

ADMINISTRATIVE GUIDELINES
FOR THE 1968 BLUE VALLEY LEAGUE
CAREER AND COLLEGE DAY

by 500

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**THE
FOLLOWING
PAGES CONTAIN
CROOKED
TYPING AND IS
THE BEST
POSSIBLE IMAGE
AVAILABLE**

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

From the very beginning of the Blue Valley League it has held a League Career and College Day. The league has a membership of eight schools and is divided into the eastern half and the western half for large league events. The western half, which is the focus of this report, includes four high schools--Clifton, Linn, Riley County, and Washington. The Career and College Day, in each half of the league, is rotated each year from school to school. The date and place are set by the high school administrators of the league. In 1968 the western half of the Blue Valley League Career and College Day was held at Riley County High School, Riley, Kansas, on Tuesday, October 22.

In past years only senior students have been able to participate. This year both junior and senior students from the participating league schools were invited to attend. This change was incorporated to make the transition from seniors only to juniors only as participants in the future league Career and College Days. The administrators and some of the counselors felt that by having juniors participate in this program the student would have one more year in high school to adjust his studies, thinking, and research for post high school goals.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was (1) to research the present material on Career and College Days, (2) to propose a plan of organization and administration of a Career and College Day for the Western Half of the Blue Valley League, and (3) to evaluate the Career and College Day in terms of accepted standards.

Importance of the Study

One of the five services of the guidance program is the Information Service. The term "service" in this title implies that information will be obtained, housed, and presented in such a manner as to be of maximum benefit to the individuals for whom the service has been organized. Hatch and Steffire state that in order to get the maximum benefit, the key problem is the one pertaining to the techniques for presenting the data.¹

At the present time, one of the most common and perhaps most effective methods of presenting information to students on post high school education and vocational opportunities is the Career and College Day Program. There is no dispute among guidance personnel, that, with our fast changing world technology, knowledge in these

¹Raymond Hatch and Buford Steffire, Administration of Guidance Services (Englewood Cliffs: Prentice-Hall, 1964) p. 200.

post high school opportunities must be communicated to the student. This must be done in the most up-to-date form possible before the student can select the specific area most befitting his social, economic, and cultural goals. Because of the necessity for this guidance, and in addition, the problems which arise in planning and executing such a program, a study of the technique concerning the Career and College Day Program seemed pertinent. In this study an attempt was made to evaluate seemingly successful Career and College Day Programs in order to set up a program at Riley County High School which would provide maximum efficiency. The method used was library study and personal experience from past Blue Valley League Career and College Days.

II. DEFINITIONS OF TERMS USED

Career and College Day

A Career and College Day Program is operationally defined as a program under the information service area of educational guidance carefully organized by the guidance counselor, or appointed committee, with the cooperation of successful business and post high school educational personnel who hold conferences with the participating students for the specific purpose of relating up-to-date and pertinent information in their specific area of endeavor.

Career and College Day Conference

A Career and College Day Conference is a number of group meetings, held simultaneously, in which successful men and women are asked

to discuss the requirements and opportunities of their specific areas of work or institutions.

CHAPTER II

REVIEW OF LITERATURE

I. PRESENT STATE OF AFFAIRS

Many opinions have been written in regard to Career and College Day Programs but little factual evidence has been accumulated. At the present time noted writers in the guidance field do not agree on the value of Career and College Day Programs. There is much information to be found on both sides. Only a brief summary of these opinions closely related to this study will be presented at this time.

Hatch and Steffire in their book summed up the feeling of many professional counselors, "Too much is attempted and too little is accomplished", for all of the administrative work that has to be done ahead of time!¹

Smith in his book says, "One day of superficial consideration of the world of work will offer relatively little assistance to pupils in choosing a life's work."²

Peters and Shertzer have these following criticisms to offer on Career and College Days:

¹Raymond Hatch and Buford Steffire, Administration of Guidance Services (Englewood Cliffs: Prentice-Hall, 1964) p. 200.

²Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The MacMillan Company, 1954), p. 244.

1. Students are often not prepared to participate. They frequently have little knowledge of the information that will be supplied. They are simply told that they must attend and so consequently view Career and College Day as just a "day off".
2. Career and College Days are often viewed as the entire guidance program or service or as a substitute for it. They are often thought to be substantial in themselves, needing no preliminary preparation or follow-up for the participating students.
3. The conference representatives are normally predominantly from professional occupations. Skilled and semi-skilled occupations fail to be adequately represented. It must be remembered that only 25-50% of our students will attend college.
4. Speakers and career representatives may not give a valid picture of their occupation. The speakers attitude may cause the students to receive inaccurate or colored information which they will accept as authoritative.
5. Students may strengthen vocational goals which are inappropriate. Career Conferences may restrict rather than broaden the student's perspective toward the world of work and cause him to make unrealistic choices.
6. Career and College Days require too much staff time and energy to organize and execute. Days and weeks are required for proper planning which could probably get better results if spent in individual counseling.³

Among those with opposing views are professional counselors who stand up for the value of Career and College Days. First to be quoted will be Moser who says "The Career Day concept has recently fallen into considerable disrepute. It is not, however, inevitable

³Herman Peters and Bruce Shertzer, Guidance: Program Development and Management (Columbus: Charles E. Merrill Books, 1963) pp. 241-242.

that such conferences must be worthless or bothersome. Careful planning, student participation, and adequate evaluation can insure success. The basic idea of Career Day Conferences is too worthwhile to be discarded.⁴

Martin Gansberg in his article, "Career Days Do Help", states that a properly planned and executed Career and College Day could be the most important single factor in getting the youngster started on his life-long path.⁵

Two important facts about Career and College Days mentioned by Foster in his book on guidance are:

1. A way of introducing into the student's experiences the kinds of influences that will help him move along toward his goal.
2. This experience can focus the student's attention on the significance which career planning has for each boy and girl.⁶

Crow and Crow feel that when a student is led to think deeply and make decisions about himself and his future, he needs accurate, up-to-date facts upon which to base intelligent choices and that a well-planned Career and College Day can do this.⁷

⁴Leslie Moser and Ruth Moser, Counseling and Guidance: An Exploration (Englewood Cliffs: Prentice-Hall, 1963) p. 86.

⁵Martin Gansberg, "Career Days Do Help," The Clearing House, 38(May, 1964) p. 559.

⁶Charles Foster, Guidance for Today's Schools (Chicago: Ginn and Company, 1957) p. 262.

⁷Lester Crow and Alice Crow, Organization and Conduct of Guidance Services (New York: David McKay Company, 1965) p. 291.

Peters and Shertzer have given these values about Career and College Days:

1. It is a means of presenting educational and vocational guidance information to large numbers of students.
2. It supplies first hand information on qualifications, preparation, requirements for entrance, and progress that can be expected within various schools and occupations. Students have an opportunity to see, hear, and question people actually working in the occupations.
3. It can inspire some students into thinking about their future and possible occupational choices.
 - (a) Can stimulate a student to further occupational study.
 - (b) Can cause some students to re-evaluate their occupational choice and become more realistic.
4. It may open the door for a more expanded guidance program with students seeking individual occupational counseling.
5. It can be geared to introduce students to occupations found in the local community.
6. It can have a high public relations value.
 - (a) Information gained can be used in the classroom.
 - (b) Publicity can cause the local community to realize the needs of students.⁸

II. SUMMARY OF THE LITERATURE

From the preceding information we can see that few counselors would claim that a great many students actually find themselves or

⁸Peters and Shertzer, op. cit., p. 242-243.

discover their life career on these occasions. But if they do find some of the problems of vocational choice presented at a Career and College Day and see that preparation for the choice of a life vocation for them is important, significant, and challenging, then all the prior work and preparation for the Career and College Day has been worthwhile.

CHAPTER III

THE MECHANICS OF SETTING UP THE BLUE VALLEY LEAGUE CAREER AND COLLEGE DAY PROGRAM

This chapter will include the step by step procedure for organizing and putting into action the Western Half of the Blue Valley League Career and College Day at Riley County High School. It is of the utmost importance to begin a successful Career and College Day with intensive and early planning.

Almost every one of the resource persons mentioned the importance of beginning the planning as soon as possible. Most felt the key to a successful program rested in its planning and organization. The suggestions for initiating planning ranged from the evaluation time of the previous year's conferences to no later than three months preceding the immediate Career and College Day Program.

I. ADMINISTRATIVE STEPS

The steps in organizing the Career Day Program are outlined below.

Step 1: Organization of a Planning Committee

A planning committee was set up to shoulder the Career and College Day organizational responsibility. This committee had representation from the administration, faculty, and student body. A counselor from the school's Guidance Department chaired the Committee

since this activity normally was his responsibility. In addition, counselors will have had previous experience participating in or conducting similar programs. The work of this committee included:

- (a) Developing the program to fit the needs of the students and meeting the purposes of the league activity.
- (b) Devising a method or methods of obtaining and tabulating post high school occupational or institutional interests of the participating students.
- (c) Securing the services of conference leaders, for areas of interest found in above survey, and the general assembly speaker (if needed).
- (d) Setting up the format for the program.
- (e) Setting up the conference schedule.
- (f) Registering students for conference periods.
- (g) Sending instructions to conference leaders.
- (h) Preparing participating students for the Career and College Day program so they will benefit more from the activity.
- (i) Instructing guides, student conference leaders, and faculty hosts as to their duties.
- (j) Checking to make sure facilities are in readiness.
- (k) Making preparations for eating facilities.
- (l) Publicizing the conference.

- (m) Devising a method or methods for an evaluation of the program.
- (n) Following up on student interests.
- (o) Acknowledging the services of conference leaders, student conference leaders, faculty hosts, etc.

The principal, counselor, and two students, a boy and a girl, made up the planning committee in the host school. The counselor was the committee chairman.

Step 2: Answering of Questions Pertaining to Structure

Some structural questions were answered by the planning committee as the first step of its program organization. These questions include:

- (a) How much money will be allotted for use with this program and from what sources?

This, in many cases, determined many of the answers for questions which follow.

- (b) What date would be most acceptable for this program?

Guidelines which steered the committee are listed below:

- (1) The date should not conflict with other school activities.
- (2) The date should allow enough time so the committee can survey participating students for areas of interest to be included in the program.

(3) The date should give ample time for contacting and obtaining conference leaders for areas of interest.

(4) The date should allow enough time to make the necessary physical arrangements.

(c) Where will the program be held?

The facilities that will be available for the program will determine to a great extent how many participating students and conference areas can be accommodated. The answer to this question will also have a bearing on the answers for the following two questions.

(d) Should other high schools be invited to attend the program?

Small schools should consider cooperating on such a program to make it more profitable for them and the participating conference leaders.

(e) What grades or ages should be permitted to attend?

Most authorities feel that the best level for participating students is the junior or senior grade in high school. None recommended going below the ninth grade.

(f) What pattern should the program take?

Suggestions ranged from all day to only half a day. Some Career Days are held during the day and others in the evening only. One of the big advantages of the evening meeting was that the parents could attend.

The Organization of Blue Valley League Administrators answered all of the above questions in their spring meeting. The answers to the questions were as follows:

- (a) Fifty dollars was set aside for Career Day from the League budget.
- (b) October 22, 1968 was chosen as the date. This would not conflict with any other school activities in the Western Half of the League.
- (c) Riley County High School would be the host with the Counselor in charge of the program.
- (d) Participating schools included Clifton, Linn, Riley County, and Washington of the Blue Valley League and one non-league school, North Central of Morrowville.
- (e) All junior and senior classes from schools involved would participate, which amounted to around 400 students.
- (f) A one day conference starting at 9:30 A.M. and ending around 2:30 P.M. This makes it possible for the league schools to fit the travel time, to and from the program, with their local school bus schedules.

Step 3: Format for the Program

At this point there needed to be a general outline drawn up to guide the planning committee. The minute details were added later. Some questions that were decided at this point were:

- (a) Should the program begin with a general assembly?
- (b) If so, how long should it be and how should it be used?
- (c) Is there to be a keynote speaker?
- (d) How many conference periods should be planned?
- (e) How long should each conference period be?
- (f) How should the conference be ended?

In response to these questions, the committee acted as follows:

- (a) The committee decided that a general assembly would be best to start the program. Past experience had taught the committee that some schools would be late in arriving. An initial assembly would minimize disruption of scheduled conferences by late arrivals.
- (b) The assembly was outlined as below:
 - 1. Welcome by the Superintendent of Schools.
 - 2. Music for entertainment.
 - 3. Announcements by program director.
 - 4. Inspirational talk.
- (c) The committee felt that an inspirational talk would start the program in the right direction and get the participating students in a proper frame of mind.
- (d) & (e) Most of the research information stated that from three (3) to four (4) conferences per day would be maximum. But the committee had noticed from

past experience that in a conference going over 30 minutes the participants lost interest fast. The committee decided that it would run six conferences of 30 minutes each. The committee suggested that the 30 minutes be divided into fifteen minutes of presentation and fifteen minutes of questions and discussion.

- (f) The committee decided not to evaluate the day's activities on the day of the conferences. The participating students would be too tired for any worthwhile evaluation. The participants were to leave right after their last conference. The evaluation sheets were sent home with the counselor. He was to have the participants evaluate the program several days later.

Step 4: Selection of General Assembly Speaker

The selection of a keynote speaker for the general assembly is a very important job. This speaker will be the first representative that the students come in contact with that pertains to the Career Day. He is the person that starts the spark burning for the day's work and sets a proper tone for the conference.

Suggestions for selection of a general assembly speaker. The person selected for the keynote speaker should be one who:

- (a) Is able to speak effectively to high school students.
- (b) Thoroughly understands the idea behind Career and College Day objectives.
- (c) Is noted as an inspirational speaker.
- (d) Is personally and professionally respected in his community.

Tips for the general assembly speaker. The keynote speaker should be aware of the following points in forming his address:

- (a) What the students' prospects are for success in a specific area.
- (b) What opportunities are open.
- (c) What student responsibilities will be.
- (d) The purpose of the day's program as it relates to student needs for information about requirements and opportunities of a wide range of vocations.
- (e) The speech should inspire the students and pave the way for good conferences.
- (f) One of the most important points to remember in the inspirational assembly talk is that it should be brief. A maximum of 15 minutes is suggested.

Step 5: Selection and Invitation of Conference Leaders

Two guidelines are presented for this step. First, the committee should decide what type of institutions they want represented to meet the goals of their program (business, beauty culture, nursing, technical and trade schools, colleges, etc.). Second, when the above decision is made, the committee must arrive at some means for determining the specific institutions to invite. This can be done in several ways:

- (a) The committee may draw up a list.
- (b) An unstructured student survey may be used.
- (c) Combination of the first two.

The most successful procedure based on research is (c), a combination of (a) and (b).

In the 1968 Career Day, planning time was a factor since the project was begun in August. The committee inspected the counselor's files from previous Blue Valley League Career and College Days and decided to use these general areas of interest:

Airlines	Junior Colleges
Armed Services	Technical Institutes
Barber schools	Universities
Beauty schools	Vocational Technical Schools
Business schools	Schools of Nursing
Colleges	State Employment Services

Then, under each one of the general areas, specific institutions were chosen that had participated in the past programs and serviced the league area. Next, a Career and College Day invitation packet was sent to each prospective participant. This packet included:

- (a) A letter of information and invitation. The letter included who, what, when, where, and specific information to be covered by the participating conference leader.
- (b) A "Suggestions for Selecting Visiting Conference Leaders" sheet.
- (c) Return postcard.

The postcard included the name of the conference leader representing the school addressed (see Appendix A for samples).

In order to have colleges participate in Career and College Day Programs the date must be cleared through the Kansas Association of Collegiate Registrars and Admission Officers.

Returns showed that several could not participate. Those institutions were deleted. Several inquiries from institutions that wanted to participate were also received and several of these were added to the participant list. The final participant list included 38 different entries with at least one representative in each of the general areas.

Step 6: Conference Leader Instructions

A second correspondence packet was sent to the participating conference leaders. It included:

- (a) Program directions.
- (b) Order of the day.
- (c) Purposes of Career and College Day.
- (d) How to conduct the conferences.
- (e) What the students want to know.

The Instructions to Conference Leaders Packet also included a sheet entitled, "Important Conference Facts to be Aware of".

In the area of "What Students Want to Know" the committee made up some topic sheets which showed the areas that needed to be covered by conference leaders. The topic sheets covered three general areas of interest. They included:

- (a) Things to consider in selecting the branch of
Armed Forces.
 - (b) Things to consider in selecting a college or school.
 - (c) Things to consider in selecting a vocation.
- (See Appendix B for examples.)

Step 7: Information Letter to League Administrators and Counselors

This letter brought the administrators and counselors up to date on all information pertaining to the program. It included:

- (a) Program directions.
 - (b) Order of the day.
 - (c) Instructions for lunch arrangements.
 - 1. Menu
 - 2. Cost
 - 3. How payment should be made
 - (d) Directions for Student Survey.
 - (e) Enclosures of copies of material that the students received.
- (See Appendix C for examples.)

Step 8: Survey of Student Interest

This survey was one of the most important parts of the whole Career and College Day Program. The survey helps students to begin thinking about the coming activity. On the basis of this survey the students decide upon what areas they will attend.

Building a survey is of the utmost importance. The survey sheet must be as easy as possible to check but must also show as much information as possible. It should include:

- (a) Clear, simple, easy to follow directions.
- (b) Systematic order of listing participating institutions.
- (c) Listing of areas covered by each listed institution.
- (d) Name, title, and address of each institution's conference leader.

- (e) An easily marked returnable survey choice sheet.

(See Appendix C for examples.)

Step 9: Tally of Student Survey

A tally sheet was set up to easily total the enrollment in each of the specific areas of interest. The information from these tally sheets was used to set up the conference schedule.

Common courtesy demands that any conference leader that has ten or less students signed up for his conference be notified by telephone. If he still wants to come, his name may remain on the list; if not, it should be withdrawn (see Appendix D for example).

Step 10: Conference Schedule

The scheduling of conferences for Career and College Day is much like the scheduling of classes for the school year.

Some of the basic rules that were considered in the scheduling of conferences included:

- (a) Offer at least two different sessions for each area of interest.
- (b) Try to keep the groups for a particular interest area about the same size, ranging from 15 to 25 students.
- (c) Make sure the facilities are big enough to hold the group assigned and to fit the conference leader's needs.

(d) Take into consideration the number of rooms available during each session.

(e) Schedule each conference in a separate room.

With these facts in mind, the conference schedule was filled out (see Appendix E for example).

Step 11: Registration of Students

This was the most time consuming part of the whole program. Each student's choices were marked on a conference sheet. These were obtained from his survey sheet. Information that was placed on the individual conference schedule sheet included:

(a) Name of student

(b) Name of home school

(c) Grade (if more than one grade is involved)

(d) Conference schedule marked

This marking was easily done with a felt tip marker using one of the school colors of the student's home school. Even though this took a lot of time the reward came on the big day with everything moving smoothly, no overcrowded conferences, and some students in every conference room.

Step 12: Student Preparation

Like any other group guidance experience, conferences are of greatest value when students are prepared for participation. To help

this area along, the committee came up with a pamphlet which included:

- (a) Cover Sheet to remind them of the coming event.
- (b) Introduction Sheet.
- (c) "Things to Consider" Topic Sheets.

Occupational information, school catalogues, brochures and other information about the institutions that were to be represented in the program were made available to the student beforehand. The importance of wise and careful planning for a career was stressed.

To cut the cost of mailing over 400 of these pamphlets, the committee typed up spirit master sheets and let the individual schools duplicate them and distribute them to their students (see Appendix F for example).

Step 13: Student Conference Chairman

The student conference chairman acted as host to the conference leader and introduced him at each conference session. Some of the advantages of having a student act as conference chairman are:

- (a) The students feel more like the conference is theirs.
- (b) The students will be more likely to enter into discussions.

(For Student Conference Chairman Instructions see Appendix G)

Step 14: Faculty Host Instructions

The main job of the faculty host was to help the student chairman and to take care of the general decorum of the conference group in his room (for Faculty Host Instructions see Appendix H).