plans because of limitations revealed.
3. It may merely confirm what was previously known by providing additional and more objective data in verification of a choice already made--this alone being very helpful in some cases.
4. It may be the means of motivating a pupil to action by "putting him wise" to himself--it is common knowledge that a person with a clearly defined goal does better work than one without such a goal.
5. It has been very helpful to many seniors in gaining admission to a college of their choice. School Counselors and Principals often forward a copy of the Guidance Center report along with his or her transcripts.
6. It may assist pupils to locate more easily the kind of jobs they want because they will have a better

idea of the types of work they can do best.¹

The Guidance Center often helps parents to understand better the interest, aptitudes, abilities, personality strengths and limitations, and adjustment problems of their sons and daughters. An objective, impartial appraisal of a pupil, such as is provided by the Guidance Center, results in a more realistic approach for the parents in helping the pupil solve his problems and in formulating his plans for further education and vocation.

Parents are vitally interested in the welfare, happiness, and achievement of their children as they proceed through the school and through life. To help them make sound and realistic adjustments and choices requires the "partnership" efforts of the pupils themselves, the parents, and the school counselor. The Guidance Center service is provided to help each of the "partners" approach these problems and decisions more objectively.

Steps Leading to the Organization of a Cooperative Guidance Program within the Educational Programs of Claflin, Geneseo, Holyrood, Bushton, and Lorraine High Schools. A program of cooperative guidance services was officially undertaken in September, 1953. The author of this report signed five contracts, one with each high school board, to serve as a guidance director and counselor. Faculties of each school were informed at the close of the 1952-1953 school term that their school would have the services

1 C. C. Dunsmoor, "Board of Cooperative Educational Services Guidance Center." Unpublished Leaflet, First Supervisory District, Westchester County, Katonah, New York, 1954, p. 3.

of a part-time guidance director and counselor, and that the school was going to develop a guidance program. With this preparation to introduce the program of guidance services, the author undertook his job as guidance director and counselor in Claflin, Geneseo, Bushton, Holyrood, and Lorraine High Schools, which are located in three counties in the central part of Kansas. The program described in this report is unique in its organization. Unlike the programs described earlier in the report, the five schools took the initiative and organized their program across county lines, whereas the programs discussed earlier were organized on a county basis or on part of a county basis.

The cooperation guidance services program had its beginning when the idea that such a program could exist and provide valuable services to boys and girls in high schools of small enrollments was brought forth at the Kansas State Teachers Convention in Salina, Kansas, in November of 1952 by Dr. H. Leigh Baker in an address to the Counseling and Guidance Round Table section. Superintendent E. D. Meacham of Lorraine High School (enrollment approximately 40) carried the idea home with him and brought it up at a Quivera League meeting. At previous meetings, guidance and the need for guidance services had been discussed, but no practical method for solving the problem had been suggested or put in action. Since the large majority of schools making up the Quivera League had enrollments of less than 100, and since each administrator of these small schools realized that they would never be able to secure the services of a full-time guidance worker and would probably not be able to find time for one of their small

staff members to organize guidance services, they welcomed this idea as a means of providing guidance services for their high school boys and girls.

The administrators interested in the development of such a program agreed to discuss the idea with the members of their boards of education. The result was a joint supper meeting on March, 1953, of five interested administrators and their boards of education to which Dr. H. Leigh Baker was invited to speak concerning the advantages of such a program of guidance services, and at which he outlined to members present what such a program would mean to the boys and girls in the participating high schools. Dr. Baker brought to the supper meeting Ramon Charles, State Supervisor of Guidance, who outlined the qualifications necessary for an individual to function in the capacity of counselor within the Kansas Public Schools. When the program was completed, Dr. Baker returned to Manhattan and Ramon Charles to Topeka, leaving the administrators and school board members to discuss the matter. Later in March, Dr. Baker was asked for information concerning the financing of such a program, and finally for names of individuals he would recommend for the position.

Of those recommended for the position, the author was chosen to initiate and direct the development of guidance services within the educational program of each school under the supervision of the high school administrator in the participating school. In preparation for the meeting with administrators and board members of schools interested in the development of a cooperative guidance services program, the author prepared the Statement of Ob-

jectives found on page six of Appendix A. These objectives were presented to the board members and administrators during the interview and were designed to show specifically the work to be undertaken in the development of a guidance program that was to be a part of the total educational program of each participating school.

The position of guidance director and counselor was created through individual contracts signed by the counselor with each of the five participating schools. It was understood that each participating school would make available at least \$100 each year for guidance and counseling materials. It was also understood that initially more than \$100 might need be expended in order to secure the basic materials needed to begin a program of guidance services, but that the program of guidance services in each school could then be budgeted on \$100 each year for expendable and permanent materials. The total cost of the guidance program to each school was to be approximately \$1,000. Eight hundred dollars' salary for the trained guidance worker, \$100 for travel expense incurred by the guidance worker, and \$100 for guidance materials.

At the time of the interview, which resulted in the decision to cooperatively hire the services of a trained guidance worker, the members of the boards of education that were present and the superintendents that were present agreed to let the guidance worker choose his place of residence. They agreed that the individual could choose any one of the five towns whose high schools he would serve, or choose to reside in a town whose high school was

not participating in the development of cooperative guidance services. The guidance director and counselor chose to reside in one of the centrally located towns of a participating high school.

The boards of education felt that, in developing a program of cooperative guidance services, the guidance worker should spend an equal amount of time in each school. A schedule of days to be spent at each school was to be worked out by the guidance worker and approved by the administrator at the beginning of the school year. Guidance materials purchased for a high school or to be used cooperatively were to be ordered by the guidance worker through the school administrator and, in the case of materials used cooperatively by the five schools, a record was to be kept and an equalization of expense made at the close of the year.

The administrators and members of the boards of education were mainly interested in improving the educational programs provided for their high school students, and did not impose any restrictions which might interfere with that objective.

Organization of Cooperative Guidance Services Program by Guidance Director--First Year

Organizational planning toward the development of cooperative guidance services began with the formulation of the Statement of Objectives found on page six in Appendix A. The Statement of Objectives was completed in April, 1953, and presented to the Superintendents and Boards of Education when the group decided to proceed with the organization of a five-school cooperative guidance

program as mentioned earlier in the report. The next move of the Guidance Director was to secure all pertinent information concerning faculty and school that could be obtained from each superintendent, material such as names of faculty with subjects taught, also their preparation in subject fields, as well as any work in the field of guidance, school annuals for the past year, papers, booklets, or letters stating policy and regulations laid down by the school administrators and/or school board.

The division of time among the five schools was given much consideration. Since each school was contributing an equal share to the support of the cooperative guidance services program, they felt that they should share equally in the days of guidance director and counselor time. The writer complied with the suggestion and decided to spend one day each week in each of the five high schools. The question then arose whether or not to spend the same day each week in one school or to alternate days so that the guidance worker would spend part of his time on every day of the week through the period of the school term. Since all administrators felt that Friday was an undesirable day and since several administrators didn't want Monday as their day for the guidance worker, the author decided to stagger the schedule and change days of the week at six-week intervals. This was accomplished by dropping back one day in the regular sequence of days at each one of the five high schools. For example, during one six weeks Geneseo would be visited on Tuesday, the following six weeks Wednesday would be its day, and at the beginning of the following six weeks Thursday would be Geneseo's day.

Physical facilities were requested of the administrators-- a counseling room where the guidance director-counselor could hold a conference with students without being interrupted by teachers or other students. Such items as a desk and filing cabinet were promised by each school.

The following professional materials were ordered by the author to be used in part as resource materials in each developing guidance services program:

Bennett, G. K., H. G. Seashore, A. G. Wesman, Counseling from Profiles, D. A. T. Case Book.

Charles, Ramon, Selected Readings in Occupational Information.

Cumulative Record Folders.

Greenleaf, Walter J., Occupations, A basic course for counselors, Federal Security Commission.

Kennedy, E. G., Occupational Information, A course of study.

Shartle, Carroll, Occupational Information.

Super, Don, Appraising Vocational Fitness.

U. S. Employment Service, U. S. Department of Labor, Dictionary of Occupational Titles, Part II.

Guidance materials ordered for the use of the student body in the guidance program in each school were:

Chronicle Guidance Service¹

These materials were received each month:

¹ Chronicle Guidance Publications, Inc., Moravia, New York.

Scholarship Bulletin
 Educational Guide
 Career Index
 Occupational and Subject Posters
 Occupational Posters
 College Entrance Posters
 Reprints
 Referral Page

Science Research Associates Guidance Service¹

These materials were received each month:

Life Adjustment Booklets
 Instructors Guide for the Booklets
 Life Adjustment Poster
 Better Living Booklets
 Guidance Index
 Guidance Newsletter

A more detailed description of the two guidance services and their use in the guidance program follows in chapter three.

Occupational Outlook Handbook

Thirty-two Life Adjustment Booklets

Dictionary of Occupational Titles, Part I

Dictionary of Occupational Titles, Part IV, Entry Occupa-
tions

Dictionary of Occupational Titles Occupational Information

Filing System for Unbound Material

¹ Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Manila Folders for Educational Information Materials
Scholarships, Fellowships, and Loans--Norman Feingold

The Occupational Outlook Handbook the 32 Life Adjustment Booklets; Dictionary of Occupational Titles, Part I; Dictionary of Occupational Titles, Part IV, Entry Occupations; and Scholarships, Fellowships, and Loans were to be used as exploratory and referral resources at the finger tips of the students. The Dictionary of Occupational Titles Occupational Information Filing System for Unbound Materials was a set of 354 manila folders coded according to the Dictionary of Occupational Titles coding system. These folders were to be used in organizing unbound occupational informational materials so they could be used by high school students. The plain manila folders were to be used in building an educational information file catalogued by college or university name.

Test materials listed below were ordered for the cooperative use of the five participating high schools:

Kuder Vocational Preference Record

Profile Charts

Self-scoring Pin-punch Answer Sheets

The tests and materials above were purchased through Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Science Research Associates Reading Record

Profile Charts

Self-scoring Pin-punch Answer Sheets

Test Booklets

The test and materials above may be purchased through Science Research Associates.

Differential Aptitude Test Battery

35 Sets of Seven Test Booklets

Answer Sheets for Seven Aptitude Tests

Profile Charts

The test and materials above were purchased through the Psychological Corporation, 522 Fifth Avenue, New York 36, New York.

The test materials listed above were to be used in the five participating high schools to begin the development of a standardized testing program along aptitude and vocational interest lines. The Science Research Associates reading record was to be administered to the freshman class each year as a check on reading and to determine the reading level of each entering student; also, to designate those students that might profit from special help in regular English classes. The vocational interest test and the Differential Aptitude Test Battery were to be administered to the freshman and senior classes. This planning was designed to give help to graduating seniors and at the same time a chance to work with the freshmen to build toward a long range guidance program.

Due to the fact that there appeared to be inadequate guidance materials in the high schools, the guidance director-counselor planned to spend much time and effort in building up the necessary guidance materials. In order to secure college informational materials, plans were made that called for a letter to each two and four-year institution of higher learning in the

state of Kansas for their college catalogs, scholarship information, and any other material that might help a high school student make the best choice possible to meet his needs for further education.

To help introduce the program of guidance services to be developed in the high schools of the five communities--Bushton, Geneseo, Claflin, Holyrood, and Lorraine--the author wrote an article that was published in newspapers in each of the communities listed above. This article was designed to help inform the parents, students, and other members of each community concerning the activities that the guidance director would be engaging in and to help define the counselor's position in the high school so that parents and other members of the community would be informed about the services that their high school was extending to the students who were attending high school. A copy of the newspaper article appears in Appendix E.

First, interviews with all high school students were initiated by the counselor. They were designed to acquaint each student with the new guidance program. The first interview was also set up as a situation in which the student and counselor could get acquainted on an individual-to-individual basis, laying the foundation for future interviews. The content of the interview was planned so that it centered around a student's course of study through high school and plans after high school. Vocational or educational aspirations were discussed and basic personal data recorded.

Organization of Cooperative Guidance Services Program
by Guidance Director--Second Year

At the close of the first year the author presented a copy of a Progress Report of the Counseling and Guidance Program, initiated in Claflin, Geneseo, Holyrood, Bushton, and Lorraine High Schools at the beginning of the 1953-1954 school term, to the high school administrators. A copy of the report may be found in Appendix A. The report was written and a copy given to each of the five administrators so they could pass it on to the Board of Education should they request a report of the guidance program and its progress to date.

A major point of organization and planning for the second year was brought about by a decision of the Claflin Public Schools Board of Education. Toward the close of the first year they informed the writer that they were very pleased with the guidance program that was developing and that they were planning to expand, providing more counselor time than was now available in the first year of organization. They felt that, since there was an individual on the high school teaching staff with several hours of graduate credit in guidance courses, they were going to reduce this teacher's load to half-time teaching responsibilities and half-time guidance responsibilities. This move would provide the high school with a half-time guidance worker every day of the week instead of a one-fifth time guidance worker who was at the high school only one day each week. The Board of Education thought that the director-counselor's load of responsibility was

heavy with five high schools and that the remaining four high schools would probably be eager to increase his time if they were as pleased with the guidance program as the Claflin Board of Education had been.

When the plan was presented by the Claflin Board of Education, the author advised against the plan on the grounds that it was not necessary to devote one-half day to guidance and counseling duties in order to have a functioning program. The author pointed out that eventually one-half day could be used for counseling and guidance duties in a high school with 100 students, but in the second year the development of the program did not warrant three hours' staff time per day for counseling and guidance purposes. The school board disregarded the author's recommendation and proceeded as they had planned. The reasons given by the Claflin Board of Education were that they felt that someday the author would move on to a bigger school system, possibly leaving them without the services of a trained guidance person, and that they felt extremely fortunate in having a person on their teaching staff who was taking a few guidance courses in graduate school.

When the development mentioned above appeared certain, the writer set out to organize the program on a four-school basis. After discussing the matter with the administrators and the boards of education of the four remaining schools, they decided to continue the program. The three larger schools of Holyrood, Bushton, and Geneseo contracted for a third of the day each week of guidance director-counselor's time previously spent with Claf-

lin; and Lorraine, the school with the smallest enrollment, contracted for one day each week as it had the first year.

As a result of the new four-school organization, the cost of the guidance director-counselor's salary, plus travel pay, was increased from \$900 to \$1,250 for the Bushton, Holyrood, and Geneseo High Schools; and for the Lorraine High School from \$900 to \$950. These figures included a \$50 raise on the part of each school toward the salary of the guidance director-counselor. In considering the total cost of the guidance program in each school, \$100 was added for guidance materials. The total cost of the guidance programs in the Bushton, Holyrood, and Geneseo High Schools was set at \$1,350; and the total cost of the guidance program in the Lorraine High School was set at \$1,050.

The schedule for the division of time between the four schools was then planned. Experience in scheduling the first year's division of time indicated that better results might be realized if each school was assigned a specific day each week. This idea was put into action, and the following schedule was arranged: Monday was assigned to Bushton Rural High School; Tuesday was assigned to Holyrood Rural High School; Wednesday to Geneseo Public Schools; Thursday to Lorraine Rural High School; and every third Friday to Geneseo, Bushton, and Holyrood.

The statement of objectives was to remain the same, and the program was to maintain the same general direction for another year. Again, effort was to be directed toward building up occupational materials and completing the basic standardized test information program begun along aptitude and vocational interest

lines. The first year resulted in the expansion of an occupational information file in each school that contained approximately 100 folders on separate occupations, each folder containing one to ten pieces of occupational information. The author was of the opinion that the occupational information file had grown to a point where it could be of some service to the student body. With plans to continue its expansion to 200 or 250 folders of one to ten pieces of occupational information per folder, the author began to work out arrangements for the occupational information file in each school to be placed in the library of each school where the file would be accessible to students at all times. With the occupational information file, the educational informational file was to be placed in the library where it could be used freely by the student body. At the close of the first year, the educational information file had folders containing college catalogues and various other publications from most of the 44 two-year and four-year institutions of higher learning in the state of Kansas plus several institutions of higher learning from outside the state. To accompany the materials mentioned above, in the library at the finger tips of the students were 30 to 40 Life Adjustment Booklets. Another important development was the placement of a large bulletin board in the library upon which occupational and educational information posters could be placed for display.

The standardized testing program planned the first year developed faster than was expected. The original plan for the first year called for the freshman and senior classes to complete

the battery of seven aptitude tests and the vocational interest test. To this was added the junior classes, who also were able to finish the battery of seven aptitude tests and the vocational interest test. The work done in testing along aptitude and vocational interest lines the first year presented a situation for the second year in which the sophomore and senior classes had test results compiled on profile charts that would contribute to more meaningful counseling situations. Aptitude and vocational interest testing was planned for the new freshman class and for the junior class. If this goal could be reached, then the aptitude and vocational interest testing could be concentrated in future years at the freshman level except in special cases that might need individual attention. In addition, the Science Research Associates Reading Record was to be given again the second year to freshmen.

The course of study through high school was to be reappraised again in view of the fact that students might want to review their original plan of study in view of new understandings of their interests and aptitudes or through the motivation of new interests developed with the study of subject matter.

If necessary, interviews with seniors and freshmen were to be initiated by appointment. Interviews with sophomores and juniors were to be initiated by the student.

Each high school was to renew its subscription to both the Chronicle Guidance Service and the Science Research Associates Guidance Service. Each service was to be revised and would probably supply the following materials:

Chronicle Guidance Service--each month:

Occupational Observation Posters

Occupation-Subject Posters

Career Adjustment Posters

Choice Reprints of Magazine Articles

Occupational Briefs

Selected Pieces of Career Pamphlets

Career Indexes

College Posters

Student Aid Bulletins

One bonus package for the year--College Entrance and
Cost Charts

Science Research Associates Guidance Service:

Two Job Facts Charts

Ten Occupational Briefs with Each Job Facts Chart

Three Life Adjustment Booklets

Three Better Living Booklets

Three Practical Ideas in Education Booklets

Six Issues of the Guidance Newsletter

Yearly Publication, Guidance Index

Research Service

Specimen Sets of All New Science Research Associates

Tests Published During the School Year

A more detailed description of the two guidance services and their use in the guidance program during the second year follows.

The Personal Data Sheet found in Appendix G was revised after its use during the first year to a Student Questionnaire, Appendix H, which was designed to gather more useable information and have it recorded in better form.

DEVELOPMENT OF GUIDANCE SERVICES
IN EACH SCHOOL SITUATION

Claflin Public Schools

Description of Local School Community. Claflin, population 962 citizens, is a small town in Barton County.¹ It is located on State Highway #4 and has the service of the Missouri-Pacific Railroad. The community is made up largely of small-business men, farmers, retired farmers, and oil field laborers. In the past, the community has been almost 100 per cent agricultural, economically speaking, but during the past 20 years a large oil field was developed in the Claflin area. Although Claflin was basically agricultural, a new group of working people joined the members of the community. Claflin was forced to expand and include the laborers who developed this important oil resource. The major economic resources of the area are wheat, beef cattle, oil royalty, and the business and trade brought to the community by the farmers and oil field workers.

Claflin public schools were organized according to Kansas

¹ Charles L. Stutz, "City-Owned Utilities," Kansas Government Journal, 41-5, May, 1955, p. 276.

laws covering common school districts. The evaluation of the property that supports Claflin Public Schools is \$7,000,000. General operating levy on this property evaluation is 5.86 mills.¹ The Claflin Public Schools are housed in one building; grades one through twelve are included. Also a part of the Claflin school community is the Catholic Parochial Grade School, grades one through eight, which is located beside the Claflin Public School. The distribution of Catholic students attending the parochial school and other students attending Claflin Public School is evenly divided. The Catholic Parochial School students come over to the Claflin Public School to eat noon lunch and then return to their classes. Generally speaking, there was unusually good rapport established between the two school systems.

During the first year of the guidance program the faculty of Claflin Public Schools, grades seven through twelve, numbered nine plus the services of the one-fifth time cooperative guidance director-counselor.

The students enrolled in the ninth, tenth, eleventh, and twelfth grades numbered 100. Claflin High School offered a total of 27 units of credit plus extra-class activities and activity credit from which students were to select their formal high school course work. For units offered see Appendix K.

In the past, the only help given Claflin students in planning their course of study in high school was at the time of en-

¹ George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 26.

rollment each fall as classes were resumed. At this time the courses that were being offered and the alternate courses to be offered the following year were explained. Students usually made a selection from what was offered for that particular year rather than from a planned course of study. Students going to college were urged to take mathematics. Plans for college were left up to each individual student, with very little information available concerning colleges or courses of study offered by any particular college. If the student possessed unusual initiative, he would ask his teachers for as much information as the teacher could give; or, if a teacher took a special interest in a particular student, many times college plans were discussed. No source of occupational information was available to students other than that passed verbally from person to person, what they observed in their limited experience, read in periodical publications, heard on radio, or saw on television. These sources many times failed to present the true occupational outlook or present the facts necessarily needed for students to formulate important occupational plans or decisions.

Development of the Guidance Program. This report sets forth the development of the cooperative guidance services program in Claflin High School during the school term beginning September, 1953, and ending May, 1954. During that school term the author held the responsibility of Guidance Director-Counselor for the development of guidance services in the Claflin High School.

Two weeks before the opening day of school, the Guidance

Director-Counselor began following the schedule of school visitations that was tentatively set up for the five schools. A copy of the schedule may be found in Appendix D. During the first days at Claflin High School he became familiar with the school plant, met and got acquainted with members of the faculty, and ordered materials and supplies to be used in developing guidance services. The major problems considered in the beginning were determining what materials and resources were present that would contribute to the development of guidance services, where to begin the development, and what specific course of action was to be undertaken in order to realize the goals set forth in the Statement of Objectives found in Appendix A.

Materials found to be present in the Claflin High School that would contribute to the development of guidance services included standardized achievement test and mental ability test results from the work of the grade school principal who had been interested in obtaining objective data concerning his students. Also present were cumulative record folders that were being used as the permanent record by the superintendent. The author duplicated these records which contained the student's scholastic achievement and several items of personal data. This information gave the Counselor a separate set of records, the beginning of an individual inventory resource for use in counseling situations.

One individual interview initiated by the Counselor was held with each student of grades nine through twelve during the school year and a second interview with each senior near the close of the second semester. The Counselor-initiated interviews with students

mentioned above made up the largest group of counseling situations that occurred during the first year. The students initiated a small number in comparison to the regular scheduled interviews. Still another group of counseling situations were brought about by referrals from administrators and faculty members. The author had a roster of all students and their study hall schedule for regular periods and activity periods. Students were scheduled from study hall on a regular schedule form at 30-minute or hour intervals. The schedule was posted on the main bulletin board a week ahead of the interview. It was signed by the Counselor, and read as follows: "The following students are scheduled for interviews. Please report to the counseling room at the time indicated."

The Chronicle Guidance Service was very useful in obtaining resource material for a guidance services program. The Career Index, which listed approximately 30 free and inexpensive pieces of occupational information, was used to obtain occupational information materials to build up a file of occupational information for student use. When the occupational information booklets, pamphlets, Chronicle Guidance Service reprints, and occupational briefs arrived, the Dictionary of Occupational Titles code number for that occupation was written on the front page of the piece of material along with the date. The piece of information was then placed in the set of manila folders whose tabs were coded according to the Dictionary of Occupational Titles coding system. The number was placed on the front page of the pieces of information to assist students in handling the occupational information mater-

ials. With the code number on the front of the pieces of occupational information it was much easier to place the material back in the file once it had been removed. The date was placed on the front cover so that, at the end of the second or third year, the older pieces of occupational information could be removed from the file and discarded. The occupational information file was kept in the Counselor's room during the first year because it was more convenient in starting the file and there was not enough material in the file to make it useable for exploratory purposes.

Midway through the second semester most of the educational materials were brought together in a file. Most all two and four-year institutions of higher learning sent their catalogues and brochures providing much needed information concerning courses of study at each particular college and bringing to the students information concerning the educational opportunities that exist in Kansas. Chronicle Guidance Service college entrance posters added more objective information to the educational information library. In the related area of scholarships, the Chronicle Guidance Services Scholarship Bulletin was cut up and made into a four by six card file adding more exploratory educational information to the resource material already mentioned. The occupational posters and subject posters were placed on a materials table for students in the counseling room. They also helped build a resource of poster materials to make attractive bulletin board displays with other poster material the following years.

The Life Adjustment Booklets from Science Research Associates arrived each month and were added to the library of 32 pur-

chased at the beginning of the year. The Better Living Booklets were added to the library of professional materials. The Guidance Index served as a resource for important occupational informational publications, current educational publications, and a general resource for the general field of guidance. The Guidance Newsletter helped keep the Counselor in touch with current literature in the field of guidance.

In order to maintain guidance services as an integral part of an educational system, provisions must be made for in-service training of staff members so that those who are interested and those who may qualify will be able to contribute toward the total program of guidance services. In Claflin High School with only nine faculty members the author chose not to carry on formal committee work. Instead, a plan of individual work with faculty members was chosen. It was thought that there would be less resistance to this type of action. On an individual basis better understanding of the program of guidance services would result and each faculty member would feel that their efforts would be better understood and appreciated and result in a more efficient total program. Care was taken to visit with each teacher about the guidance services program whenever the opportunity presented itself.

The testing program planned for the first year was completed. The Differential Aptitude Test Battery was administered and profile charts placed in the cumulative record folders. In addition to the original plans, the junior class completed the aptitude test battery, and their profile charts were entered in the cumu-

lative record folders. All three classes were administered the Kuder Vocational Preference Record and profiles entered in each student's cumulative record folder. The freshman class profile charts were completed on the Science Research Associates Reading Record and entered in the cumulative record. The results of the tests were discussed with each individual in a counseling situation in an attempt to help the individual more objectively evaluate his own abilities and potentialities.

An effort was made to acquaint the members of the community with the objectives and activities of the guidance services program. Since the guidance services program was a new element in the total educational program of Claflin High School, it was decided that, to succeed in the development of a guidance services program, the parents and members of the community must be informed of the objectives and activities that make a functioning program. At the beginning of the year the newspaper article found in Appendix E appeared in the Claflin local paper. On October 12, 1953, the author spoke and presented a film on guidance and counseling at the Claflin Parent Teachers' Meeting. These moves, along with personal contacts on the part of the Guidance Director-Counselor with members of the community, faculty, and students, helped introduce the guidance services program to the community.

Incidental Guidance vs. Organized Guidance. In concluding the description of the development of guidance services in Claflin High School over the period of one year the author will relate the development of guidance services to two sets of prin-

ciples, Appendix C.

Principle One. At the close of the first year several but not all members of the staff were performing appropriate guidance duties. All were interested in guidance services and cooperating with the Guidance Director-Counselor in carrying out activities he initiated. Those who were active in contributing to the guidance services program were the Guidance Director-Counselor, the commerce teacher, the librarian, the grade school principal, and the superintendent of schools. The commerce teacher, with the aid of advanced commerce students, handled the correspondence necessary to secure the occupational information each month. The librarian helped arrange life adjustment booklets in the library and ordered books that supplemented the occupational information resources of the school. The grade school principal contributed achievement and mental ability standardized test information on students who were advancing from the grades into high school. The superintendent contributed by actively supporting the development of guidance services at all times.

Principle Two. A planned effort was made to provide guidance services to all pupils when they needed it. The program was handicapped in accomplishing this goal because the Guidance Director-Counselor was present only one day of the five school days. Emergency cases could not be taken care of as effectively, but attention was given each student and each student was free to contact the Counselor at any time of the day while he was visiting the school.

Principle Three. Time and facilities were made available as

needed, within the limits of available resources. A private counseling room was provided. The Guidance Director-Counselor was given one full day each week for guidance and counseling duties. Financial resources were made available to the Guidance Director-Counselor for materials.

Principle Four. All of the guidance services were not provided. In the first year of development in guidance services the emphasis was placed on the first three functions of guidance. They were understanding the individual, acquainting the individual with the world he lives in, both occupational opportunities and educational opportunities, and the counseling function. Those functions of placement and of follow-up were not developed.

Principle Five. A particular staff member was assigned responsibility for the development of the guidance program. That individual was the author, as Guidance Director-Counselor.

Principle Six. Planned provision was not made for evaluation of the guidance services program, but this aspect of the program is under consideration.

Principle Seven. Community resources available for guidance purposes were used on a planned basis whenever possible. In a very small community such as Claflin these resources are very meager, almost non-existent. The school itself is the main resource.

Although the Claflin High School guidance services program was far from being realized at the close of its first year, it is evident from the facts brought out in the foregoing comparison that the program was taking the form of an organized program of guidance services rather than that of incidental provisions for

guidance.

Geneseo Public Schools

Description of Local School Community. Geneseo, population 701 citizens, is a small town in Rice County.¹ It is located two miles east of State Highway #14. State Highway #4 passes Geneseo on the north edge of town. Geneseo has the service of two railroads--the Missouri Pacific Railroad and a branch line of the Santa Fe Railroad. The community is made up of small-business men, retired farmers, farmers, and oil field laborers. In the past, the community was dependent upon agriculture and railroad activity as their basic economic resource. In the last few years, oil fields in the central Kansas area have expanded to include some territory around Geneseo, adding another economic resource to the community.

The Geneseo public schools were organized according to Kansas laws covering joint common school districts and under the law operate a grade school and a high school. The evaluation of the property that supports Geneseo public schools is \$6,049,700. The general operating levy on this property evaluation is 7.27 mills.² The Geneseo public schools are housed in one building; grades one through twelve are included.

¹ Charles L. Stutz, "City-Owned Utilities," Kansas Government Journal, 41-5, May, 1955, p. 276.

² George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 35.

Through the first year of the guidance program the faculty of Geneseo public schools, grades nine through twelve, numbered seven, plus the services of the one-fifth time cooperative Guidance Director-Counselor. The student body enrolled in the ninth, tenth, eleventh, and twelfth grades numbered 80. Geneseo High School offered a total of 25 units of credit plus extra class activities and activity credit from which students were to select their formal high school course work (Appendix K).

Geneseo High School was farther advanced in its development of guidance services than any one of the four high schools described in this report. Burnell E. Johnson, Superintendent of the Geneseo Public Schools, understood guidance services and initiated action that contributed to their development before the Guidance Director-Counselor assumed the responsibility for further developing the Geneseo High School guidance services program. Administrative duties limited Superintendent Johnson in the time he could spend in working with guidance services, but such activities as building individual student cumulative records, pre-enrollment, obtaining standardized test data through a junior class testing program, introducing a vocation's course into the curriculum at the junior level, and securing a limited supply of occupational information were in the process of development.

Development of the Guidance Program. As in the Claflin High School situation, the author held the position of Guidance Director-Counselor with the responsibility of developing a guidance services program in Geneseo High School beginning September, 1953,

but differing from the Claflin situation in that the organization continued over a period of two years instead of a period of one year.

Two weeks before the opening day of school the Guidance Director-Counselor began following the schedule of school visitations previously mentioned in this report. The days at Geneseo High School were spent in becoming acquainted with the school plant, meeting faculty members, and ordering materials and supplies to be used in developing guidance services. Again, the major problems considered in the beginning were determining what materials and resources were present that would contribute to the development of guidance services, where to begin the development, and what specific course of action was to be undertaken in order to realize the goals set forth in the Statement of Objectives referred to earlier in this report.

Materials and resources that contributed to the development of guidance services were found present in Geneseo High School. Contributions to the program were cumulative record folders for each student that contained personal data, standardized test results on achievement tests, mental ability tests, reading rate and reading comprehension tests, and Kuder Preference Record Profile Charts. The Occupational Outlook Handbook and a number of other occupational information resources were found present. An important part of the existing provisions for guidance was the vocations course required for juniors the second semester. The factors mentioned above, plus the active support of the administration for guidance services, presented a favorable situation for

continued development in the guidance services program.

The first year developments in the Geneseo High School guidance program closely paralleled the developments in the Claflin High School guidance program. The counseling situations were similar in nature and accomplishment. The Chronicle Guidance Service and the Science Research Associates Guidance Service materials were developed in a like manner in both guidance programs. Occupational information and educational information materials were developed and used as they were described in the Claflin situation.

At the beginning of the second year in the development of the Geneseo High School guidance program several steps were taken to build a better program of guidance services. The occupational information file had grown to a point where it was useable for student exploratory purposes. The occupational information materials were placed in an open top file in the counseling room, which was located in a room at the west end of the library. Here the materials were always accessible to students. The educational information file was placed in the counseling room where it would always be accessible to students. The files were also in a position where the Guidance Director-Counselor could add new material or remove old material whenever he decided it was necessary to do so.

During the second year the Chronicle Guidance Service and Science Research Associates Guidance Service materials were developed as they had been developed in the first year of the guidance programs.

In-service training of staff members was carried on the second year as it had been carried on the first year in the development of the Claflin and Geneseo High School Guidance Programs.

The Geneseo High School testing program was developed as the Claflin High School testing program had been developed in its first year. During the second year, freshman and junior students were administered the Kuder Vocational Preference Record and the Differential Aptitude Test Battery. Profile charts on both tests were entered in the student's cumulative record folder. Freshmen were administered the Science Research Associates Reading Record and the results placed on profile charts and entered in the cumulative record folders. In following years, the testing program can be kept at the freshman level with retesting, if needed, at the junior level.

An effort was made to acquaint the members of the community with the objectives and activities of the guidance services program. Since the guidance services program was a new element in the total educational program of Geneseo High School, the author decided that, to succeed in the development of a guidance program, the parents and members of the community must be informed of the objectives and activities that make a functioning program. At the beginning of the 1953-1954 school term, the newspaper article found in Appendix E appeared in the Geneseo local paper. During the two-year development, the author spoke at a Parent Teachers' Association meeting, took part in a high school open house program, and talked to the Geneseo Lions Club on the services rendered by the Geneseo High School guidance program.

These moves, along with personal contacts on the part of the Guidance Director-Counselor with members of the community, faculty, and students, helped introduce the guidance services program to the community.

Incidental Guidance vs. Organized Guidance. In concluding the description of the development of guidance services in Geneseo High School over the period of two years, the author will relate the development of guidance services to two sets of principles, Appendix C.

Principle One. At the close of the second year, several members of the staff were performing appropriate guidance duties. All were interested in guidance services and cooperating with the Guidance Director-Counselor in carrying out activities he initiated. Those who were active in contributing to the guidance services program were the Guidance Director-Counselor, the commerce teacher, the librarian, the vocations class teacher, and the superintendent of schools. The commerce teacher, with the aid of advanced commerce students, handled the correspondence necessary to secure the occupational information each month. The librarian made references to books that might be ordered to supplement the occupational information resources of the school. The vocations class teacher utilized many of the materials found in the counseling room in a classroom situation. He also made class time available for testing and for interpretation of test results. The superintendent contributed by actively supporting the development of guidance services at all times.

Principle Two. A planned effort was made to provide guidance

services to all pupils when they needed it. The program was handicapped in accomplishing this goal because the Guidance Director-Counselor was present only one day of the five school days. Emergency cases could not be taken care of as effectively, but attention was given each student and each student was free to contact the Counselor at any time of the day while he was visiting the high school.

Principle Three. Time and facilities were made available as needed, within the limits of available resources. A private counseling room was provided. The Guidance Director-Counselor was given one full day each week for guidance and counseling duties during the first year of the developing program and one day and a third each week during the second year of the developing program. Financial resources were made available to the Guidance Director-Counselor for materials.

Principle Four. All of the guidance services were not provided. Through the two years of development in guidance services, the emphasis was placed on the first three functions of guidance. They were understanding the individual, acquainting the individual with the world he lives in, both occupational opportunities and educational opportunities, and the counseling function. Those functions of placement and of follow-up were not developed.

Principle Five. A particular staff member was assigned responsibility for the development of the guidance program. That individual was the author, as Guidance Director-Counselor.

Principle Six. Planned provision was not made for evalua-

tion of the guidance services program, but this aspect of the program is under consideration.

Principle Seven. Community resources available for guidance purposes are used on a planned basis whenever possible. In a very small community such as Geneseo these resources are very meager, actually almost non-existent. The school itself is the main resource.

Although the Geneseo High School guidance services program was not fully developed at the close of its second year, it is evident from the facts brought out in the foregoing comparison that the program was taking the form of an organized program of guidance services rather than that of incidental provisions for guidance.

Holyrood Rural High School

Description of Local School Community. Holyrood, population 842 citizens, is a small town in Ellsworth County.¹ It is located on Kansas State Highway #45, and has the service of the Santa Fe Railroad. For many years the Holyrood community has derived its principal economic resource from agriculture. In recent years, oil was discovered and added another important economic resource to the community. The major occupational groups found in the town of Holyrood are small-business men, farmers, retired farmers, and oil field laborers.

¹ Charles L. Stutz, "City-Owned Utilities," Kansas Government Journal, 41-5, May, 1955, p. 276.

Holyrood Rural High School was organized according to Kansas laws covering joint rural high school districts. The evaluation of the property that supports Holyrood Rural High School is \$13,100,000. The general operating levy on this property evaluation is 2.85 mills.¹

The Holyrood Rural High School occupies a building separate from the Holyrood Grade School. Students attending Holyrood Rural High School, grades nine through twelve, numbered 81 at the beginning of the 1953-1954 school term. During the first year of the development in guidance services, the faculty of Holyrood Rural High School numbered eight, plus the services of the one-fifth time cooperative Guidance Director-Counselor.

Holyrood Rural High School offered a total of 28 units of credit plus extra class activities and activity credit from which students were to select their formal high school course work (Appendix K).

In the past, very little help was given Holyrood Rural High School students in planning their courses of study through high school. Near the close of each school term, a pre-enrollment form was distributed to students upon which they were to list the courses they wanted to enroll in the following year. Courses taught on alternate years were designated, and the procedure in offering them was explained. Students in many cases made their choice of subjects to be studied with little thought. A small

¹ George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 41.

amount of inadequate occupational and educational information was available to students as has been described in the Claflin High School situation. No standardized testing was done on an organized basis, and no cumulative record folders were developed.

Development of the Guidance Program. The development of a guidance service program began in Holyrood Rural High School during the school term beginning September, 1953, and has continued its development through two school terms. As in the school situations described earlier in this report, the author held the responsibility for the development of guidance services in Holyrood Rural High School.

Two weeks before the opening day of school the Guidance Director-Counselor began following the schedule of school visitations that was tentatively set up for the five schools. A copy of the schedule may be found in Appendix D. During the first days at Holyrood Rural High School, the Guidance Director became familiar with the school plant, met and got acquainted with members of the faculty, and ordered materials and supplies to be used in developing guidance services. As stated before, a major problem considered in the beginning was determining what materials and resources were present that would contribute to the development of guidance services, where to begin the development, and what specific course of action was to be undertaken in order to realize the goals set forth in the Statement of Objectives found in Appendix A.

In examining the Holyrood Rural High School situation, one

set of materials was found that would make a favorable contribution toward the development of an organized guidance services program. Twenty-five Kuder Preference Record test booklets had been purchased during the school term prior to the initiation of the guidance services program. The test booklets mentioned above, plus several purchased by Geneseo High School, provided the necessary test materials for administering the Kuder Vocational Preference Record to students in schools participating in the cooperative guidance services program.

The first year developments in the Holyrood Rural High School guidance program closely paralleled the developments in the Claf-
lin High School guidance program. The counseling situations were similar in nature and in accomplishment. The Chronicle Guidance Service and the Science Research Associates Guidance Service materials were developed in a like manner in both guidance programs. Occupational information and educational information materials were developed and used as they were described in the Claf-
lin situation.

Developments through the second year of the Holyrood Rural High School guidance program were similar to the development in the second year of the Geneseo High School guidance program with the following exceptions. The open top file of occupational information and the open top file of educational information were placed on a table in the library for greater accessibility by students. The poster materials were placed on a large bulletin board in back of the table supporting the open top files.

The Holyrood Rural High School guidance program also differed

from the Geneseo High School guidance program in its curricular offerings. Holyrood did not offer a course in vocation. Guidance materials in the Holyrood program were used on an exploratory basis, where in the Geneseo High School guidance program the materials were used in a classroom situation.

An effort was made to acquaint the members of the community with the objectives and activities of the guidance services program. Since the guidance services program was a new element in the total educational program of Holyrood Rural High School, the author decided that, to succeed in the development of a guidance program, the parents and members of the community must be informed of the objectives and activities that make a functioning program. At the beginning of the 1953-1954 school term, the newspaper article found in Appendix E appeared in the Holyrood local paper. During the two-year development, the author spoke at a Parent Teachers' Association open house program and, at a later date, to the Holyrood Lions Club on the services rendered by the Holyrood Rural High School guidance program. These moves, along with personal contacts on the part of the Guidance Director-Counselor with members of the community, faculty, and students, helped introduce the guidance services program to the community.

Incidental Guidance vs. Organized Guidance. In concluding the description of the development of guidance services in Holyrood Rural High School over the period of two years, the author will relate the development of guidance services to two sets of principles, Appendix C.

Principle One. At the close of the second year, several members of the staff were performing appropriate guidance duties. All were interested in guidance services and cooperating with the Guidance Director-Counselor in carrying out activities he initiated. Those who were active in contributing to the guidance services program were the Guidance Director-Counselor, the commerce teacher, the librarian, and the principal of the high school. The commerce teacher, with the aid of advanced commerce students, handled the correspondence necessary to secure the occupational information each month. The librarian assisted by keeping materials placed in the library in proper order. The principal of the high school contributed by actively supporting the development of guidance services at all times.

Principle Two. A planned effort was made to provide guidance services to all pupils when they needed it. The program was handicapped in accomplishing this goal because the Guidance Director-Counselor was present only one day of the five school days. Emergency cases could not be taken care of as effectively, but attention was given each student, and each student was free to contact the Counselor at any time of the day while he was visiting the high school.

Principle Three. Time and facilities were made available as needed, within the limits of available resources. A private counseling room was provided. The Guidance Director-Counselor was given one full day each week for guidance and counseling duties during the first year of the developing program and one day and a third each week during the second year of the developing

program. Financial resources were made available to the Guidance Director-Counselor for materials.

Principle Four. All of the guidance services were not provided. Through the two years of development in guidance services the emphasis was placed on the first three functions of guidance. They were understanding the individual, acquainting the individual with the world he lives in, both occupational opportunities and educational opportunities, and the counseling function. Those functions of placement and of follow-up were not developed.

Principle Five. A particular staff member was assigned responsibility for the development of the guidance program. That individual was the author, Guidance Director-Counselor.

Principle Six. Planned provision was not made for evaluation of the guidance services program, but this aspect of the program is under consideration.

Principle Seven. Community resources available for guidance purposes are used on a planned basis whenever possible. In a very small community such as Holyrood these resources are very meager, actually almost non-existent. The school itself is the main resource.

Although the Holyrood Rural High School guidance services program was not fully developed at the close of its second year, it is evident from the facts brought out in the foregoing comparison that the program was taking the form of an organized program of guidance services rather than that of incidental provisions for guidance.

Bushton Rural High School

Description of Local School Community. Bushton, population 560 citizens, is a small town in Rice County.¹ It is located one-half mile south of Kansas State Highway #4, and has the services of the Missouri Pacific Railroad. Bushton, a town in a community that at one time was dependent on agricultural resources, has acquired in recent years two new economic resources. An oil field development has brought added wealth to the community, and the construction of a large compressor station by the Northern Natural Gas Company has added materially to the development of the community. These developments brought new members to the Bushton Community. The major occupational groups found in the community are retired farmers, farmers, small-business men, oil field laborers, and the compressor station personnel.

Bushton Rural High School was organized according to Kansas laws covering rural high school districts. The evaluation of the property that supports Bushton Rural High School is \$10,700,000. The general operating levy on this property evaluation is 2.79 mills.²

The Bushton Rural High School and the Bushton Grade School share one building. Grades one through twelve are included. During the first year of the guidance program the faculty of Bushton

¹ Charles L. Stutz, "City-Owned Utilities," Kansas Government Journal, 41-5, May, 1955, p. 278.

² George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 24.

Rural High School, grades nine through twelve, numbered seven plus the services of the one-fifth time cooperative Guidance Director-Counselor. The students enrolled in the ninth, tenth, eleventh, and twelfth grades numbered 80 at the beginning of the 1953-1954 school term.

Bushton Rural High School offered a total of 25 units of credit plus extra class activities and activity credit from which students were to select their formal high school course work (Appendix K).

Before the development of guidance services, very little help was given Bushton students in planning their courses of study through high school. Near the close of each school term a pre-enrollment form was distributed to students upon which they were to list the courses they wanted to enroll in the following year. Courses taught on alternate years were designated, and the procedure in offering them was explained. A small amount of inadequate occupational and educational information was available to students, as has been described in the Claflin situation. No standardized testing was done on an organized basis, and no cumulative record folders were developed.

Development of the Guidance Program. The development of a guidance services program began in Bushton Rural High School during the school term beginning September, 1953, and has continued its development through two school terms. As in the school situations described earlier in this report, the author held the responsibility for the development of guidance services in Bushton

Rural High School.

Two weeks before the opening day of school the Guidance Director-Counselor began following the schedule of school visitations that was tentatively set up for the five schools. A copy of the schedule may be found in Appendix D. During the first days at Bushton Rural High School the Guidance Director became familiar with the school plant and met and got acquainted with members of guidance services. As stated before, the major problem considered in the beginning was determining what materials and resources were present that would contribute to the development of guidance services, where to begin the development, and what specific course of action was to be undertaken in order to realize the goals set forth in the Statement of Objectives found in Appendix A.

Few materials and resources existed in Bushton Rural High School that would contribute to the development of a guidance services program. Approximately 30 Life Adjustment Booklets had been kept in the principal's office for reference purposes. Also, on file in the principal's office were a number of college catalogues used for reference by the principal to answer questions asked by students about higher educational opportunities.

The first year developments in the Bushton Rural High School guidance program closely paralleled the developments in the Claf-
lin High School guidance program. The counseling situations were similar in nature and in accomplishment. The Chronicle Guidance Service and the Science Research Associates Guidance Service materials were developed in a like manner in both guidance programs.

Occupational information and educational information materials were developed and used as they were described in the Claflin situation.

Developments through the second year of the Bushton Rural High School guidance program were similar to the developments in the second year of the Holyrood Rural High School guidance program.

An effort was made to acquaint the members of the community with the objectives and activities of the guidance services program. Since the guidance services program was a new element in the total educational program of Bushton Rural High School, the author decided that, to succeed in the development of a guidance program, the parents and members of the community must be informed of the objectives and activities that make a functioning program. At the beginning of the 1953-1954 school term the newspaper article found in Appendix E appeared in the Bushton local paper. During the two-year development, the author was introduced to the community at a Parent Teachers' Association meeting and, at a later date, spoke to the Bushton Lions Club on the services rendered by the Bushton Rural High School guidance program. These moves, along with personal contacts on the part of the Guidance Director-Counselor with members of the community, faculty, and students, helped introduce the guidance services program to the community.

Incidental Guidance vs. Organized Guidance. In concluding the description of the development of guidance services in Bushton

Rural High School over the period of two years, the author will relate the development of guidance services to two sets of principles, Appendix C.

Principle One. At the close of the second year, several members of the staff were performing appropriate guidance duties. All were interested in guidance services and cooperating with the Guidance Director-Counselor in carrying out activities he initiated. Those who were active in contributing to the guidance services program were the Guidance Director-Counselor, the commerce teacher, the English teacher, who was the librarian, and the principal of the high school. The commerce teacher, with the aid of advanced commerce students, handled the correspondence necessary to secure the occupational information each month. The English teacher-librarian helped keep guidance materials organized in the study hall and used Life Adjustment Booklets and occupational information materials in classroom situations. The principal of the high school contributed by actively supporting the development of guidance services at all times.

Principle Two. A planned effort was made to provide guidance services to all pupils when they needed it. The program was handicapped in accomplishing this goal because the Guidance Director-Counselor was present only one day of the five school days. Emergency cases could not be taken care of as effectively, but attention was given each student and each student was free to contact the Counselor at any time of the day while he was visiting the high school.

Principle Three. Time and facilities were made available as needed, within the limits of available resources. A private counseling room was provided. The Guidance Director-Counselor was given one full day each week for guidance and counseling duties during the first year of the developing program and one day and a third each week during the second year of the developing program. Financial resources were made available to the Guidance Director-Counselor for materials.

Principle Four. All of the guidance services were not provided. Through the two years of development in guidance services, the emphasis was placed on the first three functions of guidance. They were understanding the individual, acquainting the individual with the world he lives in, both occupational opportunities and educational opportunities, and the counseling function. Those functions of placement and of follow-up were not developed.

Principle Five. A particular staff member was assigned responsibility for the development of the guidance program. That individual was the author, Guidance Director-Counselor.

Principle Six. Planned provision was not made for evaluation of the guidance services program, but this aspect of the program is under consideration.

Principle Seven. Community resources available for guidance purposes are used on a planned basis whenever possible. In a very small community such as Bushton, these resources are very meager, actually almost non-existent. The school itself is the main resource.

Although the Bushton Rural High School guidance services

program was not fully developed at the close of its second year, it is evident from the facts brought out in the foregoing comparison that the program was taking the form of an organized program of guidance services rather than that of incidental provisions for guidance.

Lorraine Rural High School

Description of Local School Community. Lorraine, population 215 citizens, is a small town in Ellsworth County.¹ It is located six miles south of Kansas State Highway #45 and three miles north of Kansas State Highway #4. Lorraine has the service of two railroads--the Santa Fe Railroad and the Frisco Railroad. Lorraine is basically agricultural with an oil field development extending through the major part of the community. A distinguishing characteristic of Lorraine is the large First Baptist Church. It is the only church located in Lorraine, and most all activities of the community are centered around their church or their public schools.

Lorraine Rural High School was organized according to Kansas laws covering rural high school districts. The evaluation of the property that supports Lorraine Rural High School is \$5,700,000. The general operating levy on this property evaluation is 2.85 mills.²

¹ Charles L. Stutz, "City-Owned Utilities," Kansas Government Journal, 41-5, May, 1955, p. 280.

² George J. Frey, Jr., Kansas Educational Directory (Kansas: State Printing Office, 1954), p. 49.

The Lorraine Rural High School occupies a building separate from the Lorraine Grade School. Students attending Lorraine Rural High School, grades nine through twelve, numbered 41 at the beginning of the 1953-1954 school term. During the first year of the development in guidance services, the faculty of Lorraine Rural High School numbered six, plus the services of the one-fifth time cooperative Guidance Director-Counselor.

Lorraine Rural High School offered a total of 22 units of credit plus extra class activities and activity credit from which students were to select their formal high school course work (Appendix K).

Before the development of guidance services, very little help was given Lorraine students in planning their courses of study through high school. Near the close of each school term, a pre-enrollment form was distributed to students upon which they were to list the courses they wanted to enroll in the following year. Courses taught on alternate years were designated, and the procedure in offering them was explained. A small amount of inadequate occupational and educational information was available to students, as has been described in the Claflin situation. No standardized testing was done on an organized basis, and no cumulative record folders were developed.

Development of the Guidance Program. The development of a guidance services program began in Lorraine Rural High School during the school term beginning September, 1953, and has continued its development through two school terms. As in the school situa-

tions described earlier in this report, the author held the responsibility for the development of guidance services in Lorraine Rural High School.

Two weeks before the opening day of school, the Guidance Director-Counselor began following the schedule of school visitations that was tentatively set up for the five schools. During the first days at Lorraine Rural High School, the Guidance Director became familiar with the school plant, met and got acquainted with members of the faculty, and ordered materials and supplies to be used in developing guidance services. As stated before, a major problem considered in the beginning was determining what materials and resources were present that would contribute to the development of guidance services, where to begin the development, and what specific course of action was to be undertaken in order to realize the goals set forth in the Statement of Objectives found in Appendix A.

Few materials and resources existed in Lorraine Rural High School that would contribute to the development of a guidance services program. One resource at the finger tips of students was a small collection of published occupational information booklets. All other areas of a guidance services program needed development.

The first-year developments in the Lorraine Rural High School guidance program closely paralleled the developments in the Claflin High School guidance program with one major exception. Half as many students were enrolled at Claflin, Geneseo, Holyrood, or Bushton High Schools. The small enrollment at Lorraine Rural High

School enabled the Guidance Director-Counselor to conduct twice as many individual counseling situations with students. The Chronicle Guidance Service and the Science Research Associates Guidance Service materials were developed in the Lorraine Rural High School guidance program as their development has been described in the Holyrood and Bushton guidance programs.

Developments through the second year of the Lorraine Rural High School guidance program were similar to the developments in the second year of the Holyrood and Bushton Rural High School guidance programs with the exception that more individual counseling contacts were made with each student.

An effort was made to acquaint the members of the community with the objectives and activities of the guidance services program. Since the guidance services program was a new element in the total educational program of Lorraine Rural High School, the author decided that, to succeed in the development of a guidance program, the parents and members of the community must be informed of the objectives and activities that make a functioning program. At the beginning of the 1953-1954 school term, the newspaper article found in Appendix E appeared in the Lorraine High School paper. During the two-years development, the author gave a short talk to the Lorraine Parent Teachers' Association on guidance services to be developed in Lorraine Rural High School. This move, along with personal contacts on the part of the Guidance Director-Counselor with members of the community, faculty, and students, helped introduce the guidance services program in the community.

Incidental Guidance vs. Organized Guidance. In concluding the description of the development of guidance services in Lorraine Rural High School over the period of two years, the author will relate the development of guidance services to two sets of principles, Appendix C.

Principle One. At the close of the second year, several members of the staff were performing appropriate guidance duties. All were interested in guidance services and cooperating with the Guidance Director-Counselor in carrying out activities he initiated. Those who were active in contributing to the guidance services program were the Guidance Director-Counselor, the commerce teacher, the librarian, and the principal of the high school. The commerce teacher, with the aid of advanced commerce students, handled the correspondence necessary to secure the occupational information each month. The librarian helped keep guidance materials organized in the study hall. The principal of the high school contributed by actively supporting the development of guidance services at all times.

Principle Two. A planned effort was made to provide guidance services to all pupils when they needed it. The program was handicapped in accomplishing this goal because the Guidance Director-Counselor was present only one day of the five school days. Emergency cases could not be taken care of as effectively, but attention was given each student and each student was free to contact the Counselor at any time of the day while he was visiting the high school.

Principle Three. Time and facilities were made available

as needed, within the limits of available resources. A private counseling room was provided. The Guidance Director-Counselor was given one full day each week for guidance and counseling duties during the first and second year of the developing program. Financial resources were made available to the Guidance Director-Counselor.

Principle Four. All of the guidance services were not provided. Through the two years of development in guidance services, the emphasis was placed on the first three functions of guidance. They were understanding the individual, acquainting the individual with the world he lives in, both occupational opportunities and educational opportunities, and the counseling function. Those functions of placement and of follow-up were not developed.

Principle Five. A particular staff member was assigned responsibility for the development of the guidance program. That individual was the author, Guidance Director-Counselor.

Principle Six. Planned provision was not made for evaluation of the guidance services program, but this aspect of the program is under consideration.

Principle Seven. Community resources available for guidance purposes are used on a planned basis whenever possible. In a very small community such as Lorraine these resources are very meager, actually almost non-existent. The school itself is the main resource.

Although the Lorraine Rural High School guidance services program was not fully developed at the close of its second year,

it is evident from the facts brought out in the foregoing comparison that the program was taking the form of an organized program of guidance services rather than that of incidental provisions for guidance.

SUMMARY AND RECOMMENDATIONS

Favorable Outcomes of Cooperative Guidance Program

In an attempt to bring together the implications for cooperative guidance services programs in several participating high schools, the author has listed briefly the favorable outcomes of the five high school cooperative guidance services program described in this report. They are as follows:

Each high school participating in the cooperative guidance services program was in the process of developing a program of guidance services for the boys and girls attending high school.

By pooling their resources, five high schools with small enrollments were able to secure the services of a full-time trained guidance worker.

All participating high schools made provision for Guidance Director-Counselor time, financial resources, and physical facilities in their efforts to develop a functioning cooperative guidance services program.

Continuous strong support on the part of all participating high school administrators was given the program of cooperative guidance services.

Through understanding on the part of the participating high school administrators for the role played by the Counselor in the total educational program, discipline was handled so that the Guidance Director-Counselor was not responsible for its administration or enforcement.

An occupational information file was made available to students at all times.

An educational information file was made available to students at all times.

Aptitude and vocational interest tests were administered and the results discussed with each student in a counseling situation in an effort to help each student objectively evaluate his own potentialities.

Students were beginning to think in terms of their aptitudes and vocational interests, and were planning their courses of study through high school and for life after graduation from high school.

As better relationships were developed between Counselor, students, and parents, good rapport was established in individual counseling situations.

The same test materials were used in each high school participating in the cooperative guidance services program. One set of materials was purchased instead of two, three, four, or five sets of material. Each school benefited from their use at one-fifth the original cost.

Provisions were made for senior students to talk to college representatives at a college day sponsored by a larger neighbor-

ing high school.

Public relations contributed toward the acceptance of the guidance program by the community. Some of the articles appearing in publications were written by the author of this report, and some were notices of activities in which the writer participated. Those activities of importance that contributed to better public relations were as follows:

The newspaper article that appeared in the local papers of the communities whose high schools were participating in the cooperative guidance services program (Appendix E).

The writer served as chairman of the counseling and guidance round table meeting at the Salina, Kansas, State Teachers Meeting. An exhibit of the materials used in the five-school cooperative guidance services program was presented at the round table meeting.

The Guidance Director-Counselor participated in open house programs sponsored by the local school Parent Teachers' Association.

The Guidance Director-Counselor spoke at local Parent Teachers' Association meetings on services rendered to students by high school guidance services program.

Invitation to speak at local Lions Clubs on the services rendered to high school students through guidance services program was accepted by the author.

An article written by Dr. H. Leigh Baker entitled, "Cooperation Brings More Guidance to the Smaller School" was published in the December, 1954, issue of The Personnel and Guidance Jour-

nal (Appendix F).

An invitation was extended to the author to participate as panel member in a meeting of the Rural Guidance Section at the national convention of the American Personnel and Guidance Association in Chicago in March, 1955. The invitation was accepted, and an outline of remarks presented at the convention meeting are recorded in Appendix J.

Limitations of Cooperative Guidance Program

In an attempt to bring together the implications for cooperative guidance services programs in several participating high schools, the author has listed briefly the limitations of the five high school cooperative guidance services program described in this report. They are as follows:

One day each week at a participating high school prohibits the Guidance Director-Counselor from teaching guidance-related subjects.

The Guidance Director-Counselor was not available daily to student, teachers, administrators, parents, or community members.

The Guidance Director-Counselor spent a considerable amount of time doing routine clerical work. One solution might be the securing of several advanced commerce students to take care of the routine clerical work.

Placement and follow-up functions of the guidance program have not been developed. These functions will be developed at a later stage in the development of the guidance programs.

The travel between schools creates some problems for the Guidance Director-Counselor. Among them are bad weather conditions to be overcome, and three, four, or five sets of school activities and community functions to attend. Loyalty is divided between several schools, and it is hard to feel a part of all the faculties of the participating high schools.

Recommendations for Future Development

In order for a cooperative guidance services program to succeed it must first be actively supported by the boards of education and the administrators of each participating school.

Facilities must be provided for a place where counselor and student can hold private conferences away from the usual traffic of students. Also, finances must be made available by each participating school for materials that are permanent, for materials that are expendable, and for materials that are to be used cooperatively by each participating school.

It is assumed that the trained guidance worker will be devoting full-time to counseling and guidance duties and, therefore, have the necessary time allotted for developing and administering the guidance services program.

Specific steps are to be taken to meet apparent needs in the cooperative guidance services program described in this report. Future developments call for the testing programs to include a test to help students locate personal problem areas. The parent-counselor relationship needs more development, and the introduc-

tion of placement and follow-up services into the organized guidance program should follow in the near future.

There is need for state legislation that would enable local boards of education to enter into agreements with each other so that school funds could be used to support a cooperative educational services board who, in turn, would provide the participating high school with special educational services. This type of organization would give the cooperative guidance services program a permanent basis upon which to operate. Through a board of cooperative educational services, schools could enter and withdraw from the cooperative educational services program without seriously threatening the existence of present cooperative guidance services program activities.

In the author's opinion, cooperative guidance services do play an important role in the total educational program of the small schools described in this report; cooperative guidance services are educationally defensible; and they do help boys and girls in high schools of small enrollment more nearly reach their potentialities.

ACKNOWLEDGMENTS

To Dr. H. Leigh Baker, Professor of Education and Consultant in Guidance Services, is expressed deep appreciation for his personal interest and highly regarded guidance throughout the course of this graduate study and during the initial planning and development of the cooperative guidance program described in this report. His help and inspiration were valuable factors in the developing guidance services. Active support of guidance services in Kansas high schools by Dr. Baker was primarily responsible for the stimulation of grass roots high school administrators who took the necessary action needed to develop the cooperative guidance services program presented in the foregoing report.

The following space is reserved to thank the many persons with whom the writer has worked to make the cooperative guidance program a success. The cooperation and spirit of helpfulness that the writer has encountered has made a contribution to the undertaking in cooperative guidance services. Thanks for their contribution to the program of cooperative guidance services are due: Walter H. Hukredie, Superintendent, Claflin Public Schools, the faculty, students, parents, and the members of the board of education of Claflin Public Schools who made the initiation of guidance services possible; Burnell E. Johnson, Superintendent, Geneseo Public Schools, the faculty, students, parents, and the members of the board of education of Geneseo Public Schools who made the initiation of guidance services possible; Arthur Harvey, Principal, Bushton Rural High School, the faculty, students,

parents, and the members of the board of education of Bushton Rural High School who made the initiation of guidance services possible; John Paden, Principal, Holyrood Rural High School, the faculty, students, parents, and the members of the board of education of Holyrood Rural High School who made the initiation of guidance services possible; E. D. Meacham, Principal, Lorraine Rural High School, the faculty, students, parents, and the members of the board of education of Lorraine Rural High School who made the initiation of guidance services possible.

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APPENDICES

APPENDIX A

Progress Report of the Counseling and Guidance Program
Initiated in (name of high school) at the
Beginning of the 1953-1954 School Term

After working through one school term, there is reason to believe that considerable progress has been made in developing an organized counseling and guidance program. Although one day each week allotted for this work may seem inadequate at first, it is sufficient for a program in the organizational stage. In organizing the program, effort was directed toward carrying out four objectives, a copy of which was presented to the principal in April, 1953, and a copy of which has been included in this report. These objectives have been obtained. Fortunately, conditions existed which made it possible for us to move a step ahead of the statement of objectives in the development of our guidance program. The testing program was extended to cover the junior class as well as the freshman and senior class. By including the junior class in the testing program this year, information for counseling purposes is now available which would not have been available until the middle of our present juniors' senior year. The testing program for next year will include the freshman and junior classes. Then the basic interest and aptitude test data on all students in high school will be completed.

Other tests will be utilized to supplement the interest and aptitude test information, but they are not as urgently required as the interest and aptitude information. In another area of the program at least one interview was held with each individual student and a second with the seniors before graduation. In the

large majority of the cases, these contacts were successful. One major problem was that of a favorable adjustment on the part of students to a new type of situation in school.

The students in commerce classes and the commerce teacher were very cooperative and helpful in efforts to send for all types of information to be used in the guidance program. This added materially to the development of our program.

In keeping with the principle that counseling is as effective as the resource materials that are available to counselor, faculty and student body, time effort, and finances have been spent in order to gather together the following materials which are now available through the high school program.

The only request I would make at this time is in regard to the physical facilities available for the actual counseling contacts. We need a place where the student will not be interrupted at most any moment by a fellow student during an interview.

Materials Available through the Guidance Program

Cumulative record folders to be kept on each student through their four years in high school.

Student Test Results

- Profile chart on aptitudes (freshman, junior, and senior)
- Profile chart on vocational interests (freshman, junior, and senior)
- Profile chart on reading (freshman)

Professional Materials (books underlined)

- Principles and Practices of the Guidance Program
- Guidance Services
- Occupational Information
- Appraising Vocational Fitness
- Occupational Information--A course of study
- Selected Readings in Occupational Information
- Guidance Services Circulating Library 1953-1954
- Occupations--A basic course for counselors

Materials Available in Area of Personality and Adjustment

- Helping Children Adjust Socially
- Helping Children Develop Moral Values
- What Tests Can Tell Us About Children
- How Children Play-For Fun-For Learning
- How Children Grow and Develop
- Helping Boys and Girls Understand Their Sex Roles
- The Childs Society-Clubs, Gangs, and Cliques
- A Guide to Successful Fatherhood

Occupational Materials--Sources

- File of unbound pamphlets, booklets, occupational briefs, reprints
- Assortment of unclassified occupational information materials
- Job posters
- Occupational posters, covering occupational fields
- Bibliography of guidance materials
- Occupational Outlook Handbook
- Dictionary of Occupational Titles, Vol. I, Definition of Titles
- Dictionary of Occupational Titles, Vol. II, Occupational Classification
- Dictionary of Occupational Titles, Vol. IV, Entry Occupational Classification

Educational Information Materials

- File of college catalogues and other information pertaining to college level training

Posters--comparing academic entrance requirements, yearly average costs, and miscellaneous information.
Complete set of information listed above, on notebook size paper for counselor use.

Scholarship Information

Scholarships, Fellowships, and Loans, Vol. I
Scholarships, Fellowships, and Loans, Vol. II
Card file of scholarship opportunities kept in library

Science Research Associates Life Adjustment Booklets--aids in student problem areas.

Growing Up Socially
Getting Along with Brothers and Sisters
How to Live with Parents
What Employers Want
Money and You
Streamline Your Reading
Dating Days
Choosing Your Career
How to Get the Job
Your Personality and Your Job
School Subjects and Jobs
Getting Job Experience
Should You Go to College
Looking Ahead to Marriage
Understanding Our Economy
A Guide to Logical Thinking
How to Increase Your Self-Confidence
Your Safety Manual
Why Stay in School
Where Are Your Manners
High School Handbook
Study Your Way Through School
You and Your Health
You and Your Mental Abilities
Your Heredity
How Long Do You Want to Live
How to Write Better
Enjoying Leisure Time
Getting Along With Others
Understanding Yourself
How to Take a Test
Discovering Your Real Interest
How to be a Better Speaker
What Good is High School
How to Solve Your Problems

Breakdown of Cooperative Guidance Program
Material Expenses

Lorraine	\$140.45	:		\$140.45
Geneseo	126.00	:		126.00
Holyrood	110.70	:		110.70
Claflin	105.91	:		
Bushton	97.80	:		97.80
		:	4	<u>474.95</u>
		:		<u>118.74</u>
<hr/>				
\$140.45		:		
<u>118.74</u>		:		
21.71	Refunded to Lorraine	:		
\$126.00		:		Cost of Program Distributed
<u>118.74</u>		:		as Follows:
7.26	Refunded to Geneseo	:		
\$118.74		:	Lorraine	\$118.74
<u>110.70</u>		:	Geneseo	118.74
8.04	To be paid by Holyrood	:	Holyrood	118.74
\$118.74		:	Bushton	118.74
<u>97.80</u>		:	Claflin	105.91
20.94	To be paid by Bushton	:		
<p>Payment to be made as follows:</p>				
Holyrood	\$8.04	to Lorraine		
Bushton	13.67	to Lorraine		
Bushton	7.27	to Geneseo		

The extra expense of \$51.32 assumed by the four schools to cover materials used on a cooperative basis by the five schools, these materials to be used cooperatively next year by the four schools.

Statement of Objectives

Below are listed four objectives which may, over a period of time, be altered, revised, or supplemented; but which should for the first year direct the progress of the guidance program to be initiated in September, 1953, in high schools located in Bushton, Claflin, Geneseo, Holyrood, and Lorraine.

- I. To become acquainted with each community;
This would include (1) the staff and officials of each school; (2) individual school situations and problems; (3) community leaders and organizations that could play a part in a guidance program; (4) student leaders that could play an important part in the success of a guidance program.
- II. To work with seniors, assist them in planning ahead after graduation;
This would be accomplished (1) by reviewing the individual's past records and achievements; (2) by using current vocational and educational information; (3) by utilizing a standardized testing program; and (4) by individual counseling.
- III. To build toward a permanent guidance program for the future;
Here the underclassmen are of primary importance. The freshman should begin to consider their aptitudes, abilities, and interests more realistically, also to plan a tentative high school program of studies for the remaining three years. A counselor can help them make these decisions through the use of standardized test results and individual counseling.
- IV. To counsel on an individual basis with all high school students whenever problems or counseling situations arise;
The counseling situations may result from (1) students referred by teachers and administrators to the counselor; (2) conferences sought by students; and (3) conferences with students initiated by the counselor. In cooperation with this plan for counseling students, classroom teachers should continue whenever possible to counsel students in matters related to the teacher's subject fields.

APPENDIX B

KANSAS STATE COLLEGE
Manhattan

THE NATURE AND MEANING OF GUIDANCE

Guidance is an educational process by which we assist individuals in the making of choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are inter-related, yet we should recognize these as educational, vocational, health, recreational, and social-civic-moral in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extra-class activities, yet it is not synonymous with such procedures. In addition to a point of view, guidance includes provision for specific services. These guidance services include development in the individual of an accurate and objective evaluation of himself and of his environmental opportunities, especially those which are educational and vocational in nature; counselling to bring the individual into an optimum relation to the opportunities in his environment; and placement and follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of service to others.

H. Leigh Baker
Professor of Education and Consultant
in Guidance Services

APPENDIX C

Differences between incidental provisions for guidance and an organized guidance services program:

Incidental provisions:

1. Guidance duties are performed only by those members of the staff who see the need and try to meet it, on their own initiative.
2. Only those pupils receive guidance help whom teachers volunteer to help.
3. Time and facilities are used as they happen to be available.
4. Only those guidance services are provided which certain staff members initiate.
5. No one has special responsibility for guidance.
6. No provision is made for the evaluation of guidance services.
7. Community resources are used for guidance purposes only upon the initiative of various staff members.

Organized guidance services program

1. All members of the staff perform appropriate guidance duties.
2. A planned effort is made to provide guidance services to all pupils, when they need it.
3. Time and facilities are made available as needed, within the limits of available resources.
4. All of the guidance services are provided.
5. A particular staff member is assigned responsibility for the development of the guidance program.
6. Planned provision is made for evaluation of the guidance services.
7. Community resources available for guidance purposes are used on a planned basis.

H. Leigh Baker, Professor of
Education and Consultant in
Guidance Services

APPENDIX D

Schedule of Guidance Director-Counselor Time
As It Was Divided Between the Five High Schools
During the First Year

1st Six Weeks

Monday	Lorraine
Tuesday	Bushton
Wednesday	Claflin
Thursday	Geneseo
Friday	Holyrood

2nd Six Weeks

Monday	Holyrood
Tuesday	Lorraine
Wednesday	Bushton
Thursday	Claflin
Friday	Geneseo

3rd Six Weeks

Monday	Geneseo
Tuesday	Holyrood
Wednesday	Lorraine
Thursday	Bushton
Friday	Claflin

4th Six Weeks

Monday	Claflin
Tuesday	Geneseo
Wednesday	Holyrood
Thursday	Lorraine
Friday	Bushton

5th Six Weeks

Monday	Bushton
Tuesday	Claflin
Wednesday	Geneseo
Thursday	Holyrood
Friday	Lorraine

6th Six Weeks

Monday	Lorraine
Tuesday	Bushton
Wednesday	Claflin
Thursday	Geneseo
Friday	Holyrood

APPENDIX E

(Name of School) Has Services of Guidance Counselor

A note concerning the guidance program, the beginning of which is being developed in (name of high school) this year. Our counselor, Mr. Wegner, who will be at (name of high school) one day each week, has stated that he would like to concentrate on four areas of the program this year.

One, is securing occupational and educational information for use by students. He feels that, by assisting the school and students in obtaining and collecting a large volume of vocational information, students who would make vocational plans will have a broader view of the world of work. Also, for those students who will attend a college, university, or trade school a variety of educational information to help them make the best selection of a school to suit their own particular educational needs.

Two, a standardized testing program selected to further aid students in making a more realistic evaluation of their own aptitudes and vocational interests. Mr. Wegner plans to arrange, for those students who care to take advantage of the opportunity, a chance to take a vocational interest test and a group of aptitude tests.

Three, helping students plan for the future, toward this end, the student's course of study through high school is important as well as planning for after graduation.

Four, individual counseling situations with students to help them understand the test results, to help them make use of occupational and educational information in developing any plans they

might have for the future. Also, students with problems arising from school situations may make use of the counseling service any time they so desire. Mr. Wegner plans to have at least one conference with each student each semester and as many more as he or a student may feel are necessary.

We feel that these services which are being made available to the students of our high school will help each student better prepare himself to successfully meet the problems he faces today as well as those he will face later in life as a citizen and a member of the community.

APPENDIX F

Cooperation

BRINGS MORE GUIDANCE TO THE Smaller School

by HARRY LEIGH BAKER

COOPERATION BRINGS more guidance and counseling to more high school boys and girls. Most guidance workers and school administrators will accept this principle as sound. But few are working diligently and consistently to apply the principle in practice. Many of the difficulties in making guidance and counseling services available to all boys and girls in our secondary schools could be overcome if more cooperation were practiced among schools, among staff members, and among all agencies concerned with the education and welfare of youth.

The principal and staff of the small high school frequently resign themselves to what is too often accepted as inevitable fate with the statement, "Oh, yes, guidance is important and is fine, but we're such a small school that we can't do anything about it."

Last year for the first time five small high schools in Kansas cooperated in employing the services of a qualified guidance counselor and each initiated the development of a guidance and counseling program such as is needed in every secondary school, but seldom is found in schools of such small enrollment. The five schools had a total enrollment of 382 pupils, a mean enrollment of 76, and a range of 40 to 101 pupils. Although the five schools are located in three counties, Barton, Ellsworth, and Rice, the

greatest distance between schools is only 23 miles and all roads are hardsurfaced.

The idea of cooperation among schools in providing guidance services has been promoted for many years, particularly by the writer in Kansas guidance and educational conferences. But there have been but few examples of cooperative programs in action, and none in Kansas until the 1953-1954 school year.

In the Guidance Roundtable of the Salina Section of the Kansas State Teachers' Association meetings in November, 1952, the writer discussed what might be the nature and advantages of a cooperative guidance program among small, near-by high schools. E. D. Meacham, Principal of the Lorraine Rural High School of 40 pupils and six teachers, became sufficiently interested to discuss the possibilities of cooperation with the principals of four neighboring high schools. They in turn discussed the idea with members of their boards of education. All principals and board members of the five schools met at a dinner served by the home economics department of the Lorraine Rural High School the evening of February 24, 1953. The writer was asked to attend and discuss the advantages of guidance and counseling to high school boys and girls and to present plans for the cooperative employment of a guidance counselor by the five schools. The board members that evening, upon recommendation of their principals, decided to begin such a plan the following September.

HARRY LEIGH BAKER is Professor of Education and Consultant in Guidance Services in the Department of Education at Kansas State College, Manhattan.

How five schools in Kansas started a guidance program

Richard Wegner, a graduate of Kansas State College who was teaching science in the Minneapolis (Kansas) High School and giving part time to guidance and counseling, was employed by each of the five schools on a one-fifth time basis. Each school board was independent in its action and no special legislation was necessary to make such cooperation possible. Each school district paid one-fifth of the salary of Mr. Wegner and \$10 per month for traveling expenses. A schedule was worked out by which Mr. Wegner worked one day each week in each of the five schools. In order to give a balanced distribution of time in relation to the activities of the schools the schedule was rotated one day each six weeks.

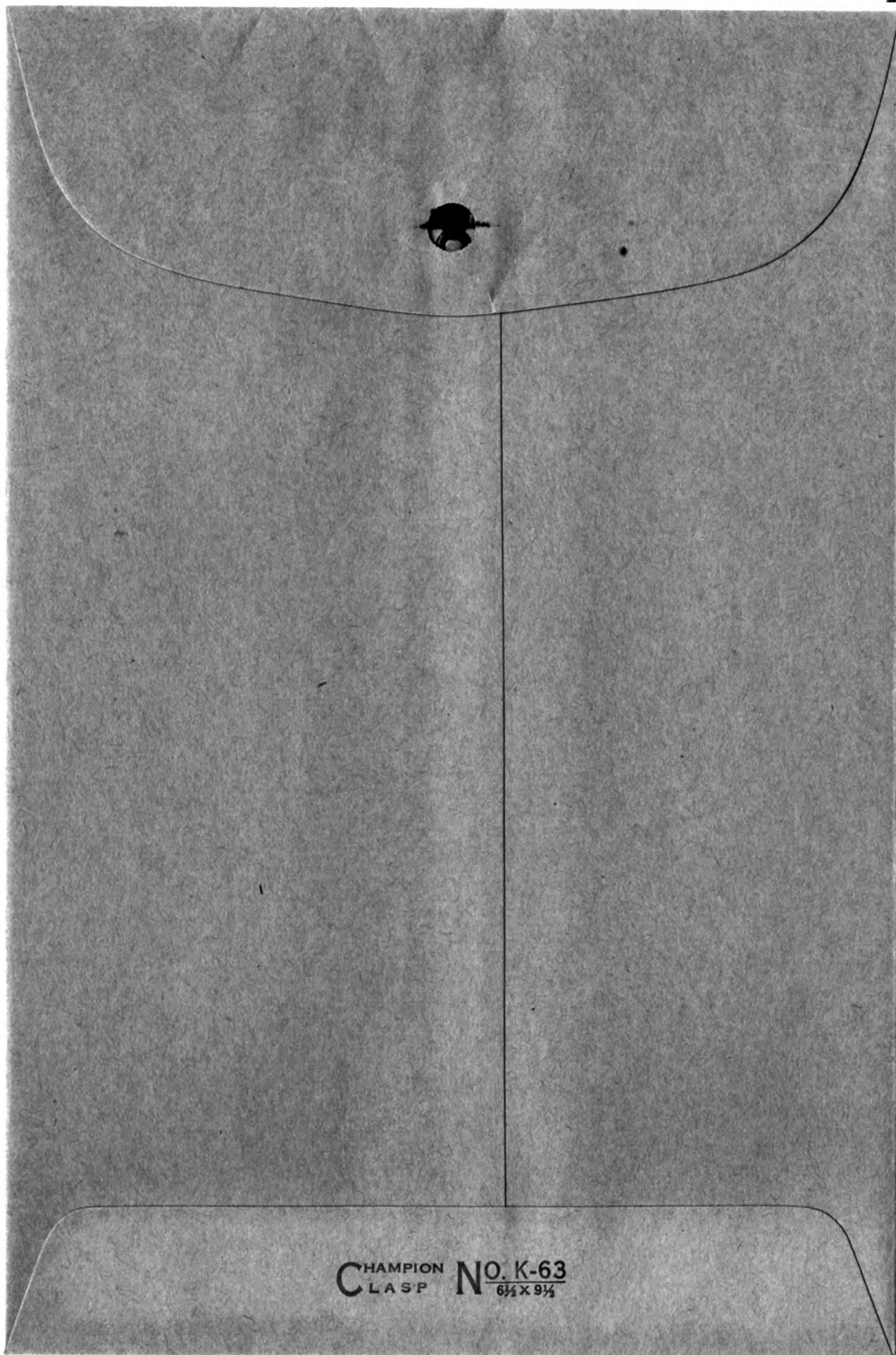
Since public relations are of such importance in the initiation and development of a guidance services program, Mr. Wegner gave special attention to that early in his work. He drew up a statement of accomplishments which might be expected during the first year and what should not be expected until later years. He was interviewed by the editors of local newspapers and understanding and constructive news articles and editorials were written. At parent's meetings, church and civic club groups, Mr. Wegner discussed the need for guidance and counseling by high school boys and girls and how such help could be provided.

The work of the first year was planned in relation to a total program which would take four years for its development. Emphasis was given to the development of understanding and favorable attitudes by teachers, administrators, pupils, and community members. The team concept of a guidance program was stressed. A guidance folder for each pupil was initiated and information was accumulated during the year by aptitude, interest and other testing, by personal data sheets, by interviewing, and

other means. Libraries of occupational and educational information were begun in each school. In this, the teachers and pupils of the business education departments helped with the correspondence and filing. Interviews were scheduled with all first year and senior pupils and with all pupils who wished to see the counselor.

There are disadvantages as well as advantages in the cooperative employment of a guidance counselor by several schools. The counselor is not available in the school throughout the week. He is not available to teach classes which would contribute to the guidance program, such as ninth grade social studies or twelfth grade Problems of Democracy. But the schools do have the services and leadership of a qualified guidance specialist which they would not otherwise have. And with a few years' development in each of the schools, there is a strong possibility that each school will employ a full time teacher-counselor. In fact, already by the end of the first year one of the schools has assigned to guidance and counseling part of the time of one of its regular teachers who has qualified himself for such work. Two of the remaining four schools have contracted for the day which had been used last year by the fifth school and the four schools will continue next year in sharing in the employment of Mr. Wegner as their guidance-counselor.

The small secondary schools are still with us. Over two-thirds of the secondary schools of Kansas enroll fewer than 100 pupils. That situation is typical of other North Central States. The boys and girls in the smaller schools are just as important as the boys and girls in the larger schools. And they need guidance services just as much, in some cases more. Cooperation can bring guidance and counseling services to more of these boys and girls.



CHAMPION CLASP NO. K-63
6 1/2 X 9 1/2

Cooperation Brings More Guidance to the Smaller School

APPENDIX G

PERSONAL DATA SHEET

SCHOOL _____

Name _____ Date of birth _____
 Address _____ Date _____ Grade _____
 Father's name _____ Father's address _____
 Mother's name _____ Mother's address _____
 With whom do you live _____
 Relationship to you _____ Telephone number _____
 Number of children in your family _____ Boys _____ Girls _____
 Number of brothers older than you _____ Younger _____ Sisters
 older _____ Younger _____ Brothers and sisters deceased _____
 Other people living in home, and relationship to you _____
 Your birthplace _____ Number of persons now living in
 your home _____
 Birthplace of father (city and state) _____
 Birthplace of mother (city and state) _____
 EDUCATIONAL DATA: Schools attended before present one _____

Years you hope to attend college _____ What college? _____
 Why this one? _____
 Last school grade completed by father _____ By mother _____
 Last grade you hope to complete _____

EMPLOYMENT DATA: Father's employer _____
 Number of years _____ Kind of work _____
 Mother's employer _____ Number of years _____
 Kind of work _____
 Do you work outside of school? _____ Kind of work _____

Hours you work each week _____ Weekly earnings _____
 Your employer _____
 How earnings are spent? _____ Social Security No. _____
 Give employer, firm name, and length of time on each job you have
 held _____

What are your regular home tasks? _____
 COMMUNITY ACTIVITIES: Church preference _____
 How often do you attend church? _____ Church organizations to which
 you belong? _____ 0
 Out-of-school clubs of which you were or are a member, and offices
 held _____

LEISURE ACTIVITIES: List hobbies in order of preference _____

How many movies do you attend each week? _____ Type you like _____
 Other leisure-time activities you enjoy _____
 How are summer vacations spent? _____

EXTRACURRICULAR ACTIVITIES: List school organizations to which
 you now belong and any offices held _____

List school organizations to which you have belonged and any
 offices held _____

List school honors won _____

VOCATIONAL PLANS: for what vocation would your parents like you
 to prepare? _____

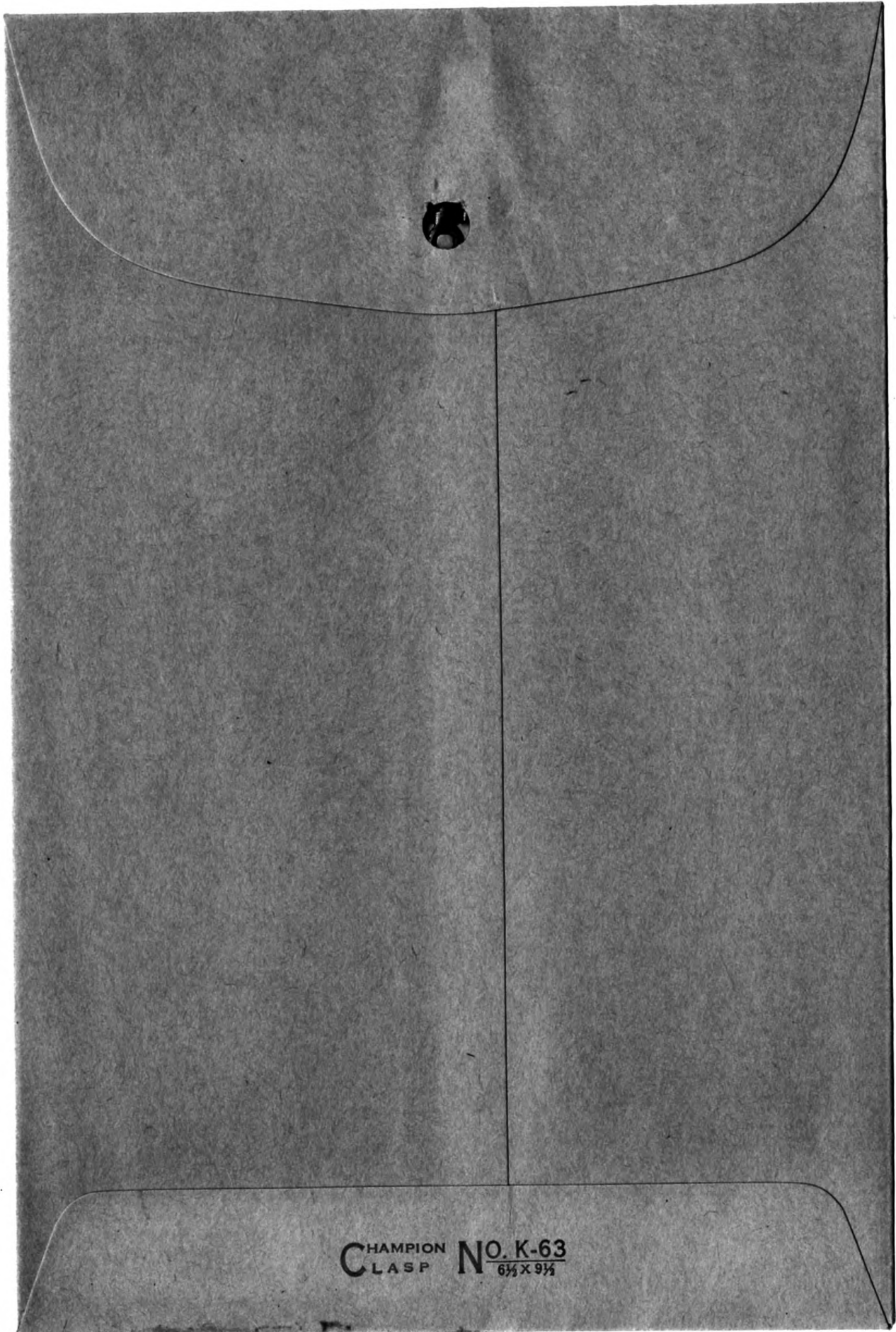
Your vocational choices (1) _____ (2) _____
 (3) _____ Special talents you have _____

School subjects you like best _____
 School subjects you like least _____

READING INTERESTS: Books you have enjoyed _____

Magazines you enjoy _____
 Magazines taken in your home _____
 Hours weekly you read for pleasure _____ Number of books read
 yearly _____

REMARKS: _____



Personal Data Sheet

APPENDIX H

STUDENT QUESTIONNAIRE

PERSONAL DATA

NAME _____ AGE _____ GRADE _____ DATE _____

ADDRESS _____ TELEPHONE _____

BIRTHDAY _____
month _____ day _____ year _____

DO YOU LIVE WITH YOUR PARENTS? _____ IF NOT, WITH WHOM DO YOU LIVE _____

DO YOU HAVE ANY BROTHERS OR SISTERS?
NAME _____ AGE _____ SCHOOL ATTENDED _____ OCCUPATION (IF NOT IN SCHOOL) _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

WHAT SUBJECTS ARE YOU LOOKING FORWARD TO TAKING IN THIS SCHOOL? _____

DO YOU FIND IT EASIER TO SPEAK OR WRITE YOUR THOUGHTS? _____

WHAT STATES HAVE YOU LIVED IN OR VISITED OUTSIDE OF KANSAS? _____

HAVE YOU EVER VISITED ANY FOREIGN COUNTRIES? _____ IF SO, WHICH ONES? _____

HAVE YOU EVER BEEN ON AN OCEAN VOYAGE? _____ IF SO, WHEN AND WHERE? _____

DO YOU HAVE A TELEVISION SET IN YOUR HOME? _____ DO YOU HAVE A RADIO IN YOUR HOME? _____
DO YOU HAVE A RADIO OF YOUR OWN? _____

IS THERE A TYPEWRITER IN YOUR HOME THAT YOU ARE PERMITTED TO USE? _____

WHOM DO YOU CONSIDER A GREAT HERO? _____ WHY _____

EDUCATIONAL DATA

WHAT SCHOOL DID YOU ATTEND BEFORE COMING TO THIS SCHOOL? _____

WHAT OTHER SCHOOLS HAVE YOU ATTENDED? _____

HAVE YOU EVER ATTENDED A COUNTRY SCHOOL? _____

ARE YOU PLANNING TO COMPLETE YOUR HIGH SCHOOL EDUCATION? _____

DO YOU PLAN TO ATTEND COLLEGE? _____ WHAT COLLEGE? _____

WHY DID YOU CHOOSE THIS COLLEGE? _____

LAST SCHOOL GRADE COMPLETED BY FATHER _____ BY MOTHER _____

EMPLOYMENT DATA

WHAT IS YOUR FATHERS OCCUPATION? _____ NUMBER OF YEARS? _____

DOES YOUR MOTHER WORK OUTSIDE OF HOME? _____ IF SO, WHAT DOES SHE DO? _____
NUMBER OF YEARS? _____

DO YOU WORK OUTSIDE OF SCHOOL? _____ KIND OF WORK? _____
NUMBER OF HOURS PER WEEK _____

WHO IS YOUR EMPLOYER? _____

IF YOU HAVE ONE, WHAT IS YOUR SOCIAL SECURITY NUMBER? _____

WHAT ARE YOUR REGULAR HOME TASKS OR DUTIES?

- 1.
- 2.
- 3.
- 4.

LIST JOBS FOR WHICH YOU HAVE RECEIVED PAY.

- 1.
- 2.
- 3.
- 4.
- 5.

COMMUNITY ACTIVITIES

WHAT CHURCH DO YOU ATTEND? _____

DO YOU ATTEND SUNDAY SCHOOL? _____ REGULARLY _____ ONCE IN A WHILE _____ NEVER _____

OUT OF SCHOOL CLUBS OF WHICH YOU WERE A MEMBER, LIST OFFICES HELD

- 1.
- 2.
- 3.

OUT OF SCHOOL CLUBS OF WHICH YOU ARE A MEMBER, LIST OFFICES HELD

- 1.
- 2.
- 3.
- 4.

LEISURE ACTIVITIES

WHAT DO YOU DO WHEN YOU DO AS YOU PLEASE?

(A) IN SCHOOL _____

(B) OUT OF SCHOOL _____

WHAT DO YOU DO TO HELP AT HOME? _____

WHAT IS YOUR HOBBY? _____

WHAT IS YOUR FAVORITE SPORT? _____

DO YOU SEIM? _____ IF NOT, WOULD YOU LIKE TO LEARN? _____

WHAT MUSICAL INSTRUMENT DO YOU PLAY? _____

HAVE YOU EVER BEEN IN A SPECIAL ART CLASS? _____

DO YOU LIKE DRAMATICS IN SCHOOL? _____

CHECK THE RECREATIONAL EQUIPMENT THAT YOU OWN:

BICYCLE	BASEBALL	FISHING TACKLE	PARLOR GAMES
ROLLER SKATES	BAT	ARCHERY SET	ICE SKATES
BADMINTON RACQUET	GLOVE	BALL	FOOTBALL
TENNIS RACQUET	BASKETBALL	FIREARMS	PING-PONG-SET

OTHERS _____

WHICH OF THESE WERE PRESENTED TO YOU? _____

WHICH DID YOU PURCHASE WITH MONEY THAT YOU SAVED? _____

WHICH DID YOU PURCHASE WITH MCNEY THAT YOU EARNED? _____

HOW MANY MOVIES DO YOU ATTEND EACH MONTH? _____

WHAT TYPE OF MOVIE DO YOU PRERER? _____

HOW DID YOU SPEND YOUR LAST VACATION? _____

EXTRA CLASS ACTIVITIES

LIST SCHOOL ORGANIZATIONS TO WHICH YOU HAVE BELONGED AND ANY OFFICES HELD

- 1.
- 2.
- 3.

LIST SCHOOL ORGANIZATIONS TO WHICH YOU NOW BELONG AND ANY OFFICES HELD

- 1.
- 2.
- 3.

LIST SCHOOL HONORS WON (MUSIC, ATHLETICS, HONOR ROLL, PEP CLUB)

- 1.
- 2.
- 3.
- 4.

VOCATIONAL PLANS

FOR WHAT VOCATION WOULD YOUR PARENTS LIKE YOU TO PREPARE? _____

YOUR VOCATIONAL CHOICES(1) _____
(2) _____ (3) _____

WHAT SPECIAL TALENTS DO YOU HAVE? _____

NAME TWO PEOPLE WHO YOU FEEL HAVE MADE A REAL SUCCESS IN LIFE? _____
AND _____

WHAT ONE SUBJECT DO YOU FIND MOST DIFFICULT AND FEEL THAT YOU NEED THE MOST HELP IN? _____

WHAT SUBJECTS DO YOU ENJOY MOST? _____

IF YOU COULD BE ANY PERSON YOU WANTED TO BE, IN EACH OF THE FOLLOWING, WHICH WOULD YOU CHOOSE TO BE AND WHY?
IN YOUR FAVORITE BOOK _____
IN YOUR FAVORITE MOVIE _____
IN THE CAREER BOOKS _____
ON THE RADIO _____

READING INTERESTS

LIST THE BOOKS THAT YOU OWN (TEN FAVORITES)

DO YOU CHECK OUT AND READ BOOKS FROM THE LIBRARY? _____ IF SO, DO YOU CHECK OUT AND READ THEM FREQUENTLY _____ ONCE IN A WHILE _____ VERY SELDOM _____

WHAT MAGAZINES DO YOU ENJOY READING? _____

- BOOKS YOU HAVE ENJOYED 1.
2.
3.
4.

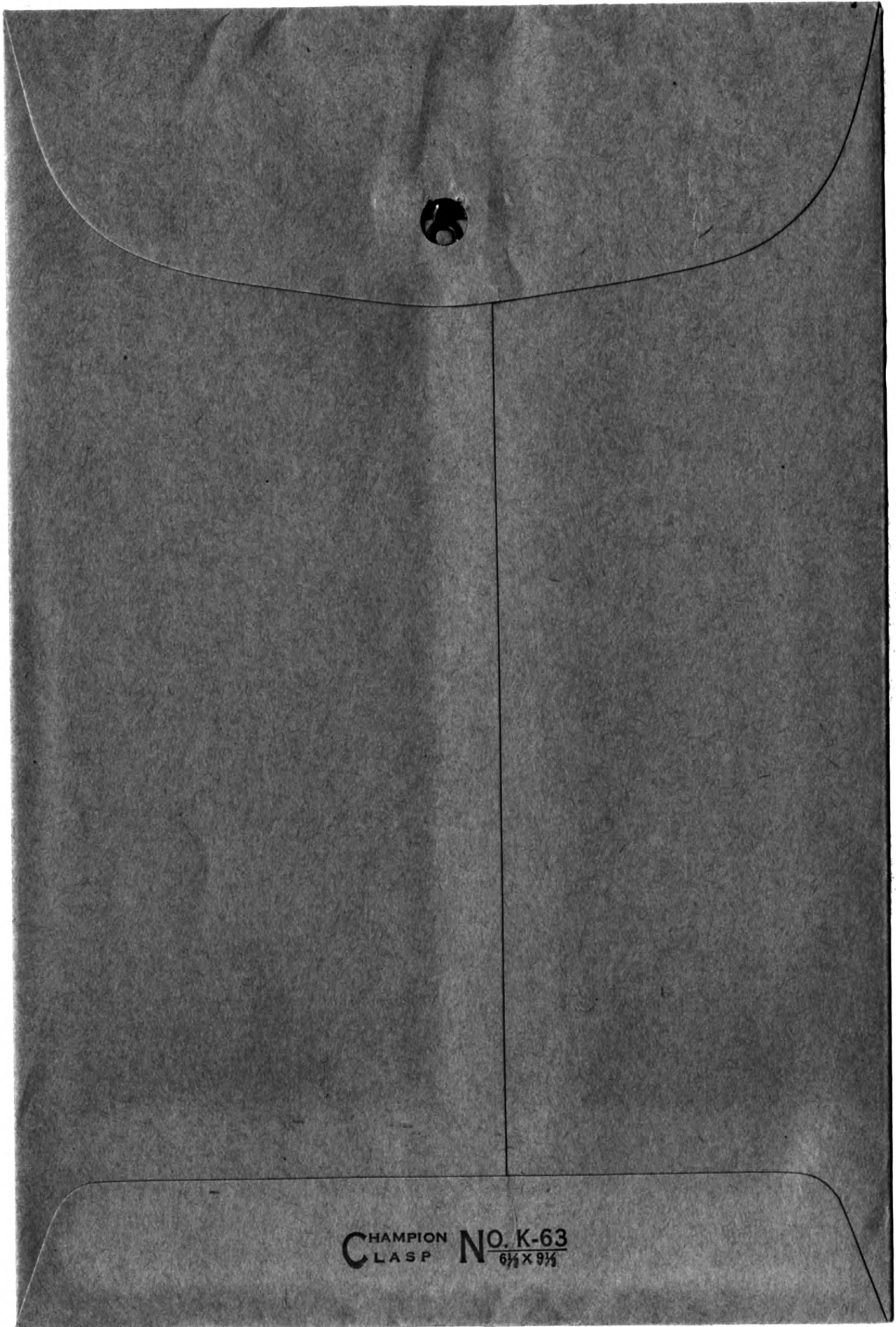
HOW MANY HOURS EACH WEEK DO YOU READ FOR PLEASURE? _____ HOW MANY BOOKS DO YOU READ EACH YEAR? _____

HEALTH

CHILDHOOD DISEASES

PHYSICAL DISABILITIES

EYE SIGHT



CHAMPION
CLASP NO. K-63
6 1/4 X 9 1/4

Student Questionnaire

APPENDIX I

Public Relations--Chronologically Arranged

- September, 1953 Articles published in local newspaper of the five high school communities participating in cooperative guidance program. Article, Appendix E.
- September, 1953 Attended conference of counselors and administrators, Emporia, Kansas.
- October, 1953 Spoke at Claflin Parent Teachers' Association meeting on guidance program and presented a film.
- November, 1953 Served on panel of State Teachers Meeting, Counseling and Guidance Round Table, Salina, Kansas.
- November, 1953 Spoke at Lorraine Parent Teachers' Association meeting on guidance program.
- November, 1953 Open House, Geneseo High School, Geneseo Parent Teachers' Association.
- December, 1953 Spoke to Bushton Lions Club on Bushton High School Guidance Program.
- February, 1954 Spoke to Holyrood Lions Club on Holyrood High School Guidance Program.
- September, 1954 Attended conference of counselors and administrators, Emporia, Kansas.
- October, 1954 Spoke at neighboring community Parent Teachers' Association meeting--Topic: Cooperative Guidance Services.
- November, 1954 Chairman, Counseling and Guidance Round Table Section, Salina, Kansas, Kansas State Teachers Meeting.
- November, 1954 Open House, Holyrood High School, Holyrood Parent Teachers' Association.
- February, 1955 Spoke to Geneseo Lions Club on Geneseo High School Guidance Program.
- April, 1955 Participated on panel, Rural Section, Guidance, A.P.C.A. National Convention, Chicago, Illinois.
- April, 1955 College Day, Lyons High School, Lyons, Kansas.

APPENDIX J

Outline of Remarks

- Events leading up to the organization of our cooperative guidance services program and conditions that existed which made our cooperative guidance services program a reality.
- Organization and first-year objectives of our cooperative guidance services program--five schools participating.
- Organization and administration of cooperative guidance services program through second year--four schools participating.
- Tentative third-year organization--three schools participating.
- Problems to be overcome in development of cooperative guidance services:
- Status of the guidance program in each school situation--students, teachers, parents.
 - Public relations.
 - In-service training.
 - Travel between schools and amount of time given each school.
 - Being a part of four or five faculties and related community functions.
 - Developments in curriculum and orientation.
 - Position of guidance director maintained through five separate contracts.
- Favorable outcomes of cooperative guidance services program.
- Through individual school control and supervision, each guidance program is free to grow and develop according to needs of each local situation.
 - Planning courses of study.
 - Vocational planning--unbound vocational information file.
 - Educational planning--college information, scholarship information.
 - Testing program--aptitude, interest, reading, etc.
- Observations which might have a bearing on further developments in cooperative guidance services programs.
- Resource materials used in cooperative guidance services program.
- One of the greatest values in our cooperative guidance services program is in the organization of services and materials so that, in a later stage, each school can further develop their programs on an individual basis.

APPENDIX K

Subjects Offered for Credit and Number of Units
Offered in Each Subject

Claflin High School

English		Four units
History		Three units
Mathematics		Three units
Science		Four units
Home Economics		Three units
Shop		Two units
Commerce		Four units
Vocational Agriculture		Five units
Physical Education		One unit
Music		Activity credit
Band	four years	One credit
Glee Club	four years	One-half credit
Chorus	four years	One-half credit

Geneseo High School

English		Four units
History		Two and one-half units
Mathematics		Three units
Science		Four units
Home Economics		Two units
Shop		Three units
Commerce		Four units
Vocational Agriculture*		Five units
Physical Education		One unit
Vocations		One-half unit
Sociology and Social Psychology		One unit
Music		Activity credit
Band	four years	One credit
Glee Club	four years	One-half credit
Chorus	four years	One-half credit

* Added to curriculum in second year of guidance program development.

Holyrood Rural High School

English		Four units
History		Three units
Mathematics		Four units
Science		Four units
Home Economics		Three units
Shop		Four units
Commerce		Four units
Physical Education		One unit
Music		Activity credit
Band	four years	One credit
Glee Club	four years	One-half credit
Chorus	four years	One-half credit

Bushton Rural High School

English		Three units
Dramatics		One unit
History		Three units
Mathematics		Three units
Science		Two units
Home Economics		Four units
Shop		Four units
Commerce		Four units
Physical Education & Health		One unit
Music		Activity credit
Band	four years	One credit
Glee Club	four years	One-half credit
Chorus	four years	One-half credit

Lorraine Rural High School

English		Four units
History		Three units
Mathematics		Three units
Science		Three units
Home Economics		Two units
Shop		Two units
Commerce		Four units
Physical Education		One unit
Music		Activity credit
Band	four years	One credit
Glee Club	four years	One-half credit
Chorus	four years	One-half credit

THE DEVELOPMENT OF GUIDANCE SERVICES IN SMALL
HIGH SCHOOLS ON A COOPERATIVE BASIS

by

RICHARD JAMES WEGNER

B. S., Kansas State College
of Agriculture and Applied Science, 1950

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 COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1956

PURPOSE OF THE REPORT

The purpose of the report is as follows: to present the events that brought about the realization of organized guidance services in several small high schools with enrollments numbering 40, 80, 80, 81, and 100 students; to provide information concerning a cooperative guidance services program in the developmental stage; to present from two years' first-hand experience in these several small high schools, the advantages and disadvantages of guidance services organized on a cooperative basis; to present this cooperative guidance services program as a case or example of what can be done to build guidance services within a small high school so that it might encourage other cooperative guidance services programs to be developed in schools with small enrollments located near each other geographically.

PROCEDURE

The procedure followed in presenting the development of guidance services in small high schools on a cooperative basis is to first review the literature presenting the need and justification for guidance services in the secondary educational program. Then, from literature, to present other programs whose purpose was to provide cooperative guidance services as a part of an educational program. Finally, a description of the planning that took place, a description of what was done to develop guidance services within each participating high school, and an anal-

ysis of the present situation at the close of the second year of development.

CONCLUSIONS AND RECOMMENDATIONS

Favorable outcomes of the cooperative guidance program are listed as follows:

Developing guidance programs in each of the five participating high schools.

Services of a full-time trained guidance director-counselor secured through pooled resources.

Guidance director-counselor time, financial resources, and physical facilities made available for the development of guidance services programs in each of the participating high schools.

Continuous strong support on the part of all participating high school administrators for the program of cooperative guidance services.

Counselor was not responsible for the administration or enforcement of discipline.

An occupational information file was made available to students at all times.

An educational information file was made available to students at all times.

Aptitude and vocational interest tests were administered and the results discussed with each student in a counseling situation.

Students were beginning to think in terms of their apti-

tudes, vocational interests, planning their courses of study through high school, and plans for after graduation from high school.

As better relationships were developed between counselor, students, and parents, good rapport was established in individual counseling situations.

The cooperative guidance services program organization made it possible for a substantial financial saving to be realized in the purchase of test materials.

Provisions were made for senior students to talk to college representatives at a college day sponsored by a larger neighboring high school.

Public relations contributed toward the acceptance of the guidance program by the community.

Limitations of the cooperative guidance services program are listed as follows:

One day each week at a participating high school prohibits the Guidance Director-Counselor from teaching guidance related subjects.

The Guidance Director-Counselor was not available daily to students, teachers, administrators, parents, or community members.

The Guidance Director-Counselor spent a considerable amount of time doing routine clerical work.

Placement and follow-up functions of the guidance program were not developed.

Travel between schools created minor problems for the Guid-

ance Director-Counselor.

The following requirements must be met before a functioning guidance program can be developed:

Active support for the guidance program by the boards of education and the administrators of each participating school.

Facilities must be provided, a place where counselor and student can hold private conferences away from the usual traffic of students.

Finances must be made available by each participating school for materials that are permanent, for materials that are expendable, and for materials that are to be used cooperatively by each participating school.

A trained guidance worker must have assigned time in which to develop and administer the guidance services program.

There is need for state legislation that would enable local boards of education to enter into agreements with each other so that school funds could be used to support a cooperative educational services board.

Cooperative guidance services do play an important role in the total educational program of the small schools described in this report; cooperative guidance services are educationally defensible; and they do help boys and girls in high schools of small enrollment more nearly reach their potentialities.