

A SURVEY OF EXISTING GUIDANCE SERVICES AND A RECOMMENDED
PROGRAM FOR UNIFIED SCHOOL DISTRICT 323

by

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INTRODUCTION

In the past small schools in Kansas have had difficulty in providing adequate counseling programs for their students. Under the current plan for school unification in Kansas, there will be fewer attendance centers, and these will be under one administrator. The superintendent of the new Unified School District 323 requested a review of the existing counseling procedures, and the establishment of a unified counseling program for this district.

Purpose of This Study

The general purpose of this project was to examine the present counseling programs and practices of the schools within the Unified School District 323. As a result of this survey, a plan for a workable, unified counseling program which was designed to meet the needs of the students involved, and also to fulfill state requirements was presented. Finally, it was shown how this program will be administered.

Justification for the Project

There were three main factors which brought about the necessity of this study. They were (1) the unification of schools; (2) state counseling requirements; and (3) a need for improvement. The district was composed of three different school systems. There was a vast diversity of counseling services offered to the students within these districts. At one extreme there were practically no counseling services offered; at the other, a fairly balanced program was offered.

To meet state requirements for reimbursement, schools must have qualified personnel available for a minimum of two hours a day. One of the aims of this project was to provide a program for the district which will meet these state requirements. The unification of schools into one district seemed a feasible time to develop a unified counseling program to bring all schools up to an optimum level of operation for small schools.

Limits of the Study

This study was limited in three ways. They are as follows:

1. Information for the study was based on counseling procedures within individual schools during the school year ending May, 1966.
2. Since the suggested recommendations were to be approved by the superintendent and the unified school board, there was no guarantee that the program would be accepted in its entirety.
3. Since different school systems were being dealt with, and also because of the complexities of unification, the problems which were encountered may take more than one school year to solve.

Preview of the Project

The procedure used in presenting this project was as follows:

1. To define basic principles of guidance and guidance services
2. To study existing guidance programs within the school district
3. To use the above information to establish a workable guidance program within the new school district
4. To evaluate the new, suggested guidance program

BASIC PRINCIPLES OF GUIDANCE

There are different schools of thought governing the basic prin-

ciples of guidance; three of these are distributive guidance, developmental guidance, and the guidance services approach. Despite variations, they seem to agree on many of the underlying ideas. Selected principles from these schools of thought were used as guidelines for this program.

According to Hollis, the individual's dignity was of utmost importance.¹ This is one of the most fundamental principles. Every client is important to the counselor as an individual, and each person is as important as the next. What the client has done and to what socio-economic group he belongs makes no difference.²

No two individuals are alike. Hatch has explained that each client has a unique set of psychological and social traits. The counselor must always take into consideration these basic differences of the client. The counselor believes that the services offered can help each individual develop his own abilities, interests, and aptitudes.³

Peters pointed out that the evaluation of the client must be realistic in terms of the individual and the existing social setting. An example of this is that students must learn to live in their social setting by learning to live with each other.⁴ Hutson said that in helping a

¹J.W. Hollis and L.U. Hollis, Organizing for Effective Guidance, (Chicago, Illinois: Science Research Associates, 1965), pp. 6-7.

²R.N. Hatch, P.L. Dressel, and J.W. Costar, Guidance Services of the Secondary School, (Dubuque, Iowa: William Brown Company Publishers, 1963), p. 15.

³Hollis, loc. cit.

⁴H.L. Peters and G.F. Farwell, Guidance, a Developmental Approach, (Chicago, Illinois: Rand-McNally and Company, 1962), p. 18.

student, the counselor must make him aware of the strength and weaknesses of his interests and abilities.⁵

Individual actions are based on attitudes and perceptions. This was illustrated by Bonner when he said, "If attitudes are ways of responding to one's perceptual environment - to persons, objects, and situations in the perceptual world - they imply a general or specific directionality."⁶ One of Peter's principles was action versus belief, that is, it is more important for the counselor to accomplish actions than to make eloquent statements concerning his beliefs.⁷

Guidance programs are designed to help the client form decisions which lead to action.⁸ Since the individual has the ability to learn, he can be helped to make these choices which will lead to self-direction. Zeran has defined the role of the counselor as one who helps the individual know his present and future potentials. Therefore, he will be better equipped to make decisions.⁹

Hollis has explained an individual's action as usually based on self-enhancement. All people move through a society that is strongly

⁵ P.W. Hutson, The Guidance Function in Education, (New York: Appleton-Century-Crofts Incorporated, 1958), p. 152.

⁶ Hollis, loc. cit.

⁷ Peters, op. cit., p. 17.

⁸ Hollis, loc. cit.

⁹ F.R. Zeran and A.C. Riccio, Organization and Administration of Guidance Services, (Chicago, Illinois: Rand-McNally and Company, 1962), p. 2.

influenced by socio-cultural values. The client's actions will also be determined by his perception of himself. It stands to reason that the client will make decisions that will show him in his best light. The counselor that accepts this idea must help the individual see the perceptions that he has of himself and help him develop a mature self-concept.¹⁰

Guidance is needed from early childhood through adulthood. As a person develops, he needs to solve the problems of a maturing individual. Counseling becomes more important in a person's life at some times than at other times. A counselor is continually gathering and distributing information on the individual. With this information, plans are made, not only for the present, but for the future.¹¹

Hatch stressed the important role the teacher plays in counseling. It was noted that since the teachers spend the most time with the students, they often discover the problem areas.¹² At various times, according to Hollis, most individuals will need information and assistance that can be provided only by professionals.¹³ However, counseling is in no way limited to guidance personnel only. It takes all personnel in the school working as a team to provide a good counseling atmosphere.¹⁴

¹⁰Hollis, op. cit., p. 8.

¹¹Hutson, op. cit., p. 153.

¹²R.N. Hatch and B. Streffle, Administration of Guidance Services, (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1958), p. 30.

¹³Hollis, op. cit., p. 9.

¹⁴Hatch and Streffle, loc. cit.

A Counseling Point of View

In addition to the principles listed previously, a guidance point of view may be defined encompassing these as well as mental health guidelines. The American school system today is faced with the responsibility of preparing the student to function in a complex society. To do this the school must develop every student to the height of his abilities and interests. It must be realized that counseling is for everyone, not just those people with problems; in the process of counseling, each client should be treated as an individual.

To get the most benefit from the counseling services offered, the client must have some understanding of human behavior. The student must realize that behavior is caused, many times, by more than one factor. He must learn to recognize that there are different sides to situations, and that he should weigh these different views carefully before making a decision. He will use this information to look for additional causes, to work out further alternative solutions, and to study possible effects to these alternatives.

The client must be able to recognize his own problems and realize that he can be helped, in some instances, by talking them over with someone who will not be shocked by what he has to say. He must realize that the counselor will try to point out the different sides of the problem, and help the client to see these.¹⁵

¹⁵A.S. Hawkins and R.H. Ojemann, A Teaching Program in Human Behavior and Mental Health, (Iowa City, Iowa: State University of Iowa, 1960), pp. 10-11.

The client should continually try to find the real nature of his problems. As his ability to solve his problems grows, before making any decisions, he will take into consideration the consequences they may have on himself and others.

The client should recognize that everyone has certain basic needs and the different methods used to meet these needs, determine behavior. As the student learns more about human behavior, he will be better able to adjust to and work with others.¹⁶ The desired end result of guidance would be a student that understands himself and his capabilities, and is able to make decisions within his own personal scope.

BASIC GUIDANCE SERVICES

No school can function at its optimum level without an effective guidance program. Jones supported this statement when he wrote:

Guidance is an integral part of the education process...The chief responsibility for guidance rests upon the home and the school. In the school every member of the staff is concerned with the guidance of the students entrusted to him.¹⁷

The six basic guidance services which were dealt with in this section of the paper are as follows:

1. Counseling service
2. Inventory service

¹⁶Ibid.

¹⁷A.J. Jones, Principles of Guidance, (New York: McGraw-Hill Book Company, 1963), p. 26.

3. Information service
4. Orientation service
5. Evaluation service
6. Follow-up service

Counseling Service

Counseling is the heart of the guidance system. It is what occurs when the client and counselor meet in a face to face situation.¹⁸ In order for counseling to be most effective, there must be trained personnel who have the necessary facilities, and are available during all the school hours.¹⁹ In devising a counseling program it is important to consider how much time should be spent on actual counseling. According to a survey made by Tennyson, counselors felt that more than half their time should be spent in individual counseling.²⁰

Individual counseling, as stated before, is characterized by the counselor's complete acceptance of the client. Counseling is a learning process; as a result, the student should learn to make his own decisions and deal with problems that may arise.

Practical aid and emotional reinforcement are two types of help given in the counseling situation. Practical aid may consist of a

¹⁸L.E. Moser and R.S. Moser, Counseling and Guidance: an Exploration, (Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1963), p. 12.

¹⁹Hatch and Streffle, op. cit., p. 208.

²⁰Zeran and Riccio, op. cit., p. 108.

presentation of information or suggested alternative solutions to specific problems. It should be remembered, however, that the student must be the one to make the final decisions.

Part of the emotional reinforcement type of aid given by the counselor should be empathetic listening, a reflection of the client's ideas, and providing reassurance for the client when called for. It is not the counselor's place to probe for deep-seated causes of emotional problems. The counselor must be able to recognize when he can and cannot help the client. If the client is beyond the counselor's help, he must refer the client to clinical help.²¹

For different counseling situations the ratio of students per counselor will vary. Hatch and Streffle have set the ratio of 500 students per counselor as an absolute maximum, however, they continued by saying that a maximum of 250 students per counselor, or thirty per hour, would be a more realistic figure.²² Presently, the state recommendation is a ratio of 1:540, however, the recommended ratio is 1:300 which is to be attained by 1970.²³

With the demands on the counselor increasing, and with the complexities and importance of individual and group counseling in the schools, a future counselor-counselee ratio may be closer to 1:150.

²¹A.C. Pascale and S.M. Rife, The School Counselor Today and Tomorrow, (Kingston, Rhode Island: The Guidance and Personnel Association of Rhode Island, 1965), pp. 13-14.

²²Hatch and Streffle, op. cit., p. 214.

²³"Standards for Approval of Local Guidance and Counseling Programs," (Topeka, Kansas: State Department of Education, 1965), p. 1.

There will probably be a trend to full time counselors within the school, and thus eliminate the teacher-counselor.²⁴ The main consideration in setting a ratio should be a load that will allow the counselor to help all students in decision making.²⁵

Inventory Service

The student inventory service is the continual, cumulative collection and interpretation of objective data.²⁶ The counselor should place this data in a cumulative record file of which he is responsible. Some information which should be found in cumulative records includes family background, educational history, health records, personal interests, aptitudes, and abilities, future plans, work experience, use of leisure time, and extra-curricular activities.²⁷

Some methods of gaining information are observation, anecdotal records, autobiographies, and testing pupil's interests, aptitudes, and achievements. This information can be used to help the school understand the student, as well as to give the student a better understanding of himself.²⁸ The counselor interprets this information to the student, parents, and school. Through this interpretation, all three working

²⁴Pascale and Rife, op. cit., pp. 22-23.

²⁵"Standards for Approval...", op. cit., p. 8.

²⁶Hatch, Dressel, and Costar, op. cit., p. 62.

²⁷Pascale and Rife, op. cit., p. 16.

²⁸Hatch, Dressler, and Costar, op. cit., pp. 22-35.

together can plan a realistic educational program. The student will learn a self-appraisal approach as a result of using this information.²⁹

Information Service

Zeran asserted that the quality of the information available is a very influential factor in aiding the student to make free and wise decisions. Three types of information which should be made available to the students are occupational information, educational information, and material for self-understanding.³⁰

Information services should help the student in several ways. No matter what plans the student has following school, his ultimate goal is to select a vocation in which he will be satisfied. Educational information should make the student aware of educational opportunities beyond high school, including cost of training and entry requirements. This information should help the student make realistic educational plans. Students also need to know about available financing.

The student should have up to date information concerning automation, its effect on occupations, and the changing world of work. Vocational information should acquaint the student with local positions which he may be able to fill. The armed forces afford another means of vocational training. Methods used in finding the above information should carry over and be beneficial in out of school situations.

²⁹Pascale and Rife, op. cit., p. 16.

³⁰Zeran and Riccio, op. cit., p. 34.

Information should be available to help the student develop good personal and social relationships. Much of the student's moral code is molded during his school years, and materials should be available in this area. Personal-social growth can be fostered by many extra-curricular activities. Often the counselor can supply the material needed for better self-understanding.³¹

This information can be dispensed through the use of occupational files, college catalogues, and other literature. Some schools have classes in occupations available to the students, work-study programs where the student learns first hand about the occupation, and some also feature career days.

Orientation Service

Orientation is the process of learning to make a satisfactory adjustment to a new situation. The orientation program should help the student become acquainted with a new school environment. This program should also benefit the teachers by affording them an opportunity to meet the new students and, if possible, identify some of the specific needs.

Crow recommended that the student should have a program of orientation to facilitate transitions through every level of the school system. Some suggestions which could be carried out in a program of orientation are student and parent visitation days, student hand books, letters to new students, and a presentation of a schedule of the total program.³²

³¹Pascale and Rife, op. cit., pp. 15-16.

³²L.D. Crow and A. Crow, Organization and Conduct of Guidance

Evaluation Service

Evaluation should be a continuous process of appraising the guidance program and its effectiveness in relation to the changing needs of society. Hatch reinforced this when he said, "The time to start another evaluation is when you have completed the last one, or possibly a little before."³³

There are various effective methods of evaluation. Student, faculty, and community opinion surveys, local, state, and federal criteria, as well as follow-up studies are all means of providing for evaluation within the counseling program.³⁴ As mentioned before, the guidance services are an integrated part of the total school program, and when one is evaluated, the other is also.³⁵

Follow-up Service

Follow-up services are one of the more important areas of the evaluation program, but are often neglected. Although the follow-up sometimes refers to a specific survey, the broader concept implies a continuous contact with former students.³⁶ Some information to be gathered from a follow-up study refers to reasons for dropping out of school,

Services, (New York: David McKay Company Incorporated, 1965), pp. 374-375.

³³Hatch and Streffle, op. cit., pp. 251-254.

³⁴Ibid., pp. 278-290.

³⁵Jones, loc. cit.

³⁶Hatch and Streffle, op. cit., p. 226.

ways to increase the school's holding power for dropouts, and strengths and weaknesses of the school curriculum. In conducting a follow-up it is important to decide upon a specific group for study, to develop the necessary forms, and to tabulate and use the results. Most follow-ups are done within the first year after graduation or according to a one, five or ten year plan.³⁷

DESCRIPTION OF EXISTING COUNSELING PRACTICES
WITHIN UNIFIED SCHOOL DISTRICT 323

Although more has been written about the various counseling services, selected principles concerning these services have been used to serve as background material for this survey of existing guidance practices. The new Unified School District 323 is made up of three grade schools and two high school attendance centers. The existing counseling procedures within each individual school has been shown. The information was obtained by personal interviews with the administrator of each school.

Westmoreland Schools

Westmoreland Grade School, which had an organization plan of kindergarten through eighth grade, had enrollment for this year of 206 students, and was planning on approximately the same number for the next year. The grade school had no special personnel hired for guidance work other than the teachers. A cumulative record was being kept of all grades. Because

³⁷Hatch, Dressel, and Costar, op. cit., pp. 151-158.

the high school and grade school operated under separate districts, these permanent records were formerly kept in each school. Three years ago the counselor recommended that the cumulative records be transferred to the high school with the students for use in guidance, and the practice has been continued.

Westmoreland Grade School administered the Stanford Achievement Test in grades one through eight. They also gave the Otis Quick Scoring Mental Ability IQ Test in the third, fifth, and seventh grades. As a result of the Elementary-Secondary Education Act, Title I, the California Reading Test and the California Short Form Mental Ability Test were given to all grades throughout the new unified district in the 1965-1966 school year.

Westmoreland High School has an organization plan of grades nine through twelve. There was an enrollment of sixty three, and it was expected to be near 100 for the following school year. The high school employed a part time certified counselor, who had at least two hours a day set aside specifically for counseling. The school provided a separate room off the study hall for counseling. The necessary office equipment was also provided. There was an occupational file and a college information file which was readily available to all students.

The high school testing program consisted of the following: the Differential Aptitude Test for all freshmen, the Verbal Reasoning and Numerical Ability parts of the Differential Aptitude Test for all sophomores, National Merit Scholarship Test for juniors, American College Test for college bound seniors, the Senior Comprehensive Test, and the Kuder

Preference Test when requested. The counseling program in Westmoreland High School was initiated five years ago and has been state approved since that time, except for one year when the counselor lacked the required number of hours.

St. George Schools

The St. George schools were organized on the six-six plan; this was the only system in the new district with this type of organization. This school had all twelve grades in one building. St. George Grade School had an enrollment of 165, which was expected to stay about the same for the next year. The principal, who was responsible for all grades, was the designated guidance man, although he was not qualified as a counselor. For the most part, the teachers handled the bulk of the counseling.

In the last few years, there had been very little scheduled testing. As far as the grade school was concerned, the only tests given during the past year were the California Reading Test and the California Short Form Mental Ability Test. Normally these tests were not given, but were administered as part of the Title I reading program in the unified district.

Two state tests were given at the high school. All freshmen took the Differential Aptitude Test, and sophomores took the Verbal Reasoning and Numerical Ability parts of the Differential Aptitude Test. Also all seniors were offered the opportunity to enroll in the American College Test. St. George kept cumulative records in the principal's office.

The St. George Schools used the principal's office as a counseling

room, because of lack of facilities. The only hour available for counseling was during the activity period, when most of the students were involved in sports, club, and class meetings. This left few students free for counseling. The principal did have available for the students some college catalogues, but there was no occupational information file.

Flush Schools

One of the unique feature's of the school at Flush was that while it is a public school, all but two of the teachers were a nun or a priest. This school was divided into the following rooms by grades: one and two, three through five, six through eight. Flush has also had a kindergarten the past semester as a result of the Elementary-Secondary Education Act, Title I. This year's enrollment at Flush Grade School was sixty, and this was to stay about the same for the coming year.

Flush High School was organized with grades nine to twelve, and it had an enrollment of thirty three. The high school was housed in the same building as the grade school. In the following year, however, the high school was closed at Flush as a result of unification. Most of the students had planned to attend Westmoreland High School.

The counseling duties were assigned to one of the nuns, who was a qualified counselor. She had two periods daily for counseling and used the principal's office at this time. This was the only school in the district with two qualified counselors, although one of these two did no formal counseling because of a full class load. An occupational file and information on colleges was available to the students in the library. Cumulative records were kept in the principal's office.

Flush schools gave the following tests: Science Research Associates Achievement in grades one through eight, Otis Quick Scoring Mental Ability in third, fifth, and seventh, Differential Aptitude Test for freshmen, Kuhlman Anderson IQ Test for sophomores, National Merit Scholarship Test for juniors, American College Test for college bound students upon request. Also, like the other schools in the district, all grades were given the California Reading Test and California Short Form Mental Ability Test as part of Title I reading program.

Summary of Existing Counseling Practices

By looking at the three school systems within the district, a wide variance of counseling practices could be seen. All schools had set aside some time for counseling; some of the time occurred at a more desirable time of day than others. Two of the three school systems had qualified counselors. Only one school had a fully equipped room that was specifically designated for counseling.

As it can be seen, the testing programs of the schools ranged from no scheduled testing to a fairly well developed testing program. College materials were available to the students in all schools, and occupational information files were found in two out of three systems.

Orientation procedures occurred in one out of the three schools. The remaining two schools had all grades in the same building, so the need for orientation between grade and high school was not as strong. The school with the orientation program had an eighth grade visitation day, and a handbook. High school students from Flush were included this year, since they were planning to attend in Westmoreland.

Follow-up studies of students have not occurred in a formal sense, but in small towns, the yearly class reunions have served as a means of keeping track of former students in all the schools. There had been no formal evaluation made of any of the guidance programs until this time.

A PROPOSED GUIDANCE PROGRAM FOR UNIFIED SCHOOL DISTRICT 323

By using the information gained from the survey of existing counseling practices and the basic guidance principles and services as a basis, a suggested guidance program for the new unified district was formulated. Each service will be discussed separately.

Counseling Service

One of the most important functions of the counseling service is to provide a counseling program which will facilitate the maximum development and adjustment of every student. This recommended program includes individual conferences for all students. In addition, those with social and emotional adjustment problems will receive extra time and specialized attention. The counselor must be a good listener with an accepting attitude. There must be a good counseling situation in order for the program to be effective. These elements will help establish a good rapport with the students. The counselor should make available alternative solutions to problems from which students can make their own decisions. Ultimately, the student should become more self-directive in facing similar problems.

The counselor will work with the students, teachers, and administration in setting up an educational program which best meets the needs

of the students. The parents and community can also be of great help in this part of the program. The counselor should acquaint the student, as well as the school, with the student's abilities and limitations. The counseling program should provide help to students in academic trouble, and direct the student to appropriate remedial programs, if necessary.

Educational and vocational information should be distributed to the students. Orientation and other opportunities for group counseling should be provided. The counseling program should, in summary, co-ordinate all the guidance services.

Inventory Service

The function of the inventory service is to acquaint the pupil and teachers with the student's abilities, interests, aptitudes, and achievements. One of the more important parts of the inventory service is the testing program. There has been an administrative council formed. It is composed of the principal of each school and the counselor, and its purpose is to determine the testing program for the district. The suggested program to be presented to that council follows:

Grades 1-8

Stanford Achievement Test

Grades 3, 5, and 7

California Short Form Mental Ability Test

Freshmen

Differential Aptitude Test

Pupil Adjustment Inventory - Short Form

Sophomores

Verbal Reasoning and Numerical Ability parts of the Differential Aptitude Test

Juniors
National Merit Scholarship Test

Seniors
Senior Comprehensive Test

Other available tests
American College Test enrollment for college bound seniors
Kuder Preference Test when requested
California Reading Test to selected students

This is essentially the same testing program Westmoreland used this year. This was recommended because it has proved effective, the majority of the students have these tests on their records, teachers are familiar with these tests, copies are on hand, and because of budget limitations, a major change in the testing program would not be possible at this time.

The counselor is responsible for keeping a cumulative record for every student. Within this folder should be up to date information on family and school background, records of health, personal interests, aptitudes, abilities, future plans, work experiences, school achievement, extra-curricular activities, and use of leisure time. Through the use of this information, the counselor is better able to help the student work out a realistic educational program.

Information Service

It is the counselor's responsibility, under the information service, to make as many students as possible aware of the growing need for training beyond the high school years. The information service should make available to the students three kinds of information. The types are educational, vocational, and personal information. The student should be informed, and be better able to make decisions because of this material.

Educational information should help the student who is interested in furthering his education select the college or university he will attend. It should provide information on the cost of going, availability of scholarships, entry requirements, and provide a general idea of the course work that will be expected of him. The counselor should also encourage the student to pre-enroll and fulfill any testing requirements which will make entering in the fall easier and less confusing.

One of the main purposes of vocational information is having the student select an occupation or profession that is suited to his interests and abilities, and one that will give him satisfaction. The information provided should make the student aware of the various training opportunities, whether it would be a trade school, an apprenticeship program, or simply on the job training. In addition to being aware of training opportunities, the student will need to know any entry requirements, the cost of training, availability of financial help, and the length of time necessary for the training. Other information the student should expect to receive from the information service is career information, local job opportunities, and information on the armed service's training programs.

Personal-social information should be made accessible to the students. This could include material on self-understanding, acceptable behavior, social adjustment with peers, and help with family and emotional problems. Since dating occupies a primary interest with many high school students, the counselor should supply material on dating as well as on etiquette. The students need to learn to use their leisure time creatively. Material about various hobbies, extra-curricular activities, and other

uses of leisure time should be supplied by the counselor.

Orientation Service

In order to help the students make satisfactory adjustments to their changing educational environment, the counselor should have an effective orientation program. A good orientation service will also help the teachers, and possibly allow them to identify some of the problem areas with which they will be working. There should be some type of orientation service at every division of the educational system.

The student can expect handbooks which will help familiarize him with the school, his classes, and standards of behavior required by the school. A visitation day can help eliminate some of the first day confusion. A presentation of a schedule of the total program will give the student some idea of what he will be working toward while at that level of his education.

Evaluation Service

In order to insure an effective guidance program, it is recommended that the counselor instigate a continuous evaluation program. For a well-rounded program the evaluation by the counselor is needed, as well as by the staff and the students. A counseling Log is a brief, practical record by which the counselor can evaluate what has been accomplished and determine how the program could be made more effective. Another method of evaluation is the student, faculty, or community opinion survey. The recommended program would include one type of survey annually. It is also recommended that outside material such as local, state, or federal

criteria, be used as a means of evaluating the guidance program in the district.

Follow-up Service

The counselor is to be responsible for strengthening the area of follow-up service. It is suggested that information dealing with the educational process gained at the annual Alumni Banquet should be made available to the school. The further recommendation is made that a formal follow-up study be initiated for the entire district. It is hoped that as a direct result of the formal follow-up study, the school can gather more information concerning reasons for drop-outs, the holding power of the school, and the strengths and weaknesses of the curriculum.

ADMINISTRATION OF THE PROPOSED GUIDANCE PROGRAM

Counseling Service

A guidance program for the new district has been presented; the following illustrates the methods by which the recommended program will be put into action. In order to achieve an effective guidance program, the administration must show genuine interest and provide a budget to meet the counseling needs. The administration should also provide leadership in setting up the counseling program. The counseling program is only as good as the personnel that fill the positions. Because of the importance of the quality of the counselor, they should have at least the minimum counseling certificate.

Next year Flush will only have grades kindergarten through eight

in operation. It is recommended, however, that they continue to provide a qualified counselor for the two hours a day. At Flush there is room available for a counseling office in the high school principal's office, which is no longer in use. This would need some remodeling.

Westmoreland has a small room designated as a counseling office. Since it is small, it is recommended that the adjacent portion of the library, which is no longer in use, be remodeled to make a larger, more desirable counseling office.

At St. George there is a room off the study hall which could be converted into a counseling office. It would be necessary for the unified board to provide for the remodeling at Flush and Westmoreland. Flush and St. George also need desks, tables, chairs, and file cabinets.

Although the counselor's door is always open for those desiring counseling, there is a certain amount of scheduling that is necessary to insure that all students have an opportunity to talk with the counselor. Individual appointments will be worked out with each class by six week periods. All the students can easily be accommodated in a six weeks period because of the small class sizes. Appointments will be made by students choosing times most desirable for them on a schedule of available periods.

Freshmen will be scheduled for the first six weeks period. This should help in any problems of orientation or academic difficulties. Seniors will be seen during the second six weeks. This time was chosen to allow ample time for students to make decisions and gather information concerning the furthering of their education. Sophomores will come during

the third six weeks. Junior class appointments will be scheduled for the fourth six weeks. These groups will again meet with the counselor in carrying out their respective testing programs.

Individual counseling will occur for test interpretations and enrollment for the coming school year. Although these students will be scheduled to see the counselor, there will be time left for teacher or administration referrals, some counseling at the grade school level, and other students in need of counseling services. It is recommended that an individual conference sheet, shown in Fig. 1, be used for each student that comes in for counseling. This sheet allows the counselor, in retrospect, to tell at a glance what was accomplished during that conference.

To insure teamwork among the counselor, teachers, and administration and to develop a counseling program that best meets the needs of the students, it is recommended that a counseling committee be formed on a district basis. There should be one administrator, one counselor, and ten teachers to make a total of twelve on the committee. Of the teachers, five should represent the grade schools in the district, and five should be a representation of subject matter areas at the high school level. The counseling committee will meet on a quarterly basis. One of the advantages of this type of committee is a better teacher-counselor relationship. This committee will work toward the improvement of the counseling services offered. Some of the activities the committee will engage in are making suggestions to the administrative council on testing, working on long-range objectives, and making proposals for the general improvement of the program.

Inventory Service

On the grade school level of the inventory service, the teachers will be responsible for administering tests and keeping the cumulative records, which will follow the students throughout their education. The counselor is available for information on test administration and interpretation for the tests which will be given during the last six weeks. The counselor will be responsible for giving and interpreting the testing program at the high school, and for keeping the cumulative records up to date.

The Differential Aptitude Test, which the freshmen take is part of the state testing program. The sophomores take the Verbal Reasoning and Numerical Ability parts of this test. The dates for these tests are set by the state department. The Pupil Adjustment Inventory will be given to freshmen during the second six weeks of school. The National Merit Scholarship Test will be given in March. Senior Comprehensive Tests are administered in April, and enrollment in the American College Test will be made available for seniors from the time of the first testing in November. On designated testing days, pupils involved are excused from classes for the period of time it takes for testing. This usually involves only the morning classes.

Information on school and family background, aspirations, abilities, and educational achievements should be contained in the cumulative records. Some methods of gaining this information are the teacher's use of anecdotal records, autobiographies, and personal data sheets. It is recommended that the counselor's use of the Personal Data Sheet, shown as

Fig. 2, be adopted in the district. Also chosen for use is the Pupil Personnel Record, which is shown in Fig. 3. These forms are now in use in the Westmoreland system, and provide an accurate, orderly means of tabulating the necessary information. These forms need to be introduced at Flush and St. George. Because of the work involved, these forms will be used only on the first four grades, for which the teachers will transfer the information to the new forms. In time, these will work their way into the system, so that eventually all students will have the same cumulative folders.

Information Service

The student's decisions can only be as good as the information they are based on. It is the counselor's responsibility to have up-to-date information available for the student in the following areas:

Educational Information

1. The use of college catalogues which should be available in the library
2. List of colleges - Chronicle Education Service
3. Representatives from colleges
4. College visitation days
5. Recent graduates enrolled in college

Vocational Information

1. Up to date Chronicle Information File
2. Brochures from industry
3. Career day
4. Company representatives

5. Information from trade schools
6. Armed service representatives
7. Recent graduates enrolled in trade schools
8. Vocational unit during junior homeroom

Personal-Social Information

1. Better Living Booklets by SRA
2. Books available in the library
3. Filmstrips for classroom use
4. Literature and brochures available in counseling office

Westmoreland has most of this available, but lacks filmstrips and it needs more books in the library on personal-social relations. These will be included upon the counselor's recommendation in the library order for the coming year. Flush's vocational informational file could be put to use by transferring it to St. George. This will complete St. George's supplies for the information service with the exception of materials for personal-social adjustment. It is recommended that these be included in the library purchases each year until this area is built up.

As a means of making students aware of the need for further training beyond high school, it is suggested that a semester unit on vocations be presented to all juniors during their homeroom period. The counselor will be responsible for this unit. Material for this unit will familiarize students with job opportunities, educational requirements, and type of work involved. This unit will be presented by using the information service to its fullest extent.

Orientation Service

Orientation is the process of acquainting the students with their changing school environment, and it is suggested that orientation occur at each of these changes. All grade schools in the district have kindergartens, and need some type of orientation before this. Flush and Westmoreland also need an orientation program after the eighth grade. At St. George the break comes after the sixth grade, but, as they stay in the same building, there is less need for an orientation program.

As part of the pre-kindergarten orientation program, it is recommended that letters be sent to all parents of kindergarten age children in the district. These letters should give the parents a better understanding of kindergarten, and outline plans for a student roundup in the spring. The roundup will consist of a visitation day to be held in the kindergarten rooms, and will allow students, teachers, and parents to meet each other. This should make the transition in the fall go much smoother. Also, knowing the approximate class size, the teacher can have appropriate supplies on hand.

At Westmoreland High School it is recommended that the spring visitation day with the Flush and Westmoreland eighth graders be continued prior to pre-enrollment, which will be before the visitation day, the counselor will go over the cumulative records to identify students with special problems. The counselor will inform the teachers of these students, so they can be aware of them as they meet on visitation day. At pre-enrollment the students will be presented with a form containing the total program. This is shown in Fig. 4.

On visitation day classes are run on twenty-five minute periods, so all seven class periods can be run through in the morning. The eighth graders attend the classes that they are enrolled in, and the teachers give a brief resumé of the class and what will be expected of the students while in that class. Freshmen can help answer questions the eighth graders may have, and also act as guides in acquainting them with the building. The students will be presented with a handbook. At present, a handbook is being drawn up for the district, and it is recommended that this be used in the high schools at St. George and Westmoreland.

Evaluation Service

In order for the counseling program to remain at its peak of effectiveness, it must be in a continuous process of evaluation. A counseling log is a good means of continuous evaluation. Because many counselors are remiss in this area, the log in Fig. 5 was devised and is recommended for counselors in this district. This is simple, practical, and should provide the counselor with an immediate overall picture of the effectiveness of his counseling program.

The Summary of Counseling Contacts shown in Fig. 6, serves two purposes. It allows the counselor to evaluate the use of his counseling time. This can also justify to the administration, if necessary, the need for counseling by showing the number of students contacted and the types of problems dealt with. It is recommended that this summary be tabulated on a six weeks basis.

The counselor will be charged with the responsibility of making

a student opinion survey for the coming school year. This will be given to the student body in the spring as a means of evaluation.

Follow-up Service

As mentioned before, the follow-up area is one that has been neglected as far as the district is concerned. Since this area needs improvement, it was felt that every opportunity for gaining information should be pursued. One possibility for information is the annual Alumni Banquet. It is recommended that the counselor devise a short checklist, which will be presented to those alumni attending the banquet. This checklist will seek general information concerning their location and present position, the value of their education, and the total amount of training or education they have received.

It is suggested that a follow-up committee of five to ten members be appointed. Under the leadership of the counselor, this committee should decide on the information that they are interested in gathering, devise the means of getting the information, and compile that data. A suggested form is shown in Fig. 7, which can be adapted to the committee's use. This form was one used in a Master's report by Dale K. Shipps.³⁸ The study should be conducted on a five year plan.

³⁸D.K. Shipps, "A Follow-up Study of the Graduates from the Classes 1960 through 1964 of the Greensburg, Kansas High School" (Unpublished Master's report, Kansas State University, Manhattan, Kansas, 1965), pp. 68-71.

SUMMARY AND EVALUATION

Summary

Kansas has had a difficult time in providing effective counseling programs for the students because of many small schools. As a result of unification legislation, there will be fewer schools, but larger attendance centers. Because of this, the superintendent of Unified School District 323 requested a review of counseling procedures and asked for recommendations concerning the establishment of a unified counseling program. Three factors which brought about this study were (1) the unification of schools; (2) state counseling requirements; and (3) a need for improvement.

The study was limited in three ways. Information was gained from counseling procedures occurring within the 1965-1966 school year. The recommendations have to be approved by the superintendent and unified school board. Because of different school systems and problems of unification, it may take more than one year to develop the suggested program.

The evaluation of existing programs and the suggested unified counseling program were based on selected basic principles and services of guidance. Individual dignity is supreme, and each individual is unique. Pupil evaluation should be realistic. The client's actions are based on his attitudes and perceptions, and they are usually carried out in a manner that is self-enhancing.

There is a continued need for guidance, and an effective program presents an environment that allows the student to make his own decisions. The importance of the teacher's role should not be overlooked. The

counselor can not carry out a forceful guidance program alone; there must be a team effort between the counselor and the teaching staff.

Six basic guidance services were included. The counseling service is the core of the guidance program. It is what results in a face to face situation, and should ultimately lead to better decision making. The inventory service should be a continual, cumulative collection and interpretation of objective data on the student. Three types of materials which should be provided by the information service are educational, vocational, and personal-social information. The orientation service helps the student make satisfactory adjustment to new school situations. Evaluation should be a continuous process of judging the effectiveness of the guidance program. Continuous contact should be kept with former students by the follow-up service to help evaluate the total school program.

By looking at the three schools within the district, a wide variance of counseling practices could be seen. All schools set aside some time for counseling. Two of the three had qualified counselors. Only one school had a specific room used as a counseling office. One school had no formal testing program. Two of the three had occupational information available. Orientation was carried out in only one school. There have been no formal follow-up studies or evaluations made in any of the schools.

Information gained from the review of existing practices, basic principles, and basic counseling services were used as a background for the formulation of a suggested guidance program. The recommended program for the counseling service contains individual conferences, knowledge of

a student's limits and abilities, decision making by the student, the importance of having a good counseling situation, the team approach, and the co-ordination of the guidance services.

It is recommended that this program be carried out by hiring teacher-counselors with minimum counseling certificates for the district, and by providing adequate time, space, equipment, and opportunity for counseling. It is hoped in the future that full time counselors will be hired that are qualified both in grade and high school areas. A counseling committee will be initiated for the coming year.

The inventory service has the help of an administrative council, whose purpose is to set up the testing program for Unified School District 323; the counselor has devised a testing program which will be recommended to the council. Cumulative records will be kept for each student. All this information will be helpful in planning an educational program to meet the needs of the students.

The teachers at the grade schools will be responsible for administering and interpreting tests and keeping the cumulative records, with the help of the counselor when needed. The counselor is responsible for the inventory services at the high school. A testing schedule has been set up, and recommended personal data sheets and a cumulative record have been included in the appendix.

It is up to the counselor to make students aware of the growing need for training beyond high school. The information service is designed to provide educational, vocational, and personal data. Some of the recommended methods of putting this information into the student's hands

are through the use of vocational files, company representatives, college catalogues, visits from prior graduates, college days, career days, literature, and film strips. It is also recommended that a vocational unit be offered through the junior homeroom period.

The orientation service will be offered to help the students adjust to the different levels which occur before kindergarten and after eighth grade. It is recommended that this be done through the use of letters to parents, a kindergarten roundup, pre-enrollment, visitation day, handbook, and a presentation of a schedule of the total school program.

Evaluation should be a continuous process checking the effectiveness of the program. The recommended means of evaluation are the counselor's log, Summary of Counseling Contacts, outside criteria, and opinion surveys. It will be the counselor's responsibility to develop a student survey to be used for evaluation for the coming year.

The school should have regular contact with past students through the follow-up service. This area was completely undeveloped, and it was recommended that information from alumni be passed on to the school by using a short checklist. A follow-up committee has been proposed to conduct and compile information for a formal follow-up study.

Evaluation

The present administration has demonstrated the necessary leadership by requesting the initiation of a unified counseling program. As a means of evaluating this proposed guidance program for Unified School District 323, "A Checklist for Appraising a Secondary School Guidance Program,"

published by the California State Department of Public Instruction, was employed.

The counseling service provides ample time for counseling, has a good student-counselor ratio, has adequate facilities, and used counselors with minimum counseling certification. A counseling committee will help formulate policies and practices and will meet, at least, on a quarterly basis.

One of the weak points of the program was a need for an introductory program at St. George. This probably should have been included, because there has never been a formal guidance program in this school, however, through the use of the counseling committee and the administrative council, the importance of counseling should disseminate through the staff.

This program would be strengthened with the addition of in-service teacher training. Individual guidance has been provided for, but group guidance is limited to orientation, use of the library, and educational and vocational planning. There is controversy concerning thoughts on teacher-counselors because of the counselor in the classroom. However, because of previous experience, it was felt that this was the best plan for the district.

Strong points in the inventory service are the addition of the administrative council, the fact that most of the students have scores from standardized tests, and all students having a cumulative record. Since not all schools in the district have been using the recommended cumulative record forms, it will take eight years before all students have the same records. The proposed testing program has remained much

the same as the one that Westmoreland has used, because these tests are on hand, and it would be too expensive at this time to launch a completely new testing program.

According to the evaluation, the information service was one of the stronger areas. Educational and vocational information is up to date and readily accessible to the students. The counselor is responsible for keeping the information in good order and also offers aid in educational and vocational planning. A semester unit on vocations is being initiated in the junior homeroom period. Personal-social information needs improvement. Probably more use of the information service could be made by teachers in the class room.

The strong points of the orientation program are the utilization of a handbook, a checklist of the total school program, visitation day, letters to parents, and kindergarten roundup. The proposed program has made no orientation provisions for the middle of the year transfer students. This can best be done by the building principal and the classroom teacher. Although St. George students remain in the same building, there should be some type of orientation service provided. In planning the orientation program, the question arose as to who should have a part in the planning.

A student opinion survey has been recommended, along with a counseling log, and Summary of Counseling Contacts as a means of evaluating the guidance program. There has never been a formal evaluation of the guidance program, and this area, along with the follow-up service, has been generally weak. As an effort to improve the follow-up service, it has been recommended that information from alumni be made available to

the school. A follow-up committee has been suggested which will study and compile data from a formal follow-up to be conducted every five years.

The program and facilities for a unified guidance program have been recommended to the superintendent and unified school board. Adoption of this program and money budgeted to carry it out will be dependent on this group's acceptance of the recommendations.

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APPENDIX

INDIVIDUAL CONFERENCE DATA SHEET

43

District No. 323 School _____

Conference Requested by: Student Parent Teacher Other _____

Conference With: Student Parent Teacher Other _____

Name _____

Individual Concerned (Name): _____ Sex _____ Grade _____

Conference Date _____ M T W T F Time _____ A.M. P.M.

Conference took place Counseling Office School Home Other _____

Conference Time Length Under 15 minutes Under 30 minutes Under 45 minutes
 Under 60 minutes Actual Length _____

Purpose of conference

- | | |
|---|---|
| <input type="checkbox"/> Get Acquainted | <input type="checkbox"/> Scholarship Assistance |
| <input type="checkbox"/> School Progress (Grades) | <input type="checkbox"/> Employment Assistance |
| <input type="checkbox"/> Test Interpretation | <input type="checkbox"/> Formulate Career Plans |
| <input type="checkbox"/> Plan Educational Program | <input type="checkbox"/> Personal Problems |
| <input type="checkbox"/> Plan College Program | <input type="checkbox"/> (Other) _____ |

Summary of Important Points:

Comments or Recommendations:

Future Conferences Yes No Time _____ Place _____ Date _____

Outcome of Case:

FIGURE 1

U.S.D. 323 HIGH SCHOOL PERSONAL DATA SHEET

44

Name _____ Age _____ Grade _____ Date _____

Address _____ Phone _____ Father's name _____

Occupation and Employer _____

Is he your father? _____ If you do not live with your parents, please list the name and the relationship to you _____

Mother's Name _____ Is she your mother? _____ Is she employed? _____

Where _____ What are her hours? _____

List siblings by name and approximate age, indicate if they are half or step siblings _____

Do your eyes ever give you trouble? _____ Are you bothered by headaches? _____

Is your hearing impaired? _____ Do you have any other physical conditions of which the school should be aware? _____

Do you read much? _____ If you were to buy magazines off the rack, what would you choose? _____ If you had an hour free time, what would you do? _____

What do you consider the most important thing in your life now? _____

What do you like best about school? _____

Least? _____

What are your plans after high school? _____

Do you attend church or Sunday School? _____ Where? _____

If you had a problem to discuss, to whom would you go first? _____

Then? _____

Who are some of your best friends? (boys or girls) _____

Is there anything else you wish to add that would help us know you better? _____

(Added remarks on back of page)

PUPIL PERSONNEL RECORD

57

Pottawatomie COUNTY

SEX M RACE _____ DATE OF BIRTH Dec. 26, 1951 PLACE OF BIRTH _____ SOURCE OF INFORMATION (1) _____

ADDRESS Westmoreland ADDRESS _____ ADDRESS _____ ADDRESS _____

ADDRESS _____ ADDRESS _____ ADDRESS _____ ADDRESS _____

ADDRESS _____ ADDRESS _____ ADDRESS _____ ADDRESS _____

NAME OF PARENT OR GUARDIAN	NATIONALITY	MARITAL STATUS	BIRTH PLACE	EDUCATION	OCCUPATION	FIRM	OCCUPATION	FIRM
Father Fred Campbell								
TEPATHER								
GUARDIAN								
MOTHER								
STEPMOTHER								

NUMBER OF BROTHERS _____ OLDER _____ YOUNGER _____ NUMBER OF SISTERS _____ OLDER _____ YOUNGER _____ REMARKS: _____

OTHER INDIVIDUALS LIVING WITH FAMILY _____ DATE GRADUATED _____ DATE LEAVING SCHOOL IF NOT GRADUATED _____
 FROM EIGHTH GRADE _____ FROM HIGH SCHOOL _____ CAUSE OF LEAVING SCHOOL _____

SEMESTER RATING ELEMENTARY GRADES (1-6 or 1-8)

DISTRICT NUMBER	COUNTY	STATE	SCHOOL YEAR	NAME OF TEACHER	GRADE	SEMESTER	DAYS ATTENDED	DAYS ABSENT	TIMES TARDY	READING	SPELLING	ENGLISH	WRITING	ARITHMETIC	ART	MUSIC	SOCIAL STUDIES	GEOGRAPHY	STATE HISTORY	U. S. HISTORY	CIVICS	HEALTH	AGRICULTURE
10	Pottawatomie	Ks.	57-58	Velma Siddons	1	1	174	5		S	S	S	S	S	S	S						S	
			58-59	Patricia Orr	2	1	176	3		S	S	S	S	I	S	S						S	
			59-60	Anna L. Prinz	3	1	175	4		I	S	I	I	N	S	S						S	
			60-61	Edith Lyne	4	1	180			B	A-	A	S	A-	S	B	B					A	B
			61-62	Agnes Welgren	5	1	171	8		B	B	B	S-B	S	B	B						A	B
			62-63	Sophia Smith	6	1	179	1		C	B	C	I	C	S	A-C						C	B-
			63-64	Jerrold Springer	7	1	178	1		C	C	C	S	D	S	B	C-					B	C

FIGURE 3

GRADE CODE

REMARKS:

TRANSFER RECORD

DATE	FROM	TO

EDUCATIONAL TEST DATA (2)

SCHOOL	GRADE	DATE	NAME OF TEST	FORM	C. A.	SCORE	STAND. NORM.	PER-CENTILE	RANK
Westmoreland	1	5-58	Calif. B B			2.6			
	2	4-59	"			3.8			
	3	5-60	Stanford	L		3.4			
	4	4-61	"			4.9			
	5	4-62	"	M		5.8			
	6	4-63	"	N		7.1			
	7	4-64	"	L		6.7			

APTITUDE AND INTELLIGENCE TEST DATA

SCHOOL	GRADE	DATE	NAME OF TEST	FORM	C. A.	SCORE	I. Q.	M. A.
Westmoreland	3	4-64	6-1				136	

EXTRA CURRICULAR ACTIVITIES

ACTIVITY	DATE	POSITION	NOTABLE ACCOMPLISHMENTS (3)	CREDITS

PUPIL'S EMPLOYMENT (Part Time and Vacation)

KIND OF WORK	DATE	AVERAGE NO. HOURS PER WK.	AVERAGE WEEKLY WAGE	REASON FOR WORK

FIGURE 3

(2) RECORD ONLY SUCH DATA AS WILL BE SUGGESTIVE OF CAPACITY OF CHILD.

(3) AWARDS IN CONTESTS, ATHLETICS, SCHOLARSHIPS, ETC.
 (4) (a) HELP TO SUPPORT FAMILY; (b) TO OBTAIN SPENDING MONEY; (c) PARENTS WISH CHILD TO WORK; (d) TO GET PRACTICAL EXPERIENCE.

JUNIOR HIGH SCHOOL RECORD (Gr. 7-9 or 7-8)

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			
47					
DAYS ATTENDED					

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

HIGH SCHOOL RECORD (Gr. 9-12 or 10-12)

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

SCHOOL YEAR 19__-19__ CREDIT ACCEPTED FROM _____

SUBJECTS	MARKS		YEAR	UNIT CREDIT	
	1ST SEM.	2ND SEM.			

FIGURE 3

NINTH

EIGHTH

SEVENTH

TWELFTH

ELEVENTH

TENTH

NINTH

PUPIL PERSONNEL RECORD
RECOMMENDED BY THE KANSAS STATE BOARD OF EDUCATION
FORM 638 SCHOOL SPECIALTY SUPPLY — SALINA

HEALTH RECORD

DDE: O-SATISFACTORY: X-TO BE WATCHED: XX-NEEDS MEDICAL ATTENTION: XXX-NEEDS IMMEDIATE ATTENTION: (CIRCLE X, XX AND XXX WHEN CONDITION IS CORRECTED.)

DATE OF EXAMINATION																				
WEIGHT																				
HEIGHT																				
NUTRITION INDEX																				
EYES	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
VISION																				
EARS	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
HEARING																				
THROAT																				
TONSIGLS																				
NOSE																				
ADENOIDS																				
TEETH																				
SPEECH																				
SKIN																				
HEART																				
LUNGS																				
FEET																				
SPINE																				
ABDOMEN																				
HERNIA																				
THYROID																				
URINALYSIS																				

DISEASE HISTORY

DISEASE	DATE	DATE	DISEASE	DATE	DATE
MEASLES			DIPHTHERIA		
MUMPS			PREUENGINA		
WHOOPING COUGH			CONVULSIONS		
CHICKEN POX					
SMALL POX					
SCARLET FEVER					

IMMUNIZATION RECORD

IMMUNIZATION	DATE	DATE	IMMUNIZATION	DATE	DATE
SMALL POX			TYPHOID		
DIPHTHERIA					
DIPHTHERIA-SCHICK-NEG.					
DIPHTHERIA-SCHICK-POS.					
SCARLET F.V.R.-DICK-NEG.					
SCARLET F.V.R.-DICK-POS.					
SCARLET FEVER					

FIGURE 3

WESTMORELAND HIGH SCHOOL
WESTMORELAND, KANSAS

Report of Courses in Progress

_____, who will be graduated _____,
19__ : is enrolled in the courses checked.

Semester . . . Subject		Semester . . . Subject		Semester . . . Subject	
1	2	1	2	1	2
	__year English		Driver's Ed.		General Math
	Journalism		__ year of Industrial Drafting		Physics
	World History		Physical Ed.		General Science
	American History		Girls' Music		Biology
	American Government		Boys' Music		__year of Vo-Ag.
	Psychology		Band		Health
	Economics		__year French		Geometry
	Business Law		__year Spanish		Art
	Basic Business		__year Home Ec.		__year of Industrial Arts
	Bookkeeping		Home Living		Speech
	Shorthand		__year Algebra		Chemistry
	Secretarial Practice		Advanced Math		
	Typing				

FIGURE 4

COUNSELING LOG

DATE	ACTIVITY	HOW RECEIVED	WAYS TO IMPROVE

FIGURE 5

SUMMARY OF COUNSELING CONTACTS

Purpose(s) of individual conferences	6-weeks number of conferences by grades												Totals for each purpose:	
	7		8		9		10		11		12			
	R	A	R	A	R	A	R	A	R	A	R	A		
1. To get acquainted with students														
2. For discussion of school progress (grades)														
3. For interpretation and discussion of information on student's tests														
4. To assist student in planning his high school educational program														
5. To assist student in planning his college educational program														
6. To assist student in applying for scholarship assistance														
7. To assist student in applying for employment														
8. To assist student in formulating his career plans														
9. To assist student in dealing with personal problems														
10. Parent conferences														
11. Teacher conferences														
12. Other														
Total conferences each grade														
Enrollment in grades														

Purpose means purpose for which contact was requested or arranged.

R means requested by student or parents.

A means arranged by counselor or other school personnel.

FIGURE 6

PART A -- TO BE COMPLETED BY A PERSON WHO RECEIVES THE QUESTIONNAIRE

1. Name _____

2. Present Address _____

3. Father's Occupation _____

Mother's Occupation _____

4. Highest grade in school by father _____ by mother _____

5. To what degree were you satisfied with your high school course in relation to your interests?

Greatly Dissatisfied	Mildly Dissatisfied	No better could be expected under present conditions	Reasonably well-satisfied	Highly Satisfied
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6. To what degree were you satisfied with your high school course in relation to your abilities?

Greatly Dissatisfied	Mildly Dissatisfied	No better could be expected under present conditions	Reasonably well-satisfied	Highly Satisfied
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7. To what degree were you satisfied with your high school course in relation to your needs?

Greatly Dissatisfied	Mildly Dissatisfied	No better could be expected under present conditions	Reasonably well-satisfied	Highly Satisfied
-------------------------	------------------------	---	------------------------------	---------------------

8. Rate all of the subjects you took in high school according to the value or help you feel you have received from the subjects since leaving high school. Rate them in the following manner: "4" if the course was very helpful; "3" if the course was helpful; "2" if the course was of little help; "1" if the course was of no help; and "0" if you have no opinion or are undecided.

English _____	Woodwork _____	Physics _____	Journalism _____
Algebra _____	Welding _____	Speech _____	Mech. Drawing _____
Geometry _____	Typing _____	Bus. Law _____	Biology _____
History _____	Bookkeeping _____	Economics _____	Phys. Ed. _____
Spanish _____	Homemaking _____	Band _____	Others (Please list) _____
Chemistry _____	Constitution _____	Chorus _____	_____

FIGURE 7

9. Are there any subjects which you now wish that you had taken, but didn't? List them.

10. Are there any subjects which you wish you had been able to take, but which were not offered when you were a high school student? Please list them.

11. Rate each of the following problems according to the help you received at school by using "4" if you received a great amount of help; "3" if you received some help; "2" if you received little help; "1" if you received no help; and "0" if you are not certain of the amount of help received.

- _____ getting acquainted with our school as a new student
- _____ selecting proper courses while in school
- _____ selecting extra-class activities while in school
- _____ solving personal problems while in school
- _____ discovering my own interests and abilities
- _____ getting along with teachers and other students
- _____ planning for education after high school
- _____ choosing a suitable occupation to follow
- _____ applying for a job in an occupation of interest to me
- _____ providing me with job information and trends
- _____ learning about working conditions, unions, wages, and hours
- _____ knowing how to get along with the "boss" and fellow workers
- _____ giving me good work habits which have helped me
- _____ check here if you received no help on any of these problems

12. Below is a list of the extra-class activities which are available to high school students. Rate the following activities according to the value that you feel these activities have been to you since leaving high school. Use the following scale: "4" if you feel they were of high value; "3" if some value; "2" if little value; "1" if no value; and "0" if you are not certain of the value.

Ni-Y _____	Lettermen's Club _____	Class Officer _____
Y-Teens _____	Student Council _____	Dramatics _____
FHA _____	National Honor Society _____	Boys' State _____
Pep Club _____	Athletics _____	Girls' State _____
Music (League) _____	Cheerleader _____	

FIGURE 7

PART B -- TO BE COMPLETED BY THOSE GRADUATES WHO ARE PRESENTLY EMPLOYED

1. A. Present Employer _____
 B. Address of Employer _____
 C. Your job title _____
 D. Brief description of your job; just what do you do on the job? _____

 E. Hours worked per week _____
 F. Jobs you have held since graduation _____

 G. (optional - do not feel compelled to answer this question)
 Presently weekly earnings before deductions:
 \$1 - \$40 _____ \$41 - \$80 _____ \$81 - \$100 _____ More than \$100 _____
 Or give approximate annual income _____

2. How much time elapsed from your high school graduation to full employment?

Years _____ Months _____

What part of this time was spent in post-high school training?

Years _____ Months _____ Weeks _____

3. How did you obtain your present position?

_____ Family or relative	_____ School officials
_____ Friend or acquaintance	_____ Newspaper
_____ Public employment agency	_____ Found it yourself
_____ Private employment agency	_____ Others - State source, please

4. What is the relationship of your high school training to your present job?

/	/	/	/	/
No	Little	Some	Considerable	High
Relationship	Relationship	Relationship	Relationship	Relationship

5. How much personal satisfaction do you get from your present position?

/	/	/	/	/
No	Little	Some	Considerable	High Degree of
Satisfaction	Satisfaction	Satisfaction	Satisfaction	Satisfaction

6. What is the relationship between your present position and your high school occupational plans?

/	/	/	/	/
No	Little	Some	Considerable	High
Relationship	Relationship	Relationship	Relationship	Relationship

FIGURE 7

7. If you are not doing what you planned to do in high school, please check the appropriate reason below.

<input type="checkbox"/> lack of proper training	<input type="checkbox"/> health or physical limitation
<input type="checkbox"/> change of vocational interest	<input type="checkbox"/> other, please state
<input type="checkbox"/> change of geographic location	

8. Did you encounter any unusual or special problems in your job. If so, please describe them briefly.

9. In what way, if any, do you feel that the high school guidance services could have been more helpful to you? Please answer briefly.

PART C - TO BE COMPLETED BY THOSE GRADUATES WHO UNDERTOOK ADVANCED TRAINING OR FORMAL EDUCATION FOLLOWING HIGH SCHOOL GRADUATION

1. NAME OF SCHOOL	DATE OF ENTRY	DATE LEFT	DEGREE RECEIVED	TYPE OF TRAINING RECEIVED

2. How much assistance did you receive in high school in planning to meet your college entrance requirements and opportunities?

No Assistance	Little Assistance	Some Assistance	Considerable Assistance	Great Deal of Assistance
/	/	/	/	/

3. If you had wanted to stay in college but were unable to do so, what would have helped you most?

- elimination of family difficulties
- better health
- financial help
- better high school preparation
- more realistic vocational choice
- better study habits
- a more realistic understanding of college life
- other - please state

4. Is (was) the course of study you are following now or did follow in college the one you planned in high school?

Unrelated Field	Remotely Related	Same General Area	Related Field	Exactly the Same
/	/	/	/	/

5. If you are not following your high school plans, please check the appropriate item below.

- lack of academic preparation
- inadequate high school guidance
- increased maturity
- exploratory courses in new fields
- other - please state

6. In what way, if any, do you feel that the high school guidance services could have been more helpful to you? Please answer briefly.

FIGURE 7

A SURVEY OF EXISTING GUIDANCE SERVICES AND A RECOMMENDED
PROGRAM FOR UNIFIED SCHOOL DISTRICT 323

by

RONALD DAVID WALZ

B. S., Kansas State University, 1962

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

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MASTER OF SCIENCE

College of Education

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The purpose of this study was to provide a unified guidance program for Unified School District 323. The primary factors leading to this study were unification of schools and a request by the superintendent.

Selected basic guidance principles and services were chosen as a basis for evaluation of the existing practices and the recommended program. Individual dignity is supreme, and each individual is unique. Pupil evaluation should be realistic. The student's actions are based on his attitudes and perceptions, and they are usually carried out in a manner that is self-enhancing. There is a continual need for guidance, and an effective program should result in a more self-directive student. The teacher's role in guidance should be recognized as important in the recommended team approach.

By looking at the three school systems within the district, a wide variance of counseling practices could be seen. All schools had a counseling period each day. Two schools had qualified counselors, although only one school had a room used specifically as a counselor's office. One school had no formal testing program. Two of the three had occupational information available. Only one school had an orientation program. None of the schools had ever had a formal follow-up study or evaluation made.

Six basic guidance services have been used as the basis on which the program has been developed. The recommendations for the counseling service incorporated individual counseling, a good counseling situation, a guidance committee, and co-ordination of all the guidance services. This program will be carried out by hiring two teacher-counselors with minimum counseling certificates, who will have one half day scheduled for

counseling.

The inventory service has the help of an administrative council whose purpose is to set up the testing program for the district. Cumulative records, as well as personal data sheets, will be kept for each student. While the teachers at the grade school are responsible for administering and interpreting tests and keeping cumulative records, the counselor, who is responsible for testing at the high school, will give them any necessary help.

The information service supplies students with educational, vocational, and personal-social data. This can be done through the use of college catalogs, vocational information files, literature, and a unit on vocations.

The orientation service helps students adjust to their changing educational environment. It is recommended that this be accomplished by the use of letters to parents, a kindergarten roundup, pre-enrollment, visitation day, student handbook, and a presentation of the total school offerings to new enrollees.

Evaluation is a continual process of checking the efficiency of the program. The recommended ways of accomplishing this are by using the counselor's log, Summary of Counseling Contacts, and student opinion surveys. The school should keep in contact with former students through the follow-up service. Nothing had been done in this area prior to this study. A checklist will be presented at the annual Alumni Banquet to gather general information. A follow-up committee has been recommended to conduct and compile data for a formal follow-up study.

The stronger areas of the recommended program were the counseling, information, inventory, and orientation services. Within these areas, need was found for more group counseling, in-service training, and an introductory program at one of the schools. Highlights of these services are the guidance committee, administrative council, vocational unit in the homeroom period, and visitation days. More development is needed in the areas of evaluation and follow-up services. This unified guidance program has been recommended. Its adoption and the budget must be provided for by the superintendent and the school board.