

EVALUATION OF GUIDANCE SERVICES AND RECOMMENDATIONS
FOR THEIR IMPROVEMENT AT HIGHLAND HIGH SCHOOL

by 149

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INTRODUCTION

The growth of a tiny sapling into a broad, majestic tree illustrates the expansion that has taken place in the educational system. The one room schoolhouse of our ancestors has blossomed and branched out into the comprehensive school of today.

The guidance program has become a part of today's comprehensive school. It arose because of various needs of our society. Hatch and Steffire stated that the need for a guidance program resulted from several factors. The increased enrollment was making it more difficult to provide an equal educational opportunity for every pupil. Secondly, the changing occupational scene presented the pupils with many problems that were not present a decade ago. Also, it is unfair to expose tomorrow's generation to America's dynamic and changing social pattern without help in developing a wholesome attitude toward change.¹

Academic facts and skills are not enough equipment with which to face today's problems. Therefore, the school has now accepted responsibility to meet many of the vocational, social, and emotional needs of its students.

The federal government realized the difficulty of adapting to our society and took action by promoting the

¹Raymond N. Hatch and Buford Steffire, Administration of Guidance. (New York: Prentice-Hall, Inc., 1965), p. 23.

guidance program. This can be ascertained by merely examining its publications and legislation. The Department of Labor published the Occupational Outlook Handbook which supplies ample information about the many jobs that exist. The legislators passed the National Defense Act of 1958, which underwrote the improvement of the guidance program and inaugurated nationally the support of institutes for the training of counselors.

The schools of today have a vastly different job to do than they had a generation ago, and the fact that personal services were not available then would hardly be an argument against their need now. It may well be that many of the disturbed adults of today would be happier and more secure people if they had had available the services of some person who was the equivalent of the modern school counselor.

PURPOSE

Highland High School recognized the need for a guidance program. Therefore, the board of education hired its first guidance counselor and assigned to him the task of setting up and administering a guidance program.

The purpose of this study was to evaluate the existing services and facilities and to make recommendations for needed improvements. A second purpose was to identify general principles which could be used as guidelines for future expansion of the program and in optimum utilization of new facilities.

REVIEW OF LITERATURE FOR INVENTORY SERVICE

Leigh Baker and members of the College of Education defined guidance in such a way as to not only clarify it but also to indicate the specific services that it can render.

Guidance is an educational process by which one assists individuals in the making of choices and adjustments in significant situations in their lives in which they need help. It has various aspects which are interrelated, yet one should recognize these as educational, vocational, and personal-social, in nature. Guidance involves a point of view which influences other educational procedures such as classroom teaching, administration, curriculum construction, and provision for extraclass activities, yet it is not synonymous with such procedures. In addition to a point of view, guidance includes provision for specific services. These guidance services include (1) development in the individual of an accurate and objective evaluation of himself; (2) of his environmental opportunities, especially those which are educational and vocational in nature; (3) counseling to bring the individual into an optimum relation to the opportunities in his environment; (4) placement; and (5) follow-up when he drops out or is graduated, that his life may bring a maximum of satisfaction to himself and be of service to others.²

The definition indicated that the services offered by the guidance program are an essential part of every educational activity. As the school curriculum expands, the need for careful selection becomes more important. As the adult society becomes more complex, the need for information about that society becomes more acute. As teachers attempt to individualize instruction, they need more and more information about pupils. As we encourage youngsters to become

²Leigh Baker, class handout.

more self-directive, their need for information about themselves becomes more evident. Erickson and Smith stated:

Every student in the school will need certain services of the guidance program. Preventive action on the part of the guidance program is often more valuable than is curative action. The tendency in some schools to regard the guidance program as a medium for restoring delinquent pupils to the status of good school and community citizenship is regrettable. The so-called "normal" boy and girl deserve much more attention from the counselor than they usually receive. Every pupil needs to learn about his own assets and limitations and to make a variety of adjustments based upon a knowledge of himself. He needs information about subjects, curriculums, occupational opportunities and requirements, and college opportunities. No less frequently than the "problem" pupil, he needs assistance to meet personal problems and to make important choices. Every pupil is entitled to these services.³

The inventory service is primarily the appraisal of the individual by the school. It emphasizes the collection of information that will identify each individual pupil as a unique individual.⁴

The special functions of the guidance counselor in appraising the individual are: (1) assembly and interpretation of individualized appraisal facts gathered by himself and other workers, using the cumulative record; (2) specialized and individualized appraisal through the interpretation of the collated results of various appraisal and measurement instruments and procedures; (3) appraisal through interview; (4) the application of appraisal interpretations to individual needs and problems in a wide variety of commonly recurring situations.⁵

³ Clifford E. Erickson and Glenn E. Smith, Organization and Administration of Guidance Services. (New York: McGraw-Hill Book Co., 1947), p. 3.

⁴Hatch and Steffle, loc. cit.

⁵Robert H. Mathewson, Guidance Policy and Practice (New York: Harper Brothers, 1955), p. 224.

The school that adequately serves the educational needs of the pupils must have much organized data on the total groups of pupils which it serves. Also it should supply sufficient detailed information concerning each pupil in the group to understand him as an individual.

The most commonly used repository of information about the student is the cumulative record which serves as a developmental picture of the growing pupil.⁶ If this developmental picture is to be truly representative of the individual, then the cumulative record should start in the elementary grades.

The guidance program in the secondary school cannot effectively serve pupils on the basis of facts that can be accumulated about them after they enter the secondary school. It is important that the elementary school begin accumulating data for the individual inventory, and that this information accompany each pupil as he moves from school to school. The importance of continuously accumulated data lies in the fact that records of any trait of an individual over many years, is more significant than the record of that trait taken over a shorter period of time, and that facts about many different traits produce a much more accurate picture of the individual than do facts about a single trait.⁷

The primary sources of pupil data for the cumulative record are the pupils themselves. Pupils provide all types

⁶Walter F. Johnson, Buford Steffire, and Roy A. Edelfelt, Pupil Personnel and Guidance Services (New York: McGraw-Hill Book Co., 1961), p. 263.

⁷Edward C. Roeber, Glen E. Smith, and Clifford E. Erickson, Organization and Administration of the Guidance Services, (New York: McGraw-Hill Book Co., 1955), pp. 12-13.

of data concerning themselves through interviews, questionnaires, tests, and sociometric devices.⁸

The information gathered from questionnaires could serve many purposes. For example, the background of entering pupils can be recorded, pupils with adjustment problems could perhaps be discovered early, or parents could be asked about causes of any physical handicaps noted. The autobiography can easily reveal clues and give insights that might not be discovered otherwise. Through a permissive interview the pupils can provide information which will aid in the understanding of himself in all of his complexities. The interview is an excellent aid also in finding out as much information as possible about the family and the home. The importance of this is due to the fact that the home exercises the greatest single influence upon the behavior of the student.

Quite often when the guidance program is mentioned, testing readily comes to mind. When one remembers that the collection of pupil information is but a part of one of the five major services, it can be readily seen that testing is a small aspect of the total program of guidance services. In an effort not to belittle or overemphasize it, the fact remains that the contributions made by standardized tests are significant and necessary to a successful guidance

⁸Ibid., p. 14.

program.

Few authors in the field of guidance have identified the role of tests in the secondary school, but speak of testing in the entire school system. Hollis stated:

A schoolwide testing program should be organized so as to aid the following areas: (1) assistance in teaching with the idea that test results may assist in grouping pupils for instruction in the classroom and in planning activities for individuals according to their needs; (2) assistance in placement so that the results may aid in identification of students who have the potential for maximum utilization of specific educational and vocational programs, who are eligible for special programs in the school, and who may gain from a change in the educational or vocational goals presently held; (3) predicting behavior in hopes that the results obtained may be used to predict the behavior of students, such as their academic performance as indicated by letter grades in given school subjects; (4) predicting effects of programs in that the results may assist in evaluating the effect of one part or activity of the guidance program, a particular curricular emphasis, or an experiment in the education program; (5) diagnosis in order that the test results may enable school personnel to identify students who need additional study and possibly need remedial instruction.⁹

Being aware of what the school hopes to accomplish in the use of tests leads to another major area. Just what type of tests are to be given throughout the system so as to best meet the objectives of the program? Also, when is the appropriate time to administer such tests? There has been much contention among some educators concerning these very questions. Moser stated:

⁹Joseph W. Hollis and Lucile U. Hollis, Organizing for Effective Guidance (Chicago: Science Research Associates, Inc., 1965), p. 304.

There is a general feeling that the modern school administers a comprehensive achievement test at least once a year in the elementary grades. Also profiles of these tests are used to reveal progress in subjects, weakness, strengths, and rankings within the class. One or more intelligence tests are usually given in elementary schools. These tests may, in retrospect, become valuable to high school counselors, but they should be accepted with caution, since intelligence ratings are not very reliable during early years.¹⁰

On the other hand, considerable information is available concerning the testing program in the secondary school. Most of the information has centered around at least five types of tests.

A well ordered testing program should be spread out among intelligence, personality, achievement, aptitude, and interest tests. Assuming that at least one intelligence test has been administered in elementary school, it is usually advisable to administer group intelligence tests at least twice during junior and senior high school. Opportune times for accomplishing this would be early in the seventh and tenth grades.

The purpose of interest tests is to determine work areas of interest to students. This is valuable information for adequate educational and vocational counseling. Typically, two of these interest tests are given during the senior high school years. The first is usually given in the freshman year and the second in the junior or senior year in high school. The first serves as a guide in formulating course content for the student while in high school; the second test, coming near the end of his high school experiences, serves not only to check upon the possible changing pattern of vocational interests, but also aids greatly in guiding the student toward placement in college, special training, or the business world. Among the most commonly used interest tests are the Kuder Preference Record and the Strong Vocational Interest Blanks.

¹⁰Leslie E. Moser and Ruth Moser, Counseling and Guidance: An Exploration (Englewood Cliffs: Prentice Hall, Inc., 1963), pp. 27-28.

Aptitude tests are formulated for testing abilities in specific areas. Well known aptitude batteries include the Differential Aptitude Test available to school counselors; and the General Aptitude Test given by the State Employment services.

Many personality tests are designed for use in the school situation, but there is a lack of agreement concerning the blanket administration of personality tests. Tests treating personality facets that could be damaging to the students if made public should not generally be placed in the students' folders, but kept in a private file by the counselor. Since the administration and interpretation of personality tests requires more training than any other type, these are definitely matters for the professional counselor to handle. The general feeling concerning clinically-oriented personality tests is that the test should not be utilized unless there is a provision for interpretation, together with professional counseling or psychotherapy. For this reason, the school counselor does not, as a rule, utilize personality tests that derive clinical categories of personality deviation.

Achievement tests are designed to measure the amount of or skill a person has acquired in academic areas or skill training. Some such tests are used in connection with academic courses to determine progress of the individual student in subject matter acquisition. The achievement tests have many uses in counseling, including prediction and diagnosis.¹¹

The results from the five kinds of tests can be useful tools for guidance counselors. When standardized tests are properly administered and their results obtained under correct conditions, they provide information that is difficult to secure in any other way. But they are not the only means of gaining information. Teachers may provide helpful information about pupils through observation, anecdotal records, school marks, interviews, and home visitations.

¹¹Ibid., pp. 37-39.

The school nurses and other medical personnel are not overlooked as potential sources of data. Parents, during home visitations and other school or nonschool contacts, are rich sources of data, providing they feel that the information serves the best interest of their children. In the community the sources of data are limited only by the imagination of the counselors or guidance workers. Family physicians, social case workers, employers, ministers, leaders of youth organizations, owners of business establishments, and juvenile authorities are a few illustrations of community resources which are utilized through personal contacts.

ANALYSIS OF INVENTORY SERVICE

The inventory services were examined at Highland High School, and it was found that little use was made of the cumulative record. Upon receiving them from the grade school, they were wrapped in a neat bundle and placed in storage. No information was available to the teacher upon request about the students' grade school performance.

Seemingly the sole purpose for testing in the high school was to provide an I. Q. score for various records that provided space for them. The interpretation of the I. Q. scores was accomplished by having the entire student body pass through the office and the score was read to them. A general intelligence test was administered every three or four years and the whole student body participated in the

testing. Highland High School did not participate in the state testing program. Yet, every effort was made to aid the student in taking tests that were necessary in order to gain admittance into college.

The grade school administered the Kuhlman Finch in the third, and the California Test of Mental Maturity in the fifth and seventh grades. The California Achievement Test was administered in the fourth and the SRA Achievement Test in the sixth and eighth grades. The enrolling freshmen were placed in various sections upon the recommendation of the elementary staff. In one particular year the high school mathematics instructor developed a mathematics test and used it to predict whether the student belonged in Algebra I or General Mathematics.

RECOMMENDATIONS FOR INVENTORY SERVICE

Test results are useful tools for the counselor and the faculty. Interpretation of the test results can easily damage a student so thought and foresight should be given to the reporting of the results obtained on various tests. Useful test information can best be kept in its proper focus by adhering to the following objectives. The tests are to be used (1) to aid in understanding better the capabilities and potentialities of the pupils; (2) to help reveal strengths and weaknesses within subject areas or special skills within subject areas; (3) to help in the selection of pupils for

proper class placement; (4) to assist the teacher in discovering the range of abilities of students in the class as an aid to planning class instruction; (5) to help gain a more realistic concept of themselves; and (6) to supply objective data for the cumulative record or in order that they may be sent to other schools, colleges, and employers.

Keeping the above objectives in mind, the following recommendations are presented:

1. The addition of a Reading Readiness test in the first grade; a readiness test can be very helpful to the beginning instructors and aid them to detect youngsters with reading difficulties.

2. The administration of the Differential Aptitude Test as well as the Kuder Interest Inventory in the ninth grade; the National Merit Scholarship Qualifying Test in the eleventh grade; an intelligence test in the tenth grade (Kuhlman-Finch); the Senior Comprehensive Test (Emporia) and upon request the General Aptitude Test Battery, American College Test, and the Kuder in the twelfth grade.

3. The addition of autobiographies and sociometric devices to furnish useful information at all grade levels; an interview or personnel data sheet on each student to help in updating the present information contained in the files and also to serve in obtaining information from transfers as well as the students currently enrolled.

More efficient and beneficial use can be made of the cumulative records if they were filed and placed in the counselor's office. The faculty, as well as the counselor, would then have access to the information contained in them, and encouragement should be given towards the contribution of helpful information from members of the staff concerning students in classroom activities and class activities which they have sponsored.

REVIEW OF LITERATURE FOR INFORMATION SERVICE

The forces at work in a rapidly changing American society need to be understood by all individuals. Automation, space exploration, advances in the sciences, struggles for civil rights, increased technology, increasing specialization, manpower shortages, the changing nature of jobs, all point up the increasing complex and everchanging world in which we live. Such forces greatly add to the complexity of choice, decision-making, and planning confronting the individual.

The philosophy of guidance encompasses the belief that the individual has the ability to make choices, but at times he may need information for assistance in making the best choice.¹² The information service serves the purpose of making appropriate information available to each individual.

Guidance programs which fail to provide youth with basic knowledge and opportunity for learning more about their environment and themselves shortchange youth. According to Shertzer and Stone, there are at least three major reasons for the justification of the information service and its goal of helping young people to meet the challenges of today and tomorrow.

¹²Hollis and Hollis, *op. cit.*, p. 304.

First, an informational service is fundamental if students are to be equipped with basic knowledge needed to think through important personal issues--extent of education, choice of occupation, maintenance of individuality--with which they are confronted. The goal of the informational service is not only to impart information, but also to stimulate the student to critically appraise ideas, conditions, and trends in order to derive personal meanings and implications for the present and the future. Becoming a functioning member of society requires that the individual seek out, recognize, and use all relevant information necessary for his development. The informational service, appropriately designed and staffed, will enable more individuals to realize their potentialities by becoming aware of their opportunities.

Second, an informational service is fundamental if students are to become, or be, self-regulatory. Present-day youth are expected to assume more autonomous responsibility than their predecessors. An essential condition of self-regulation is that the individual plan and know what he is doing as he does it and act correctively on the basis of known data. In other words, mature (planned) behavior is based upon accurate information.

Third, an informational service is fundamental if students are to explore and become aware of the contingencies of stability and change that mark their development. Pupils need to explore the positions which they are likely to occupy as they move through one or more possible pathways. They must understand their choices and the consequences and sequences of choice.¹³

The school is traditionally a place where American youth acquire knowledge, factual information, and skills. But there is much information needed by young people for the solution of individual problems that does not find a treatment in any of the formalized aspects of academic study in the school curriculum.

¹³Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance (Boston: Houghton Mifflin Company, 1966), p. 267.

The three basic types of information required are information for educational understanding, information for occupational understanding, and information for self-understanding.¹⁴ It is ordinarily assumed that a student knows all about the course offerings in his own school, but this does not always prove to be the case. An educational career requires planning at each step along the way to ensure the greatest possible benefit to a student. This planning becomes most necessary at the beginning of the high-school career when students need to be informed about required units for graduation, electives, and college preparatory subjects. The file on educational opportunities should contain materials dealing with course offerings and other opportunities at the school being attended as well as those of colleges and various types of training schools.¹⁵

The emphasis on the acquisition of information about colleges has heightened since increasing numbers of students are desiring to attend college and are having difficulty in gaining admissions. The overcrowded campuses have made the student more conscious of meeting college entrance requirements if he intends to enter the college of his choice. As a result he needs assistance in the evaluation and selection of an appropriate college and in becoming acquainted with

¹⁴Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: David McKay Company, Inc., 1965), p. 276.

¹⁵Moser and Moser, op. cit., p. 49.

admissions policies, scholarships, and other financial aid programs.¹⁶

Therefore, a very important part of the educational file is the section on college catalogues. Many of the college catalogues are sent voluntarily while others may have to be ordered. Probably it would be best to accentuate information about colleges attended by students who have graduated earlier, since this is a good clue to the colleges which will be of current interest.

A common weakness of educational information is that materials dealing with training facilities for skilled trades, technical and business schools are not included.¹⁷ This wealth of information needs to be provided to satisfy the student who wants answers in any one or more of these areas. The need for professional and technical workers is increasing while the need for unskilled and uneducated workers is decreasing.¹⁸ This very fact should warrant its inclusion.

Today there exists a vast amount of information about training facilities for skilled trades. Many counties are working cooperatively to operate area vocational technical schools. For students who cannot be persuaded to stay in

¹⁶Crow and Crow, op. cit., p. 277.

¹⁷Moser and Moser, op. cit., p. 50.

¹⁸Crow and Crow, loc. cit.

school, information of this sort would be of much value.

Countless new careers now have been opened because of fast moving developments in science, technology, government, and international relations. Many of those who wish to be identified with these new social and industrial developments have failed in their attempts to do so because they lack information.¹⁹ While the individual needs a high degree of freedom in making his vocational choice, he also needs assistance in delimiting the unknown. This calls for assistance in exploring areas of interest for which he may be fitted by nature, temperament, and ability. Faced with a literally bewildering array of job possibilities, the individual needs to learn about those opportunities which will neither frustrate him nor waste valuable time and effort. If the necessary information were available and adequate guidance were provided, then the student would gain a sense of competence.

The importance of adequate, well-written, valid, and reliable information concerning jobs cannot be overemphasized. Because of the multiplicity of job offerings the amount of information becomes voluminous. There are many sources of occupational information of varying degrees of excellence. It is the counselor's obligation to gather the best occupational information available for the use of students, keep

¹⁹Ibid., p. 278.

it current, and make arrangements for dispensing the information to students who not only want but need it.²⁰

A facet of the occupational field on jobs that may be overlooked is the military. New concepts of weapons and defense are changing drastically the aspect of manpower utilization in the armed services. Every able young man is required to give a part of his time in training for service to his country. Universal military training will probably continue, although the nature of the service to be rendered by youth may change. Every high school boy is greatly concerned about his service requirements, and service careers are also of interest to many girls. As a result, it is most essential to have at hand much information about the armed services. Proper use of all materials concerning the armed services together with the utilization of available personnel connected with recruiting offices will help the student solve most decision problems in the service area.²¹

Many problems of school youth involve social conduct. Although modern youth are often thought of as being socially mature, the exterior coating of reassurance may conceal many things. High school youth need information about social life, dating, etiquette, grooming, and sex.²²

²⁰Ibid., p. 48.

²¹Moerer and Moerer, op. cit., pp. 50-51.

²²Ibid., p. 51.

The assembled information could help young people to understand the relationships they have with their peers, their families, and members of the opposite sex. From this information the individual should gain an understanding of his present and future expectations and aspirations as well as his societal responsibilities in specific circumstances.

A social behavior file need not be labeled as such, but should be provided for the fulfillment of these needs. Materials for this file may come from varied sources. Several publishers distribute materials in this area. Science Research Associates published life adjustment booklets which are particularly helpful. Many books have been published on the growing up problems of youth, and books on family living, courtship, and marriage would be very useful in this file.²³

The service may implement an outstanding program to collect and house the information but fail to ensure effective methods of presentation. Eye-catching display racks and attractive bulletin boards can publicize the information.

This publicity is very advantageous. It alerts pupils and teachers to the existence of the information and if associated with the counselor and the guidance program, it provides a non-emotional basis for contacting and getting acquainted with the counselor and the guidance program. Both objectives are equally important and are to be cultivated through all types of media.²⁴

Some school systems have used the career day as well as the activity period to present information. For the best integration of the information service into the regular educational sequence, it is desirable for all teachers to

²³Ibid.

²⁴Roeber, Smith, and Erickson, op. cit., p. 175.

devote some time in every course to presenting the relationship of their subject to occupations. Such a plan would widen and deepen the guidance offering of the school.

ANALYSIS OF INFORMATION SERVICE

Highland High School publishes a handbook which indicates the number of credits required for graduation as well as major and minor requirements. In the past the various catalogues that were sent by the colleges or universities were kept in the principal's office. The supply was limited. Little information was available with regard to trade schools, barber schools, and beautician schools. An outdated version of the Kansas Handbook of Post High School Educational Opportunities was available. The library had in its possession the College Bluebook series. A scholarship file was available to the students and its contents were located in the principal's office.

The occupational information that was available to the students was of a very limited nature. The Vocational-Agriculture department had its own library which contained information about various careers in agriculture. This was updated with the addition of new material that was received from Kansas State University. Several books concerning careers were found in the library. Various members of the staff who had familiarized themselves with particular occupations supplied occupational information to the students.

There was no information concerning the military other than that of the service academy catalogues. There were various recruiters that visited the school to talk to the seniors in the spring.

Little information was available to the student on social conduct. The Home Economics and Psychology classes touched on it briefly in their respective classes.

RECOMMENDATIONS FOR INFORMATION SERVICE

The information in the high school may be divided into four main areas: (1) educational, (2) military, (3) occupational, and (4) social conduct. The area of educational information can be divided into areas for colleges, local curriculum, scholarships, and business and trade schools.

It is recommended that:

1. letters be mailed to various colleges requesting catalogues and placement on the mailing list.
2. an updated version of Kansas Handbook of Post High School Educational Opportunities be obtained since it would supply much needed information on junior colleges as well as trade schools and universities.
3. the Chronicle College Charts be purchased to supplement the College Bluebook; the college charts are references on application deadlines, tuition, and fees of the various colleges throughout the country.
4. the scholarship file be improved by obtaining a complete listing of all the scholarships available; consulting with organizations and churches in Highland for additional scholarships, subscribing to Chronicle Guidance Publications' Student Aid Bulletin or obtaining

the pamphlet Need a Lift from the American Legion for a listing of scholarships offered by various companies and organizations throughout the United States.

5. a file of business and trade schools be established by requesting information from the various schools approved by the state. Area-vocational schools should be included since in the future they may play an even more important role in the educating of our youth.

6. letters requesting information be sent to each branch of the military service; establishment of good working relations with the recruiter to strengthen the military part of the occupational service.

7. an adequate occupational file be established and maintained; the occupational library and updating services be purchased from Chronicle Guidance Publications, Inc.

8. the Occupational Outlook Handbook and The Dictionary of Occupational Titles be purchased for they are necessary in a complete information service.

9. in the initial period of establishing the program, the occupational file be placed in the counselor's office.

10. materials about the various social aspects that today's teenager is concerned with be obtained from companies like Toni, or from the guidance section of the state department of education.

11. the counselor introduce a unit on the personal-social aspect of a teenager's life in psychology and related fields.

REVIEW OF LITERATURE FOR COUNSELING SERVICE

Most pupils, at sometime or another, experience discontinuities and uncertainties in their lives. Modern life has been characterized by many as an age of conflict, turmoil, and uncertainty. As a result, many of the bases upon which decisions could be made have been removed from the experiences of pupils. When an individual is troubled or

uncertain he may want the help which counseling may bring.

Just what does this troubled individual expect counseling to do for him? A simple, straightforward definition of counseling may help answer the question. Counseling is a process in which a person with special competencies assists other persons toward better understanding of themselves and their environment, and it also encourages them to assume responsibility for making decisions which will lead to satisfactory adjustment or acceptable resolution of problems being considered.²⁵

From this definition one can ascertain that counseling is more than just giving advice. Problems usually do not lend themselves to easy solutions. They can be resolved only after careful consideration by the individual himself. Therefore, free advice is not accepted as easily as it may be given. Tyler stated that:

Counseling involves something more than the solution to an immediate problem. Also an important outcome of the counseling experience should be that the individual will not only find some resolution of his immediate problem, but also be able to cope more effectively with future problems as they develop. The counselor strives to help his client become more capable of solving independently other problems as they develop rather than seek counseling assistance each time a new dilemma must be resolved or decision must be made.²⁶

The following definition of counseling by Moak gives

²⁵Johnson, Steffire, and Edelfelt, *op. cit.*, p. 294.

²⁶Leona E. Tyler, The Work of the Counselor (New York: Appleton-Century-Crafts, Inc., 1961), pp. 14-15.

a vivid picture of what the troubled individual is looking and searching for. Counseling may be termed a "rooting session" during which the counselee is reaching out--grasping for richer soil, for a particular climate in which to take substantial rootage first, then to grow, mature, blossom, and bear fruit in due season.²⁷ This "rooting session" is usually in the form of a private interview between counselor and the counselee in a one-to-one relationship.

The success of the relationship and its outcome is due in part to the counselor's philosophy of guidance. This fact is easily understood when it is realized that the central point of the counselor's philosophy is respect for the worth and dignity of each individual. Hollis believes the principle of respect for the dignity of the individual is fundamental in guidance. It means that each person is important, regardless of what he is or what he has done.²⁸ People who work with others in a helping relationship must attempt therefore to discover the merit of those they are serving and convey to them that they are indeed worthwhile.

This principle leads to an early establishment of rapport with the counselee and an overall permissive, sympathetic attitude that reveals to the client that the

²⁷Franklin E. Moak, "Anatomy of a Counselor," Kansas Guide Post, January 1966, p. 40.

²⁸Hollie and Hollis, op. cit., p. 6.

counselor is sincere in his acceptance of him and his problem. In the establishing of rapport, the counselor also needs to create an atmosphere in which the counselee can feel secure and accepted. People, upon feeling secure and accepted, seem to be able to learn and grow and develop.²⁹ The establishment of security and conveying of self-worth are valuable to counseling in its efforts to encourage individuals to learn to understand themselves.

In discussing the counselor's philosophy the term behavior invariably plays a part. Many educators and their colleagues have accepted the fact that behavior is caused. There are several implications for counseling in the fact that every act of behavior, including sudden, impulsive acts and seemingly irrational acts, has an underlying reason or reasons even though it may be impossible to discover the reason for the behavior. One implication is that we gain nothing by merely condemning a breach of discipline or an attitude which is out of line with the socially accepted pattern. Another implication for counseling is that one must search for patterns of behavior by putting together the pieces in the jigsaw puzzle of behavior.

A factor which may help to piece the jigsaw puzzle of behavior together is the way in which the individual sees himself. The self has been defined as the person's conscious

²⁹Crow and Crow, op. cit., p. 278.

view of himself as distinct from his environment.³⁰ This mental picture of himself will inevitably influence every judgment, every consideration of other people and events by the individual.

Each of us tends to measure the external world with his own yardstick, a yardstick made up from the facets of self-perception. Thus an individual may be able to conceive of his own existence as a physical being and yet not see how he fits into his particular environment. Such inability to adjust to one's environment often has led to personality disorganization because then the individual begins to live in a world of his own making--a world obviously divorced from reality.³¹

It would appear then that the counselor must find ways of getting as close as possible to the student's way of seeing himself and his world. The aim of the counselor must be to appraise the individual's self-concept and see whether it is not a distorted one. Since development and correction results mainly from self-help, it is necessary to provide those healthy experiences which will be productive of a realistic concept of self.³²

The counselor's role is to work with the counselee in reviewing and evaluating his perceptions. Therefore, the counselor's role entails helping the individual develop an increasingly mature self-concept and this development will

³⁰Donald Mortensen and Allen Schmuller, Guidance in Today's Schools (New York: Wiley & Sons, Inc., 1966), p. 47.

³¹Ibid.

³²Ibid., pp. 48-49.

only take place in an atmosphere voided of criticism. Only after the counselee feels secure from a threatening situation will he begin to examine his self-concept and alter it if need be.

The value of getting close to the counselee and seeing his world as he views it is not limited to the solving of personal problems. It can also be of much value in the planning of vocations with individuals.

Quite often the counselee who has expressed concern over his future plans sits down with the counselor and goes over test results which measured his interest and ability in various areas. As a result the counselee obtains a job which is ideally suited according to his measurements. Later the individual leaves the job. The question arises, "Why?".

It is no longer sufficient for the counselor to view the client only in terms of aptitudes and interest. Aptitude and interest tests are important, but they are only a part of the total picture of the client. The personality dimensions of the client and the related personality characteristics inherent in the job situation must be included in the problem of vocational assessment and prediction.³³

In testing the hypothesis that students in an academic field will exhibit basic personality need patterns and value systems which differ significantly from one field to another, it was demonstrated that clear cut personality differences existed between the service and science models, and between the science and business models. The service and business models

³³Edward Hiner, "Differential Need Patterns of Business, Service and Science in a Catholic Liberal Arts College" (unpublished Doctor's Dissertation, The University of Kansas, 1965), p. 190.

showed few significant differences in their need patterns; however, significant differences were found in their system of value.³⁴

The following research opens another avenue in vocational counseling. The exploring of the counselee's psychological needs as well as various measurements of ability, etc., will result in much better counseling.

The student-ratio will have an effect on the counseling program. When the work has to be spread out over a large area, quality tends to disappear.

A full time counselor should not have more than 300 pupils assigned to him. An ideal would be a ratio of one counselor to every 250 pupils. In the secondary school an allocation of 50 to 60 pupils to a teacher-counselor for each class period of released time might be a satisfactory ratio.³⁵

ANALYSIS OF COUNSELING SERVICE

Prior to September of 1966, Highland High School had not employed a counselor or set time aside for the expressed purpose of counseling. If a student had a problem, he was expected to consult the principal or a teacher on his free time or solve it himself. Since the majority of the teachers were quite busy, neither the time nor the energy was devoted to the students' problems and the students had to seek the solution to their problems elsewhere.

³⁴Ibid., pp. 185-186.

³⁵Crow and Crow, op. cit., p. 336.

RECOMMENDATIONS FOR COUNSELING SERVICE

The counselor struggles to help the pupil tell his story in his own way, and struggles to understand exactly what the pupil is thinking and feeling. In order to provide the opportunities for the successful counseling relationship, it is recommended that:

1. the counselor be sincerely interested in working with teenagers and be able to convey to them that they are unique and worthwhile.

2. a spirit of cooperation exist between the administration, faculty, and counselor; each member of the team has something to contribute to the total program and can take pride in it.

3. the counselor-counselee ratio be one hour for every sixty students; the present enrollment would require that the counselor devote half of his time to counseling.

REVIEW OF LITERATURE FOR PLACEMENT SERVICE

Although the placement function may become a strain upon the energies of undermanned guidance staffs, it is an integral part of an adequate guidance program. Why is this so?

Placement is concerned with helping pupils take the next step, whatever it may be. Such a placement service assists pupils in finding jobs; it also helps them find their place in appropriate extracurricular activities. The services help pupils gain admittance to appropriate educational facilities, whether it be a high school chemistry class, a college, an apprenticeship, or a trade school. In essence, it helps them make use of their opportunities.³⁶

³⁶Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), p. 231.

Every year, at the beginning of the school term, students are faced with the same question. What subjects am I going to take? Each year this problem grows as the number of electives becomes more numerous. Some students are able to plan their program so they can proceed systematically through high school and make the most of the opportunities offered. On the other hand many students frequently require placement in order to make maximum use of the school's curriculum. Definite provisions must be made for this.³⁷

Upon graduation the student takes another step. It may be further training (such as college or trade schools) or immediate employment. In any case the counselor should help the pupils understand their strengths and weaknesses so that they may make realistic vocational choices. Encouragement should be given to the gaining of experience in part-time employment while in school as it is an excellent means of exploring various aspects of the working world. In addition they can be instructed in how to fill out an application form for jobs or positions. This briefing should also instruct them as to the possibility of securing employment through the process of taking examinations such as those for civil service.

The problem is that only a few schools have the resources available to operate a job placement service for all

³⁷Ibid., p. 234.

ite youth. In the small schools manpower alone is a limiting factor. As a result schools have looked toward other agencies to supplement the job placement service. "Therefore, many schools have passed the responsibility for job placement on to the public employment service."³⁸

The state employment office keeps informed on job openings and requirements needed. The school counselor can arrange with a representative from the state employment office to register all students who are interested in seeking employment. They will also administer the G.A.T.B. free of charge. The test results, along with a questionnaire filled out by the student, enables the placement worker to make headway in fitting the student to the job.

It is common knowledge that not all students receive a diploma. The placement service should provide for the placement of those who withdrew from school, as well as those that have received a diploma. The pupils who leave school seldom obtain the same quality of placement service as the graduate when in many cases the need is actually greater.

If the student desires further training, then helping the student make realistic plans is a responsibility of the guidance program. Perhaps the most spectacular help which can be given to pupils is assistance in securing scholarships. Pupils in high school cannot be expected to locate, not to mention secure, scholarship opportunities without the help of the school.³⁹

The counselor, in helping the student in making plans for further training, should dispense accurate information

³⁸Ibid., p. 253.

³⁹Ibid., pp. 246-247.

regarding private vocational schools which operate for a profit. In almost every community there are persons who have unwisely enrolled in vocational schools. Their action has been ill-advised, not only because some of them lack ability to profit from the instruction that is offered, but also because the schools themselves were not able to offer adequate instruction. Private vocational schools seem to be a lucrative field for unscrupulous operators. No case is being built against the bona fide private vocational school operating for a profit. These schools fill a definite place in the educational scheme. But the unsuspecting youth must be warned against the "gyp" school organized only to fleece him out of his money. The guidance program has as much responsibility for making information about those schools available as it has for maintaining a set of college catalogues.

The question arises as to whether the responsibility of the counselor extends beyond merely helping the pupil fill out applications. Is it more than just advocating the pupil's admittance by letters of recommendation or through personal contact? Or is it enough just to dispense accurate information to the student and let him forge on his own? Froehlich emphasized the counselor's responsibility when he stated:

In addition, the transmission of sufficient information about the pupils is the most important responsibility in that it enables the vocational

school, apprenticeship training institution, or college to make a decision regarding their enrollment.⁴⁰

ANALYSIS OF PLACEMENT SERVICE

The duties and responsibilities of placement at Highland High School were fulfilled by the principal. Approximately half of the graduating class attended Highland Juco. Efforts were made to obtain scholarships for those who needed financial assistance. Yet most of the responsibility for acquiring financial aid rested on the shoulders of the student. The students who sought immediate employment after graduation were left to their own resources. A representative of the state employment office was allowed to enter the school and employ students to work in the milo fields in the summer.

RECOMMENDATIONS FOR PLACEMENT SERVICE

Placement is concerned with helping pupils take the next step, whatever it may be. Such a placement service ranges from assisting pupils in finding jobs to helping them gain admittance to appropriate educational facilities. In order to improve the existing services offered, it is recommended that:

1. the counselor be able to make appropriate referrals to school faculty and staff members, to employers in the community, to employment agencies,

⁴⁰Ibid., p. 249.

and college admissions offices.

2. the counselor be aware of changing trends in the world of work, the demands for increased education and training, and the opportunities for vocational training.

3. the counselor know his students--their achievements, test results, interest, plans, and hopes.

4. the counselor assist in helping the student in choosing his curriculum.

5. the drop-out be helped to plan his immediate future.

6. assistance be given to helping graduates plan and prepare for college or other post-high school training.

7. a good working relationship be developed with the Kansas State Employment Service in Atchison.

REVIEW OF LITERATURE FOR FOLLOW-UP SERVICE

Ways of improving the guidance program can sometimes be ascertained by giving the student or graduates an opportunity to respond to a variety of questions pertaining to the guidance services offered. This kind of study is easily conducted and many schools are undertaking some form of it.

Basically the follow-up service is a research undertaking. The program involves keeping in touch with graduates and drop-outs for several years after leaving school. There are two fundamental purposes for such follow-up activities: (1) to find further opportunities for serving the student, and (2) to determine the reach, influence, and value of the school program toward the improvement of the school.⁴¹

Information can be gathered not only from students but

⁴¹Moser and Moser, *op. cit.*, pp. 68-69.

also by means of interviews or questionnaires with parents, businessmen, or others in the community. The results of the follow-up studies may be useful in considering changes in the curriculum, improving the guidance services, indicating which students (already out of school) may still need help and counsel, and reminding the faculty of the particular importance of their respective subject matter areas.

ANALYSIS AND RECOMMENDATIONS OF FOLLOW-UP SERVICE

In the past no effort has been made for a follow-up at Highland High School. Part of this can be explained by the fact that the counselor was employed for the first time in the fall of 1966.

It is recommended that a follow-up be undertaken once the initial program has been given a firm footing. The questionnaire should be sent to graduates or drop-outs within five years after leaving school.

REVIEW OF LITERATURE FOR ADMINISTRATION OF THE GUIDANCE SERVICES

In the past, the space utilized by the guidance unit often included small offices located in various parts of the building, a part of the general office, closets, and in some instances, a classroom partitioned into usable guidance units. Counselors have worked successfully in the absence of suitable facilities, but the quality of their work was negatively affected by inadequate physical facilities.

and equipment.

Adequate facilities are the result of forethought and planning. Even though the planning should conform as much as possible to recommended standards, fundamentally the design should be tailored according to the local guidance program and the needs of the individuals served.⁴²

The first step in the planning for suitable facilities is to determine the location. To obtain the ideal location may sound like an impossibility, but a good architect can provide satisfactory arrangements in a new building if the desired features are made clear to him. Where guidance facilities are added to an older building, not all recommended arrangements can be achieved.

Nevertheless, the counselor should strive for a location that is easily accessible to pupils. It is highly desirable that it also be close to the administrative offices of the school, but it should not be a part of the administrative offices. That is, the physical facilities for guidance should reflect the guidance philosophy that the counselor is there primarily to serve pupils and that he is not an administrator but works closely with the school administrator in a number of areas. If a choice must be made between placing the counselor's office in a place easily accessible to pupils or near the administrative offices, the former alternative should be chosen.⁴³

Generally most counselors indicated preference for an arrangement in which the counseling waiting room was separate from the waiting room for the main office. If it were not feasible to have duplicate sets

⁴²Johnson, Steffire, and Edelfelt, op. cit., p. 141.

⁴³Crow and Crow, op. cit., p. 219.

of records, the counselors preferred an area near to but separate from the main office.⁴⁴

Another alternative besides locating near the administrative offices is the library. The library offers the advantage of having guidance materials easily accessible to the counselor. It is also easily accessible to pupils who may be assigned to the library for study purposes. The counselor and administration, keeping the general guidelines in mind, can then reach a decision on an appropriate location tailored to specified needs of pupils and staff members. Crow states that three criterion should be used for judging the adequacy of a counselor's office:

The first of these should be privacy. The office should be placed where the pupil and the counselor can carry on a counseling relationship without danger of being overheard or disturbed by others. Such physical provisions for privacy are an essential part of convincing the pupil that this is, indeed, a confidential conversation between himself and the counselor.

A second criterion for the counselor's office is space. There are no magical dimensions making for optimal counseling conditions which can be described in precise terms here. Enough space is needed so that as many as four persons could be seated in the counselor's office at the same time without feeling crowded. These four would most typically be the counselor, the pupil, and the pupil's parents.⁴⁵

The space in the counselor's office is also affected by the inventory materials and records that are housed in the

⁴⁴Kenneth H. Parker, "Location of Guidance Facilities Within School Plant," Personnel and Guidance Journal, December, 1957, pp. 251-254.

⁴⁵Crow and Crow, op. cit., p. 218.

offices. If the counselor is charged with the responsibility of seeing that there are adequate records, then they should be close at hand. Furthermore, some types of data may need the counselor's professional attention in order to insure adequate interpretation of the data. He frequently needs the individual inventory data in counseling interviews with pupils. If these assumptions are valid, it is necessary to consider space and equipment for materials and records as a part of the larger problem of locating and utilizing properly the space assigned to the counselor. As a rule it might be reasonable to think of the counselor's office as being approximately 11 by 15 ft. in size.⁴⁶

A third criterion for the counselor's office is furnishings. The office of each counselor should contain a desk and at least two chairs for guests as well as a swivel chair for the counselor, a bookcase for the counselor's professional library, two files, and a telephone. It is assumed that provisions will be made for lighting, heat, and ventilation.

The counselor's library should have a supply of professional books which he may consult for specific information when needed. The counselor's professional library may be composed of books which he owns and books which are purchased for the professional guidance library by the school.⁴⁷

Starting in a new school is not a happy experience for all pupils. Problems of getting adjusted to the new school are not confined to the shy or to the less intelligent pupils. Adjustment problems are common, and effective means

⁴⁶Ibid., p. 219.

⁴⁷Ibid., p. 219.

of dealing with them are needed. Whatever the means that are undertaken, the purpose is to help each pupil understand and feel at home in the new school. A successful orientation program prevents maladjustment by providing help with minor problems before they become major ones.⁴⁸

Evidence accumulated over the years makes it clear that pupils who are, or feel, out of adjustment with their school environment make poorer scholastic records than expected. Therefore, the orientation service should reach all pupils in new school situations so as to help them make better, as well as faster, adjustments to the school. It is not enough to plan an orientation service only for entering high school. The transfer pupil is as much in need of assistance, even though he comes in the middle of the year, as is the pupil who enrolls in the fall.⁴⁹

Orientation can be thought of as taking place at three times: Preceding entrance to the new school, the first week in the new school, and during the first term. Pre-entrance orientation has as its major objective the creation of general attitudes favorable to the new school. Because it takes place long before the need for specific information is felt by the pupil, the program must deal in more generalized concepts.

Steps should be taken to create favorable attitudes toward, and a general understanding of, the new school before he actually enters it. The most concentrated orientation should take place during the first week that a pupil is in a new school. It is at this time that many trivial problems can add up to a seemingly insurmountable barrier for the pupil. Some critica

⁴⁸Froehlich, op. cit., pp. 14-15.

⁴⁹Ibid., pp. 88-89.

incorrectly claim that orientation services are so largely concerned with trivial points that they are a waste of time. In this attention to small details lies one of the strengths of a well-organized orientation service. Not all problems that pupils have in adjusting to the new school can be anticipated. Even if they could, they could not all be cared for during the first week. These are now important reasons for planning for an orientation service which continues through the first term. It provides time for treating those topics of relatively low priority. A continuing series of activities also makes it possible to provide for needs as they arise. The major objective of this part of the orientation service should be to ascertain that each pupil is making a satisfactory adjustment to school. For those who are not, remedial action must be planned. Some remediation may be accomplished by group procedures, but it is likely that the pupil with a problem will require individual attention. The necessity for continuing assistance makes this attention essential to all orientation services.⁵⁰

ANALYSIS OF ADMINISTRATION OF THE GUIDANCE SERVICES

An examination of the existing facilities at Highland has resulted in two possibilities for the location of the guidance office. In referring to Fig. I (Appendix), it is readily seen that the storage room next to the superintendent's office is a possibility. This location would eliminate the duplication of records and would be easily accessible to the public. The counselor would be too closely identified with the administration and the sharing of the same waiting room would be undesirable.

Upon examining Fig. II (Appendix), there exists the possibility of constructing the counselor's office in the

⁵⁰Ibid., p. 89.

balcony overlooking the auditorium. The fact that its presence is close to the library is a distinct advantage. All students are assigned to study halls located in the library and also some of the occupational information can be placed in the library and yet be within easy reach of the counselor. Its major drawback would be the duplication of records.

Highland High School, in its concern for the new students, published a student handbook which was mailed to every student in the summer prior to the fall term. It contained an explanation of the school's policies from tardiness to scholastic requirements. The schedule for the coming year along with the class activities and extracurricular events were included in the handbook.

The superintendent on orientation day would address the student body and clarify some of the school policies that needed to be reviewed. The major part of his talk was directed toward informing the incoming students how to cope with many of the new situations which they will meet in the coming year. A good-will trip was made to the Highland Grade School in April and enrollment was accomplished at this time. The Kayettes played a small part in the orientation through their secret sisters.

RECOMMENDATIONS FOR ADMINISTRATION OF THE
GUIDANCE SERVICES

After consulting with the administration at Highland, faculty advisors at Kansas State University, and Guidance Section of the State Department of Education, it is recommended that:

1. the counselor's office be constructed in the balcony.
2. the desirable size of ten feet by twelve feet as illustrated in Fig. III (Appendix).
3. the needed furnishings such as a desk, swivel chair in addition to three other chairs, telephone or intercom, a file cabinet and a book case for the counselor's own library, be purchased.
4. heating, lighting, and ventilation be taken into consideration.
5. the counselor participate in the good-will day spent with next year's prospective enrollees. It will enable the counselor to create a favorable attitude toward the guidance program and offer the future freshmen an opportunity to get acquainted with the counselor.

SUMMARY

The school that adequately serves the educational needs of the pupils must have much organized data on the total group of pupils which it serves. Highland High School can obtain much useful data on the student by setting up a testing program throughout the school system based on the fact that each test has a purpose for being in the program. More efficient and beneficial use should be made of the

cumulative records which serve as a developmental picture of a growing pupil.

Even though the school is traditionally a place where American youth acquires knowledge, factual information, and skills, youth need also to know about the opportunities in their environment. Emphasis must be placed on the addition of information at Highland High School in the educational, military, occupational, and social areas. A lack of this information will result in shortchanging the student body.

The counselor struggles to help the pupil tell his story in his own way, and struggles to understand exactly what the pupil is thinking and feeling. The troubled or uncertain individual may need the very help that counseling may offer. The school that does not offer this opportunity fails to live up to the objective that the focus is on the individual.

Although the placement service may be a strain on the counselor at Highland High School, every opportunity to meet the needs of the student body should be undertaken. A close working relationship with the State Employment Office offers many opportunities that have not been utilized in the past.

Adequate facilities are the result of forethought and planning with the idea in mind that the facilities should be easily accessible to the students. In light of the needs of the local guidance program, the counseling office should be constructed in the balcony next to the library. All the counselees will come from the major study hall adjacent to the library.

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APPENDIX

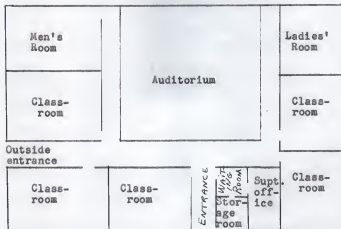


FIGURE I

FLOOR PLAN OF FIRST FLOOR AT
HIGHLAND HIGH SCHOOL

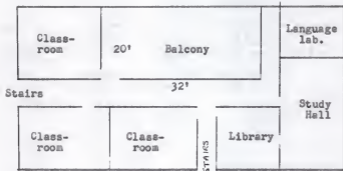


FIGURE II

FLOOR PLAN OF SECOND FLOOR AT
HIGHLAND HIGH SCHOOL

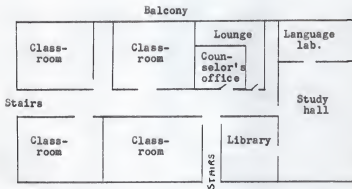


FIGURE III

LOCATION OF COUNSELOR'S OFFICE IN
BALCONY AT HIGHLAND HIGH SCHOOL

EVALUATION OF GUIDANCE SERVICES AND RECOMMENDATIONS
FOR THEIR IMPROVEMENT AT HIGHLAND HIGH SCHOOL

by

GEORGE ALBERT HEIMAN

B. S., Kansas State University, 1963

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purpose of this study was to evaluate the existing services and facilities at Highland High School and to make recommendations for needed improvement. A second purpose was to identify general principles which could be used as guidelines for future expansion of the program and for optimum utilization of new facilities.

Guidance is an educational process by which one assists individuals in the making of choices and adjustments in significant situations in their lives in which they need help. The guidance program accomplishes its objectives through its specific services. These guidance services include (1) development in the individual of an accurate and objective evaluation of himself; (2) awareness of his environmental opportunities, especially those which are educational and vocational in nature; (3) counseling to bring the individual into an optimum relation to the opportunities of his environment; (4) placement; and (5) follow-up.

The school that adequately serves the educational needs of the pupils must have organized data on the total groups of pupils it serves. Also it should supply sufficiently detailed information concerning each pupil in the group to understand him as an individual. It is recommended that Highland High School develop a testing program and make better use of the cumulative record.

Guidance programs which fail to provide youth with

basic knowledge and opportunity for learning more about their environment and about themselves shortchange youth. There is much information needed by young people for the solution of individual problems that does not find treatment in any of the formalized aspects of academic study in the school curriculum. Additional information is needed at Highland High School in the (1) educational, (2) military, (3) occupational, and (4) social conduct areas.

Most pupils, at some time or other, experience discontinuities and uncertainties in their lives. Modern life has been characterized by many as an age of conflict, turmoil, and uncertainty. As a result many of the bases upon which decisions could be made have been removed from the experiences of pupils. When an individual is troubled or uncertain, it is recommended that the counselor be available to establish a counseling relationship.

Often students have difficulty in taking the next step, whether this step consists in finding a job, finding the appropriate place in extracurricular activities, or admittance into various educational programs. The entire faculty needs to assume the responsibility of helping students make use of their opportunities.

In the past, the space utilized by the guidance unit often included small offices located in various parts of the building. Counselors have worked successfully in the absence of suitable facilities, but the quality of their work

was negatively affected by inadequate physical facilities and equipment. It is recommended that the balcony space near the library and study hall be remodeled to include a counseling office. This location is easily accessible to students, counselor, and faculty.

If a guidance program is to thrive, it must have the support of the administration and the faculty. A cooperative effort provides for a richer soil, or climate in which the students may take substantial rootage, grow, mature, blossom, and bear fruit in due season.