

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

by

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INTRODUCTION

Reasons for Study

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

Scope and Purpose

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

The purpose of the report was to determine any increase in the guidances services in Kansas since the NDEA of 1958. The report made a comparison of the budgets and verified expenditures for the past two years of public secondary schools

reimbursed under NDEA Title V (A). The study surveyed the number, classification, and qualifications of the counselors in those schools for the purpose of showing changes made in the counselors. The report also surveyed the number of ninth graders taking state sponsored tests for three years and the increase made of their use.

PROBLEM AND PROCEDURE

Statement of Problem

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

Definition of Terms

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

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

teacher-counselors, or full-time counselors.

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

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

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

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

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

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

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

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

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

Procedure

In the summer of 1960 Mr. Charles Watkins, Director of Guidance Services, Kansas State Office of Public Instruction, was interviewed by the writer to find what type of information

he had in his records that would show the effect of the NDEA in the secondary school guidance programs of Kansas. His office had gathered the budget reports (Appendix p.30 Exhibit A and B) and some verification of expenditure reports (Appendix p.31 Exhibit C and D) on the NDEA approved secondary schools of Kansas. It was decided that this report would cover a two year period which included the school years 1959-1960 and 1960-1961.

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

Forms (Appendix p.36 Exhibit I) were made up for the writer to tabulate information from the schools' reports on budget and verification of expenses. The 1959-1960 salary was taken from

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

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

REVIEW OF LITERATURE AND BACKGROUND

Introduction to the National Defense
Education Act of 1958

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

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

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

Not all people believe the act does not have Federal control on the school curriculum because by the very fact that the money is designed for science, modern language, and guidance there will be an increase in those areas while other curriculum areas will not increase because they are not supported. Rice (12) indicates that the Executive Committee of the American Association of School Administrators were against the NDEA because it was cumbersome, expensive to administer and had too much red tape. They

avored a general support bill for the operation and capital improvement of the public schools with the use of money being determined by states and local school authorities. Campbell and Hencley (2) discovered a similar reaction in a study of 45 school districts in Illinois. These districts also thought if the programs were already good, the aid was negligible.

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

Changes in State Office

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

their salaries.

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

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

- a. the general direction, coordination, organization, and development of the guidance, counseling, and testing programs under the plan;
- b. assisting in the planning of State and local programs;
- c. assisting local directors, supervisors, and counselors in establishing, maintaining, or improving programs under the plan;
- d. helping in the planning and preparation of materials, and information for state and local programs;
- e. evaluating the results of guidance and counseling programs under the plan; and
- f. such other supervisory activities as might be necessary for the development and improvement of programs under the Plan.

Charles B. Watkins as director had general supervision over all NDEA approved programs of guidance, counseling, and testing.

Guidance Institutes

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

Training in Universities and Colleges

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

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

Counselor Qualifications in Kansas

Kansas once had regulations stating counselor qualifications, but these were nullified by the 1959 legislature. Prior to 1959 the counselor qualifications were listed in the Kansas certification handbook as recommended field and subject matter requirements. The legislature by resolution negated the foregoing recommended requirements during the general session of

1959 by passing House Concurrent Resolution No. 38. This was done because many legislators thought that the State Board of Education regulations required secondary schools to have guidance counselors. Many thought the supply of counselors would not meet the demand if all secondary schools were required to have counselors with those qualifications. Later in the 1960 legislature it was pointed out to the legislators by the State Superintendent and the State Board of Education that the intent was not to require the school to have a guidance counselor, but to specify his qualifications and duties if he were employed by a secondary school.

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

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

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

before the State Department of Education had submitted the recommendations to the State Board of Education. Recommendations were to be presented to the State Board of Education in the fall of 1962.

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

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

Malcolm (9) was one who believed that the guidance services in the future would be divided into counseling, consultation, and research work. In the future a year's work beyond a master's

degree would be held by those making a career of guidance, a doctoral degree for those having major responsibilities, while the assistant had a master's degree.

Testing Program

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

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

However Kansas had done some planning previous to the NDEA. State advisory committees on testing had been functioning. They

were composed of high school and college people who were exploring the possibility of a state testing program. One teacher training institution had been providing a comprehensive battery of achievement and ability tests. The program was voluntary and was participated in by about 80 per cent of the senior high schools.

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

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

California Report

Belanger (1) made a report for California giving statistics relating to many fields similar to those given by Watkins (21)

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

Progress of National Defense
Education Act Title V (A)

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

Crummel (3) made a study of the number of people in the guidance programs of the state agencies and local secondary schools before NDEA and two years later. The results are as follows:

In state agencies:

Before NDEA (June 30, 1958) in 48 states and territories

Full-time guidance workers	69
Part-time guidance workers	30

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

Full-time guidance workers	156
Part-time guidance workers	99

In local secondary schools:

Before NDEA (September, 1958) in 48 states and territories

Guidance supervisors:

Full-time	1,156
Part-time	1,605

Counselors:

Full-time	6,009
Part-time	12,160

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

Guidance Supervisors:

Full-time	1,239
Part-time	1,586

Counselors:

Full-time	9,247
Part-time	20,079

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

FINDINGS

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

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

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

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

in schools with approved programs.

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

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

Testing Program During Three School Years for Entire State

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

Table 1 (A). Comparison of NDEA approved programs by qualifications of counselors 1959-1960 and 1960-1961.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Qual. of Councs.	Number of Programs				Number of Counselors				Number of Counseling Hours per Day				Average Counseling Hours per Counselor per Day			
	1959-1960	1960-1961	Difference in number	Percentage difference	1959-1960	1960-1961	Difference in number	Percentage difference	1959-1960	1960-1961	Difference in number	Percentage difference	1959-1960 (Col.10 ÷ Col.6)	1960-1961 (Col.11 ÷ Col.7)	Difference in number	Percentage difference
(1) S	62	130	68	109.7	73	145	72	98.6	364	720.25	356.25	97.9	4.99	4.97	-.02	-0.4
(2) M	100	102	2	2.0	105	102	-3	-2.9	417	356.25	-60.75	-14.6	3.97	3.49	-.48	-12.1
(3) TOTAL	134*	199*	65*	48.5	178	247	69	38.8	781	1076.5	295.5	37.8	4.39	4.36	-.03	-0.69

S - indicates personnel meeting standard qualifications

M - indicates personnel meeting minimum qualifications

* - actual number of programs regardless of number of counselors in each program

Table 1. (B). Comparison of NDEA approved programs by qualifications of counselors 1959-1960 and 1960-1961.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Qual. of Councs.	Enrollment				Average Enrollment per Counselor				Number of Counseling Hrs. per Day		Counselor - Student Ratio					
	1959-1960	1960-1961	Difference in number	Percentage difference	1959-1960	1960-1961	Difference in number	Percentage difference	1959-1960	1960-1961	1 hr/day (Col.2 ÷ Col.10)	6 hr/day (Col.12 X 6)	1 hr/day (Col.3 ÷ Col.11)	6 hr/day (Col.14 X 6)	Difference in ratio	Percentage difference
(1) S	35368	68705	33337	94.3	434.5*	473.8*	-10.7	-2.2	364	720.25	97.2 *	583.2	95.4	572.4	-1.8	-1.8
(2) M	40809	29216	-11593	-28.4	388.7*	286.4*	-102.3	-26.3	417	356.25	97.9	587.4	82.0	492.0	-15.9	-16.2
(3) TOTAL	76177	97921	21744	28.5	568.5*	492.1*	-76.4	-13.4	781	1076.5	97.5	585.0	91.0	546.0	-6.5	-6.7

* - Average enrollment per program

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

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

Items compared	1958- 1959	1959- 1960	1960- 1961
Total Secondary Schools	696	695	698
Total having ninth grade	648	644	647
Total using tests	479	506	547
Per cent using tests	73.9	78.6	84.5
Total ninth grade students	31,394	33,727	36,662
Total tested	24,000	30,354	35,489
Per cent tested	76.4	93.0	96.8

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

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

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

Table 3. Comparison of budgets for 1959-1960 and 1960-1961 NDEA approved programs.

	Budget					
	1959-1960		1960-1961		Difference	
	Amount	%	Amount	%	Amount	%
Salary	760,254.15	88.3	1,075,649.74	86.6	315,395.59	41.4
Travel	9,304.80	1.1	15,787.11	1.3	6,482.31	67.4
Clerical	36,008.50	4.1	57,166.10	4.6	21,157.60	58.7
Office Equipment	26,490.29	3.0	38,958.71	3.2	12,468.42	47.0
Materials	30,378.09	3.5	53,350.79	4.3	22,982.70	75.6
Total	862,435.83	100.0	1,240,912.45	100.0	378,476.62	43.8

Table 4. Comparison of verified expenditures for 1959-1960 and 1960-1961 NDEA approved programs.

	Verification					
	1959-1960		1960-1961		Difference	
	Amount	%	Amount	%	Amount	%
Salary	760,254.15	87.7	1,075,649.74	89.4	315,395.59	41.5
Travel	13,304.80	1.5	10,491.59	.9	-2,813.21	-21.1
Clerical	38,015.27	3.2	49,336.92	4.1	11,321.75	29.7
Office Equipment	26,715.14	3.1	28,763.26	2.4	1,048.12	3.8
Materials	30,297.98	3.5	39,236.57	3.2	8,938.59	29.5
Total	869,187.34	100.0	1,203,478.08	100.0	334,291.64	38.4

Table 5. Comparison of 1959-1960 budget and verification for NDEA approved programs.

	1959-1960					
	Budget		Verification		Difference	
	Amount	%	Amount	%	Amount	%
Salary	760,254.15	88.3	760,254.15	87.7	0.00	0.0
Travel	9,304.80	1.1	13,304.80	1.5	4,000.00	42.9
Clerical	36,008.50	4.1	38,015.27	3.2	2,006.77	5.5
Office Equipment	26,490.29	3.0	26,715.14	3.1	244.85	.9
Materials	30,378.09	3.5	30,297.98	3.5	80.11	.2
Total	862,435.83	100.0	869,187.34	100.0	6,751.51	.7

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

	1960-1961					
	Budget		Verification		Difference	
	Amount	%	Amount	%	Amount	%
Salary	1,075,649.74	86.6	1,075,649.74	89.4	0.00	0.0
Travel	15,787.11	1.3	10,491.59	.9	-5,295.52	-33.0
Clerical	57,166.10	4.6	49,336.92	4.1	-7,829.18	-13.6
Office Equipment	38,958.71	3.2	28,763.26	2.4	-10,195.45	-26.1
Materials	53,350.79	4.3	39,236.57	3.2	-14,114.22	-26.4
Total	1,240,912.45	100.0	1,203,478.08	100.0	-37,434.37	-3.0

spent in 1959-1960 was .7 per cent more than was budgeted while the reverse was true in 1960-1961 with a decrease of 3.0 per cent. There was an increase of 38.4 per cent in the amount spent during the two years as shown by Table 4.

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

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

Guidance factors	<u>134 schools</u> 1959-1960		<u>199 schools</u> 1960-1961	
	No.	%	No.	%
Travel	44	32.8	60	30.1
Clerical	76	56.6	105	52.7
Office Equipment	64	47.7	90	45.1
Materials	7	5.2	34	17.1

SUMMARY

Present Status

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

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

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

items. Perhaps most schools did not fill in these expenses carefully because the counselor's salary more than met the requirements that the school match the state reimbursement on a 50-50 basis. Unless the school had an accounting system that showed where each expense was allocated in detail, the school would not care to be held accountable for expenses it could not prove were definitely spent in certain areas. Even if the schools were not held accountable, approximate estimations might be hard to make.

Predictions

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

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

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

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

ACKNOWLEDGMENTS

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

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

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

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

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

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APPENDIX

Budget 1959-1960

Exhibit A

1960-1961

Exhibit B

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

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

	<u>Yes</u>	<u>No</u>
(1) Home Background: Family Data	_____	_____
(2) School History and Record of Class Work: chronological record of attendance, achievement, activities, anecdotal records, etc.	_____	_____
(3) Mental Ability and Academic Aptitude: results of standardized intelligence tests	_____	_____
(4) Achievement: results of standardized achievement tests	_____	_____
(5) Out-of-school Activities: work experience and other activities	_____	_____
(6) Health: summary of the health and physical characteristics	_____	_____
(7) Educational and Vocational Interests: results of interest inventories	_____	_____
(8) Special Aptitudes: comments by teachers, activities, and results of aptitude scales	_____	_____
(9) Personality: results of personality scales, anecdotal records, rating scales, sociometric scales	_____	_____
(10) Plans for the Future: educational and occupational plans	_____	_____
d. Do you have a file of unbound educational and occupational literature?	_____	_____
e. Do you provide any type of orientation on group guidance program?	_____	_____
f. Do you provide information and assistance in educational placement in the school and in institutions of higher learning?	_____	_____
g. Do you provide placement services for full or part time work? for graduates for drop-outs	_____ _____ _____	_____ _____ _____
h. Do you provide information for the school staff to enable it to plan curricular or instructional programs appropriate to the educational needs of the student body? - - - - -	_____	_____
i. Do you carry out any systematic follow-up studies and other activities to evaluate the guidance and counseling program as well as the school program?	_____	_____

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

	<u>Yes</u>	<u>No</u>
j. Does counselor have adequate physical facilities, including private space for counseling, suitable office equipment and necessary clerical help?	_____	_____

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

a. Salaries and necessary travel expenses of local school guidance personnel as described in (a) on page 1 of enclosure 2. For counselors spending less than full time in guidance activities, list only the proportionate amount of salary that should be charged to guidance		
Salaries of counselor (s)	_____	_____
Travel expense of counselor (s) . . .	_____	_____
b. Clerical assistance directly relative to the operation of the guidance program	_____	_____
c. Purchase and maintenance of office equipment necessary to meet the Plan requirements	_____	_____
d. Purchase of such materials (including library source materials) and supplies as may be necessary to fulfill the functions of the guidance program under the Plan	_____	_____

8. Name of person filling out this questionnaire _____

9. Signature of person filling out this questionnaire _____

10. Title of person filling out this questionnaire _____

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

TYPE OF TEST					
Grade Level	Achievement Battery	Single Subject Achievement	Multiple Factor Aptitude (3 or more factors)	Scholastic Aptitude or Intell.	Interest and Others
7					
8					
9					
10					
11					
12					

Signature of School Administrator

Date

Verification	1959-1960	Exhibit C
	1960-1961	Exhibit D



KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

May 12, 1960

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

2.3 - Fiscal Records - Local Level

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

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

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

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

Sincerely yours,

Adel F. Throckmorton
State Superintendent
of Public Instruction

AFT:or

VERIFICATION OF EXPENDITURES
Under Title V(a) of Public Law 85-864

Guidance and Counseling Programs

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

Name of School _____

Address _____

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

	<u>Amount 1959-60</u>
1. Salaries of counselors (If part-time, list only proportionate amount charged to guidance)	\$ _____
2. Travel for counselors	_____
3. Clerical assistance for counselors	_____
4. Office guidance equipment	_____
5. Other guidance materials	_____
TOTAL	\$ _____

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

Signature _____
(Chief School Administrator)

Date _____



KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

DIVISION OF INSTRUCTIONAL SERVICES
G. L. CLELAND, DIRECTOR

May 10, 1961

GUIDANCE AND PUPIL PERSONNEL SERVICES

CHARLES B. WATKINS, DIRECTOR
MAURICE C. ANDERS, CONSULTANT
KARL D. ANDERSON, CONSULTANT
WILLARD FOSTER, CONSULTANT
CARL L. HEINRICH, CONSULTANT

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

2.3 - Fiscal Records - Local Level

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

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

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

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

Sincerely yours,

Adel F. Throckmorton
State Superintendent of
Public Instruction

VERIFICATION OF EXPENDITURES
Under Title V(a) of Public Law 85-864

Guidance and Counseling Programs

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

Name of School _____

Address _____

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

Amount 1960-61

- 1. Salaries of counselors (If part-time, list only proportionate amount charged to guidance.) \$ _____
 - 2. Travel for counselors _____
 - 3. Clerical assistance for counselors _____
 - 4. Office guidance equipment _____
 - 5. Other guidance materials _____
- TOTAL \$ _____

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

Signature _____
(Chief School Administrator)

Date _____

Standards for Approval of Program

Exhibit E

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

Standards
for
Approval of Local Guidance and Counseling Programs

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

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

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

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

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

Guidance programs in public secondary schools shall serve both to advise students regarding courses of study best suited to their ability, aptitudes, and skills, and to encourage students with outstanding aptitudes and abilities to complete their secondary school education, take the necessary courses for admission to institutions of higher education, and enter such institutions. These programs

shall provide assistance to students by assessing abilities, aptitudes, interests, and educational needs; developing understandings of educational and career opportunities and requirements; and helping them make the best possible use of these opportunities through the formulation and achievement of realistic goals.

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

1. Collecting, organizing, and interpreting such information as may be appropriate to the understanding of the student's abilities, aptitudes, interests, and other personal assets and liabilities related to educational and career planning and progress.
2. Making available to the student and his parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of an educational program and career.
3. Providing individual counseling to:
 - (a) Help the student and his parents develop a better understanding of the student's educational and occupational strengths and weaknesses;
 - (b) help the student and his parents relate his abilities and aptitudes to educational and career opportunities and requirements;
 - (c) help the student, with the assistance of his parents, make appropriate educational plans, including the choice of an institution of higher education;
 - (d) stimulate desires in the student to utilize his abilities in attaining appropriate educational and career goals; and

- (e) provide for the student such assistance as may be needed for the development of his aptitudes and the full utilization of his abilities.
- 4. Providing services to encourage and assist students in making educational transitions, such as placement in educational institutions beyond the high school.
- 5. Providing such group activities as may be necessary to orient students to the
 - (1) high school program
 - (2) educational opportunities beyond the high school
 - (3) career opportunities and requirements
- 6. Providing to teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the State and the Nation.
- 7. Collecting and analyzing such information as may be needed to evaluate the guidance program and to provide such guidance information as may be available and needed to evaluate the school's program in terms of the educational needs of the students and of the State and the Nation.

RECOMMENDED
FIELD AND SUBJECT MATTER REQUIREMENTS
for
COUNSELORS AND TEACHERS OF VOCATIONS

STANDARD:

The counselor shall:

- (1) hold degree certificate for teaching at the level in which he is to serve as a counselor,
- (2) have had at least three years successful teaching or counseling experience in an accredited elementary or secondary school,
- (3) present evidence of twenty-four months of cumulative work experience at a wage earning job other than teaching, and
- (4) hold a master's degree, including sixteen semester hours of graduate* credit in professional guidance courses with credit in the Basic Course and in each of the areas as follows: Analysis of the individual occupational information, counseling techniques, supervised practice in guidance services, and administrative relationships of the guidance program.

MINIMUM:

The counselor shall:

- (1) hold degree certificate for teaching at the level in which he is to serve as counselor,
- (2) have had at least two years successful teaching or counseling experience in an accredited elementary or secondary school,
- (3) present evidence of twelve months of cumulative work experience at a wage earning job other than teaching, and
- (4) have had at least twelve semester hours of graduate* credit in professional guidance with credit in the Basic Course and in at least three of the areas as follows: Analysis of the individual, occupational information, counseling techniques, supervised practice in guidance services, administrative relationships of the guidance program.

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



Reimbursement for Program

Exhibit F

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

Reimbursement for Program of Guidance and Counseling

Reimbursable Activities

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

- a. Salaries of local guidance personnel who are engaged specifically in activities which fulfill the functions of the guidance program under the State Plan which are outlined in d and e on pages 1, 2, and 3, of enclosure 1.
- b. Travel expense of local guidance personnel for travel necessary to carry out the State Plan activities and conferences and workshops approved under the State Plan by the State educational agency.
- c. Clerical assistance directly related to the operation of the school's guidance program.
- d. The purchase and maintenance of office equipment necessary to meet the Plan requirements.
- e. The purchase of such materials (including testing and library materials) and supplies as may be necessary to fulfill the functions of the guidance program under the State Plan.

Manner and Amount of Reimbursement

All transfer of State and Federal funds to the local school shall be in the form of reimbursements for expenditures already made for activities approved under the

State Plan. The maximum amount of reimbursement per counselor unit to a local school for any activities listed shall not exceed \$1500.

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

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

Miscellaneous

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

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

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

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

(e) Personnel whose primary responsibility is in administration or supervision and whose secondary responsibility is in counseling may be reimbursed for a

maximum of one-half as much time per day for guidance as they have assigned for administrative or other duties. In these cases, a complete description of the duties of the positions must be submitted along with an indication of the primary responsibilities for which they are employed.

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

TABLE I

TABLE OF REIMBURSEMENT *

For Counselors Who Meet Standard Field and Subject Matter Requirements																					
Counselor-Student Ratio per Hour	Number of Hours Assigned for Counseling																				
	1	1/4	1/2	3/4	2	1/4	1/2	3/4	3	1/4	1/2	3/4	4	1/4	1/2	3/4	5	1/4	1/2	3/4	6
1 to 50	500	625	750	875	1000	1125	1250	1375	1500	1625	1750	1875	2000	2125	2250	2375	2500	2625	2750	2875	3000
51 to 100	250	312	375	437	500	562	625	687	750	812	875	937	1000	1062	1125	1187	1250	1312	1375	1437	1500
101 to 150	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600
151 to 200	50	62	75	87	100	112	125	137	150	162	175	187	200	212	225	237	250	262	275	287	300

For Counselors Who Meet Minimum Field and Subject Matter Requirements																					
Counselor-Student Ratio per Hour	Number of Hours Assigned for Counseling																				
	1	1/4	1/2	3/4	2	1/4	1/2	3/4	3	1/4	1/2	3/4	4	1/4	1/2	3/4	5	1/4	1/2	3/4	6
1 to 50	250	312	375	437	500	562	625	687	750	812	875	937	1000	1062	1125	1197	1250	1312	1375	1437	1500
51 to 100	125	156	187	219	250	281	312	344	375	406	437	469	500	531	562	594	625	656	687	719	750
101 to 150	50	62	75	87	100	112	125	137	150	162	175	187	200	212	225	237	250	262	275	287	300
151 to 200	25	31	37	44	50	56	62	69	75	81	87	94	100	106	112	119	125	131	137	144	150

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

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

Application for Approval for Reimbursement
Exhibit G



KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. THROCKMORTON, SUPERINTENDENT

TOPEKA, KANSAS

May 12, 1960

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

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

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

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

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

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

Sincerely yours,

Adel F. Throckmorton
State Superintendent
of Public Instruction

AFT:or

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

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

- 1. Name of School _____
- 2. Address of School _____
- 3. Type of School Organization
 - a. High School - 6 year ____ 4 year ____ 3 year ____ 2 year ____
 - b. Junior High School 4 year ____ 3 year ____ 2 year ____
- 4. Expected enrollment of the school as of September 15, 1960 _____
- 5. Number of clock hours in the school day - - Hours _____ Minutes _____
- 6. Assigned Time for Counseling (list the names of all those who have time assigned for counseling and indicate the number of hours for each).

<u>Name</u>	<u>Clock Hours Per Day</u>
_____	_____
_____	_____
_____	_____
_____	_____

- 7. Budgetary provisions for guidance activities (Please indicate the amount of money available in the 1960-61 annual budget for each of the following activities:
 - a. Salaries of counselors (If part-time, list only the proportionate amount charged to guidance) _____
 - b. Travel Expense of counselors (for travel in the guidance activities and in-service training conferences). _____
 - c. Salaries of clerical personnel (indicate only expenditures for services directly related to operation of the guidance program). _____
 - d. Purchase and maintenance of office equipment necessary to fulfill the functions of the guidance program. _____
 - e. Purchase of such materials and supplies as may be necessary to fulfill the functions of the guidance program. (Include library source materials, testing materials, etc.) _____

Signature

School Administrator

Date

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

Summary and Plans for Improvement of the Guidance Program

Name of School _____

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

Suggested Items to Include in Summaries

Expenditures, activities, services, facilities, and materials which are considered essential to any guidance program include many of those listed below:

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

SUMMARIES

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

(Use the suggested items listed above and any others you wish)

2. Please summarize any guidance expenditures, activities, services, facilities, and materials you plan to provide during the school year 1960-61 which will increase or improve those provided during the current school year 1959-60.

(Use the suggested items listed above and any others you wish)

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

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

TYPE OF TEST					
Grade Level	Achievement Battery	Single Subject Achievement	Multiple Factor Aptitude (3 or more factors)	Scholastic Aptitude or Intell.	Interest and Others
7					
8					
9					
10					
11					
12					

Signature of School Administrator

Date



**KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
Guidance and Personnel Section**

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

Name of School _____

Address of School _____

School approved for maximum reimbursement of \$_____ (May be necessary to prorate because of limited funds available)

School not approved for reasons listed below:

- The approved tests were not administered at the appropriate grade level.
- Counselor not qualified (See counselor evaluation report)
- Counselor not furnished adequate materials and facilities essential to the performance of his duties.
- Inadequate fulfillment of the activities of the guidance services program as outline under Item e, pages 2 and 3 of Enclosure 1 (Standards for Approval of Local Guidance and Counselor Programs) of State Superintendent's letter to schools concerning guidance and counseling programs under P. L. 85-864.
- Counselor pupil ratio above two-hundred pupils per hour.

Comments: _____

Qualifications Inventory for Guidance Personnel

Exhibit H

INSTRUCTIONS FOR COMPLETION OF GPS6104

1. Two copies of the inventory must be included for each person who meets either standard or minimum field and subject matter requirements and is assigned time for counseling in a school or attendance unit. (NOTE: Inventories are printed on special paper. No carbon is necessary to make duplicates.)
2. Inventories for all new counseling personnel whose qualifications have not been reviewed by this office must be accompanied by an up-to-date, official transcript of college credits.
3. If additional teaching experience, college training, cumulative work experience or an advanced degree have been acquired since application for 1959-60, and this results in a change of qualifications, appropriate evidence of such must be submitted with this inventory.
4. If this person is enrolled in courses during the fall semester of 1961, completion of which will improve his qualifications, official record of this enrollment must be submitted to this office with the application. In order that this credit may apply toward the qualifications of the person for the 1960-61 school year, an official transcript of credits must be submitted on or before February 15, 1961, which shows successful completion of these courses.
5. If this person met standard or minimum field and subject matter requirements for 1959-60, and there has been no change in his qualifications for 1960-61, fill in all but items 4, 6, and 7, of the inventory.
6. (Item 8) The number of minutes for each period should include only the time spent in class-room instruction or counseling. Do not include the time allowed for passing in the hall, etc. Indicate the number of minutes in each period in the class schedule.
7. (Item 9) If this person is employed primarily to assume administrative or supervisory responsibilities or to perform duties other than counseling, group guidance, orientation or teaching, a description and summary of these responsibilities or duties must be included along with a statement indicating the primary responsibilities for which he is employed.

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
COUNSELOR QUALIFICATION EVALUATION

GPS6008

Name of Counselor _____

Name of School _____

<u>Approval Level</u>	
Standard	_____
Minimum	_____
Not Qualified	_____

Holds degree certificate for teaching at level he will be counseling Yes _____
 No _____

Number of months of cumulative work experience 12 _____
 24 _____

Number of years of teaching and/or counseling experience 2 _____
 3 _____

Degrees obtained: Institution _____ Year _____ Bachelor's _____
 Institution _____ Year _____ Master's _____

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

	Areas	Title of Course	Institution	Year	Sem. Hrs
(1)	Basic Course				
(2)	Individual Analysis				
(3)	Techniques of Counseling				
(4)	Occupational Information				
(5)	Organization & Administration				
(6)	Supervised Practice				
	General Courses				
Comments: _____				TOTAL HRS	



Tabulation Form for Comparing Budget
and Verification of Expenses

Exhibit I

High School Principal's Organization Report

Exhibit J

City _____

STATE OF KANSAS

School Year 196__-196__

School _____

DEPARTMENT OF PUBLIC INSTRUCTION

Date Received _____

County _____

ADEL F. THROCKMORTON, State Superintendent

Classification 1959-1960 _____
(CP-ST-AP) or (A-B-C-M)

HIGH SCHOOL PRINCIPAL'S ORGANIZATION REPORT

DUE AT THE OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION OCTOBER 15, EACH YEAR

ADMINISTRATION

District No. _____ School Telephone _____

Street Address _____

Superintendent _____

Principal _____

School Board (list all members)

President _____

Clerk _____

Treasurer _____

Are meetings of board held regularly? _____

Formal minutes kept? _____ By whom? _____

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

Do you have regular faculty meetings? _____

Do you have written Board policies? _____

Describe recent problems or studies _____

Check: Type of Organization: of High School.

6 year _____ 4 year _____ 3 year _____

Legal Organization: CSD _____ RHS _____ Com. _____

Non-Public _____ City 1 _____ City 2 _____

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

Does your school operate a summer program? _____

Are all your textbooks Kansas approved? _____

Name exceptions _____

Do you use the textbook rental system? _____ What %? _____

Date of opening of school this year _____

Scheduled date for closing _____

Total days to be taught this year _____

(Statutory requirement is 180 days.)

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

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

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

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

SCHOOL ENROLLMENT

YEAR	*7	*8	9	10	11	12	P.G.	Total
Boys.								
Girls.								
Total.								

* (For 6-year high schools)

RECORDS

Are school records kept in fireproof safe or vault? _____

Do you have a complete inventory of all equipment? _____

Are accurate, complete, and cumulative records kept for each student? _____

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

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

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

Is an accounting system used for your High School Activities? _____

Who is responsible for the accounting of the activities finances? _____

Does the person responsible have surety bond? _____

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

Do you pay out money only by serially numbered checks? _____

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

Do you maintain a columnar account book? _____

Do you have a regular audit? _____

BUILDING—EQUIPMENT

How large is the school ground? _____

When was the building erected? _____

Are buildings and equipment adequately insured? _____

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

Is the building well lighted? _____

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

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

Do you have suitable furniture and equipment for Home Economics? _____ Shop? _____

Bookkeeping? _____ Typewriting? _____

Is your laboratory equipped with suitable laboratory furniture? _____

Check the subjects for which the science equipment is adequate: General Science _____

Agriculture _____ Biology _____

Physics _____ Chemistry _____

Is provision made for decoration and repair of building? _____

TRANSPORTATION

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

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Does your school have the services of a school nurse or county health
 nurse? _____
 Is your school providing dental and visual screenings as required by
 law? _____
 Is special effort made to integrate safety education as a part of the
 school program? _____
 Do you have school lunch service? If so, is it sponsored locally or
 with federal funds? _____
 How many pupils are served daily? _____
 How many semesters of physical education do you require of
 boys? _____; for girls? _____ Is health instruction offered? _____
 Do you have an organized and functioning intramural program for
 for boys? _____; for girls? _____

DIRECTOR OF PHYSICAL EDUCATION

a. For boys _____
 b. For girls _____
 Athletic Coach(es) for boys:

GUIDANCE AND PUPIL PERSONNEL SERVICES

If you have a planned guidance program, name persons with regularly
 assigned guidance duties, assigned time, and graduate hours in guid-
 ance.

NAME	Clock Hours Per Day	Graduate Hours in Guidance

SURVEY OF ACTIVITIES OF 1960 GRADUATES

	Boys	Girls	Total
A. Number of 1960 graduates	_____	_____	_____
B. Number presently engaged in each of the following activities:			
1. Employed full time	_____	_____	_____
2. Attending junior college	_____	_____	_____
3. Attending senior college or university	_____	_____	_____
4. Attending business or trade school	_____	_____	_____
5. Miscellaneous	_____	_____	_____
Totals of item B.	_____	_____	_____

(Must agree with A above).

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

THE STAFF

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

THE PROGRAM OF STUDIES

Does the daily schedule provide a minimum of 55 minutes in the clear
 for all laboratory-type courses? _____
 What is the normal class load for any student? _____
 How many units are required for graduation? _____
 List any credits provided through supervised correspondence: _____

 List subjects added this year: _____

 Subjects dropped: _____

 Subjects alternated but not offered this year: _____

ADULT EDUCATION

How many courses are offered? _____
 Total enrollment in these courses _____
 If high school credit is given, are regularly qualified high school teach-
 ers employed? _____
 When are classes held? _____
 How is adult education financed? _____

COURSES TAUGHT THIS YEAR FOR CREDIT TOWARD GRADUATION, GRADES 9-12

		GRADE IN WHICH SUBJECT IS OFFERED THIS YEAR		UNITS OF CREDIT			GRADE IN WHICH SUBJECT IS OFFERED THIS YEAR		UNITS OF CREDIT	
		1ST SEM.	2ND SEM.				1ST SEM.	2ND SEM.		
Group I English, Language, Arts.	English I.....				Group VI Business Education.	Business Mathematics..				
	English II.....					Bookkeeping I.....				
	English III.....					Bookkeeping II.....				
	English IV.....					Business English.....				
	Debate.....					Shorthand I.....				
	Speech.....					Shorthand II.....				
	Dramatics.....					Typewriting I.....				
	Forensics.....					Typewriting II.....				
	Journalism.....					Office Practice.....				
Group II Mathematics.	General Mathematics..				Group VII Practical Arts and Vocational Education.	Home Economics I()..				
	Algebra I.....					Home Economics II()				
	Algebra II.....					Home Economics III()				
	Plane Geometry.....					(Check vocational) (✓)				
	Solid Geometry.....					Woodwork I.....				
	Trigonometry.....					Woodwork II.....				
						Mechanical Drawing...				
						General Shop.....				
Group III Social Studies.	Citizenship.....						Auto Mechanics.....			
	Vocations.....						Printing.....			
	World History.....						Voc. Agriculture I.....			
	World Geography.....						Voc. Agriculture II....			
	American History.....					Voc. Agriculture III..				
	American Government									
	Economics.....									
	Sociology.....									
	International Relations									
	Driver Education.....									
Family Living.....										
					Group VIII Fine Arts.	Chorus.....				
						Glee Club (girls).....				
						Glee Club (boys).....				
						Orchestra.....				
Group IV Sciences.	General Science.....					Band.....				
	Earth Science.....					Music Appreciation...				
	Practical Lab. Science..									
	Biology.....					Art.....				
	Physics.....					Crafts.....				
	Chemistry.....									
	Aeronautics.....									
					Group IX Physical Education.	Physical Education....				
						Health.....				
						Safety.....				
Group V Foreign Languages.	Latin I.....				TOTAL UNITS OF CREDIT THIS YEAR.....					
	Latin II.....				Six-Year High Schools Will Check Here Those Courses Offered in Grades 7 and 8					
	Latin III.....				7th Grade English.....	<input type="checkbox"/>	7th Grade Science.....	<input type="checkbox"/>		
	Spanish I.....				8th Grade English.....	<input type="checkbox"/>	8th Grade Science.....	<input type="checkbox"/>		
	Spanish II.....				7th Grade Social Studies.....	<input type="checkbox"/>	7th Grade Industrial Arts.....	<input type="checkbox"/>		
	French I.....				8th Grade Social Studies.....	<input type="checkbox"/>	8th Grade Industrial Arts.....	<input type="checkbox"/>		
	French II.....				7th Grade Mathematics.....	<input type="checkbox"/>	7th Grade Music.....	<input type="checkbox"/>		
	German I.....				8th Grade Mathematics.....	<input type="checkbox"/>	8th Grade Music.....	<input type="checkbox"/>		
German II.....				7th Grade Home Economics..	<input type="checkbox"/>	Foreign Languages.....	<input type="checkbox"/>			
				8th Grade Home Economics..	<input type="checkbox"/>	Physical Education.....	<input type="checkbox"/>			

Indicate only those subjects which are offered this year

Indicate only those subjects which are offered this year

ORGANIZATIONS OR ACTIVITIES

Names of literary, debating, athletic, music, or other pupils' organizations, clubs and activities worthy of favorable comment	Approximate membership	Number of meetings in year	Name of supervising teacher	Is school credit given for satisfactory work and, if so, how much?
1. _____				
2. _____				
3. _____				
4. _____				
5. _____				
6. _____				
7. _____				
8. _____				
9. _____				
10. _____				

CHANGES OR ADDITIONS SINCE SEPTEMBER 15 OF LAST YEAR

Building and grounds?

Equipment?

Business Education?

Home Economics?

Laboratory?

Shop?

Library?

SUPPLEMENTARY REMARKS

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

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

Signed: _____ Prin. or Supt.

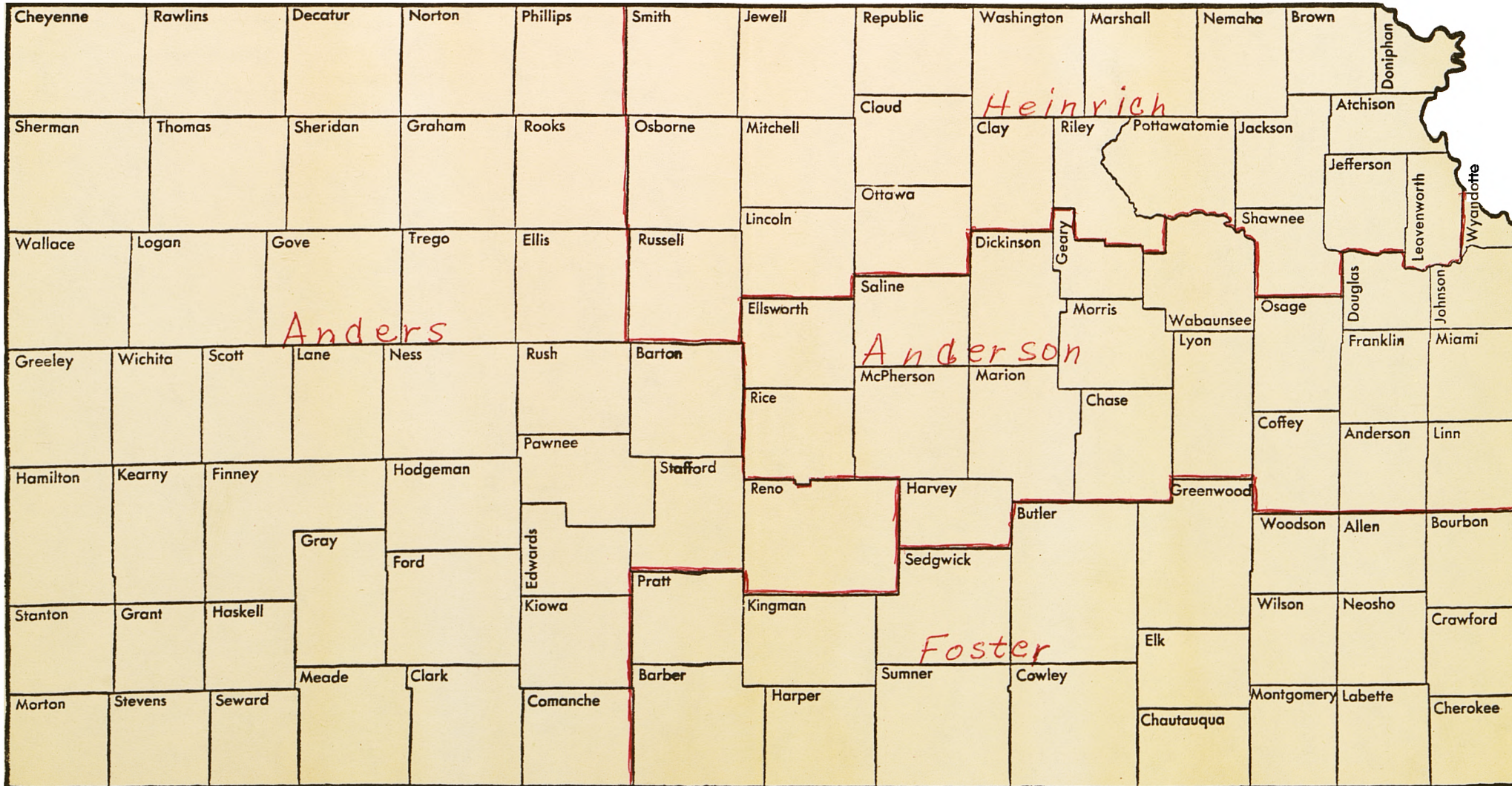
_____ Clerk of Board



Districts of State Guidance Consultants

Exhibit K

Districts For State Guidance Consultants of NDEA Approved Programs 1960-1961.



State Approved Tests for NDEA
Program

Exhibit L

APPROVED TESTS

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

APTITUDE

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

INTELLIGENCE (Group)

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

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

by

DOROTHY GRACE BALDWIN

B. S., Kansas State University, 1939

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

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

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

From the data the following information was found. In 1960-1961 Kansas had approximately 263 approved guidance programs

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

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

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

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

96.8 per cent of all ninth graders in Kansas compared to 76.4 per cent in 1959.