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GUIDANCE

SECONDARY SCHOOLS

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GUIDANCE

FOR SECONDARY SCHOOLS

IOWA SECONDARY SCHOOL
COOPERATIVE CURRICULUM
P R O G R A M
V O L U M E V

ISSUED BY THE
DEPARTMENT OF
PUBLIC INSTRUCTION
JESSIE M. PARKER
SUPERINTENDENT
DES MOINES, IOWA

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Iowa Secondary School Cooperative Curriculum Program

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FOREWORD

This volume, published in connection with the Iowa Secondary Cooperative Curriculum Program, presents the background for the development of a guidance program. It includes all phases of the guidance program thought to be essential for secondary schools. It is hoped that the philosophy and elements of the guidance program presented will be sufficient to provide the necessary development of an effective guidance program in any Iowa high school.

Special acknowledgment is made to all members of the Guidance Committee for their assistance in the development of this source book. All gave generously of their time and energies and deserve much credit.

The committee is indebted to Dr. L. A. Van Dyke, State University of Iowa, and W. H. McFarland, Department of Public Instruction, members of the Central Planning Committee, who gave counsel in the over-all planning of the work. Special recognition is due Dr. Ray J. Bryan, Iowa State College, Steven N. Watkins, Ames, Committee Chairman, and Miss Lola Buchanan, Sac City, Iowa, for their efficient service in the collection and development of materials which made the final production possible. Appreciation is extended to Dr. Paul Blommers of the University of Iowa and Dr. J. B. Paul of Iowa State Teachers College for reviewing Chapter IV.

Grateful acknowledgment is made to authors and publishers for permission to reproduce certain printed materials.

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May, 1948

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CHAPTER I

INTRODUCTION

1. Introduction.
2. Definition and Philosophy.
3. Need of Guidance.
4. Functions of Guidance.
5. Purpose of the Bulletin.

Introduction

No public high school, regardless of size, can disregard its guidance obligations to its pupils. Guidance is not a new activity in the public schools. Good teachers have employed many guidance activities since the beginning of teaching. The organized guidance program, however, is of recent origin. The modern high school cannot trust to luck or chance that the pupils will receive the necessary guidance services at the proper time. It must organize all of its resources into a well-planned guidance program so that each pupil is assured of receiving at least a minimum amount of guidance services.

Ways and means must be discovered to overcome the handicaps such as the overcrowded schedule, lack of time, lack of teacher preparation, lack of funds, and lack of proper attitudes on the part of faculty members. Administrators, teachers, and parents can do much to overcome these handicaps if they will agree on the objectives of secondary education and then put first things first. The following outline shows basic essentials that must be provided for in the development of a sound guidance program in any high school:

A. Organization

1. The planning of a series of faculty meetings to provide an understanding of the purposes and functions of a guidance program.
2. The development of a set of objectives for the local guidance program.
3. Planning the activities necessary for achieving the objectives.
4. A survey to ascertain some of the pupil needs and problems.
5. Determining the information and records about the pupil which are necessary in order to assist the pupil in making adjustments.

6. Gathering and assembling information about pupils —tests, school records, questionnaires, etc.
7. Provision for the use of informational materials such as library facilities, visual aids, and community resources.
8. Determining and coordinating the specific guidance functions of the various staff members.
9. Provision of time for both pupil and teacher for counseling.
10. Provision of pupil experiences necessary for pupil adjustment.

B. Administration

1. The guidance program can be started on as limited or extensive a scale as conditions permit. It can be started with very small expenditures, and as the program develops the expenses should be adequately provided for in the school budget. However, in relation to the scope of the guidance program it will be necessary to adequately finance the following:
 - a. A testing program. A minimum program should include personality, achievement, mental ability, interest and aptitude tests.
 - b. Personnel record forms suitable for the recording of information collected.
 - c. A filing system for the personnel record forms.
 - d. Provision for teacher time to do guidance assignments within the daily schedule.
 - e. Sufficient clerical help to care for the recording of information which teachers will not have time to do.
 - f. Suitable library facilities. As a minimum, the school should provide reference materials on vocations, job analyses, personal and social development, and information about education beyond high school, both collegiate and non-collegiate.

Definition and Philosophy

Definitions of guidance have been many and varied during the past few years, but from them a concept of its meaning is emerging and is becoming a vital part of our educational

policy. Guidance refers to that part of the school program which has as its goal the development by the pupil of the ability to analyze and understand himself in the light of his interests, aptitudes, and needs, in order that he may adjust to his present situation and that he may become capable of mature self-guidance toward a more satisfactory place in a democratic society.

The complete meaning of this definition can be expanded to include some of the broad principles on which guidance is based. It recognizes those principles which have become fundamental to all education, that individuals are different in their needs and capacities and that an answer must be found to the problems of each. Guidance is based on the concept that the school has the obligation to provide for all pupils, regardless of their social or economic status. Furthermore, emphasis is placed on the idea that guidance is a continuous process and that every experience a child has may serve as a determining factor in helping him to solve some of his problems. This makes it obvious that all social agencies, including the home, the church, and the community, as well as the school, play a part in helping to shape the life of an individual. Guidance does not propose to provide the solutions to problems, but rather it aims to help the individual to arrive at his own solutions in an intelligent manner. The fundamental philosophy of democracy is that each individual shall be able to evolve for himself a satisfactory place in society. Guidance, then, is designed to enable the individual to plan his life in order that he may become a better citizen of a democratic social order. These basic concepts have been well summarized by Hamrin and Erickson as follows:¹

1. Human values are of greatest importance.
2. Guidance is interested in the "whole child."
3. The situation including the home, school, church, and community must always be considered.
4. Frequently, guidance workers should attempt to change situations rather than attempt to fit the individual to his present circumstances.
5. Guidance or personnel work must be provided for all children and not just for problem children or for the select few.

¹Hamrin, Shirley A., and Erickson, Clifford E., *Guidance in the Secondary School*, p. 17.

6. Guidance is a continuous process.
7. Guidance must be a unitary function, since all aspects of a person's development are interrelated.
8. Guidance is not prescriptive but rather works toward the goal of self direction.
9. All teachers must be guidance workers.
10. There should be a definite plan to care for the guidance function in every school.

Need of Guidance

The feeling of a need for help has always been evident in man's behavior. Through various periods it has given rise to such fads as astrology, phrenology, and numerology. Their popularity grew out of this natural desire for help, and their decline came because they failed to meet the need. As society continues to grow more complex, the necessity for guidance will grow in like proportion, but this guidance must be the result of careful, intelligent planning and not left to casual chance or quackery.

A brief glance at society today will indicate some of the difficulties which young people face. Every phase of living is becoming more complex. The very important fact of finding a place in the occupational world is no longer a matter of following in the steps of the father or of learning some simple household routines. Both boys and girls must analyze themselves in the light of their interests and abilities in order to discover how they can find a satisfactory place in the work of the world. Home and family relationships have been greatly affected by this changing world and young people need help in adjusting to the home of their parents and to an eventual home and family of their own. One of our greatest needs is the ability to use wisely the increased leisure time which many people have. Students need help and direction in the development of an avocation as well as a vocation. Similarly, they need guidance in other aspects of life, in such areas as their religious and social life, help toward becoming and remaining physically fit, and in their general personality development.

These problem situations are not confined to any one section. We in Iowa need only to look around us at the number of students who drop out of school, at the many cases of personality maladjustment varying in degree from the social



What will their future be?

misfits to those cases requiring confinement to mental and penal institutions, and at the countless numbers of young people who get into our colleges without knowing what course they should take. It is even questionable whether or not many of them should be there at all. Likewise, the number of our young people who drift into an occupation without knowing whether they are fitted for it should make us stop and consider.

The areas in which youth experiences its problems are quite universal. Jones has given an excellent overview of these various types of problems in the following outline:²

Problem Areas and Conditions

1. Health and physical development

Conditions:

- a. Physical defects — sight, hearing, speech, deformity
- b. Inability to excel in athletics
- c. Lack of physical coordination
- d. Lack of physical vigor
- e. Malnutrition
- f. Physical unattractiveness
- g. Sickness
- h. Undersize or oversize

2. Home and family relationships

Conditions:

- a. Dominance of parents
- b. Lack of control by parents
- c. Lack of home fellowship
- d. Broken homes—death, divorce, separation
- e. Home duties—too few or too many
- f. Jealousy or friction among children
- g. Nonwholesome home conditions—physical, social, moral
- h. Disapproving family
- i. Lack of cooperation with school

3. Leisure time

Conditions:

- a. Lack of interest in sports and games
- b. Inability because of poor health or physical handicaps to engage in sports

²Jones, Arthur J., *Principles of Guidance*, p. 54.

- c. Limited resources for enjoyment
- d. Lack of interest in reading
- e. Lack of skill in handicraft

4. Personality

Conditions:

- a. Extreme sensitiveness
- b. Shyness
- c. Lack of aggressiveness
- d. Strong aversions
- e. Self-confidence
- f. Excessive conceit, egotism
- g. Carelessness
- h. Inability to get along with people
- i. Delusions
- j. Lack of sportsmanship
- k. Inferiority complex
- l. Superiority complex
- m. Lack of social-mindedness
- n. Emotional instability

5. Religious life and church affiliations

Conditions:

- a. Religious doubts and conflicts
- b. Extreme religious attitude of parents
- c. Conversion
- d. Excessive religious activity
- e. Apparent conflict between science and religion

6. School

Conditions:

- a. Budgeting time
- b. Ineffective study habits
- c. Lack of application
- d. Lack of independence
- e. Too much help given by teacher
- f. Lack of interest in school work
- g. Feeling of boredom
- h. Inability to see value in certain subjects
- i. Fear of failure
- j. Unwillingness to put forth effort
- k. Dislike for teacher or for school
- l. Too long assignments
- m. Impatience with slower pupils

- n. Poor study conditions in school or at home
- o. Lack of adjustment of work to mental ability of pupil
- p. Poor preparation
- q. Too much attention to athletics or other student activities
- r. Feeling of injustice
- s. Poor orientation in general
- t. Feeling that no one takes an interest in him
- u. Poor choice of school or of subject
- v. Choice of school or college
- w. Planning work in preparation for college
- x. Truancy

7. Social (including moral and civic)

Conditions:

- a. Cheating, lying, stealing
- b. Lack of moral standards
- c. Manners
- d. Antisocial tendencies
- e. Racial handicaps and antipathies
- f. Insufficient social life
- g. Excessive social life
- h. Unwise use of leisure
- i. Smoking and drinking
- j. Discourtesy
- k. Rebellion against authority
- l. Intolerance of others' beliefs and opinions
- m. Choice of friends of opposite sex
- n. "Petting" and "necking"
- o. Flirting
- p. Disappointment in love
- q. Being in love
- r. Unreasonable restriction on friendships with opposite sex
- s. Sex perversions
- t. Double standards of morality
- u. Low ideals of civic responsibility
- v. Unwillingness to assume citizenship duties
- w. Inability to choose leaders wisely
- x. Unwillingness to follow chosen leaders
- y. Unwillingness to accept responsibility as a leader

8. Vocational

Conditions :

- a. Insistence by parents on a certain vocation
- b. Inability to choose among several vocations
- c. Unwise choice of vocation
- d. Determining fitness for a given vocation
- e. Choosing the best preparation for the vocation
- f. Lack of time or money to secure the preparation necessary for the vocation chosen
- g. Lack of opportunities in the vocation chosen
- h. Difficulty in finding a job
- i. Difficulty in adjustment to the conditions of the job

Such a list of adjustment problems well illustrates the need of assistance by young people. If a school is to achieve its educative objectives, it must provide some type of organized assistance for its students. Guidance activities must be taken from the realm of the incidental and placed in the realm of planned activities.

Functions of Guidance

To put guidance in the realm of planned activities means that there must be certain functions which it is expected to perform. To begin with, we should keep in mind that it is built around and for the individual pupil. If that is going to be done, then there must be adequate information concerning that pupil. An individual inventory containing data secured from testing, evidence of his social adjustment and personal characteristics, and information concerning his background are necessary for this purpose. Another essential function is that of supplying information to the pupil. This information should be sufficient and of such a nature that he can use it in doing his educational planning, his occupational planning, and his personal planning. Counseling is the function which really individualizes the program for the pupil and must be carefully provided for in any program. From this should come some formation of plans as an effort toward meeting the needs of the counselee. Since guidance is a continuous process, it must serve the pupil even after he leaves school. And finally, some criteria must be used to evaluate the program to determine how effectively it is helping the pupil to make better adjustments. Summarizing, then, a guidance program should include:

1. The individual inventory
2. Educational, occupational, and personal information service
3. Adequate counseling
4. Experience and training
5. Placement
6. Follow up
7. Evaluation

Purpose of the Bulletin

This bulletin will deal with each of these elements of a guidance program in the hope that it may be of assistance to all those who wish to provide these services in their schools whether those schools are large or small, or located in rural or urban communities. It is not being prepared with the thought of supplying a blueprint by which all programs can be patterned, but it is hoped that the philosophy of guidance as a vital part of education may be made more meaningful and that suggestions have been given in such a way that they will prove of practical value to all who wish to adapt them to their local needs.

CHAPTER II

THE ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM

1. Changes in Aims of Education. 2. Aims of Secondary Education in Iowa. 3. Essential Guidance Services. 4. Study of Local Community. 5. Types of Organizations. 6. Starting the Program. 7. Evaluating the Program. 8. Administering the Program. 9. Summary.

Before attempting to set up a plan for the organization and administration of a guidance program, one should pause to consider (and perhaps rethink) the philosophy and concepts of guidance set forth in the previous chapter. These are in a large measure the result of the democratic tendencies that have invaded the educational program. The results of the movement toward democracy in education have extended from the administrator to the classroom teacher and have as their central objective the development of better learning situations for the pupil.

Changes in Aims of Education

The present aims of education are centered around life in a changing world. Making the most of present living has replaced the idea of preparation for the future. Facts and skills are used to contribute to the total development of the pupil, with emphasis being placed upon understanding and controlling present-day personal and social needs. Education today is a vital part of community living.

Learning is best achieved through experience involving planning, self-direction, discovery, exploration, and thinking. The acquisition of skills and abilities is based upon pupil need or lack, and these are acquired through active participation in group and community living. The days of isolated drill are rapidly passing.

The teacher is no longer a tough drill-master. He assists the pupil to learn, but the responsibility for learning is placed upon the pupil and not upon the teacher. The aim is that the teacher shall study each child and plan the learning experiences in keeping with the pupil's needs, interests, and capacities. The teacher relies upon the pupil to carry on self evaluation, and he evaluates his own efforts in light of what he knows

about himself and makes the necessary adjustments. The task of the teacher is to help him make satisfactory adjustments.

The curriculum today is thought of as all the experiences the pupil has under the direction of the school. Broad fields or functional areas are beginning to replace narrow subject matter divisions, with these areas often cutting across several subject matter divisions. All types of experiences are utilized, visual aids, radio, community resources, and opportunity for pupil participation is provided. Flexibility rather than rigidity characterizes the general curriculum patterns.

Pupil control is developed through the interest generated by pupils working in environments that are challenging and that provide opportunities for success. Efforts are made to have each pupil plan his educational program in keeping with his own interests, needs, and capacities. Thus the school is becoming pupil centered.¹

The Aims of Secondary Education in Iowa

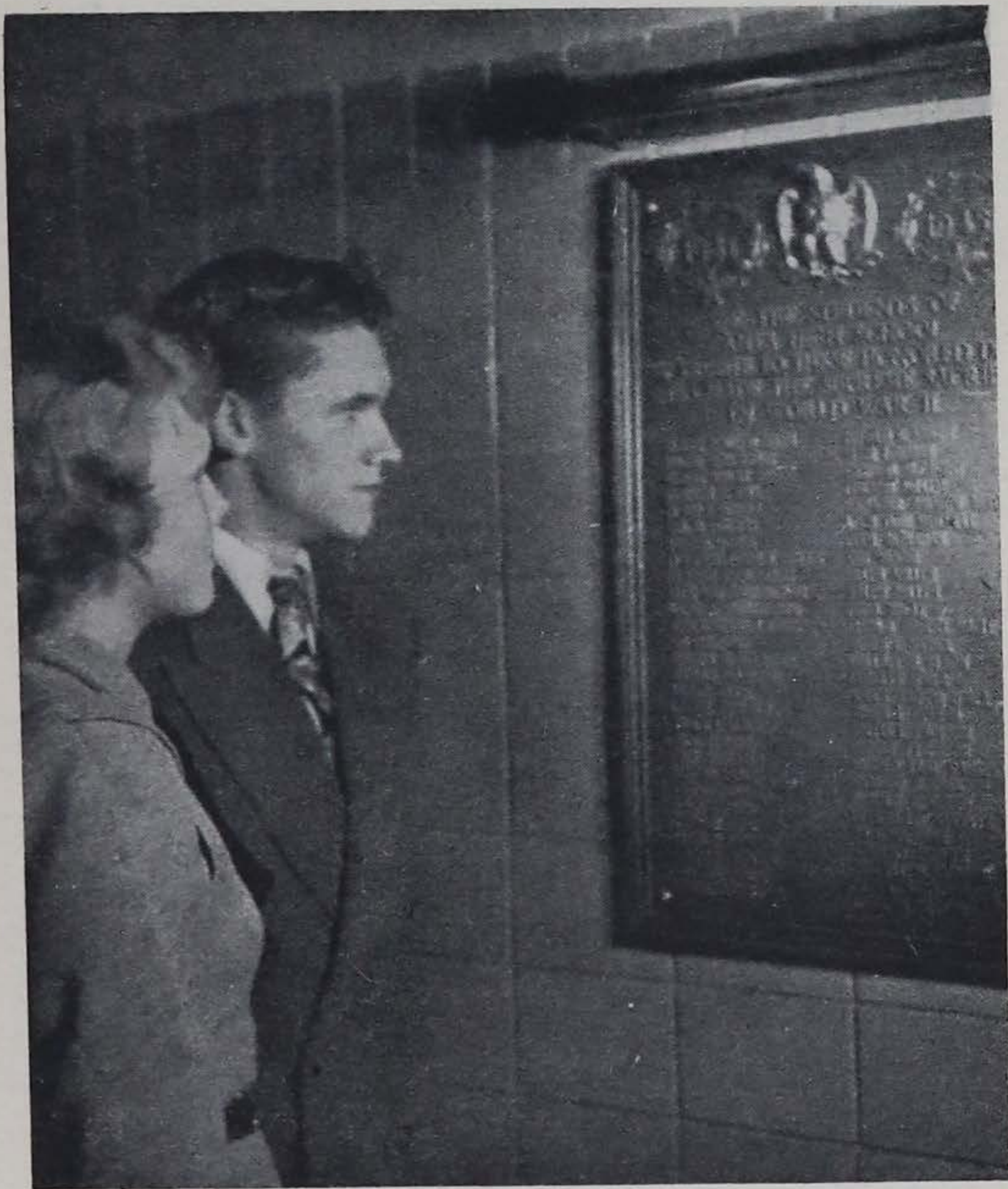
After a review of trends and developments in American secondary education and an extensive study of objectives of secondary education by local high school faculties of Iowa, the following aims of secondary education in Iowa were proposed:²

1. Each student should develop the degree of skill in expressing ideas and in understanding other people's ideas needed to be an intelligent member of a democratic society.
2. Each student should maintain his own physical and mental health and understand his responsibilities for protecting the health of others.
3. Young people in high school should develop a keen sense of understanding and responsibility toward other persons and toward groups in a free society.
4. Youth should understand the structure, functions, and problems of government and develop skills and attitudes which will permit them to participate intelligently in civic life.
5. Each student should be able to manage his own economic affairs intelligently, understand certain basic economic principles, and know the general economic structure of the United States and its role in world affairs.

¹Lee, J. Murray, and Dorris May Lee, *The Child and His Curriculum*, p. 174, D. Appleton-Century Company, New York, 1940.

²*A Proposed Design for Secondary Education in Iowa*, Department of Public Instruction, Des Moines, 1947, Ch. V.

6. All youth should gain an insight into and understanding of the family and the relationships needed to make a satisfactory family adjustment.
7. All youth should have an understanding of natural phenomena and their implications for human welfare, be able to use the scientific method effectively and employ skills in mathematics and science in solving everyday problems.



The atmosphere of the school should be such as to develop positive student morale and high ideals of living.

8. Young people in high school should develop a sense of personal satisfaction through aesthetic experiences in the fine arts.
9. Each young person needs to think clearly about the meaning and value of life and develop a wholesome philosophy which will assist him in making satisfactory social adjustments.
10. Each student should make a tentative choice of a vocational field consistent with his talents and based upon an understanding of opportunities for success and service.

The achievement of these aims is necessary if the boys and girls of the present generation are to meet successfully the many social, economic, and personal problems of modern living. Guidance is designed to help make this achievement possible.

Essential Guidance Services

If a school is to meet its guidance obligations, it must, regardless of its size, provide certain guidance services. Each of these will be developed more fully in later chapters, but a preliminary outline of them as necessary parts of the organizational plan is given here.

I. The Individual Inventory

The collection of information about the individual student is the first essential of a guidance program.

A. The Cumulative Record

1. A folder should be started for each child when he enters the first grade and continued throughout his school career. The folder should include records of the student's home background, health, school attendance, grades, extracurricular activities, and the results of standardized tests. The folder should also contain reports of any incidents involving the student which may contribute to a better understanding of the individual. This may be obtained through anecdotal reports.

B. The Testing Program

1. Scholastic aptitude tests should be given when a child enters the first grade and at intervals as he progresses through school.

2. Achievement tests are an indication of a student's progress in mastery of the skills. They should be given whenever it seems likely that the results will be used in diagnosing student difficulties, in planning remedial treatment, and in understanding students better for guidance purposes.
3. Personality tests may be given at any grade level. In the hands of a teacher or counselor with enough knowledge of basic psychology to interpret and use their results, these tests offer much assistance in understanding and guiding the student.
4. Vocational interest tests should be given at the junior and senior high school levels. They indicate broad occupational fields in which the student's interests seem to be. These tests offer the student a point of departure for the intensive study of the occupations within his interest areas. They also offer the teacher valuable information about the student to be used in counseling.
5. Aptitude tests are often of considerable value in helping a student to make his occupational selection.

C. *Information—educational, occupational, personal*

1. Each school should provide a wide range of materials of an informational nature to assist each student to plan his educational program effectively.
2. Each school should provide adequate reference materials concerning the work of the world. Plans should be developed for its effective use.
3. Each school should provide the student with essential information for the solution of his own personal problems.
4. Group guidance activities should be developed to care for as much of the informational service as possible.

D. *Counseling*

1. Each student should have some adult in the school who is responsible for knowing him as a person. This adult must have the necessary understanding and interest, as well as sufficient time and a suitable place, for helping the student with whatever

problems he may have in the areas of education, occupational choice, or personal affairs.

E. Provisions for Experiences and Training

1. Pupil planning should be the outgrowth of counseling. Facilities must be available for students to secure the experiences and training indicated and desired as an outgrowth of the guidance activities.

F. Placement

1. The high school must assume responsibility for those finishing or leaving school. This necessitates close relationships with agencies for further training and with industry. Effective placement activities will give meaning to training activities.

G. Follow up

1. Schools should be concerned with the problems of how well their students get along when they leave school. This should include their progress in other schools as well as their conduct and progress in industry. The evaluation of the experiences of its former students is one of the best ways for a high school to evaluate the effectiveness of its program.

Study of Local Community

After careful study of the guidance services to be offered in the local school, the next step is to conduct a community survey to cover the following points:³

The Student Body and Its Needs

As individuals differ, so do student bodies. Each community puts its stamp upon the young people of its area. Those interested in organizing a guidance program should know the interests of the pupils; the range of their abilities; and their attitudes toward school, study, self, and the work of the world. A knowledge of the range of their goals is essential as well as a knowledge of how they spend their leisure time. Just because certain guidance techniques have worked in other schools is no sign that they will work in a particular school. To be effective, guidance techniques must be used in relationship to

³Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 365, American Book Company, New York, 1945.

the need and acceptability of the student body. A knowledge of the different types of homes, occupations, races, and religions represented in a student body will contribute essential information not only to the guidance program but also for all other school activities.

The Curriculum of the School

The school and its offerings should be studied in relation to the wide variety of problems faced by the average high school student. It is impossible to aid all students if the offerings of the school are so narrow as to allow very little if any choice in selecting the high school curriculum. Another important point is the study of what the pupil does when he leaves school as compared with the work he did in school. The average small high school enrolls each year a number of pupils for whom it has very little to offer. If guidance is to be effective, the school must make provisions for experiences and training in areas in which it is needed. Those responsible for the direction of the schools should study the curricular offerings in relation to the objectives for the school and the needs of the student body as discovered and defined by the guidance program.

The Faculty

The typical small school's efforts in guidance will be determined to a large extent by its ability to get well-trained teachers. It is impossible to succeed in establishing a guidance program without the understanding, cooperation, and efforts of the local faculty. However, the success of a guidance program depends upon a number of factors other than just attitude. The composite picture of the training and experience of the faculty is necessary if each teacher is to contribute effectively to the total program. One teacher may be interested in the testing phase of guidance; another, in the library work connected with the furnishing of information to the students. The training and interests of each teacher should be studied in relation to the proposed guidance program.

The Community

The community in which a student lives exerts a powerful influence upon him. It helps shape his attitudes, ideals, and desires. Moreover, it shapes his life through the experiences it supplies. Most small high schools are limited in the number of experiences they provide, and as education extends beyond



Development of the fine arts meets a student need.

the four walls of the school, community experiences begin to be used to supplement those of the school. Before a guidance program is undertaken a survey of the possibilities of the community should be made. This survey should show what other agencies in the community are providing in the way of guidance and should outline the various work experiences possible within the community. The total resources of the community should be organized and used in planning the guidance program.

The Philosophy of Education

The philosophy of education held by the members of a community is reflected in all of its educational endeavors. This philosophy will either hinder or aid in the establishment of a guidance program. If the community looks to the school for a very narrow academic training, it probably will look upon guidance as a non-essential. The school will be evaluated in terms of how well it teaches subject matter to the pupils enrolled. On the other hand, if the community views the task of the school in terms of pupil adjustment, guidance will be a necessary part of the school's curriculum. It is not difficult to discover the attitude of a community toward education because the school reflects it accurately. Trained professional leadership can change community attitudes through careful planning and effective public relations. Community attitudes must be understood before a program of guidance is undertaken.

The Financial Situation

A recent survey of some of the outstanding difficulties in establishing a guidance program listed lack of time, lack of trained teachers, lack of testing facilities, lack of adequate information, and lack of adequate records. Most of these difficulties can be overcome if adequate financial support is available. A school operating with an inadequate staff is not an ideal school in which to start a guidance program. The staff will probably be overloaded and will resent the guidance activities as extra work. However, many guidance activities can be carried on with very little money. If school people decide to put first things first, a great deal can be accomplished. An attitude of willingness will overcome many difficulties.

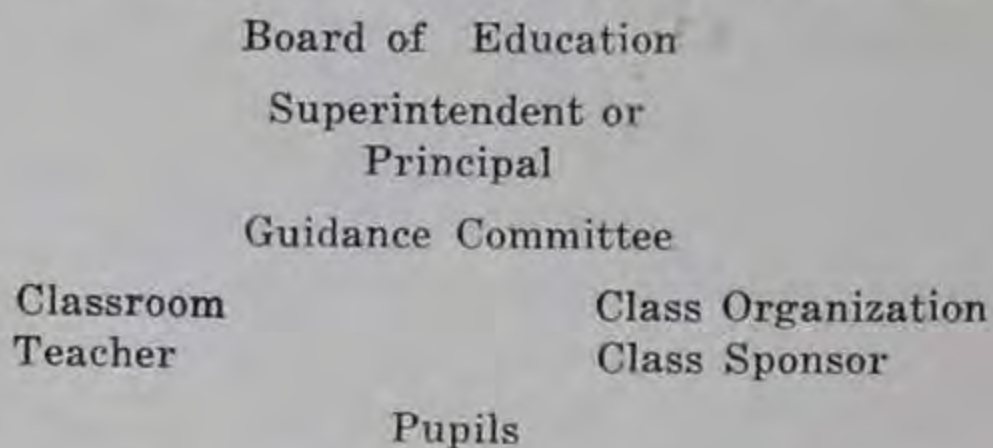
Types of Organization

The organization of a guidance program in a small school should be very simple and such that it can be administered with very little time and effort. One of the most effective plans of organization, and also one which provides a great deal of democracy, is one based upon the central guidance committee. The superintendent or principal appoints a committee of teachers who are interested in guidance. This committee is responsible for putting the guidance program into action and providing for the continuous evaluation and modification of the program.

The guidance committee plan of organization enables the teachers of the school to contribute effectively to the total guidance program. One teacher may be interested in the testing phases of guidance, another in the records necessary, another in the library organization needed to furnish adequate information, while others may be interested in counseling duties. The guidance committee considers the desires and the abilities of the various faculty members and tries to make effective use of these abilities in the total guidance program.

The Small School

In the small school, all of the teachers must participate in the guidance program if it is to be effective. The guidance committee gives each teacher a part in helping to plan the guidance activities and thus helps generate interest and a desirable attitude on the part of the faculty. In the final analysis the task of the guidance committee is to secure the cooperation of all the forces in the school in the task of assisting the student. The following diagram illustrates the simplicity of organization of the guidance program in the small school:



This diagram shows the relation of the various agencies of organization and will serve as an excellent basis for the development of the duties and responsibilities of the various guidance workers.

The following outline shows how a school organized its guidance program around a guidance committee. This plan of organization includes:

The Guidance Committee

A. Chairman

1. The principal

- a. Supervises and administers the program in general
- b. Administers tests and supervises clerical help in maintaining records
- c. Provides for in-service training for the committee members and the staff in general
- d. Sees that the curriculum makes the greatest possible contribution to guidance
- e. Keeps the community informed of the guidance activities

B. Committee Members

1. Athletic Director

2. Librarian

3. Head of Social Studies Department

4. Head of Commerce Department

5. Vocational Agriculture Instructor

6. Vocational Homemaking Instructor

7. Industrial Arts Instructor

C. Responsibilities of Committee Members

1. Each one serves as one of the regular counselors
2. Each one is responsible for studying the possibilities of his department as a guidance medium and for possible ways of distributing occupational, educational, and personal information through his department.

This program is developed on the assumption that at least three years are necessary to build a sound program of guidance. During the first year the following features of guidance were given consideration:

1. A workable organization
2. Adoption of a general definition of guidance and specific objectives for the school
3. Critical study of the testing program
4. Stimulation of interest in occupational information on the part of the student
5. Creation of an occupational library

A guidance committee was organized. This committee developed the following specific objectives for the guidance program:

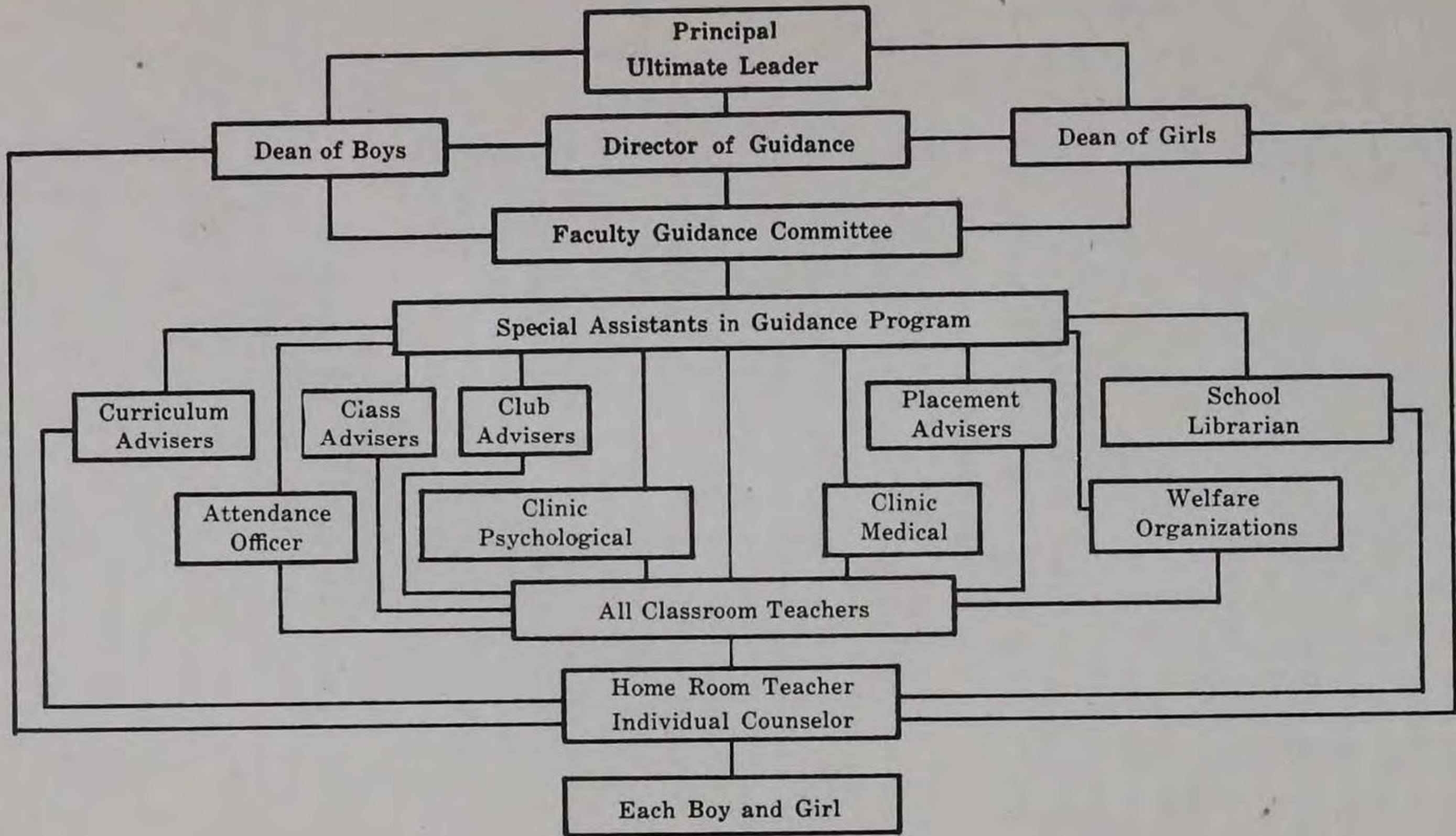
1. To study, analyze, and make available for counseling the pertinent personal qualifications, aptitudes, interests, capacities, and abilities of each individual pupil
2. To assemble and make readily available pertinent occupational and vocational information needed by the individual pupil in order to make wise choices
3. To make the above information function in the pupil's decision through an effective program of counseling
4. To encourage the use and development of such community resources, both human and material, as will give the pupil a more complete understanding on which to base choices
5. To assist the pupil in contacting the proper agencies through which he may enter a suitable vocation or secure the training to do so
6. To make available the information obtained through the guidance program as a basis for enriching the curriculum and adapting it more definitely to pupil needs

The program is now completing its second year. Emphases have been placed upon three areas—plans for the more effective use of occupational information, the development of an effective counseling program, and the evaluation of the guidance activities of the school.

The Large School

The director of guidance is beginning to make his appearance in the larger school systems. He is a trained guidance worker and is capable of planning and organizing an effective guidance program. The following outline of a guidance program gives a central place to the director of guidance. This diagram was prepared by Jesse B. Davis⁴ and shows the organization suggested for a large high school. With a few slight modifications, this plan of organization could be arranged to fit an entire school system.

⁴National Association of Secondary-School Principals, Committee on Guidance, *Guidance in Secondary Schools*, Bulletin 9, p. 8, Cicero, Ill., January, 1928.



This diagram clearly indicates the chief characteristics of the plan of organization. The principal is responsible for the leadership, and the guidance director is directly responsible for the organization of the guidance work in the school. The guidance director works with the faculty guidance committee and all the teachers of the school. He coordinates the guidance program so that all of the facilities and resources of the school and community are brought to bear on the guidance problems of the students. The diagram shows the relationship of the various factors in the organization of a guidance program and may be used for the development of the responsibilities and duties of each factor. Such a diagram helps provide the organization and unity necessary for successful guidance work.

Starting the Guidance Program

The task of initiating a guidance program is difficult. Perhaps the greatest reason for failure in the attempt to establish a guidance program is the speed and rapidity with which it is thrust upon the school. Someone becomes enthusiastic about the possibilities of guidance activities in the local school and attempts to place the guidance program in action with the teachers showing very little if any interest in the plan.

While the outlining of the organization for a guidance program is a rather simple task, the coordination of all factors involved into a unity requires leadership, patience, and imagination. The members of the faculty and of the student body should become acquainted with the objectives of the school, the objectives of the guidance program, the needs for guidance, the relationship of guidance to the educational program, the records needed for adequate guidance, the information that must be available to the teachers and the students, the purposes of counseling, the nature of follow-up activities, the placement activities, and the ways and means for the evaluation of the guidance activities. These concepts do not occur overnight, and the time taken for their development is time well spent in relation to the effective functioning of the guidance program.

The Professional Study Method

Each year school administrators and teachers seek materials for a series of interesting professional meetings. A year devoted to the study of a guidance program for the local school

would certainly provide interesting, worthwhile materials for such a series of meetings. Such a series could well be considered an in-service-training program and college credit might be earned by participation in such a program, if it were in cooperation with some college. Such a program might include the following topics for study:

1. The purposes of secondary education in the local school
2. The relationship of guidance to education
3. The needs for guidance in the local school
4. The parts of a guidance program
5. Techniques of guidance
6. Survey of local guidance activities
7. The organization of a guidance program for the local school
8. The extension of guidance services
9. The evaluation of guidance activities
10. Mental health
11. The place of the classroom teacher in guidance

This method of starting a guidance program provides the time necessary for the maturation of the concepts of guidance activities and also provides a well informed faculty. Such a study should provide for an organization of a guidance program that would be acceptable to all members of the faculty and should provide the unity so necessary for effective guidance work.

Another result of such a series of professional meetings is a constant evaluation of the guidance activities being carried on in the school at the present time. The testing program might well illustrate this point. As the teachers study the testing program recommended for a guidance program, they will compare this program with the present testing program and out of the comparison will come suggestions for the improvement of the testing program of the local school.

The Problem Method

A second method of establishing a guidance program is through the problem approach. The teachers and the administrators select some one problem that seems to be of a critical nature in the local school and outline an approach to the solution of the problem. This approach would probably include a survey of the local situation to determine just what conditions exist. After the survey has been made, the teachers

attempt to discover the causes of the condition and to set up measures to remedy these causes. Sometime in the study the question of just what the local school could have done to prevent the contributing condition should arise. The study of and the solution of these problems will bring about the need for the study and consideration of many guidance activities. As these activities grow and develop, they should be coordinated into a balanced guidance program. Thus what has started as a study of a problem has developed into a guidance program.

An excellent problem of this type would be a study of those who drop out of the local high school. The first step would be a survey to determine how many pupils dropped out of high school over a period of years. The second step would be the attempt to obtain the reasons why they dropped out. Such a study would include the local records and what they contained or did not contain, the local testing program and what it did or did not discover about the pupils, the curriculum and how it did or did not fit their needs, the guidance program and what it did or did not do to help them. These and many other problem areas might be discussed.

The next question could easily be what the school needed to do to check these drop-outs and keep the pupils in school. This would lead to a program that would include curriculum changes and many guidance activities.

As teachers progress in the study of such a problem, they become interested in the various guidance activities because they discover that such activities give meaning to their teaching and make the task of teaching much easier. At this point the teachers are ready to discuss the guidance services and activities that the school should provide and are ready for the organization of a guidance program which will include those guidance services not available at the present time.

Evaluating the Guidance Program

How well is the guidance program achieving its objectives? School people should constantly check the results of the guidance program with the things it proposes to do. This evaluation should cause emphasis to be placed on various activities at different times. The elimination of certain objectives and the adding of new ones is an essential task of evaluation if the guidance program is to remain or become effective. The

following criteria suggested by Hamrin and Erickson provide a means for the evaluation of the local program:⁵

1. How well is the program organized?
 - a. Does it have specific objectives with well defined responsibilities and duties?
2. Are students prepared for making satisfactory adjustments?
3. Are pupils assisted in becoming oriented to the school?
4. Are pupils the center of attention and systematic study?
5. Has the school studied its own situation in order to make necessary adaptations to the needs of the student population?
6. Are the pupils assisted in their personal and social adjustments?
7. Is provision made for pupils to learn of educational and vocational opportunities?
8. Are pupils assisted in planning for their educational and vocational futures?
9. Are students prepared to bridge the gap into college and into a job?
10. Does the school carry a follow-up program?

There are many other items that might enter into the evaluation of a guidance program. However, the real test is how well the guidance program functions in the life of each student.

The Administration of the Program

A guidance program will not organize and operate itself. Effective leadership is necessary both in the organization of a program and also in the operation of such a program. The administrator must be sympathetic with the purposes of guidance. He must provide a curriculum suitable for guidance purposes, with adequate time for guidance activities. His budget must include the funds necessary for teacher time, tests, records, books, and materials needed in the program. He must possess the ability to coordinate school and community resources and must be able to make these available to the students. The superintendent should constantly be aware of the guidance functions of the teacher when he is recommending candidates for teaching positions. He must evaluate

⁵Hamrin, Shirley O., and Erickson, Clifford E., *Guidance in the Secondary School*, p. 329, D. Appleton-Century, Inc., New York, 1939.

the results of the guidance program and lead in making the program more nearly meet its objectives.

Summary

The foregoing pages have outlined the changes in the educational philosophy that have occurred in recent years and have set forth the aims for secondary education in Iowa. Necessary guidance services have been described, types of organizations for the small and large schools have been discussed, and plans for initiating a guidance program were outlined. Suggestions for the evaluation of the guidance program were set forth, and the duties of the administrator of the guidance program were described.

The reader should keep in mind the fact that it is impossible to lift a guidance program from one school and community and place it in another school without making a number of changes. The organizations suggested in this chapter are to be considered as suggestions and aids. It is impossible to plan an ideal program without reference to a specific school, a specific community, and a specific student body. Those in charge of the task of organizing a guidance program for a local school should keep this in mind when formulating the guidance program.

CHAPTER III

PREPARING THE STAFF FOR GUIDANCE ACTIVITIES

1. Plans for In-Service Training: a. Visiting Speakers; b. Extension and On-Campus Courses; c. Studying Practices in Business and Industry; d. Faculty Meetings. 2. Summary.

The success of the guidance program in any school will depend very largely on the degree to which the staff supports it. They must be in sympathy with it and understand its aims and objectives. If they fail to do so, no plan of organization will be effective. Allen made the following statement concerning this fact:¹ "Probably more attempts to organize a guidance program have failed because teachers have not been carefully or fully informed of the purposes of the work than from any other single cause."

It is very vital to the success of a guidance program, then, that provision be made for in-service training of the staff. As yet there are few so-called specialists in the field of guidance, and its promotion must come largely from these teachers and staff members already in the schools who have become convinced of its value and importance. And in most cases these teachers need a great deal of information. In the first place, they need to be informed as to the nature and meaning of guidance, its objectives, and why it is important to the school. Chisholm made this point clear when he said:² "The most significant as well as the most fundamental responsibility in developing a guidance program is to help each member of the staff come to a clear understanding of the objectives guidance seeks to achieve."

Information is also needed concerning the various techniques of guidance, the services it should provide and how they can be implemented, and the relationship of guidance to the rest of the educational program. After the staff has seen the significance of its meaning, they will want to know how guidance can be introduced in the local school.

¹Allen, Richard D., *Organization and Supervision of Guidance in Public Education*, p. 134.

²Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 372.

Plans for In-Service Training

In the preceding chapter, the discussion dealing with the steps necessary in starting a program presented some general suggestions for orienting the staff before a guidance program is first introduced. This must be followed, however, by a definite plan of in-service training, and this chapter will attempt to make some concrete suggestions as to how such training can be given. It is not within the scope of this bulletin to present everything that such a program could include, but any alert principal or guidance director can easily add to it.

Visiting Speakers

There are occasions when it is a good thing to bring in a speaker from the outside who can discuss some phase of guidance with the staff. This speaker might be from some college or university, or there are many industries and business concerns which have personnel workers who could bring some extremely valuable information. These speakers could discuss such topics as testing, interpretation of tests, occupational opportunities for young people in Iowa, personality growth, and many others. It would also be very helpful if a place could be found on the program of every teachers' group meeting for such a speaker. The ultimate goal is, of course, that every school shall be guidance minded.

Extension and On-Campus Courses

Many teachers attend summer school sessions at regular intervals, or they enroll for some extension courses. Colleges and universities are beginning to include courses in guidance and personnel work, and teachers could be encouraged to take them. Inversely, as teachers ask for such courses more frequently, the colleges might add to their offerings in this field.

Studying Practices in Business and Industry

Schools could benefit greatly by studying the in-service training policies of many industries and business concerns. Some of them are doing an outstanding job of training their employees after they have started work. Their methods of procedure might contain many helpful suggestions. Likewise, much help could be secured by observing and studying the programs of schools in which guidance has been in successful operation.

Faculty Meetings

Probably the most satisfactory way of preparing the staff is through free and open discussion in a series of carefully planned faculty meetings. The principal or some staff member who is adequately prepared could build such a series of meetings around those parts of a guidance program which are of vital importance. In connection with this, a professional library of well-selected books on guidance should be made available for use by the members of the faculty.

Referring again to Chapter II, a list of topics was given there which would provide some excellent material for faculty meetings. Information concerning several of them is given elsewhere in this bulletin and could be used to cover those topics. Four of them have been selected and possible study units worked out here by way of suggesting one way in which they might be presented. No doubt the reader will have many other ideas of how they might be handled.

UNIT I

Understanding the Meaning and Objectives of Guidance

I. Objectives of the discussion

- A. To study and evaluate some definitions of guidance as given by leaders in the field
- B. To study and evaluate some objectives of guidance now in use
- C. To show the relation of guidance to the whole educational process
- D. To formulate a definition of and objectives for guidance in the local school

II. Presentation of information

A. General statement

1. A necessary factor in forward progress is a clear picture of the goal toward which one is moving. Providing for guidance in our schools is certainly a progressive step, but that step cannot be taken with firmness if all who are concerned do not have an understanding of its meaning. It would truly be a case of "the blind leading the blind" if guidance were attempted without first arriving at a clear picture of what it aims to achieve.

B. Some definitions of guidance

1. Guidance aims to develop in the individual an insight into the solution of his problems of living as well as a creative initiative whereby he will throughout life be able to meet and solve his own problems adequately.³
2. Guidance is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life.⁴
3. Guidance is an attempt to achieve a synthesis between the student's aspirations, his potentialities, and his opportunities.⁵
4. Guidance enables each individual to understand his abilities and interests, to develop them as well as possible, to relate them to life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen of a democratic social order.⁶

C. Some objectives of guidance (Shaker Heights, Ohio)

1. To help the student see the importance of a strong, healthy body.
2. To discuss with the student his outstanding traits of personality and his personal problems.
3. To assist the student to form the right habits of work and conduct and to help him develop high ideals of behavior and living.
4. To expose each student as effectively as possible to the educational and vocational opportunities of the school and to help him make the best adjustments to these opportunities.
5. To provide opportunities, curricular and extracurricular, by means of which the student may discover and develop interests which will provide enjoyment and recreation, thus making life more worthwhile to him.⁷

³Chisholm, *op. cit.*, p. 3.

⁴Jones, Arthur J., *Principles of Guidance*, p. 61.

⁵Smith, Charles M., and Roos, Mary M., *A Guide to Guidance*, p. 1.

⁶Traxler, Arthur E., *Techniques of Guidance*, p. 3.

⁷Erickson, Clifford E., and Happ, Marion Crosby, *Guidance Practices at Work*, p. 8.

(Yonkers, New York)

1. To have the individual understand his intellectual, social, moral, and economic relationships.
 2. To have the pupil understand the relationships between education and work, and to utilize to the best advantage the opportunities of the school.
 3. To assist the pupil in gaining a knowledge of occupations and occupational relationships.
 4. To help the pupil to realize the relationship between worthy character and success in life and to strive to develop those character qualities essential to all phases of endeavor.
 5. To have the pupil consider his own possibilities in the light of successful vocational and educational adjustment.
 6. To assist boys and girls to select such curricular and extracurricular offerings as will adequately develop their social, physical, mental, and educational potentialities to the end that each boy and girl will be able to direct himself into the field of work or advanced study in which he will be able to render the greatest service and in which he will find the maximum of happiness.⁸
- D. Some statements concerning the relation between guidance and education
1. The part of the school characterized as "guidance" cannot be examined effectively without considering it as a part of the whole school. In other words, recognition of the organismic nature of the school presents need of consideration of the entire school program.⁹
 2. Guidance not only is an essential part of the modern concept of education, but is also closely related to all other aspects of the work of the school. In fact, it is of the greatest importance that guidance be properly conceived as an integral part of the on-going process of modern education, if genuine progress is to be realized. The operation of a guidance program should be so smoothly integrated with the

⁸Ibid., p. 7.

⁹Holmes, Henry W., "The Nation Challenges the Schools," *The Atlantic Monthly*, January, 1940, pp. 21, 25.

- B. Can you draw any comparisons between situations presented here and the local school?
- C. Using the outline of youth problem areas presented in Chapter I, discuss the needs of local high school people.
- D. How would an organized program of guidance help to meet these needs?
- E. Evaluate the present offering of the local school, both curricular and extracurricular, in the light of the needs of adolescents.

UNIT III

The Part of the Classroom Teacher in Guidance

- I. Objectives of the discussion
 - A. To discover the possibilities for guidance in the classroom.
 - B. To show the opportunity the classroom teacher has for building attitudes.
 - C. To point out that systematic guidance simplifies rather than adds to the work of the classroom teacher.
- II. Presentation of information
 - A. General statement
 - 1. It is imperative that the classroom teacher understand that he is a very important part of the guidance program. It is not something that can be left to one or two specialists, while the classroom teacher does nothing but teach subject matter. Every teacher guides in one way or another by the very nature of his contact with students. A better understanding of how he can do it more effectively is very important.
 - B. Some statements concerning the classroom teacher in guidance.
 - 1. There are many ways in which the classroom teacher can make a contribution to the guidance program: (1) School subjects provide an excellent opportunity for disseminating information about occupational, educational, and training opportunities to pupils through the use of printed materials and audio-visual aids that relate subject content to these opportunities. (2) The teacher is associated with the same group of pupils over a long period of

time. (3) The similarity of education and guidance in the school program emphasizes the need on the part of the classroom teacher for recognizing individual differences among pupils and making provision for those differences in the instructional program. (4) The guidance program that is superimposed upon the existing school program is doomed to failure. (5) The classroom teacher needs to be conversant with the other curricular offerings of the school and the relationship of his subjects to the educational and occupational interests of pupils. (6) Morale in the school is greatly helped through classroom activities and thus becomes an important responsibility of the classroom teacher. (7) Sponsoring of cocurricular activities is a traditional function of the classroom teacher in most schools. Many of the exploratory, adjustment and developmental needs of pupils may be served by their proper individual placement in some cocurricular activity. (8) New pupils entering the school frequently are in need of orientation services in order that they may properly fit themselves into a new social and physical environment, a function that the classroom can carry out with maximum effectiveness. (9) Without a knowledge of the contents of the school library, the teacher cannot properly assist pupils to make adequate use of it. (10) School assembly programs point to an opportunity for teachers in the guidance program. (11) The teacher can present to the pupils the educational and vocational implications of his own subject. (12) Occasionally teachers are valuable participants in case conferences.¹³

2. The following types of guidance activities are those in which every teacher in every classroom should engage: (1) Aiding pupils to fix goals for themselves by clearly setting forth the objectives of instruction. (2) Showing the opportunities that the subject under study offers for recreational or leisure-time pursuits, vocational preparation, life-

¹³Erickson, Clifford E., and Smith, Glenn E., *Organization and Administration of Guidance Services*, p. 174.

adjustments, and further education. (3) Aiding pupils to attain self-understanding by partial analysis of the individual pupil's strengths and weaknesses. (4) Developing in pupils desirable habits in the field of mental and physical health. (5) Developing desirable character and moral attitudes and habits. (6) Helping pupils to experience the joy of success. (7) Aiding pupils in adjusting to school and community life. (8) Developing in fellow teachers, in pupils, and others favorable attitudes toward typical children. (9) Adjusting content, time, and methods to needs of individual pupils. (10) Setting clearly defined and flexible standards of work. (11) Detecting and preventing failures in the incipient stages. (12) Avoiding teaching procedures which inhibit adjustment. (13) Making patient, tactful, sympathetic attempts to understand each pupil and his problems.¹⁴

III. Questions for discussion

- A. From these statements by leaders in the field of guidance, what are the areas in which classroom teachers can make the greatest contribution?
- B. What are some of the attitudes which a classroom teacher can help develop?
- C. What evidence is there here to support the statement that organized guidance makes the work of the classroom teacher easier?
- D. Can you suggest other ways by which the classroom teacher can guide pupils?

UNIT IV

Relation Between Guidance and Mental Hygiene

I. Objectives of the discussion

- A. To point out the agreement between the concepts of guidance and those of mental hygiene.
- B. To discuss the obligation which the school has to create situations conducive to mental and emotional health.

¹⁴Fahey, George L., "What Every Teacher Can Do for Guidance," *School Review*, September, 1942, pp. 516-22.

- C. To analyze present educational methods to see how they may be made more effective in developing and maintaining mental health of students.
- D. To point out the importance of mental and emotional stability on the part of the teacher.

II. Presentation of information

A. General statement

1. Mental health means the ability to adjust to life's many conflicting situations with the minimum amount of difficulty and with the greatest amount of satisfaction to the individual and to the society. Since the principal aim of guidance is better adjustment to life, it is easy to see the relation between the two.

B. Some statements concerning education and mental health.

1. The essentials without which a person cannot be quite sound mentally, and with which—apart from accident, infection, or heredity—one can have no serious mental disorders are three: A *task*, a *plan*, and *freedom*. The task includes everything from the concrete goal of the moment to the high ideals and aims of the future. A plan is necessary to make the work purposive activity. It must be one's own task; hence freedom is necessary. What are some of the conditions under which these three essentials of mental health and effective personality can best be achieved? (1) Give attention to the present situation. Live one day at a time. (2) Orderly association is important. Efficient activity in any constructive task means success, however trivial and banal the task may be. This develops the habit of success with its stimulus and its mental attitude of confidence and courage. (3) Mental work, systematically carried on, is a most important condition for mental health. (4) Proper alternation of work and rest is an important condition of mental health. Conformity to a normal law of rhythm is of great hygienic value. (5) Normal reaction to feeling is essential. The emotional life of the individual represents the deepest spring of action. (6) A habit

of utmost importance to mental health is that of always attempting to meet a difficult situation. (7) Self-control should be developed not by repression, but by indirect substitution. Democracy requires individual self-control. (8) The confidence that results from action and an ordinary degree of success is an essential condition of mental health. (9) To act with others as follower or leader, to serve, to cooperate, to resent, to fight, represent healthful attitudes and forms of activity. (10) The mental health of an individual depends largely upon obtaining the proper balance between his strength and the demands of his environment. (11) The most important condition of mental health is the attitude of facing reality.¹⁵

2. The functions and obligations of education in this area are recognized generally. The schools must produce common attitudes in a sufficiently large proportion of the population to insure social stability and progress. To accomplish this, education must convince people of the extent to which their own self-interest is interwoven with the social good. It must re-educate those whose experiences have engendered selfish, asocial attitudes, or goals incompatible with general welfare. It must train children to avoid behavior which will distress other people or jeopardize the safety and well-being of others. Also schools must help children to understand the nature of social conflicts, to recognize the rights of others in the struggle for security, to tolerate reasonable social experimentation aimed at ameliorating suffering and insecurity, and to accept personal responsibility and a share in the burden of caring for the unfortunate and underprivileged. These seem to be the essential elements of educational policy necessary to social integration.¹⁶
3. Clearly, personnel relationships are crucial in determining the influence which schools have upon developing personalities. Not only are persons the

¹⁵Burnham, Wm. H., "Essentials of Mental Health," *N.E.A. Journal*, December, 1940, p. 271.

¹⁶Prescott, *op. cit.*, pp. 139-140.

agents by which all sorts of educative experiences are guided and administered, but the affective relationships between those persons and the pupils are powerful factors of satisfaction or frustration of personality needs. Teachers are not merely the machines by which educative experiences are made available to children. They are part of the active environment of the child. Children desire affection from them, status with them, and recognition by them. Many times, the intellectual aspects of school are secondary in importance to the personal relationships established or lost. Sensitiveness to this fact and appropriate consideration for children by school people are therefore imperative. But teachers are also people; they have their own personality needs. Persons managing the schools must be equally sensitive to the needs of teachers, and the public must be concerned with making the profession truly satisfying for the persons at work in it. Otherwise, their own children will suffer.¹⁷

III. Questions for discussion

- A. From the earlier consideration of the concepts of guidance, and from the first quotation above, how would you explain this statement, "The guidance official's responsibility is to help an individual to formulate a plan so that he may use freedom to his own best interest"?
- B. What are some of the school situations which may affect the emotional and mental health of students?
- C. What are some of the ways by which teachers give evidence of emotional instability? How may this affect the students?
- D. What is the responsibility of the community toward insuring the emotional stability of teachers?
- E. What are some of the signs of student behavior which point toward maladjustments?

Summary

This chapter has emphasized the importance of having the staff thoroughly prepared for the introduction of a guidance

¹⁷Prescott, *op. cit.*, p. 280.

program. It has suggested several ways by which this preparation may be made, together with four possible units of study. Attention should again be called to the fact that the main purpose of this chapter was to point the way, leaving it to each school to develop its own detailed program. Schools will vary in the amount and kind of in-service training needed by the staff, and each guidance administrator will have to study his own situation.

As a final source of help, the outline which follows this chapter has been included. This outline was prepared by the Occupational Information and Guidance Services of the United States Office of Education.

Courses for On-the-Job, In-Service Training of Counselors, Teachers, and Administrators

TOPICS

- I. Principles and Practices
 - A. Definition
 - B. Needs for a guidance program
 - C. Objectives of a guidance program
- II. Individual Inventory—Excluding Tests
 - A. Types of record forms
 - B. Uses of the individual inventory
 1. To get complete data on the counselee
 2. To be used in the counseling procedure
 - a. Referral
 - b. Training
 - c. Placement
 - C. Information to be obtained
 1. Types of information to be included
 - a. Name and residence
 - b. Age
 - c. Sex
 - d. Race and nationality
 - e. Education
 - f. Test results
 - g. Disabilities
 - h. Occupational experiences
 - i. Hobbies
 - j. Dependents
 - k. Interests
 2. Where to get the information
 - a. Counselee
 - b. Test results
 - c. Records submitted by counselee

3. When to get the information
 - a. At least as soon as the counselee comes in the first time
 - b. As needed for counseling

D. Where records are kept

E. Who shall have access to the records

III. Individual Inventory—Testing

A. Types of tests

1. Pencil and paper
2. Performance
3. Individual
4. Group
5. Timed tests
 - a. Each section timed
 - b. Specific amount of time for entire test
6. Nontimed tests
7. Scholastic aptitude
8. Other aptitude tests
 - a. Mechanical
 - b. Music
 - c. Art
 - d. Clerical
 - e. For professions
9. Achievement tests
 - a. Batteries
 - b. Separates
10. Interest inventories
11. Personality inventories

B. Uses to which they may be put. It should be remembered that the more one knows about the individual, the more supplementary test results become; the less one knows about the individual, the more important test results become.

1. Analysis and appraisal of the individual as he is, so as to present a profile of his abilities and limitations.
2. Prediction of the probable development and success to be attained by the individual in certain specific fields.
3. Measurement of growth in given subjects and training.
4. Helpful in planning an educational program.
5. Useful in making occupational choices.

C. Selection of tests

1. Never select a test without knowing beforehand
 - a. What traits you desire to test for
 - b. If the selected test will test exactly that trait
 - c. Reliability of test and how derived
 - d. Validity and whether it is valid in your situation (c and d are of especial importance, and considerable time should be devoted to both reliability and validity. A profile sheet should be provided, in order that comparative scores may be indicated and useful deduction arrived at.)

- e. Norms and how derived
 - (1) Number of cases
 - (2) Race used
 - (3) Geographical distribution
 - (4) Nationality
 - (5) Objectivity
 - (6) Ease of administration
 - (7) Ease of scoring
 - (8) Time
 - (a) Administer
 - (b) Take
 - (c) Score

D. Interpretation of test results

It is important to realize that the real and only value derived from testing rests in the proper interpretation of the results. For this reason, *it is unsound to have a testing program unless the individual using the tests has had proper training in tests and measurements.*

E. Things to remember about using tests

1. A score from a single test should not be used as an adequate basis for counseling. Other data and additional test results should be obtained whenever possible; *hence the value of the rest of the individual inventory.*
2. Unnecessary duplication in testing should be avoided.
3. In selecting a test, choose one that takes into consideration the following factors relevant to the individuals being tested
 - a. Age
 - b. Sex
 - c. Experience
 - d. Socioeconomic status
 - e. Intellectual and educational level
 - f. Nativity
 - g. Vocational goal
 - h. Special aptitudes
 - i. Information on norms (see C-1-e)
 - j. Validity (see C-1-d)
4. Study the results of the tests by parts, so as to discover the fields of strength and weakness.

IV. Counseling—The Simple Interview

A. Types of interviewing situations

Initial interview

1. Referral function
2. Informational and other functions that result in immediate assistance to counselee
3. Contact type where the individual is asked to return

B. Things to remember about interviewing

1. Be a good listener.
2. Find the problem as soon as possible.

3. Refer all cases that should be referred to the proper individual. Render all assistance possible. Do not leave the impression that you are passing the buck.
4. Make the individual feel that you are really interested in helping him.
5. Even in those cases where it will not be necessary for the counselee to return, be sure to ask him to let you know how he is coming along, to drop in again, call you at any time, etc.

V. Counseling—Techniques

Remember that the work will be individual in nature. Remember that this situation is the result of a preliminary interview.

A. Steps in counseling

1. Planning the counseling interview
 - a. Preparing for the interview
 - (1) A quiet, private room is necessary.
 - (2) Gather sufficient information about and for the individual beforehand.
 - (3) Have a general plan of action.
 - (4) Allow sufficient time for the interview.
 - (5) Plan not to drag out the interview.
 - b. Initiating the rapport. Avoid direct questions until the counselee is ready.
 2. Conducting the interview
 - a. Strive to discover the problem as soon as possible.
 - b. Be a good listener.
 - c. Be observant.
 3. Terminating the counseling interview
 - a. End interview when objectives have been accomplished.
 - b. Summarize the plan of action agreed upon.
 - c. Make definite appointment for next meeting.
 4. Recording results of the counseling interview
 - a. After individual leaves, record fact of interview.
 - b. Note any pertinent observations.
 5. Supplementing the counseling interview
 - a. Tests may be necessary
 - b. Additional other fact *about* the individual may be necessary.
 - (1) From counselee
 - (2) From school officials
 - (3) From others
 - c. Additional information *for* the individual may be desired.
 - (1) Catalogs and other training aids
 - (2) Sources
 - (3) Books, pamphlets, etc., about occupations
 6. Follow-up of the counseling interview
 - a. To see if the plan of action was followed
- ### B. Case studies
1. Useful devices to see whether the counseling given would be the same if given by other counselors on the staff.
 2. Useful as training aids.

- C. Assembling facts useful to educational, training, and other agencies in plans for serving counselees
- D. The identification and disposal of cases presenting special problems
 - 1. Referral to professional assistance
 - a. Medical cases
 - b. Psychiatric cases
 - c. Welfare cases
 - 2. Referrals to established agencies with special jurisdiction

VI. Training Opportunities

- A. In discussing training opportunities, it is necessary to take into consideration the individual inventory of the counselee and relate such facts as 1, 2, and 6 to 3, 4, and 5
 - 1. Age of the counselee
 - 2. Learning speed
 - 3. The job objective
 - 4. The occupational level to which the counselee may direct his efforts
 - 5. Training conditions
 - 6. Economic status
- B. Types of training opportunities
 - 1. Institutional or formal instruction
 - a. University or college
 - b. Trade schools.
 - c. Business schools
 - d. Vocational education schools
 - e. Secondary schools
 - 2. Correspondence schools
 - 3. Employment training
- C. How to get the information
 - 1. Survey the local area
 - 2. Catalogs
 - 3. State Departments of Instruction
 - 4. State Directors of Vocational Education
 - 5. Books
- D. How to use the information
 - 1. In conference with the individual—as a first step
 - 2. Allowing the counselee either to use the materials in office or to check them out
 - 3. In conference with the counselee after he has studied the materials
 - 4. In an organized class in occupations
 - 5. In a regular classroom subject; such as English, mathematics, etc.

VII. Occupational Information

- A. Steps to take in gathering occupational information
 - 1. Local community occupational survey
 - 2. Facts from follow-up studies
 - 3. Gather printed materials on occupations
 - a. Pamphlets, magazines, reports, etc.
 - b. Books
 - 4. Utilize facts available from placing or employing agencies
 - a. USES
 - b. County agents
 - c. Others
 - 5. Visual aids
- B. Filing the unbound materials
- C. Dissemination
 - 1. As a unit of the regular classroom
 - 2. Course in occupations
 - 3. Plant visitation
 - a. Group
 - b. Individual
 - 4. Career Days
 - 5. College Days
 - 6. Visual aids
 - 7. Library

VIII. Follow-up

- A. Who is to be followed up
- B. Why there should be a follow-up
- C. When this should be done

IX. Placement

Placement is here interpreted to mean satisfactory adjustment to the next situation, whether it is on a job or in the school

- A. Place of the administrator
 - 1. Organizes and supervises the guidance program
 - 2. Arranges for counseling on school time
 - 3. Delegates a counselor (s)
 - 4. Provides necessary equipment and supplies
 - 5. Assigns guidance duties to staff members
- B. Place of the Counselor
 - 1. Assists teachers to better cope with their problems
 - 2. Counsels with pupils
 - 3. Directs and coordinates the guidance program and is responsible for such things as follow-up placement, individual inventory being done effectively
- C. Place of the classroom teacher
 - 1. Gives occupational information through the subject
 - 2. Assists in the proper adjustment of pupils
 - 3. May do individual counseling

- D. Place of the librarian
 - 1. Collects occupational information
 - 2. Maintains occupational shelf
 - 3. Collects materials on training opportunities
- E. Selection of a counselor
 - 1. Personal qualities
 - 2. Experience
 - a. Teaching
 - b. Other work experiences
 - c. Other
 - 3. Training in the field of guidance
- F. Evaluation of the Guidance Program

CHAPTER IV

INFORMATION ABOUT STUDENTS

1. Cumulative Records: a. Uses of Cumulative Records; b. Form of Cumulative Records; c. Location of Records; d. Content of Records. 2. Tests: a. Purposes of Tests; b. Types of Tests; c. Selection of Tests; d. Administration of Tests. 3. Summary.

In preceding chapters attention has been called to the great importance of comprehensive information about students for effective guidance. Without such information, no program of guidance could operate satisfactorily. This information does not come from any one source, but must be secured from a variety of sources and assembled in such a way that it is readily available to those responsible for guidance. These sources may include office records, elementary school records, questionnaires, reports from medical clinics and social agencies, pupil interviews, home visits, a systematic testing plan, enrollment cards, anecdotal records and autobiographies. Altogether, this information should present a clear-cut picture of each student so that the counselor can base his planning on objective evidence rather than personal judgment. This chapter will deal with the various types of student information required, as well as the importance of good, systematic records.

Cumulative Records

These two words indicate two important characteristics concerning student records which must be kept in mind. The word *cumulative* suggests that the information is collected over a period of time and from many different sources. This is very valuable to counselors because present problems are nearly always of a developmental nature. To understand them it is necessary to understand also many things which preceded the immediate problem. To provide a real record, information must also be complete and accurate. The more nearly it meets these two requirements, the less chance there is for subjective generalizations, a danger against which counselors must be constantly on guard.

Uses of Cumulative Records

It is becoming increasingly common for business firms and industrial plants to contact the school to find out basic facts about their prospective employees. They ask for such facts as attendance records, proficiency in the skills required in the particular business, ability to meet and work with people, achievement record as compared with scholastic aptitude, as well as any adjustment problems the student may have had while in school. Information given by an applicant when he fills out an application form is often verified by checking with school records, and it is not uncommon for an employer to check on the social and family background of an applicant by means of the school records. Hence, the providing of complete records is one of the real services a school can provide for its students.

Social agencies often depend on the school for information pertinent to cases which come to their attention. If the school and these agencies can work together, the cooperative effort can be of great mutual benefit and might provide a basis for a better solution to the problem of the child involved.

It is the school, of course, which finds the greatest value in a complete and accurate cumulative record. While the student is still in school it is frequently necessary to refer to the records in order to make certain recommendations and adjustments. It should be emphasized here that the cumulative record is a means to an end and not an end in itself. As is true of everything else about the school program, it exists to serve the student. Therefore, it is the use made of the information which the cumulative record provides that is important. Its aim is to assist the counselor in helping the individual to arrive at an intelligent, realistic solution to his problems, and to make plans which are based on a well-rounded fund of information. If the student is in doubt as to his further educational plans, some clue to the answer may be found in his record which has accumulated during his years in elementary and secondary school. A clue to the correction of some behavior problems may be found by studying the student's record. Wise vocational guidance depends very largely on such accumulated information. In fact, it is impossible to anticipate all the uses which the school may find for good cumulative records.

Traxler¹ makes particular mention of the Minneapolis cumulative record system and quotes from their manual the following list, entitled "When to Consult the Cumulative Record Card:"

The Cumulative Record Card should serve as a means of helping to know pupils as individuals. Although it is not expected that any one teacher will use the card for all these purposes, the following are suggestions regarding how to use it:

Examine the records:

of new pupils to help you get acquainted with them more quickly at the beginning of the term.

of pupils not working up to class level for suggestions as to reason.

of pupils not happy or not well to see if the reasons are apparent and can be given.

of pupils of unusual ability to help you in finding extra work for them.

of all pupils in a class before dividing them into small groups for instruction.

of pupils who are absent frequently to find an explanation for their absence.

of pupils who misbehave to discover reason and suggestions as to how to handle them.

of pupils for whom special aid such as lunches, clothing, or scholarship is being considered.

before advising pupils concerning their electives in ninth grade or senior high school.

before advising pupils regarding vocational school courses.

before conferring with parents about their children.

to discover pupils of exceptional talent in such special fields as art, music, athletics, or creative writing.

to determine the capacity of pupils in your group.

to determine the growth made by pupils year by year.

to help you in making out report cards.

One way for a school to evaluate its cumulative records would be to examine them from the point of view of their adequacy in satisfying these suggested uses.

Form of Cumulative Records

There is a wide variance in the form in which cumulative records are kept. They vary all the way from the use of small cards containing a minimum of information to large forms which are quite comprehensive and detailed. There are two schemes which are probably most common, the single folder, with forms printed on the outside for the recording of such

¹Traxler, Arthur E., *Techniques of Guidance*, p. 226.

data as attendance and academic grades, and inside of which such items as test profiles and anecdotal reports may be inserted, and a double file consisting of (a) a folder for the accumulation of the type of information mentioned above and (b) a separate form for the recording of grades, attendance, test scores, etc.

If a school decides to evaluate or change the form of its records, there are several factors which should be kept in mind. At least certain parts of the records must be in such a form that they can be filed or bound for permanent use. Also to be really valuable for guidance, they should be assembled so as to give a continuous picture of the individual from kindergarten through high school. Moreover the information which they contain must be meaningful to a qualified person having occasion to use the records. It is possible to secure prepared forms from the American Council on Education or the Committee on Guidance of the National Association of Secondary School Principals.² Suggestions may also be derived from a study of the forms used by other schools. In the final analysis, however, each school must study its own needs and adopt the form which will best serve those needs.

Location of Records

The primary requisite regarding the location of records is that they be accessible to those people who are to use them. As has been mentioned, their purpose is to assist in the solution of student problems. If they are inconveniently located, their use will be discouraged. On the other hand, they should not be kept where they could readily fall into the hands of people not qualified to use them.

Content of the Records

The content of the records may be classified into four categories: personal data, school history, test data, and miscellaneous items.

Personal Data

Personal data include such things as:

1. *Family*—Parents' names, address, nationality, occupation, name of guardian, and name and relationship of the person with whom the student is now living.

²American Council on Education Cumulative Record Forms for College and Secondary Schools, Washington, D. C., American Council on Education.

2. *Pupil*—Date and place of birth, religious preference, health record, hobbies, out-of-school experiences, and vocational experiences. The health record should include dates and types of inoculations. Periodic reports of complete physical examinations are also valuable.

Most schools have already made provision for securing some of this information, either from the parents or from the student at the time he enters school. It is necessary, however, to supplement this information as the student progresses from grade to grade for this type of information changes with the passing of time. One method of keeping the report current is by means of a questionnaire similar to the one given at the end of this chapter.

The School History

The second type of information has to do with the history of the student's school experience. It includes first of all, a record of the student's attendance. This particular item is often of great interest to prospective employers, and it certainly is of great value to the counselor who is seeking to emphasize the importance of establishing habits of regularity and punctuality. The courses completed and the grades earned in them constitute the major portion of the school history. These too are of interest to employers, and they are especially important in the case of those students wishing to enter college. The history should also provide the rank which any given student held in his class at the time of his graduation, since most college application blanks or transcript forms call for this information. Where curricula are organized into major and minor subjects, this information should be provided. A record of participation in extracurricular activities also has great value for purposes of guidance, since many of the adjustments made by the individual occur through participation in such activities. A study of the record indicates whether or not this phase of the student's program has been well balanced or if it needs revision.

Tests

Properly used and interpreted test scores provide an invaluable source of information concerning the student, and are indispensable to a sound guidance program. It should be kept in mind, however, that they constitute only one of many sources of information and should be used only to complete

the picture of the individual and not regarded as sufficient in themselves. Chisholm³ writes: "The chief concern of guidance workers in using tests and measurements, therefore, is to gain a thorough understanding of an individual and to help him see himself clearly, so that he may plan and choose his experiences wisely in terms of a well-rounded, happy, successful life."

A well rounded testing program should include an inquiry into interests, general ability, personality traits, and academic achievement. An index into certain aptitudes may be found valuable in some schools.

Purposes of Tests

Tests may be used to perform the following functions:

1. To measure academic ability
2. To discover interests and aptitudes
3. To provide a basis for directing ambitions in terms of abilities
4. To provide a check on achievement in comparison with ability
5. To provide information contributing to better adjustment among students, teachers, and parents

It was pointed out earlier that a fundamental principle of guidance is the recognition of individual differences. It is because individuals are different that tests are needed as a means of measuring those differences. Individuals differ in mental ability, interests, special abilities, power to achieve, and personality. Tests have been developed for use in each of these areas. It should be noted, however, that some of the areas are more amenable to accurate testing than others.

Types of Tests

For guidance purposes, tests may be conveniently classified into five groups, namely:

1. Intelligence tests
2. Achievement tests
3. Aptitude tests
4. Interest inventories
5. Personality scales

A partial list of representative tests in each of these areas is provided at the end of this chapter. This is not intended to be an inclusive list.

It would be well to read a critical evaluation of a test before deciding to include it in a testing program. One of the better sources for such information is "The Mental Measure-

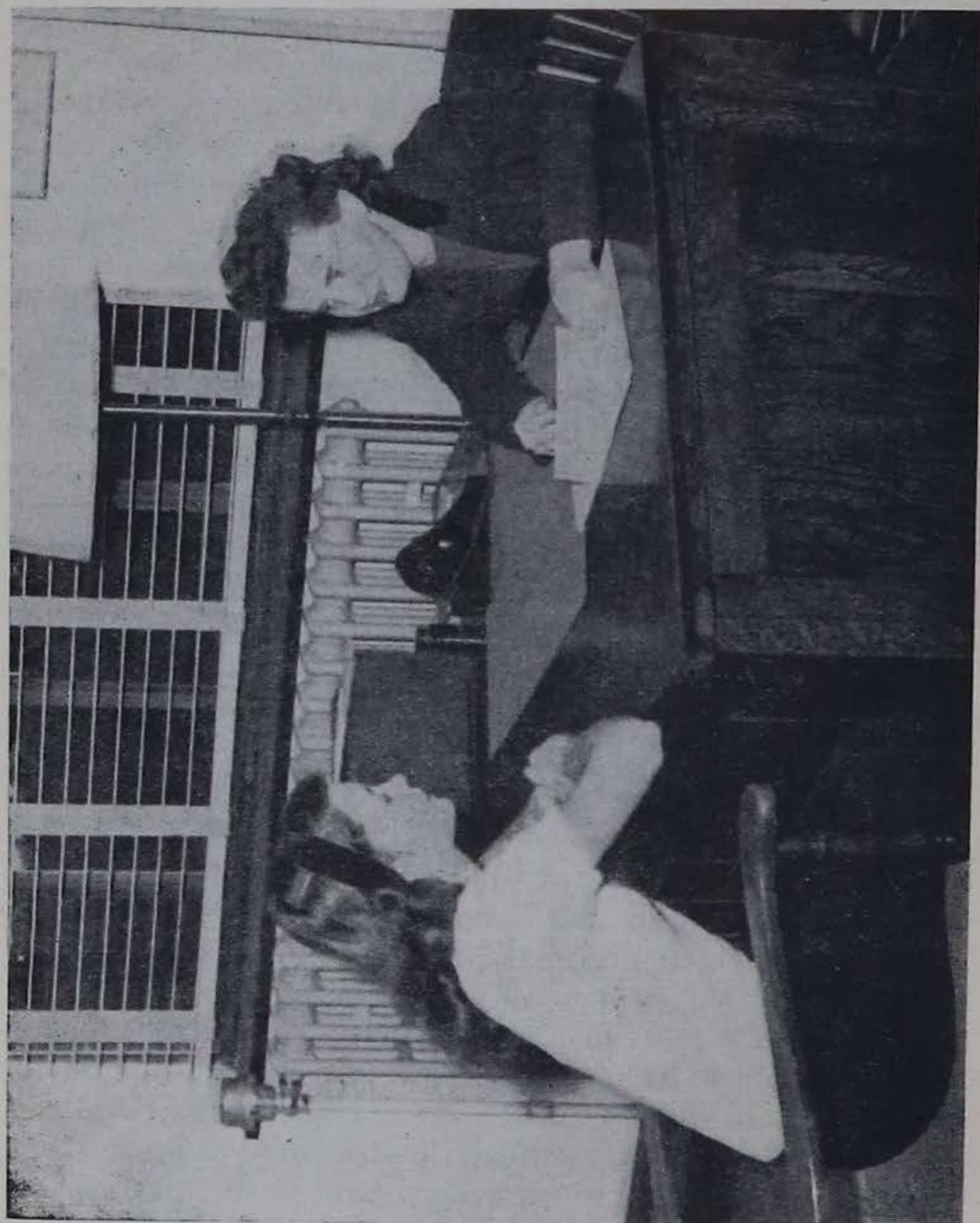
³Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 214.

ments Yearbook" edited by Oscar K. Buros and published by Mental Measurements Yearbook, 32 Lincoln Ave., Highland Park, New Jersey.

Intelligence tests, or those which aim to measure mental ability, have been highly developed and are quite widely used. In studying a pupil's adjustment, it is helpful to know his potentialities and what degree of performance might reasonably be expected of him in academic work. It is becoming increasingly apparent, however, that the single score (i.e., the I.Q.) which most intelligence tests provide is not as useful as are separate measures of certain of the primary mental abilities. It is possible, for instance, that two students with like I.Q. scores might vary greatly in the factors which make up that score and that consequently one of these students might be better fitted for certain tasks than the other. Certain intelligence tests may be given to a group while others must be administered individually. It is quite costly to give individual tests to every pupil and the group tests are, therefore, more widely used. The use of group tests is fairly satisfactory, especially if individual testing is done in the cases of individuals presenting special problems of adjustment.

Achievement tests are intended to measure the extent to which a student has mastered a given task or body of subject matter. Some achievement tests have been standardized and are available on the commercial market; others must be prepared by the classroom teacher. Both are needed in the guidance program. Achievement test scores are useful to the counselor both in assisting the student to decide upon his future course of study and in appraising the work he has already completed. It also makes it possible for the counselor to compare the achievement of a given pupil with his potential scholastic ability as evidenced by his performance on a mental test. Achievement can be measured to some extent in all areas, but the areas in which reliable tests are most readily available in published form are reading, English, mathematics, social studies, and science. Most achievement tests may be administered to groups of individuals so that the collection of achievement test data on a fairly wide scale is economically possible to most school systems.

It is also helpful to discover any special aptitudes which individual students may possess. Special aptitude tests are avail-



A counselor discusses individual abilities and achievements.

able in art, music, science, foreign language, engineering, and also in the areas of mechanical, clerical, and professional aptitude. It is customary for the counselor to prescribe these tests for the individual student rather than to administer to every student a complete battery of aptitude tests.

Interest must be recognized as an important factor in the determination of educational and vocational plans. Interest in a certain class of occupations does not guarantee success in one of them, but without this interest the chances for success are greatly diminished. It is important, therefore, that information regarding interests should also be available to the counselor if adequate guidance is to be given.

The fifth type of test is the personality scale. Valid information regarding personality problems is most difficult to secure. Nevertheless, counselors must know as much as possible about the personalities of the individuals they seek to help. In any case, only counselors who have had sufficient psychological training to intelligently interpret the results should make extensive use of personality scales.

Selection of Tests

Traxler⁴ has suggested the following as including the more important guiding principles in test selection:

1. Secure a statement of the school's objectives and choose (or construct) tests that measure the progress of the pupils toward these objectives.
2. Choose tests that have been shown to be highly reliable.
3. If possible, select tests for which several comparable forms are available.
4. Select tests for which adequate forms are available.
5. When a number of different achievement tests are being given to the same pupils, select tests that are scaled on a common criterion group.
6. Choose tests that can be scored objectively, rapidly, and inexpensively.

Administration of Tests

Instructions for administering a test must be rigidly followed. Slight and seemingly unimportant deviations from the printed directions may quite materially affect the scores. The best advice relative to the administration of a test is *adhere strictly to the printed directions*.

⁴Traxler, Arthur E., *Techniques of Guidance*, p. 155.

1. Select the test carefully, preferably in cooperation with a faculty committee.
2. Order the tests well in advance of the date on which they are to be used.
3. *Plan in detail* for the administration of the tests. Choose examiners and proctors with great care.
4. Mimeograph an examination schedule and see that every person concerned receives a copy of it. The schedule should give the time and place of each test, indicate just where each class which is to take the test is to go, where the pupils who are not taking the test should be during that hour, what material the pupils will need when taking the test, and the name of the faculty member in charge at each examination.
5. Avoid overemphasis on the tests. Urge the teachers to have the pupils take them "in stride."
6. Give pupils who have never taken objective tests an opportunity to examine old tests of this kind.
7. Do not distribute the tests to the examiners before the day of the examination. Have packages containing the requisite numbers of test booklets made up and ready for the examiners when the date for the tests arrives.
8. Provide each examiner with a manual and a sample copy of the test several days before the examination and urge him to study the manual and to practice by taking the test himself.
9. Provide each examiner and proctor with a written set of instructions outlining his duties during the examination.
10. When administering tests to large groups:
 - a. Make arrangements so that there will be no interruptions or distractions during the testing period. Persons should not come into or go out of the room unless absolutely necessary.
 - b. Seat the pupils in alternate chairs if possible.
 - c. See that each proctor understands what is expected of him.
 - d. Make announcements slowly and clearly in a voice that is loud enough to be heard throughout the room. Assume a business-like and efficient attitude that will command attention, but do not be unnecessarily severe. Remember that some pupils become nervous when faced with an examination.
 - e. Have proctors supply all pupils with booklets and pencils. Announce that the pupils are not to write on the booklets nor to open them until so instructed.
 - f. Have the blanks on the front of the booklets filled out. Be sure to announce the date, how names are to be written, and other items that may need clarification. Spend sufficient time on this step to see that the information is given correctly by the pupils. Ages and birth dates are especially important on tests of academic aptitude.
 - g. Hold faithfully to the exact wording of the printed directions unless there is an excellent reason for introducing a minor variation in them. The preparation of directions for a test is one aspect of test construction and standardization. The word-

ing of the directions has been carefully thought out by the test author. Don't improvise or introduce short cuts. If you do, you may change the test results significantly.

- h. Time the examination with extreme care, using a watch which has a second hand and which has been checked for accuracy. It is advisable to have one of the proctors check your timing to be sure that no error occurs. In many tests accurate timing is the most important single feature of the entire procedure of administering them.
 - i. Move about the room occasionally to see that all pupils are working on the right part of the examination, but do not stand gazing over a pupil's shoulder until he becomes self-conscious, and do not constantly move nervously from pupil to pupil.
 - j. Stop the examination immediately when the time is up and collect the booklets.
11. As soon as a certain test has been given, have all examiners turn in their booklets promptly. Alphabetize and check the test papers against the class lists.
 12. Except in cases of protracted illness, see that all absentees make up the examination.
 13. See that the tests are scored promptly. Report the results to the faculty in a form that they can use and provide them with an explanation of the meaning of the results.
 14. Have the scores of each pupil entered on an individual cumulative record card and make this available to both counselors and teachers.

MISCELLANEOUS ITEMS

Anecdotal Reports

To complete the picture of the individual, the cumulative record may be improved if some means is developed for collecting additional evidence regarding certain personal qualities. These personal qualities are usually most in evidence when the student is expressing himself freely by word or action, with no thought of having his words or actions recorded. The anecdotal report is one means of securing such information. It is a *factual* report of an incident which may occur in the classroom, in an activity, or at any time when the teacher has an opportunity to observe the individual. It is neither necessary nor wise for the teacher reporting the incident to interpret or editorialize, for what is wanted is an objective report of what took place. Anecdotal reports are not limited to the unusual or spectacular, but should include anything which, when studied together with other information, will help to complete the over-all picture.

The successful collection of anecdotal reports depends very largely on the teachers. Consequently, they should be fully informed regarding their responsibility in this respect and their cooperation should be assured before this technique is introduced. There should not be so many reports required that the teachers become discouraged because of the amount of time and work involved, and a definite uniform plan must be made regarding the form of the report.

Forms for anecdotal reports can be easily provided and can be made quite simple. They should show the pupil's name, the date, the class or place where the observation was made, a brief statement of the anecdote, and the signature of the observer. Separate cards for each report can be provided, or sheets can be prepared on which the observer can list a number of reports. Traxler⁵ gives the following samples of both types of forms:

Pupil _____ Date _____
 Class _____ Place _____

ANECDOTE

Observer _____

ANECDOTAL RECORD

Student	Date	Place	Incident

Observer _____

Once the report is submitted it must be carefully summarized and put in such form that it can be included in the student's cumulative record. If such a summary is to include interpretation, it should be done by a well trained counselor. A form similar to the following could be used for this summary:

ANECDOTAL RECORD SUMMARY

Pupil _____	Grade _____
From _____	To _____
Date _____	Place _____
Observer _____	Anecdote _____

Autobiography

Some use has been made of the autobiography as a source of information. The student is asked to write a paper in which he discusses such things as (a) what he plans to do in life, (b) what he considers to be the most important influences in his life so far, (c) the factors which have caused him to make

⁵Ibid., pp. 136-137.

important decisions, and (d) his philosophy of life. Properly handled, the autobiography has the possibility of supplying considerable information regarding attitudes, creativeness, and ambitions. Their use has not become very extensive as yet, and not much evidence is available regarding their effectiveness in guidance programs.

Educational Experience Summary Card

The educational experience summary card was designed by the armed services for the purpose of securing information from school records. Some schools are adopting the policy of supplying graduates and school drop-outs with such a card in order that they may have necessary information readily available when applying for jobs, etc. The following form is a sample of such a summary that can be printed on a small card of a size that will fit into a billfold:

EDUCATIONAL EXPERIENCE SUMMARY

Name of High School _____

Name _____ Address _____

Father's Name _____ Address _____

Father's Occupation _____

Aptitude Tests _____

Interest Test _____

Grades High Average Fair Low

Major Subjects _____

Reverse Side

School Activities _____

Hobbies or out-of-school activities _____

Attendance Record Excellent Good Fair Poor

Anecdotal Summary _____

Summary

The purpose of this chapter has been to stress the importance of the need for comprehensive information about pupils before guidance can be attempted, and to suggest some means by which it can be assembled and recorded. It is suggested that each school examine its pupil record system carefully to see whether or not sufficient information is available to provide the basis for the type of counseling program best suited to the needs of its students and to determine whether or not its records are in a form that makes their optimum use possible.

INDIVIDUAL RECORD

Name of Student _____ Date _____
Address _____ Telephone number _____
Age _____ Sex _____
Name of father _____ Telephone number _____
Address _____
Name of mother _____ Telephone number _____
Address _____
Name of Guardian _____ Telephone number _____
Address _____

OCCUPATION OF RELATIVES

Occupation of father _____
Occupation of mother _____
How many brothers do you have? _____ Sisters? _____
Occupations of brothers _____
Occupations of sisters _____

LEISURE TIME ACTIVITIES

Do you have a hobby? Yes _____ No _____ What? _____
Do you enjoy reading? Yes _____ No _____ What kinds of books have
you read? Adventure _____ Mystery _____ Western _____ Detective _____
Romantic _____ Historical _____ Scientific _____
What are your favorite magazines? _____
Do you like to take part in athletics? Yes _____ No _____
What are your favorite sports? _____
Do you enjoy going to movies? Yes _____ No _____ What are your favor-
ite movies? _____

School Subjects and Organizations

What school subjects are most interesting to you? _____
What school subjects are least interesting to you? _____
What school organizations and clubs do you belong to? _____
What offices do you hold or have you held? _____

Work Experience

Do you work after school? Yes _____ No _____ What kind of work do
you do? _____
Do you help your father or mother after school? Yes _____ No _____
What kind of work do you do? _____
What jobs have you worked at after school or during vacation? _____

Habits

Do you keep your room neat and straightened up at all times? Yes _____
No _____. Do you have regular times to study your lessons? Yes _____
No _____. Do you follow your assignments? Yes _____ No _____. Do
you do your work accurately? Yes _____ No _____. Do you plan your
work? Yes _____ No _____.

Travel Experiences

What trips have you taken? _____

What did you enjoy most on these trips? _____

Health

Height _____ Weight _____ Do you have any physical defects? Yes _____
No _____. What are they? _____

Do you have headaches often? Yes _____ No _____ Do you have ear-
aches? Yes _____ No _____ Do you wear glasses? Yes _____ No _____
Are you nervous? Yes _____ No _____ Do you worry? Yes _____
No _____ For what reason? _____

Ambitions

What do you plan to do in the future? _____

Do you prefer directing work? Yes _____ No _____ Do you like to work
under another's directions? Yes _____ No _____ What kind of work ap-
peals to you? Artistic _____ Literary _____ Social Welfare _____ Busi-
ness _____ Scientific _____ Mechanical _____ Construction _____ Execu-
tive _____ Agriculture _____ Law _____ Medical _____ Teaching _____
Any other _____

Do you prefer mental or physical activity? _____

Which of the following types of work do you prefer?

Creative _____ Repetition _____ Variety _____

Occupational Preferences

Which occupation are you most interested in? _____

List other occupations you are interested in _____

A BASIC TESTING PROGRAM

Grade 7

INTELLIGENCE:

Thurstone, SRA Primary Mental Abilities, or
California S-Form Test of Mental Maturity, Intermediate, or
Otis, Quick Scoring Test of Mental Ability, Beta

LANGUAGE USAGE:

Stanford Achievement Test, Adv., Language Arts Test, or
Progressive Language Tests, Intermediate, or
Cooperative English Test, OM, or
Iowa Every Pupil Tests in Basic Skills, Language Usage, Advanced

PERSONALITY:

California Test of Personality, Elementary, or
Thorpe, Mental Health Analysis, Elementary

VOCATIONAL INTERESTS:

Lee-Thorpe, Occupations Interest Inventory, Intermediate

Grade 8

GENERAL ACHIEVEMENT:

Progressive Achievement Test, Intermediate, or
Stanford Achievement Tests, Advanced, or
Iowa Every Pupil Tests in Basic Skills, Advanced

READING:

Traxler, Silent Reading Tests, Form 3, or
Buswell, SRA Reading Record, or
Greene, Iowa Silent Reading Test, Rev., Elementary, AM.

ALGEBRA APTITUDE:

Greene, Iowa Algebra Aptitude Test, Rev., or
Orleans, Algebra Prognosis Test

Grade 9

PERSONALITY:

California Test of Personality, Intermediate
Thorpe, Mental Health Analysis, Secondary
Bell, Adjustment Inventory, Student Form

VOCATIONAL INTEREST:

Lee-Thorpe, Occupational Interest Inventory, Intermediate, or
Kuder Preference Record
Brainard, Occupational Preference Inventory

Grade 10

INTELLIGENCE:

Thurstone, SRA Primary Mental Abilities
Thurstone, ACE Psychological Examination, High School
California S-Form Test of Mental Maturity, Advanced
Otis, Quick Scoring Test of Mental Ability, Gamma

MECHANICAL ABILITY:

Likert, Revised Minnesota Paper Form Board, MA, or
Bennett-Fry, Test of Mechanical Comprehension, AA, BB, W-1

CLERICAL:

Andrews, Minnesota Test for Clerical Workers, or
Psychological Corp., General Clerical Test, or
Richardson, SRA Test of Clerical Aptitude

Grade 11

PERSONALITY:

Thorpe, Mental Health Analysis, Secondary, or
California Test of Personality, Secondary, or
Bell Adjustment Inventory, or
Adams-Lepley, Personal Audit, LL

Grade 12

GENERAL ACHIEVEMENT:

Myers-Ruch, High School Progress test, or
Sones, Harry, High School Achievement Test, or
Progressive Achievement Tests, Advanced, or
Iowa Every Pupil High School Tests, or
Ruch, Iowa High School Content Exam., L.

INTELLIGENCE:

Thurstone, ACE Psychological Exam., College, or
California S-Form Test of Mental Maturity, or
Toops, O.C.A. Psychological Exam., or
Otis, Quick Scoring Test of Mental Ability, Gamma, or
Thurstone, SRA Primary Mental Abilities Test

MECHANICAL APTITUDE:

Likert, Revised Minnesota Paper Form Board, MA, or
Bennett-Fry, Tests of Mechanical Comprehension, AA, BB, W-1, or
Owens-Bennett Test of Mechanical Comprehension, or
Lapp-Chittenden-Stuit, Physical Science Aptitude, S.

CLERICAL:

Andrews, Minnesota Test for Clerical Workers, or
Psychological Corp., General Clerical Test, or
Richardson, SRA Test of Clerical Aptitude

VOCATIONAL INTEREST:

Kuder Preference Record, and
Lee-Thorpe Occupational Interest Inventory, Advanced, or
Strong, Vocational Interest Blank, or
Cardall, Primary Business Interests Test, or
Brainard, Occupational Preference Inventory, or
Gregory, Academic Interest Inventory

PERSONALITY:

Thorpe, Mental Health Analysis, Secondary
California Test of Personality, Secondary
Bell Adjustment Inventory, or
Darley, Minnesota Personality Scale
Johnson, Temperament Analysis, B.
Adams-Lepley, Personal Audit, LL

A BASIC TESTING PROGRAM FOR KINDERGARTEN THROUGH TWELFTH GRADE

Prepared by John Holmes, Director of the Testing Bureau,
Iowa State College, Ames, Iowa
Publisher Supplement

Number in parenthesis indicates grades in which test is given. The number at the end of the line is the number of the publisher.

Adams-Lepley, Personal Audit, LL, (11, 12)—17.
American School Achievement Test, Intermediate (6)—16.
Andrews, Minnesota Clerical Test (10, 12)—15.
Bell Adjustment Inventory, Student Form (9, 11, 12)—20.

- Bennett-Fry Test of Mechanical Comprehension, AA, BB, W-1 (10-12)
—15.
- Brainard, Occupational Preference Inventory (9, 12)—15.
- Buswell, SRA Reading Record (8)—17.
- California Test of Mental Maturity, Pre-Primary (K)—6.
- California Test of Mental Maturity, Primary (1)—6.
- California Test of Mental Maturity, Elementary (4)—6.
- California S-Form Test of Mental Maturity, Intermediate (7)—6.
- California S-Form Test of Mental Maturity, Advanced (10, 12)—6.
- California Test of Personality, Primary (K, 3)—6.
- California Test of Personality, Elementary (5, 7)—6.
- California Test of Personality, Intermediate (9)—6.
- California Test of Personality, Secondary (11, 12)—6.
- Cardall, Primary Business Interests Test (12)—6.
- Compass Survey Test (5)—18.
- Compass Diagnostic Tests, Tests 1-20 (5)—18.
- Cooperative English Test, OM (7)—8.
- Darley, Minnesota Personality Scale (12)—15.
- Durrell, Analysis of Reading Difficulty (2, 4)—22.
- Durrell-Sullivan, Reading Achievement Test, Intermediate (4)—22.
- Gates, Basic Reading Tests (4)—5.
- Gates, Reading Readiness Tests (K, 1)—5.
- Gates, Reading Tests, Revised, Primary, Types I, II, III (2)—5.
- Greene, Iowa Silent Reading Test, Revised, Elementary AM (8)—4.
- Greene, Iowa Algebra Aptitude Test, Revised (8)—4.
- Gregory, Academic Interest Inventory (12).
- Iowa Every Pupil Test of Basic Skills, Elementary (3, 4)—4.
- Iowa Every Pupil Test of Basic Skills, Elementary, Reading (4)—4.
- Iowa Every Pupil Test of Basic Skills, Advanced (6, 8)—4.
- Iowa Every Pupil Test of Basic Skills, Advanced, Language Usage (7)—4.
- Iowa Every Pupil High School Tests (12)—4.
- Iowa Test of Educational Development (9-12)—4.
- Johnson, Temperament Analysis, B (12)—6.
- Kuder Preference Record (9, 12)—17.
- Lapp et al., Physical Science Aptitude Test, S (12)—4.
- Lee-Clark, Reading Readiness Test (K, 1)—6.
- Lee-Clark, Reading Test, Primer (K, 1)—6.
- Lee-Thorpe, Occupational Interest Inventory, Intermediate (7, 9)—6.
- Lee-Thorpe, Occupational Interest Inventory, Advanced (12)—6.
- Likert, Revised Minnesota Paper Form Board, MA (10-12)—17.
- Myers-Ruch, High School Progress Test (12)—22.
- Orleans, Algebra Prognosis Test (8)—22.
- Otis, Quick Scoring Mental Ability Test, Alpha (K, 1)—22.
- Otis, Quick Scoring Mental Ability Test, Beta (4, 7)—22.
- Otis, Quick Scoring Mental Ability Test, Gamma (10, 12)—22.
- Owens-Bennett, Test of Mechanical Comprehension (12)—15.
- Parker-Waterbury, Detroit Word Recognition Test (1)—22.
- Progressive Achievement Test, Primary (3)—6.
- Progressive Achievement Test, Elementary, (5, 6)—6.
- Progressive Achievement Test, Intermediate (8)—6.

- Progressive Achievement Test, Advanced (12)—6.
 Progressive Achievement Test, Elementary, Arithmetic (5)—6.
 Progressive Achievement Test, Elementary, Reading (2, 4)—6.
 Progressive Achievement Test, Intermediate, Language (7)—6.
 Psychological Corporation, General Clerical Test (10, 12)—15.
 Richardson, SRA Test of Clerical Aptitude (10, 12)—17.
 Ruch, Iowa High School Content Examination, L (12)—4.
 Sones, Harry, High School Achievement Test (12)—22.
 Stanford Achievement Test, Primary (3)—22.
 Stanford Achievement Test, Intermediate (4, 6)—22.
 Stanford Achievement Test, Advanced (8)—22.
 Stanford Achievement Test, Intermediate, Arithmetic (5)—22.
 Stanford Achievement Test, Intermediate, Social Studies (6)—22.
 Stanford Achievement Test, Advanced, Language Arts (7)—22.
 Strong, Vocational Interest Blank (12)—20.
 Thorpe, Mental Health Analysis, Elementary (5, 7)—6.
 Thorpe, Mental Health Analysis, Secondary (9, 11, 12)—6.
 Toops, O.C.A. Psychological Examination (12).
 Thurstone, SRA Tests of Primary Mental Abilities, Ages 5, 6, (K, 1)—17.
 Thurstone, SRA Tests of Primary Mental Abilities, Ages 11-17, (7, 10, 12)
 —17.
 Thurstone, A.C.E. Psychological Examination, High School Form (10, 12)
 —1.
 Traxler, Silent Reading Test, Grades 7-10, Form 3 (8)—16.

PUBLISHERS

1. American Council on Education, 744 Jackson Place, Washington, D. C.
2. Association Press, 347 Madison Avenue, New York, New York
3. Bureau of Educational Measurements, Kansas State Teachers College,
Emporia, Kansas
4. Bureau of Educational Research and Service, University of Iowa,
Iowa City, Iowa
5. Bureau of Publications, Teachers College, Columbia University, New
York, New York
6. California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28,
California
7. Center for Psychological Service, 2024 G Street N.W., Washington,
D. C.
8. Cooperative Test Service, 437 West Fifty-ninth Street, New York,
New York
9. Educational Test Bureau, 720 Washington Avenue S.E., Minneapolis,
Minnesota
10. C. A. Gregory Company, 345 Calhoun Street, Cincinnati, Ohio
11. Harvard University Press, Randall Hall, Cambridge, Massachusetts
12. Houghton-Mifflin Company, 2 Park Avenue, Boston, Massachusetts
13. McKnight & McKnight, 109 West Market Street, Bloomington, Illinois
14. University of Minnesota Press, University of Minnesota, Minneapolis,
Minnesota
15. Psychological Corporation, 522 Fifth Avenue, New York, New York

16. Public School Publishing Company, Bloomington, Illinois
17. Science Research Associates, 228 South Wabash, Chicago 4, Illinois
18. Scott, Foresman & Company, 6235 South Wabash Avenue, Chicago, Ill.
19. Sheridan Supply Company, Box 1009, Lincoln, Nebraska
20. Stanford University Press, Stanford University, California
21. C. H. Stoelting Company, 424 North Homan Avenue, Chicago, Illinois
22. World Book Company, Yonkers-on-Hudson, New York, New York

CHAPTER V

PROVIDING INFORMATIONAL SERVICE FOR THE STUDENTS

1. Types of Information Needed. 2. Types of Informational Materials. 3. Teacher's Part in Informational Services. 4. Role of the Librarian. 5. Evaluation. 6. Sources of Materials.

Guidance without information is nearly akin to quackery. The major functions of a guidance program consist of helping the pupil to understand himself; helping him to secure adequate educational, occupational, and personal information; and the putting together through counseling of the facts about the individual with those secured through the informational service.

One of the major weaknesses of the guidance movement to date has been the failure of the school to provide an adequate supply and range of educational, occupational, and personal information. The discovery of the interests, the aptitudes, and the abilities of an individual are of very little use unless the individual is able to match these interests, aptitudes, and abilities with suitable information.

This weakness is now being recognized, and a number of publishers are devoting a large amount of time and money to the development of informational services for schools and colleges.

Types of Information Needed

Educational Information

When the pupil reaches the junior high school, he becomes acquainted with the term "electives." This means that there are certain subjects or activities that he can select. In other words, he has educational choices to make. Most of the information about school choices at the junior and senior high school levels are prepared and distributed by the individual schools. This information should acquaint the pupil with the various curricula offered and the required and elective courses in each sequence. The pupil should understand the relationship of each course to the total pattern he has developed for himself. The usual form for the presentation of such information is the

school folder. This folder sets up the required and elective courses and lists the various curricula offered. Sometimes pictures add to the attractiveness of such folders and help picture the entire school program. Another type of educational information is the student handbook. This book contains most of the educational information necessary for successful adjustment in school.

The junior high school teachers should familiarize themselves with some of the major adjustments in the senior high school and should definitely prepare pupils through information for these adjustments.

The educational information service should acquaint each pupil with the nature of the various courses and should point out the purposes of the various try-out and exploratory courses. Certain activities should be pointed out as contributing essential experiences to the educational program.

Before a pupil leaves school, he should become acquainted with the possibilities for further training. Many business firms provide an in-service training program for their employees. However, many firms require that their employees have a short intensive training at some business or trade school before they start on the job. Schools should furnish information about business and trade schools, such as where they are located, who operates them, tuition, other costs, scholarships, standing of the school, requirements of the course, length of training period, job possibilities, and opportunities for advancement through the efforts of the school.

The school should provide information about all the business and trade schools in the state, as well as information concerning the outstanding business and trade schools in the United States. As the pupil advances in school, it is necessary for the school to provide more specific information about the next step in the educational program.

In general, high schools do not do a good job in preparing students to face the question of going to college. Each summer the seniors are beset from every angle with silver-tongued educational salesmen, trying to persuade them to attend their particular schools. Most schools do not have available facts about colleges. A file of facts about colleges should be a part of the school library. This file should contain college catalogs, college handbooks, college papers, and annuals. Many high

schools have prepared a chart showing the admission requirements of the various colleges in the state.

As a part of the guidance program, each pupil should be encouraged to prepare his educational plans. If his plans include college, he should be encouraged to study the college opportunities available. He should attempt to discover the following facts about the colleges:¹

1. Cost
 - a. Tuition
 - b. Board
 - c. Room
 - d. Minimum expense
 - e. Fees (most important)
 - f. Scholarships, etc.
 - g. Chances to earn
2. Standing of colleges
3. Kind of institution
 - a. College or university
 - b. Coeducational, etc.
 - c. Size
 - d. Sectarian or not
4. Admission
 - a. Methods
 - b. Requirements, etc.
5. Special courses
6. Degrees
7. Student activities including athletics
8. Location
9. Physical surroundings
10. Physical equipment
11. Strong departments
12. Honors courses
13. Personnel organization
14. Placement activities

The American Council on Education has published a book entitled "American Universities and Colleges," 1940. This guide book is an excellent source of information about American colleges and universities. In order to present accurate up-to-the-minute information for returning veterans, a second

¹Jones, Arthur J., *Principles of Guidance*, McGraw-Hill Book Company, Inc., p. 249, New York, 1945.

edition was issued in 1945. Every high school library should contain a copy of this guide book.

How well an individual plans his educational program depends in a large degree upon the educational information furnished by the local school. Good educational planning is not only a requirement for adequate guidance, but is also a cornerstone in an effective public relations program. Satisfied pupils are the school's best advertisement.

Occupational Information

The task of furnishing accurate up-to-the-minute occupational information for its students is a challenge for every school. The job scene is constantly shifting and information that is accurate today may be inaccurate tomorrow. One of the requirements for happiness in living is worthwhile work. An individual should plan his educational program in relationship to something he wants to do. This means that he must have some ideas about the work of the world. Many people are unhappy in their own work because they do not understand the work of other people.

It is estimated that there are between 30,000 and 50,000 different types of jobs available and that this number is constantly growing. Needless to say, undertaking the study of even 30,000 jobs would be an impossible task in any high school. Such a program would only lead to confusion and finally to discord. However, it is possible to divide the work of the world into eleven major occupational areas as follows:²

1. Professional and semiprofessional workers
2. Farmers and farm managers
3. Proprietors, managers, and officials except farm
4. Clerical, sales, and kindred work
5. Craftsmen, foremen, and kindred workers
6. Operatives and kindred workers
7. Domestic service workers
8. Protective service workers
9. Service workers except domestic and protective
10. Farm laborers and foremen
11. Laborers except farm and mine

The school should provide adequate opportunity for the pupils to study the types of jobs available under each division, the general and specific educational requirements, physical, mental,

²1940 census classification.



Shop experience provides essential training for many students.

and personal characteristics required, present opportunities and future trends and other general information about each occupational division.

After the major occupational groups have been studied and the results of interest and aptitude tests have been considered, the student should make a rather complete study of two or three occupations of his own choice. The occupational research section of the National Vocational Guidance Association, Inc., has prepared the following outline as a guide in studying an occupation:

- I. History of the occupation
- II. Importance of the occupation and its relation to society
- III. Number of workers engaged in occupation. (Give source, data, and area covered by figures used)
 - A. Total number engaged in occupation
 - B. Total number under 18, over 18
 - C. Total females under 18, over 18
 - D. Number of other significant groups, e.g., Negroes and others
- IV. Need for workers—trends (note increase or decrease in number of workers in relationship to population and other occupations. Note whether there is an over or under supply of workers and explain. Note principal centers where over or under supply is especially outstanding. Summarize important trends that will affect number of workers.)
- V. Duties
 - A. Specific tasks performed by workers in each occupation; divisions of work; other occupations with which this work may be combined; nature of the work; tools, machines, and materials used in the performance of the work.
 - B. Definition of occupation
 1. As given in the law (e.g. in licensing legislation for barbers, undertakers, architects, etc.)
 2. As determined by an official organization (union, professional, association)
 3. Carefully formulated definition acceptable to those in the occupation. (The definition may be found in the Directory of Occupational Titles, Superintendent of Documents, Washington, D. C., 1940.)

VI. Qualifications

- A. Sex. (Opportunities for both sexes. Mention restrictions on married women, if any.)
- B. Age. (State what age, if any, is required for entrance, for retirement; age qualifications preferred by employers.)
- C. Race or nationality. (Restrictions regarding employment of special races or nationalities.)
- D. Other qualifications. (Include special physical, mental, social, and moral qualifications.)
(Do not include qualifications that obviously are necessary for success in any type of work. Give any information about the use of tests for employment or selection.)
- E. Special skills. (Special skills essential to performance on the job.)
- F. Special tools or equipment. (Any special tools or equipment essential for the performance of the job which must be supplied by the worker.)
- G. Legislation affecting occupation. (Any laws regulating occupation. State if a license or certificate is necessary.)

VII. Preparation

- A. General education
 - 1. Necessary. (State definite amount of general education that is absolutely necessary for successful performance of duties.)
 - 2. Desirable. (State amount of general education that is desirable and whether there are any special courses of value.)
- B. Special training. (Include probable cost of training.)
 - 1. Necessary. (State definite amount of special training that is absolutely necessary for successful performance of duties.)
 - 2. Desirable. (State amount of special training that is desirable and special courses of value.)
 - 3. Training centers
 - a. Schools offering special training. (List special schools preparing for this occupation—local and elsewhere.)

- b. Training on the job. (Cite special plans for training on the apprenticeship system, classes in the plant, etc.)
 - c. Others. (Cite any other type of training possible.)
 - C. Experience
 - 1. Necessary. (State experience necessary before entering occupation. Related experiences on other types of jobs.)
 - 2. Desirable. (State type of experience desirable before entering this occupation.)
- VIII. Methods of entering. (Give any specific ways of entering occupation, such as Civil Service Examination, etc.)
 - A. Use of special employment agencies. (List names of agencies which specialize in placing workers.)
- IX. Length of time before skill is attained. (Include special regulations regarding union or other apprentice rules. Instruction may cover a period of one week or three months. How soon is the maximum rate of pay reached?)
- X. Advancement
 - A. Line of promotion. (The jobs from which and to which the worker may be promoted.)
 - B. Opportunities for advancement. (State difficulty or certainty of promotion and on what promotion depends.)
- XI. Related occupations to which job may lead
- XII. Earnings. (Include statements of deductions for uniforms, equipment, etc., and additions because of tips, commissions, etc.)
 - A. Beginning. (Wage or range of wages received by beginners.)
 - B. Most common. (Wage or range of wages received by largest number of workers.)
 - C. Maximum. (Wage or range of wages received by most highly skilled workers. Give information per hour, month, or year, according to common methods of payment. Reduce to weekly rate; state number of scheduled hours per week, e.g., "based on 44-hour week." Yearly—life earning, pensions, unemploy-

ment compensation, regulation of union, of laws. Indicate whether worker would normally receive benefits of Social Security Act.)

D. Regulations—Laws, Labor Board, union, etc.

XIII. Hours

A. Daily

B. Weekly

C. Overtime. (Give frequency)

D. Irregular hours or shifts (e.g., telephone operator)

E. Vacation. (Include only if allowed with pay)

F. Regulations—Laws, Labor Board, union, etc.

XIV. Regularity of employment. (When occupation is regular, omit A, B, and C, and state regularity. Give reason for regularity or irregularity.)

A. Normal months

B. Busy months

C. Dull months

D. Shut-downs of plant

E. Cyclical unemployment. (Indicate number of workers employed during these various seasons. Do plants shut down entirely during dull months? What per cent of the force is retained? What per cent added as extra workers during busy months? Cite attempts to regularize employment and the effect of seasonal employment on the workers.)

XV. Health and accident hazards. (Cite special health and accident risks connected with the occupations and the ways these may be guarded against. Refer to any state legislation, e.g., compensation for occupational disease, for example, which may have special bearing. Mental health hazards should be included.)

XVI. Organizations

A. Employers—function, purpose, size, etc.

B. Employees—function. (State activities, purpose, and strength, e.g., does union have employment bureau, benefit fund? If so, what? Cite any difficulties of entrance or especially large fees and dues. Where there are two or more unions, state size or membership, of each, if possible, or other evidence of relative strength.)

XVII. Supplementary information

- A. Suggested readings
- B. Magazines
- C. Films
- D. Pictures
- E. Other sources of information. (Governmental departments—U. S. Census Reports, U. S. Employment Service, or Bureau of Labor Statistics. List of key firms and persons who may be contacted for further information.)

The above outline is of importance not only for the information it might present concerning a given occupation, but also because of the experience and training it would provide in the use of an intelligent method of studying occupations. Students must know how to evaluate both the sources of data and the data.

Personal Information

Schools are becoming aware of the necessity of furnishing information that will be useful to students in their attempts to solve their own personal problems. Personal characteristics are probably the most important factor in the entire task of guidance. A person's success is usually determined to a great extent by how well he can adjust to other people. A number of surveys have been made both in the field of industry and in teaching on the topic of why workers lose their jobs. These surveys showed that the chief reason was the inability to get along with people. Many of these habits and characteristics may be overcome if the individual knows that they exist and desires to do something about them.

The school library should provide adequate information on ways and means of overcoming the following personal problems:

1. Physical handicaps
2. Unattractiveness
3. Lack of family fellowship
4. Poor mental hygiene
5. Lack of interest and ability in sports and games
6. Overcoming limited leisure time resources
7. Inability to get along with people
8. Delusions and strong aversions

9. Emotional instability
10. Lack of effective study habits
11. Inability to see values
12. Too much or too little attention to school activities
13. Poor school orientation
14. Lack of accepted manners
15. Unwillingness to assume civic responsibilities

These and many other types of personal problems trouble young people. If the young people are to make satisfactory adjustments to their personal problems, they must have a source of information dealing with typical personal problems. The counselor should be responsible for directing the student to the proper personal information in the library.

Types of Informational Materials

Printed

In recent years a large amount of printed material has appeared in the guidance field. Much of this material has been of the free or inexpensive type and available if the school was willing to put forth the effort needed to acquire it.

Books probably constitute one of the most important sources of information available. At the present time there is a growing list of books in the fields of educational, occupational, and personal information. The school library should not only provide a wide range of books in these fields, but should also provide a good selection of professional guidance books for the faculty.

Pamphlets comprise the second type of printed material. These are of importance because they present information of a recent nature. It is much easier to revise or rewrite a pamphlet or folder than it is a book. Another point in favor of the pamphlet is that it is published and distributed free by many companies as a means of public service. However, the use of free or inexpensive material must be made with care as many times facts or conditions are colored to fit the purpose of the publisher.

Magazines in the field of guidance are becoming more numerous, and many other magazines are devoting a part of their pages to guidance topics. Magazines provide up-to-the-minute information about guidance problems and also provide material for young people to use when they are searching for the solution to a problem.



A well organized and complete library offers aid in solution of educational, vocational and personal problems.

Students will have to be aided in the evaluation of the articles read in magazines. Many times they select only certain parts and distort the meaning and nature of the article.

Newspaper clippings are perhaps the most interesting form of printed information. These clippings carry a day-by-day account of the job opportunities, educational opportunities and plans, and of personal problems. Much information appears in the newspapers before it appears in magazines, pamphlets, and books. While this type of information has a high interest index, it also becomes obsolete rapidly.

College catalogs, handbooks, annuals, and papers furnish a source of educational information for high schools. These materials are usually furnished without charge and may be secured by writing to the various colleges. This material helps students plan their educational programs and also helps the student bridge the gap from high school to college. A study of these materials gives him an idea of the requirements for entrance, the various programs offered, costs, and also a picture of the various college activities.

Visual Aids

Visual aids help broaden the experiences of students. At the present time it is impossible for the student to have real experiences in all areas of work. Visual aids help extend the experiences of the student through the use of vicarious experiences.

Pictures, charts, and graphs afford a wide range of experiences. Hardly a week goes by that does not produce a large number of pictures, charts, and graphs that help tell the story of some job. These pictures should be collected, mounted, and filed under appropriate headings to be made available to both students and teachers.

Slides and film strips provide excellent materials in handling specific subjects. The equipment is inexpensive, and just the right number of pictures can be used to supplement the regular classroom activities. The slides and film strips also have the advantage of being made to do a specific task and are usually used in relationship to this purpose. A teacher with a little training and experience can make the slides for his own work, thus increasing their effectiveness.

Motion pictures possess an intense appeal to young people. Through the use of motion pictures, the conditions of work

in many areas are being revealed to a large number of students. Care must be taken in the use of visual aids to keep the "picture show" attitude from developing among the students. The teacher should make adequate provisions leading up to the use of the film and should have plans for extending the materials presented in the film after it has been shown. To be most effective, the teacher should plan a schedule of film use at the same time he is planning the units to be presented.

Audio Materials

Recordings are important aids in the field of supplying information. Interviews, radio programs, and discussions may be transcribed for use at future dates. Schools may build a library of informational recordings.

Radio offers many varied programs dealing with a wide range of topics. It is possible to hear excellent programs on occupational information. Many occupations are dramatized, and a large amount of educational information is available through the use of the radio. Many excellent materials are provided on types of personal problems. The school should study the broadcasting schedules and should have such information available to students either through classes or through individual periods. Most schools are not making effective use of the informational materials available in this field.

The Teacher's Part in the Program of Information

The saying, "as the teacher, so the school," applies well to the high school program of information. The teacher must take an active part in the informational program if it is to provide adequate educational, occupational, and personal information for each pupil. In general, teachers have two opportunities for providing information for the pupils. The first is through a special course concerned with occupational, educational, and personal information. The second opportunity is present in each of the various subject matter fields. In both situations, the teacher is the key person and most of the responsibility for success or failure is placed upon her.

SPECIAL COURSE

A course generally considered a social studies course has often been introduced in the freshman year of high school. Such a course has usually met with a great deal of opposition because the pupils were not ready for such activities, textbooks

were not adequate, library materials were scarce, and teachers were not prepared to teach such a course. These courses have had a number of different names, such as orientation, occupations, guidance, and civics. The objectives of courses of this type have usually centered around three major purposes: first, getting the pupil acquainted with the school and what it has to offer; second, helping the pupil understand his abilities, aptitudes, interests, personal traits, and physical characteristics; third, assisting the pupil to understand the nature and scope of the work of the world. The freshman testing program becomes a part of the course and generates a great deal of interest and enthusiasm on the part of the pupils.

To the teacher falls the responsibility of organizing and directing the course, counseling the pupils, and selecting the experiences. The teacher must be acquainted with a vast amount of knowledge dealing with personal, educational, and occupational problems of young people. In addition to this vast amount of knowledge, he must be constantly aware of the changes taking place in the occupational and educational fields. A knowledge of reliable sources of information is also essential.

Regular Courses

The second major way in which the teacher participates in the informational program is through the regular subjects. Many teachers do not find time to present the occupational information related to the course being taught. The objective of each course should call for a study of the occupational opportunities growing out of the work of the course. Each teacher should present a unit on occupational opportunities in each course. In the high school many types of occupational information can be presented. The following suggestions by Billings³ well illustrate the possibilities.

Through English: by means of themes on vocations; book reviews; oral topics; interviews; debates; dramatizations. Some workers who are directly concerned with proficiency in English are news reporters, copy writers, proof readers, radio commentators, columnists.

Through mathematics: by considering the work of the actuary, engineer, machinist, sheet-metal worker, statistician, architect, and carpenter.

³Billings, Mildred Lincoln, *Group Methods of Studying Occupations*, pp. 231-232, International Textbook Company, Scranton, Pa., 1941.

Through social studies: by discussing such workers as bankers, historians, ambassadors; councils, city managers, post office employees; other representatives of city, state, or national government; also occupational problems with which government and individuals are concerned, such as public utilities, railroads, mines, organized labor, cooperative organizations, agriculture, etc.

Through sciences: by studying the work of the nurse, doctor, bacteriologist, chemist, agronomist, biologist, entomologist, horticulturist, florist, seed tester, gardener, X-ray technician, physicist, optician, and geologist.

Through art: by noting the work of the photographer, artist, sculptor, ceramic engineer, commercial illustrator, costume designer, stage properties designer.

Through music and dramatics: by observing and studying the work of the school or private musician, actor, radio entertainer, and other related occupations such as music critic, music salesperson, accompanist, speech, and voice expert.

Through home economics: by introducing the study of the dietitian, tearoom manager, waitress, cook, hostess, laundress, salesperson, or demonstrator of foods and household products by radio and other means, home bureau agent, interior decorator, and housewife.

Through shop: occupations to be considered depend on shops in which school training is given.

Through commercial subjects: by studying about the typist, stenographer, accountant, bookkeeper, file clerk, private secretary, office machine operator.

Through physical education: by studying about typical occupations for which health education might ultimately prepare them; for instance, supervisor of physical education, physical director or instructor in schools or social service organizations, athletic coach, playground director, boys' or girls' club worker, camp counselor, or public health teacher.

Through the cocurricular activities: in looking over a list of school clubs, it will readily be seen that a large proportion of them are distinctly vocational in nature. Without changing their original purpose, occupational information and try-out experience could readily be gained through many types of club experiences. This would apply to such activities as the aviation

club, debating club, dramatics, engineering club, science club, "pencil pushers" club, radio club, and other school clubs.

If occupational information is introduced through school subjects, it becomes natural to the pupil to respect contributions made by all members of society. The classroom teacher will do well to confine himself to sharing information regarding occupations related to his subject. Choice of occupation on the part of a pupil requires consideration of many important factors, such as analysis of individual abilities, interests, health, and home status. To introduce occupational, educational, and personal information through the medium of school subjects is very helpful.

A course in orientation or occupations given in the freshman year serves as a foundation for the effective use of school subjects for presenting occupational, educational, and personal information. Each teacher should be aware of the materials covered and techniques used in the freshman course and should plan his work in occupational information in such a manner that there is no major overlapping in other classes.

The Role of the Librarian

The librarian plays a significant role in the guidance program of the school. One of the weak points in most guidance programs is the lack of authentic information. The modern library serves as a service station for those seeking information. This requires that the librarian secure a wide variety of materials covering many fields and that these materials be organized so that they can be used effectively. The librarian should be skilled in acquiring and organizing materials and should be able to arrange attractive displays. She must know how to make the library an inviting and an attractive place so that pupils and teachers will be encouraged to come to the library.

The librarian must know how to work with people. She must understand the needs of various individuals and be willing and able to assist them with their problems. Pupils, when given the proper opportunity and encouragement, like to use the library. Their needs extend from browsing to the search for specific job information. The librarian must be pleasant, sympathetic, and very willing to help. She must possess a large fund of knowledge about sources of materials.

In addition to working with materials and pupils, the librarian must be able to work with teachers. She must be willing to help the teachers solve their library problems and should keep the teachers constantly informed about new materials available in the library. Teachers should call the attention of the school librarian to new materials in their respective fields.

As the librarian is one of the key people in the guidance program, she must keep the educational, occupational, and personal information up to date. Since much of this material is in pamphlet form, the librarian must be able not only to build up the amount of information about an occupation, but also to discard out-of-date materials.

Evaluation of the Information Service

There are many ways of evaluating the informational services of a school. While numbers alone tell very little about the value derived from informational services, they are some indication of the interest developed by the student body. The range of the materials and extent to which they cover each field provide a measuring stick of a different nature. Probably the best evaluation of the informational service comes from how well the pupils are solving their own adjustment problems. How realistic are they in their choice of educational and occupational plans? How well have they adjusted their personal problems? The answers to these questions will afford some measure of the effectiveness of the informational service.

Since most of the informational service centers in the library, it would be well to evaluate the library according to the four characteristics of effective libraries as outlined by Yale.⁴ Does your library make provision for the continuous gathering of new material? Is your library attractive, inviting and useful for the students? Does your library provide for current bulletins, special displays and projects? Does your librarian keep material up to date by eliminating out-of-date material?

Another standard for evaluating the effectiveness of the informational service is the degree of cooperation existing between the librarian and the teachers.

⁴Yale, John R., *Occupational Information Library*, pp. 10-11, Science Research Associates, Chicago, 1944.

Sources of Informational Materials

One of the reasons usually given for a poor informational service is lack of adequate funds. With the large amount of free and inexpensive materials now being published, this lack of adequate funds is no longer an acceptable reason for a poor informational service. The problem becomes one of securing, organizing, and using materials of the free or inexpensive type. Yale's book,⁵ "How to Build an Occupational Information Library," is an excellent book to guide schools in the establishment of an occupational information program.

The Federal Security Agency recently published a bulletin, "Guide to Occupational Choice and Training." These publications furnish excellent references on sources of information and materials. Yale⁵ outlines the following under the title, "Sources of Free or Inexpensive Materials."

Accounting

International Accountants Society, Inc.
3411 S. Michigan Avenue
Chicago 16, Illinois

Advertising and Public Relations

Mark O'Dea
400 Madison Avenue
New York, N. Y.

Agriculture

U. S. Agricultural Adjustment Administration
Department of Agriculture
Washington 25, D. C.
U.S. Bureau of Agricultural Economics
Department of Agriculture
Washington 25, D. C.

Air Transportation

Air-Age Education Research
100 E. 42nd Street
New York 17, N. Y.
U. S. Civil Aeronautics Administration
Department of Commerce
Washington 25, D. C.

Animal Husbandry

American Veterinary Medical Association
600 S. Michigan Avenue
Chicago 5, Illinois

Horse and Mule Association of America, Inc.
407 S. Dearborn
Chicago 5, Illinois

U. S. Bureau of Animal Industry
Department of Agriculture
Washington 25, D. C.

Architecture and Drafting

American Institute of Architects
1741 New York Avenue, N. W.
Washington 6, D. C.

Armed Forces

U. S. Coast Guard
Washington, D. C.
U. S. Navy Department
Office of Public Relations
Washington, D. C.
U. S. War Department
Bureau of Public Relations
Washington, D. C.

⁵Ibid., pp. 63-76.

Art

J. Gordon Lippincott & Company
500 Fifth Avenue
New York 18, N. Y.

Banking, Brokerage, and Finance

American Bankers Association
22 East 40th Street
New York 16, N. Y.

Building Trades and Construction

American Builder
105 W. Adams Street
Chicago 3, Illinois
Department of Labor
Washington, D. C.

Business and Management

American Management Association
330 West 42nd Street
New York 18, N. Y.
Chicago Better Business Bureau
7 S. Dearborn
Chicago 3, Illinois

Chemistry

American Chemical Society
1155 Sixteenth St., N. W.
Washington 6, D. C.

Clay, Glass, and Stone

Portland Cement Association
33 W. Grand Avenue
Chicago 10, Illinois

Clerical Work

Gregg College
6 N. Michigan Avenue
Chicago 2, Illinois

Clothing Manufacture

Popular Consumer's Service
Publications of America
210 W. Cranford Avenue
Valdosta, Georgia

Domestic and Personal Service

U. S. Women's Bureau
Department of Labor
Washington, D. C.

Education

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 5, Illinois

National Education Association
1201 Sixteenth St., N. W.
Washington 6, D. C.

Engineering

American Institute of Electrical
Engineers
33 West 39th Street
New York 18, N. Y.

American Institute of Mining &
Metallurgical Engineers
29 West 39th Street
New York, N. Y.

American Society of Agricultural
Engineers
St. Joseph, Michigan

American Society of Civil
Engineers
33 West 39th Street
New York, N. Y.

Engineers' Council for Profes-
sional Development
29 West 39th Street
New York 18, N. Y.

Fishing

U. S. Fish & Wildlife Service
Department of Interior
The Merchandise Mart
222 W. North Bank Dr.
Chicago 54, Illinois

Food and Beverages

General Mills, Inc.
Minneapolis, Minnesota

Forestry and Lumbering

American Forest Products
Industries, Inc.
1319 Eighteenth Street
Washington 6, D. C.

Society of American Foresters
825 Mills Building
17th St. and Pennsylvania Ave.
N. W.
Washington 6, D. C.

Government and Public Service

U. S. Civil Service Commission
Washington 25, D. C.
U. S. Department of State
Washington, D. C.

Health

- American Association of Nurse Anesthetists
18 E. Division Street
Chicago 10, Illinois
- American Council on Pharmaceutical Education
32 S. Green Street
Baltimore 1, Maryland
- American Dental Association
Council on Dental Education
222 E. Superior Street
Chicago 11, Illinois
- American Dental Hygienists' Association
1704 N. Troy Street
Apt. 824
Arlington, Virginia
- American Hospital Association
18 E. Division Street
Chicago, Illinois
- American Medical Association
535 N. Dearborn
Chicago 10, Illinois
- American Optometric Association, Inc.
707 Jenkins Building
Pittsburgh 22, Pennsylvania
- American Osteopathic Association
139 N. Clark Street
Chicago 2, Illinois
- American Physiotherapy Association
1790 Broadway
New York 19, N. Y.
- American Registry of X-Ray Technicians
c/o Alfred B. Green
Executive Secretary
2909 Raleigh Avenue
Minneapolis 16, Minnesota
- National Association for Practical Nurse Education
250 West 57th Street
New York 19, N. Y.
- U. S. Public Health Service
Washington, D. C.

Home Economics

- American Home Economics Association
620 Mills Building
Washington 6, D. C.
- Hotels and Restaurants
American Hotel Association
221 West 57th Street
New York 19, N. Y.
- Insurance
The Institute of Life Insurance
60 East 42nd Street
New York 17, N. Y.
- Iron, Steel, and Machinery
American Iron & Steel Institute
350 Fifth Avenue
New York, N. Y.
- National Founders Association
29 S. LaSalle Street
Chicago 3, Illinois
- National Metal Trades Association
122 S. Michigan Avenue
Chicago 3, Illinois
- Steel Founders' Society of America
920 Midland Building
Cleveland, Ohio
- Jewelry and Watchmaking
United Horological Association of America
226-228 Sixteenth Street
Denver 2, Colorado
- Landscaping
American Society of Landscape Architects
9 Park Street
Boston 8, Massachusetts
- Language
National Federation of Modern Language Teachers
284 Hoyt Street
Buffalo 13, N. Y.
- Laundry and Cleaning
American Institute of Laundering
Joliet, Illinois

- National Association of Dyers & Cleaners
Silver Springs, Maryland
- Law
American Bar Association
1140 N. Dearborn
Chicago 10, Illinois
- Leather
Tanners' Council of America
100 Gold Street
New York, N. Y.
- Library Work
American Library Association
520 N. Michigan Avenue
Chicago 11, Illinois
- Lumber and Furniture
Bureau of Business Research
Pennsylvania State College
State College, Pennsylvania
- Manufacturing, Miscellaneous
National Association of Manufacturers
19 West 49th Street
New York 20, N. Y.
- Mining and Mineral Processing
American Petroleum Institute
Central Committee on Public Relations
50 West 50th Street
New York 20, N. Y.
National Coal Association
Southern Building
Washington, D. C.
- Motion Pictures
Motion Picture Producers & Distributors of America, Inc.
28 West 44th Street
New York 18, N. Y.
- Motor Transportation
American Trucking Association, Inc.
Washington 6, D. C.
National Association of Motor Bus Operators
Tower Building
Washington 5, D. C.
- Music
Music Educators National Conference
64 E. Jackson Boulevard
Chicago 4, Illinois
- Nonferrous Metals
Aluminum Company of America
Pittsburgh, Pennsylvania
Dow Chemical Company
Midland, Michigan
Westinghouse Electric & Manufacturing Company
306 Fourth Avenue
P. O. Box 1017
Pittsburgh 30, Pennsylvania
- Occupations, General
National Federation of Business and Professional Women's Clubs, Inc.
1819 Broadway
New York 23, N. Y.
National Small Business Men's Association, Inc.
163 N. Union Street
Akron 4, Ohio
U. S. Bureau of Foreign and Domestic Commerce
Department of Commerce
Washington, D. C.
U. S. Bureau of the Census
Department of Commerce
Washington, D. C.
U. S. Employment Service
Washington 25, D. C.
Young Men's Christian Association
347 Madison Avenue
New York, N. Y.
Young Women's Christian Association
600 Lexington Avenue
New York, N. Y.
- Personnel Work
Metropolitan Life Insurance Company
Policyholders Service Bureau
1 Madison Avenue
New York 10, N. Y.

Photography

American Photographic Publishing Company
353 Newbury Street
Boston, Massachusetts

Plastics

Bakelite Corporation
Union Carbide & Carbon Corporation
30 East 42nd Street
New York 17, N. Y.
E. I. duPont de Nemours & Company, Inc.
Public Relations Department
Wilmington 98, Delaware

Printing and Publishing

American Type Founders
Department of Education
Elizabeth, New Jersey

Public Utilities

American Gas Association
420 Lexington Avenue
New York 17, N. Y.
U. S. Rural Electrification Administration
Department of Agriculture
Washington, D. C.

Pulp and Paper

U. S. Pulp Producers Association
122 East 42nd Street
New York 17, N. Y.

Radio Broadcasting

National Association of Broadcasters
1760 N Street, N. W.
Washington 6, D. C.

Rail Transportation

Association of American Railroads
Transportation Building
Washington 6, D. C.

Real Estate

Boston University
College of Business Administration
525 Boylston Street
Boston, Massachusetts

Recreation

National Recreation Association
315 Fourth Avenue
New York 10, N. Y.

Religious Work

Council of Church Boards of Education
744 Jackson Place, N. W.
Washington 6, D. C.

Repairing Services

American Trucking Associations, Inc.
1424 Sixteenth Street, N. W.
Washington, D. C.

Horse and Mule Association of America, Inc.

407 S. Dearborn
Chicago 5, Illinois

Retail Trade

Chamber of Commerce of the U. S. A.
Washington 6, D. C.

Rubber Manufacture

Rubber Manufacturers Association
444 Madison Avenue
New York 22, N. Y.

Rural Services

U. S. Extension Service
Department of Agriculture
Washington 25, D. C.

Science

Science Clubs of America
Science Service
1719 N Street, N. W.
Washington 6, D. C.

U. S. Weather Bureau
Department of Commerce
Washington, D. C.

Social Service

American Association of Schools of Social Work
1313 East 60th Street
Chicago 37, Illinois

- American Association of Social Workers
130 East 22nd Street
Chicago 37, Illinois
- Telephone and Telegraph Communication
American Telephone & Telegraph Company
195 Broadway
New York, N. Y.
- U. S. Federal Communications Commission
Washington, D. C.
- Textile Manufacture
The Textile Foundation
Kent, Ohio
- Tobacco Manufacture
Brown & Williamson Tobacco Corporation
1600 W. Hill Street
Louisville, Kentucky
- Transportation Equipment
Aircraft Industries Association of America, Inc.
610 Shoreham Building
Washington 5, D. C.
- Automobile Manufacturers Association
New Center Building
Detroit 2, Michigan
- Water Transportation
U. S. Maritime Service
Department of Commerce Building
14th & E Streets, N. W.
Washington 25, D. C.
- Writing
The Author & Journalist
637 Pine Street
Boulder, Colorado

Under the heading, "Magazines," Yale⁶ lists among others the following:

THE CAREER NEWS
1746 M Street, N. W.
Washington 6, D. C.

GLAMOUR
420 Lexington Avenue
New York 17, N. Y.

OCCUPATIONS
82 Beaver Street
New York 5, N. Y.

VOCATIONAL TRENDS
228 S. Wabash Avenue
Chicago 4, Illinois

THE LABOR MARKET
Reports and Analysis Division
U. S. Employment Service
Department of Labor
Washington, D. C.

SCHOLASTIC
220 East 42nd Street
New York 17, N. Y.

(T—Suitable for Textbooks)

ALL IN THE DAY'S WORK. Zila Robbins and Marjorie Medary, eds. New York, D. Appleton-Century Co., Inc., 1944. 338 p. \$1.36

CAREER OPPORTUNITIES. Mark Morris, ed. Washington, D. C., Progress Press, 1946. 354 p. \$3.25

CAREERS IN SCIENCE. Philip Ol- lack, New York, E. P. Dutton & Co., Inc., 1945. 222 p. \$2.75

CHOICE OF AN OCCUPATION. Edmund G. Williamson and Milton Hahn. Minneapolis, The General College, University of Minnesota, 1939. 140 p. \$1

CHOOSING THE RIGHT CAREER. Edward D. Toland. New York, D. Appleton-Century Co., 1939. 216 p. \$1.50

⁶Ibid., pp. 85-86.

- EVERYDAY OCCUPATIONS (T). Mildred A. Davey, Elizabeth M. Smith, and Theodore R. Myers. Boston, D. C. Heath & Co., 1941. 372 p. \$1.68
- EXPLORING THE WORLD OF WORK. Guidebook to Occupations. G. Vernon Bennett and Georgia May Sachs. Los Angeles, Calif., Society for Occupational Research, 1937. 596 p.
- 500 POSTWAR JOBS FOR MEN. Vocational Guidance Research. New York, Doubleday, Doran & Co., 1945. 285 p. \$2.50
- FOUR SQUARE PLANNING FOR YOUR CAREER. S. A. Hamrin, Chicago, Science Research Associates, 1946. 200 p. \$2
- GUIDANCE LEAFLETS. Walter J. Greenleaf, Washington, U.S. Government Printing Office, (U. S. Office of Education, Leaflets)
- GUIDEPOSTS TO OCCUPATIONAL INFORMATION. Occupational Briefs of New York State Bureau of Guidance. Port Byron, N.Y., "The Chronicle," 1942-44. 6 p. each. 5 cents each.
- I FIND MY VOCATION (T). Harry Dexter Kitson. New York, McGraw-Hill Book Co., Inc., Rev. ed., 1947. 275 p. \$1.80
- JOBS AHEAD. Reginald M. Cleveland and Frank B. Latham. New York, D. Appleton-Century Co., Inc., 1946. 259 p. \$2.50
- LIVING IN OUR COMMUNITIES. Edward Krug and I. James Quillen. Chicago, Scott, Foresman & Co., 1946. 598 p. \$2.64
- NATIONAL ROSTER OCCUPATIONAL MONOGRAPHS. The National Roster of Scientific and Specialized Personnel, United States Employment Service, U. S. Department of Labor. For sale by the Government Printing Office, Washington 25, D. C.
- NEW CAREERS IN INDUSTRY. John M. Amiss and Esther Sherman. New York, McGraw-Hill Book Co., Inc., 1946. 227 p. \$2.50
- OCCUPATIONAL BRIEFS. WAR DEPARTMENT. Prepared for use in the education programs of the Armed Services, United States Armed Forces Institute, Madison, Wis., 1945-46. For sale by the Government Printing Office, Washington 25, D. C. Approx. 16 p. 5 cents each
- OCCUPATIONAL EXPLORATION (T). A guide to personal and occupational adjustment. James H. Bedford and Albert F. Steelhead. First ed. Los Angeles, Calif., Society for Occupational Research, Ltd., 1941. 306 p. \$2.50
- OCCUPATIONAL GUIDANCE (T). Paul W. Chapman. Atlanta, Ga., Turner E. Smith & Co., 1944. 652 p. \$1.76
- OCCUPATIONAL MONOGRAPHS. Science Research Associates, 228 South Wabash Ave., Chicago, 1940-44. 48-56 p. each. 60 cents each
- OCCUPATIONS TODAY (T). John M. Brewer and Edward Landy. Boston, Ginn & Co., 1943. 377 p. illus. \$1.64
- PLANNING YOUR FUTURE (T). Myers, Little, and Robinson. New York, McGraw-Hill Book Co., Inc., 1940. 549 p. \$1.76
- SMALL BUSINESS SERIES. U.S. Department of Commerce, Bureau of Foreign and Domestic Commerce. Washington, U. S. Government Printing Office, 1945. Pages and prices vary.

TWENTY CAREERS OF TOMORROW. Darrell and Frances Huff. New York, McGraw-Hill Book Co., Inc., 1945. 281 p. \$2.50

VOCATIONAL AND PROFESSIONAL MONOGRAPHS. Bellman Pub. Co., Inc., 6 Park Street,

Boston 8, Mass. A series. Dates and pages vary. \$6 per set of 15

YOU AND YOUR FUTURE JOB. Wm. G. Campbell and James H. Bedford, Los Angeles, Calif., Society for Occupational Research, Ltd., 1944. 368 p. \$3.50

Most state universities maintain collections of films and other visual aids which they lend to schools. Yale lists the following agencies and organizations as sources for visual aids:⁷

American Council on Education
744 Jackson Place
Washington 6, D. C.

Bell and Howell Co.
7100 McCormick Rd.
Chicago 14, Illinois

DeVry Films and Laboratories
1111 W. Armitage Avenue
Chicago 14, Illinois

Encyclopedia Britannica Films, Inc.
1841 Broadway
New York 23, N. Y.

Vocational Films, Inc.
Des Moines, Iowa

Motion Picture Bureau
Young Men's Christian Association
347 Madison Avenue
New York, N. Y.

New Tools for Learning
280 Madison Avenue
New York 16, N. Y.

Society for Visual Education, Inc.
100 E. Ohio Street
Chicago 11, Illinois

U. S. Office of Education
Washington, D. C.

One should not overlook the importance of the professional library for the teachers. Such a library might well include the following books:

Baxter, Edna D. AN APPROACH TO GUIDANCE. New York, Appleton-Century Co., 1946. 305 p.

Bennett, M. E. and Hand, Harold C. GROUP GUIDANCE IN HIGH SCHOOL. New York, McGraw-Hill Book Co., Inc., 1938. 111 p. \$1

Billings, Mildred Lincoln. GROUP METHODS OF STUDYING OCCUPATIONS. Scranton, Pa., International Textbook Co., 1941. 480 p. \$3

Bingham, Walter V. APTITUDES AND APTITUDE TESTING. New York, Harper & Bros., 1937. 390 p. \$3

Chapman, Paul W. GUIDANCE PROGRAMS FOR RURAL HIGH SCHOOLS. Washington, U. S. Government Printing Office, U. S. Office of Education, V.D. Bulletin 203, 1940. 58 p. 10 cents

Chisholm, Leslie. GUIDING YOUTH IN THE SECONDARY SCHOOL. New York, American Book Co., 1945. 433 p. \$3.25

⁷Yale, *op. cit.*, p. 88.

- Cox, R. D. COUNSELORS AND THEIR WORK. Harrisburg, Pa., Archives Publishing Co., 1945. 300 p. \$3.50
- Darley, John G. TESTING AND COUNSELING IN THE HIGH SCHOOL GUIDANCE PROGRAM. Chicago, Science Research Associates, 1943. 222 p. \$2.60
- Erickson, Clifford E. and Happ, Marion C. GUIDANCE PRACTICES AT WORK. New York, McGraw-Hill Book Co., Inc., 1946. 325 p. \$3.25
- Germane, Charles E. and Germane, Edith H. PERSONNEL WORK IN HIGH SCHOOL; A PROGRAM FOR THE GUIDANCE OF YOUTH. New York, Silver Burdett Co., 1941. 608 p. \$4
- Hamrin, Shirley A. and Erickson, Clifford E. GUIDANCE IN THE SECONDARY SCHOOL. New York, D. Appleton-Century Co., Inc., 1939. 465 p. \$2.75
- Jones, Arthur J. PRINCIPLES OF GUIDANCE. New York, McGraw-Hill Book Co., 1945. Third Rev., 1945. 351 p. \$3.50
- Lefever, D. W., Turrell, A. M., and Weitzel, H. J. PRINCIPLES AND TECHNIQUES OF GUIDANCE. New York, The Roland Press Co., 1941. 522 p. \$3
- Leonard, Eugenie A. and Tucker, Anthony C. INDIVIDUAL INVENTORY IN GUIDANCE PROGRAMS IN SECONDARY SCHOOLS. Washington, U. S. Government Printing Office. (U. S. Office of Education, V. D. Bulletin No. 215, 1941.) 60 p. 15 cents
- Shartle, Carroll L. OCCUPATIONAL INFORMATION. New York, Prentice-Hall, Inc., 1946. 339 p. \$3.50
- Strang, Ruth, PUPIL PERSONNEL AND GUIDANCE. New York, Macmillan Co., 1940. 356 p. \$2
- Traxler, Arthur E., TECHNIQUES OF GUIDANCE. New York, Harper & Bros., 1945. 394 p. \$3.50
- Williamson, E. G. HOW TO COUNSEL STUDENTS. McGraw-Hill Book Co., New York, 1939. 562 p. \$4.75
- Williamson, E. G. and Hahn, M. E. INTRODUCTION TO HIGH SCHOOL COUNSELING. McGraw-Hill Book Co., New York, 1940. 314 p. \$3

CHAPTER VI

GROUP GUIDANCE

1. Introduction.
2. Guidance Problems for Group Study.
3. Techniques for Group Guidance.

Introduction

The guidance movement has spread rather slowly, and one of the factors usually mentioned for this slow development has been lack of teacher time. To approach a guidance program through an entirely individualized program would not only be time consuming but would also be very expensive. If the guidance program is to provide the services and assistance outlined in Chapters I and II, the school must use both individual and group guidance techniques.

Group guidance techniques are based upon the assumptions that young people are confronted with a large number of similar problems which may be solved or partially solved through group guidance activities. A large amount of information is required in the solution of these problems. Much of this information can be presented to groups. Thus, the emphasis in group guidance is placed upon the constructive rather than the remedial.

The creation of a proper attitude toward the guidance program of a school is a task for the group guidance activities of the school. The activities should be such that every student should know early in his high school career the guidance services of the school. Group guidance activities are necessary for the proper development and use of individual guidance techniques.

Guidance, as defined in this book, has been divided into three types—educational, occupational, and personal. The problems and adjustments which young people of secondary school age face may well be classified under these three types of guidance. The fact that the group guidance program is concerned with problems confronting young people adds greatly to the interest and efforts of the pupils.

Guidance Problems for Group Study

Educational Guidance Problems for Group Study

Getting acquainted with the school is probably the greatest problem confronting a pupil entering high school. High school is different from grade school. More of the responsibility for the selection of courses and the progress in these courses is placed upon the student. He must adjust to pursuing fewer courses with greater intensity, longer class periods, a greater number of teachers, responsibility for class preparation, and to a greater variety of extra class activities. In addition to these school adjustment problems, the student is faced with the problem of learning how to use an increasing amount of personal freedom and initiative.

Each high school pupil should become acquainted with as much of the high school program as possible either before he enters high school or as early as possible in the first year. This general knowledge of the school should include an understanding of the following:

1. History and organization of local school.
2. The objectives of the local high school.
3. The various curricula offered by the school and the objectives of each curriculum.
4. The required courses in each curriculum and their objectives—also reasons for requiring these courses.
5. The elective courses available to the student in each curriculum and their objectives.
6. The activity program of the school and the general objectives of each activity.
7. The health program of the school and its objectives.
8. The guidance program of the school—its services and objectives.
9. The faculty organization for the school.

Planning the pupil's program is another activity that should come early in the first year. Each pupil should formulate an educational plan for his high school work. Such a plan helps the pupil understand the objectives of high school and also how the objectives apply to his own high school career. An educational plan is individual in that it is made for each pupil. There are at least three definite parts to a complete plan: first, the objectives or goals it expresses; second, the plan for



Students study guidance manual previous to registration.

the realization of the goals or objectives; and third, the integration of the various parts of the educational plan into a well-balanced whole.

In setting up objectives or goals, the aptitudes, interests, and needs of the individual must be considered; otherwise much of the school work might be meaningless. Once the objectives have been formulated, the second step is the selection of courses and activities to reach the objectives. Thus, the educational plan makes the entire school pattern become an individual design for the accomplishment of personal objectives. Such a plan not only stimulates interest but builds and plans for continuous growth of interest—thus removing one of the criticisms of the high school, namely that its work is not interesting.

The educational plan involves the effective distribution of time in work-play-study program in order that the pupil may accomplish the tasks ahead and in addition have time for recreation and other activities that make for balanced living.

Getting acquainted with the library is important because the school library is the center for most of the informational materials available in the school. As pointed out in Chapter V, the pupil should have access to a wide range of informational materials in the field of educational, occupational, and personal problems. If he is to make effective use of the library, he must know types of materials it contains and where they are located. In addition, he must know how to evaluate and use the information he finds.

As part of his orientation to the school, the pupil should visit the library as a member of a class group and learn through personal contact the various activities of the library. Library problems and activities should be provided through class assignments in order to give each pupil practical knowledge and skill in library techniques. Such techniques and skills are necessary if the pupil is to make an independent approach to the gathering of information for the solution of his problems.

Developing effective study habits becomes increasingly important as one is given more freedom in selecting the activities in which he wishes to participate. One common complaint among high school pupils and often given as a reason for poor scholarship is "not enough time." Each pupil through some class activity should be assisted to prepare a time schedule

budgeting his time through each school day. Such a schedule will permit the pupil to develop a systematic approach to the many varied activities in which he wishes to participate. The schedule should permit adequate time for study and this time should be set aside first. The remainder of the time should be distributed among the other activities. Care must be taken that the pupil develops a time schedule that has proper balance. The knowledge and understanding necessary for the successful scheduling of time may be secured through group activities. However, the application to each pupil is an individual problem.

The ability to concentrate is lacking in many high school pupils. They look upon concentration as some magic situation which comes about through some unknown manner and enables them to remember what they have read or thought. The power to concentrate is not a gift but consists of a large number of specific habits. Among these habits are the following:

1. Regularity in habits of work
2. Setting a definite goal
3. Think about the material you are reading, check the author's opinion with your own thoughts
4. Do not wait for inspiration—apply yourself
5. Develop pride in your ability to ignore petty annoyances
6. Discover most effective length of study period for yourself
7. Select and mark important parts of the lesson, noting new words and their meaning

While much of the work in developing adequate skills in concentration is of an individual nature, the task of developing proper attitudes, isolating the specific skills needed, and the development of a program of action can properly be conducted and developed through group activities.

The inability to pay attention at the proper time causes a great deal of difficulty in high school. Pupils are constantly failing to get the specific assignment and often accept a too general idea of the assignment to be of benefit in preparing the lesson. Much energy is wasted through misdirection. The attention of the group should be directed to the importance of getting the specific assignment, locating exact references, attending to emphasis placed on various points, and evaluating the summary as given by the teacher.

Improving reading ability is important because one of the important causes of poor study habits is lack of adequate reading ability. Many educational misfits in high school lack adequate skill in reading. Some of the most common faults in reading are lack of adequate speed, poor comprehension, vocalization, poor eye movements, and insufficient vocabulary. Group attention should be focused upon the various reading skills. For some pupils this would be a review, for others it would be an initial learning situation. Interest in improving reading should be developed.¹

Development of a working knowledge of the fundamental tool subjects is one of the major tasks of the elementary school. However, in spite of this objective, many pupils enter high school without an adequate command of reading, writing, and arithmetic and are thus seriously handicapped in their efforts to do satisfactory high school work. Reading probably causes the most difficulty. A survey of the skills possessed by the various members of the group should be made early in the year and individual and group activities planned to teach the skills needed.

Planning for education beyond high school is essential for effective guidance. Somewhere in high school time should be devoted to studying the problem of continuing school after high school. Attention should be centered on gathering information concerning schools, the various types of schools and colleges, usual college and school entrance requirements, and how to evaluate a school or college. Each pupil should be encouraged to apply this general information to his own problems of selecting a college or school.

Occupational Guidance Problems for Group Study

The task of making a living is one that is required of most people. The happiness and success of an individual depends to a large degree upon how well he selects his occupation. In the past, and even today, too many people drift into their work. They do not understand their own potentialities nor do they understand and appreciate the work they are doing. The major objective of occupational guidance is to make possible the selection of an occupation after consideration has been given to the characteristics of the work.

¹A reference to English manual to be published.

Knowing one's self is a necessity if a pupil is to choose a vocation wisely. Group activities may provide a means for pupils to better know themselves. Tests, inventories, and rating scales provide techniques to aid in the discovery of interests, abilities, aptitudes, personal and physical characteristics. Each pupil should possess a reasonable knowledge of his own characteristics. This knowledge is essential if the pupil is to plan wisely. Records compiled over a long period of time containing many types of information are aids to the teachers in helping pupils get wholesome attitudes toward themselves.

It is desirable that pupils understand something of the nature of various interests, abilities, and aptitudes; how these various traits vary in various individuals and how some traits vary in the same individual from time to time. Pupils must know the significance of these traits in selecting an occupation.

Studying the work of the world provides the pupil with current information concerning jobs. Jobs are constantly being created. Each day sees some change in the manner in which people make a living. New types of jobs appear, old jobs disappear, and most jobs change constantly. The number of different jobs has increased from a few major types to over 30,000 different ways of earning a living, and this number is constantly increasing. Pupils need to know the major types of occupations and the general characteristics of workers for each occupation. Pupils are constantly confronted with information about jobs. They must be able to evaluate this information because much of it is biased. A knowledge of reliable sources of occupational information is essential if the pupil is to keep informed of job opportunities.

In order to add interest and reality to the study of the work of the world, a class project on a survey of how people make a living in the local community is important. This survey should include the number of different types of jobs in the community, the number of people working in each type of position, the turn-over in employment, and the possible job opportunities in the future.

A similar study should be made of the job opportunities in the state and in the United States. The census data provides a very interesting tabulation on how people in Iowa and the United States are employed. Bulletin No. 817 prepared by

the United States Office of Education and the Department of Labor has organized these data for the use of counselors. A similar study is being made of the job opportunities in Iowa as portrayed by the 1940 census.

Getting and holding a job calls for certain skills and abilities. Economic conditions play a large part in the number and types of job opportunities available. However, regardless of economic conditions, a knowledge of the various types of placement service is desirable. A pupil should know the placement activities of his school, what placement opportunities are available in the state. In addition to a knowledge of the placement services available, the pupil should know where and how to locate job possibilities in a variety of fields.

The securing of a position is an easy matter when economic conditions are good. However, when competition for jobs is keen, the applicant must know how to discover just what the position requires and then must be able to make the employer believe that he possesses the needed characteristics. Personal salesmanship is an important factor in the securing of a job. Group guidance activities should certainly stress the skills necessary for this salesmanship and the skills required for getting the job you want.

While the specific skills required for success differ with the various types of positions, there are, however, some general characteristics possessed by most successful workers. A successful worker must have a proper attitude toward his job, fellow workers, supervisors, and his employer. His attitude toward the community in which he works and lives is also an important factor in his success. He must have a desire to improve his services to those for whom he works and should strive constantly to keep up to date on his skills and services.

Personal Guidance Problems for Group Study

In no other field of guidance are the problems more complex and more difficult than in the field of personal guidance. Each pupil is confronted by a number of personal problems and he must solve each in relation to his own background and experiences. It is difficult for the counselor to develop the degree and depth of feeling necessary to help each pupil to solve his own personal problems. It would seem that there would be little if no place for group guidance activities in a field that is so difficult and complicated. However, there are a number of

concepts and habits that must be developed if the pupil is to solve his problems satisfactorily. These concepts and habits may be developed through group guidance activities.

Getting along with people is probably the greatest personal problem confronting most pupils. This trait is necessary if the pupil is to succeed not only in his relationships with people, but also in his chosen occupational field. The pupil needs the help of other pupils, parents, and teachers in discovering those personal traits that tend to make it difficult for him to get along well with other people. He also must discover those traits that are conducive to good personal relationships and how to use them to advantage. An initial group approach to the field of personal traits, helps develop the proper attitudes on the part of the pupils and helps create and maintain the proper atmosphere for effective pupil growth in personal traits.

Creating and maintaining adequate health and physical development is an obligation of every pupil. Many personal problems have their roots in the health and physical development of the pupil. Good health habits help the individual develop and maintain personal efficiency. Ignorance, suspicion, and tradition have played a big part in the failure of pupils to develop proper attitudes toward problems of health and physical development. Rationalization, compensation, and even withdrawal are often used by pupils as solutions for their health and physical development problems. Group work should provide the pupil with a knowledge of the importance of these problems, desirable health habits, how to overcome health and physical handicaps, and how to develop the desirable habits. This group work should include the development of the proper attitude toward your health and physical assets and liabilities.

Developing a philosophy of life is related to pupil success and happiness. As a high school pupil gradually exercises the freedom that size and age give him, he is faced with the problem of establishing a plan for balanced living. It is necessary that the pupil find a satisfaction in his work, that he develop a program of recreational activities in keeping with his needs, and that he develop a philosophy of living that gives direction and zest to his living. Group guidance activities can furnish much of the information upon which a successful plan for balanced living is based. Each pupil should develop a pattern of living that is comfortable to him.

Developing acceptable manners minimizes social conflict. A number of personal problems grow out of what is generally termed "manners." The home, school, and community have established acceptable types of behavior. The pupil is faced with the task of becoming acquainted with the standards set up by the home, school, and community for personal relationships. Many pupils fail to make the proper reaction because they do not know what to do. Others fail because they do not care and still others because they will not be governed by others. They desire to create sensationalism and thus attract attention even though it is unfavorable.

Pupils come from a variety of homes; thus it is desirable that the school provide some type of group activity pertaining to the development of acceptable manners.

Developing tolerance is a worthwhile objective of high school. The high school enrolls pupils from all types of homes, races, religions, and economic background. The environment thus created is a favorable atmosphere for the development of tolerance. The development of respect for others is a definite task for group work. In general few schools have attacked the problem of intolerance in a direct approach. The high school is an excellent laboratory for the development of understanding of other people, their culture, ideals, and contributions. It would also be well to study some of the most critical problems faced by other people in order to develop an understanding of some of their difficulties. The development of group activities and especially of group attitude toward tolerance is one of the most effective ways of developing tolerance. This is one of the tasks of the high school.

Becoming an effective citizen is one of the major objectives of the high school. Nevertheless, the average high school fails to provide the necessary activities and environment to insure the development of active democratic citizenship. Through group activities the school should provide information about the duties and responsibilities of citizenship and in addition opportunities to practice and grow in the fundamentals of citizenship. The school should be developed as a community with each pupil a citizen with specific duties, privileges, and responsibilities.

Techniques for Group Guidance

The establishment of proper pupil attitudes toward the entire guidance program depends in a large measure upon the effective use of group guidance techniques. The chief task for group guidance is the development on the part of the pupils of certain knowledge, attitudes, habits, and ideals which are thought to be necessary for successful participation in the activities of the school and life. Since these habits, attitudes, ideals, and knowledge are essential for each student, group techniques have been developed to provide the means of achieving these objectives in a manner that is economical of time and which provides a group setting for the discussion of many common problems.

A few of the more common group guidance techniques will be presented. The reader should keep in mind that there are many other group guidance techniques and that these are presented with the idea that they will be used as suggestions in setting up a group guidance program in a local school. In no instance should these techniques be made a part of the local school's guidance program without the incorporation of the changes necessary to fit the local school and community.

Regular Classes

Whenever new demands are made upon a high school for activities in a new field, those in charge of the school have to decide whether the activities desired will be made a part of a course already offered by the school or whether the activities will be organized into a new course. Many schools find it difficult to offer new courses because of lack of teacher time and other necessary facilities. These schools may make the group guidance activities a part of other classes. English and the social sciences probably offer the best opportunities for such combinations. Units of work may be offered in each of the high school years. However, care should be taken to eliminate duplication. Probably the greatest disadvantage of the use of the regular courses to present group guidance information is centered in the idea that what is everybody's business is nobody's business, and that most of the objectives of the work will not be achieved.

Special Classes

As the guidance movement has developed, and the needs for group guidance have become more keenly felt, a number of

special courses have been developed. These courses have carried a variety of titles and have had a wide variety of objectives.

The title "Orientation" is probably used more frequently than any other title for a group guidance course. This course should have at least three chief objectives. The pupil should become acquainted with his school, with himself, and with the work of the world. Such a course could well become a required course for all ninth graders.

Some schools are offering a group guidance course in the eleventh or twelfth grades. Emphasis is placed primarily upon getting and holding a job.

The following paragraphs present an outline for a ninth grade orientation course. The suggested program of units is a suggestion as to what should be included in such a course.

Ninth Grade Orientation

Area I Getting acquainted with your school

- Unit 1. Become acquainted with the physical plant of the school and its facilities
- Unit 2. Develop good study habits
- Unit 3. Learn how and where to find information
- Unit 4. Develop proper attitudes toward the work of the school and its staff
- Unit 5. Become acquainted with the various curricula offered by the school
- Unit 6. Understand something of the objectives of the school and what the school costs
- Unit 7. Know and understand the history and traditions of the school
- Unit 8. Become acquainted with the grading system of the school and the requirements for graduation
- Unit 9. Become acquainted with the various extra-class activities and the value and purpose of each

Area II Getting acquainted with yourself

- Unit 1. Why is it important to know myself?
- Unit 2. Do I have normal health?
- Unit 3. What are my mental assets?
- Unit 4. Is my personality effective?
- Unit 5. Do I have and use good manners?
- Unit 6. Am I well groomed?

Unit 7. Are the relationships with the members of my family pleasant?

Unit 8. What are my interests?

Unit 9. What are my hobbies?

Area III Getting acquainted with the work of the world

Unit 1. A glimpse of the world at work

Unit 2. Occupational trends

Unit 3. The factors involved in choosing a vocation

Unit 4. A general survey of work areas

Unit 5. How to study a vocation

Unit 6. Selection of an occupational area for more detailed study

The success of such a course will depend upon the enthusiasm, interest, and resourcefulness of the teacher. The teacher will not find a textbook that will cover the entire field. Much of the material will have to be gathered in the classroom or library and be used on a reference basis. In addition to skill in organization of the course and the gathering of materials, the teacher must be skilled in group leadership techniques.

In the past many group guidance courses have failed to produce the desired objectives and have eventually been dropped from the curriculum. Among the reasons for the failure of such courses were the inability to teach the course as a textbook course, the unpreparedness of the teacher, and the lack of a proper attitude on the part of the pupil.

The Homeroom

The homeroom plan of organization was developed to help the schools establish a closer relationship with the pupils. This plan provided opportunities to study the individual interests and needs of each pupil. A specific teacher (the homeroom teacher) was given the task of knowing the pupils better than any other teacher in the school. A series of programs was planned so that each pupil in the homeroom received a certain amount of information through the homeroom program.

The theoretical plan of organization has two homeroom periods each day. The longer period of fifteen to twenty minutes is generally placed the first thing in the morning. Attendance is checked, announcements read, and if any time remains, a topic of interest is discussed. The afternoon homeroom period is purely administrative as the roll is taken and

announcements read. A longer period of from forty minutes to an hour is provided for a homeroom program either once each week or once every other week. A program of information can be presented during the course of a year that will cover most of the topics outlined in the group guidance course.

In order to avoid duplication, the homeroom plan of organization is not advocated for schools that have fewer than thirty-five pupils in their largest high school class. Most small high schools have class organizations and it is recommended that these class organizations be expanded to take care of the group guidance program. This will mean that the class organization will become more than just a social affair and that the sponsor will have to assume the role of class counselor.

It should be kept in mind that the real purpose of the homeroom plan of organization was to better care for the individual pupil's needs. The objectives of the homeroom or class organization should be constantly kept in mind in order that the program does not deteriorate into a purely administrative technique.

Extracurricular Activities

The extracurricular activities of a school afford a second opportunity for group guidance work. Each school activity should have a definite set of objectives. These objectives should give purpose and direction to the activity. Pupils should participate in the extracurricular program to satisfy interests and needs. One of the strong points of the extracurricular program is the opportunity it provides for the development of habits, attitudes, and skills in social intercourse.

At the one end of the scale of participation in the extracurricular program is the individual who participates in everything, and to him these activities constitute the most important part of school life. At the other end of the scale is the timid pupil who does not participate in any activity unless he is required to by school regulation.

Through wise use of the extracurricular activities, the counselor can balance the activities of the pupil to produce a well-adjusted individual.

The Career Day

The career day is a day set aside for focusing the attention of the pupils upon certain vocations. The help of various local

people is enlisted to bring to the pupils a better understanding of certain trades, professions, and occupations. The career day should be the outgrowth or the culminating activity in the year's work on occupational information. Such a program calls the attention of the entire community to the occupational and educational problems faced by high school pupils.

The following objectives show the general area of the career day:

1. To stimulate intelligent thinking on the part of the pupil in the area of vocational information
2. To present the various factors which should be considered in choosing a life's work
3. To familiarize the pupils with the work in various vocational fields
4. To enable pupils to meet outstanding personalities in various vocational and educational fields
5. To provide pupils with better job-getting and job-holding techniques
6. To help reorganize and vitalize the curriculum of the school in terms of better vocational application
7. To give prospective college students a better picture of college life and help in choosing a college which will more nearly fit their needs
8. To give pupils information which they cannot find in other places or in other ways
9. To make as wide and varied use as possible of the various community resources and personalities
10. To provide the pupils with experiences which they cannot get in any other part of the guidance program
11. To provide the school with an excellent public relations project for gaining support for a broader educational program

To be effective, career days must be planned by both pupils and teachers. Rich learning experiences are provided in getting ready for career day, during career day, and after career day in the follow-up activities.

The School Assembly

The school assembly provides a technique for the presentation of information to the entire student body. The assembly programs can be effective means for presenting information

on vocations, social problems, and recreational activities. If the programs are well selected, and presented, and timed, they increase the effectiveness of the guidance activities being carried on by the school. Thus the assembly program becomes not only an entertainment, but also the source of important information usually presented in an interesting manner.

CHAPTER VII

COUNSELING

1. Definition of Counseling.
2. Aims of Counseling.
3. Need for Counseling.
4. Who Shall Counsel?
5. Steps in Interviewing.
6. The Case Study.

The events of educational history show growing concern for the individual and for the services provided him by the school. While there is some disagreement as to just what emphasis should be given to counseling, whether it be in small or large school systems, its importance is well recognized. If the emphasis upon individual differences has taught workers in education any one thing it is that such differences must by their very nature require many different kinds of individual adjustments. Since effective counseling involves a close relationship between individual pupils and particular staff representatives, it is important that these staff representatives be persons who understand pupil personnel work, that they be skillful in working with people and that provision be made for them to give adequate time to pupil adjustment.

Educational workers now realize that the job of a teacher involves more than the routine teaching of subject matter. The importance of individual all-round development is well recognized as an educational goal and such a philosophy becomes a determining factor in the work of the teacher. The true professional teacher now understands that her job is teaching the student in such a way that he will develop emotionally, educationally, morally, civically, vocationally, and physically into a well-rounded personality. Having accepted such a philosophy of education, the teacher can no longer be satisfied with just teaching subject matter. Unless each teacher, and more especially the counselor, is implanted with the ideal of service he will not be satisfied with his work, for the job of counseling students is not an easy one. There can be no definite paths of counseling which will permit the counselor to travel toward the successful solution of all cases. Counselors must realize that they work toward life goals—that of assisting in the development of complete mature individuals.

There will be many occasions in the experience of everyone who counsels youth when failure is evident. Furthermore, a counselor must understand that the work he is doing will not receive much public recognition, newspaper publicity, or personal advancement. The goal of success with the counseling of every student is therefore a guiding motive with counselors. This goal must be generally accepted even though they realize, due to many circumstances which are often beyond the control of the school, there will be some cases which cannot be dealt with satisfactorily.

Definition of Counseling

The general meaning of guidance has been defined in preceding chapters. It is now necessary to define counseling, which is often called the heart of guidance. Professional literature contains many definitions of counseling, and although no two definitions are the same, there is much similarity among them. Therefore, the following definition by Jones¹ is presented as expressing quite clearly the meaning of counseling:

Counseling is, then, the activity where all the facts are gathered together and all the experiences of the student are focused upon the particular problem to be solved by him, where he is given direct and personal help in solving the problem. It is not solving the problem for him. Counseling should be aimed at the progressive development of the individual to solve his own problems unassisted. It is help, keyed to the ability of each student; giving him just enough help to enable him to solve his own problems, but not enough to make him dependent upon the counselor; just enough help to develop his ability to do his own thinking, so that he can solve it with less help than he had before.

From this it can be seen that counseling is also a means to an end, having as its goal the development of mature thinking. Solving the immediate problem is one step in the progressive development of the individual in order that he may be better equipped to solve other problems.

Aims of Counseling

From this definition of counseling the following specific aims can be obtained:

1. To gather together all the facts and experiences of the student and to focus them upon the particular problem confronting him.

¹Jones, A. J., and Hand, H. G. Thirty-seventh Yearbook of the National Society for the Study of Education, Part I, *Guidance in Educational Institutions*, p. 4.

2. To assist the individual in a self-determined resolution of his problem in harmony with his own abilities, interests, and goals.
3. To personalize and individualize the instructional program of the school.

In addition to these specific aims, the following two general aims may be assumed:

1. To assist the individual in the recognition of his personal problems. (Which may be part of the first specific aim mentioned above.)
2. To adjust school experiences to pupil needs.

Counseling is a tool for the achievement of the goals and objectives of guidance and education.

Need for Counseling

It has already been pointed out that guidance is necessary because every individual needs help at one time or another. These needs create problem situations to which adjustment must be made, and counseling, as has been said, aims to assist in making that adjustment. Individuals always make an adjustment of some kind to situations as they arise, but the processes to which they resort are too often what the psychologists call escapes rather than rational solutions to the problem. Psychologists refer to these escape processes as rationalization, compensation, and day-dreaming. By means of rationalization the individual attempts to justify his behavior rather than to adjust that behavior to acceptable social standards. If compensation is resorted to, the individual attempts to bolster some weakness in his personality by overemphasis on some other trait. Daydreaming is often resorted to as a means of escaping reality. If the satisfactory place in the group cannot be realized by the individual, he then creates one of his own. These escape processes are usually unsuspected. The individual does not resort to them consciously, which makes it very necessary for the counselor or teacher to be alert to their symptoms so that he can help to avoid the tendency to use them as a means of solving problems. The counselor needs to help the individual realize that good judgment is based on reality and that he must be courageous if he is going to build a firm foundation for real personal happiness.



A boy seeks vocational information.

Who Shall Counsel?

The question as to who shall do the counseling is answered in various ways. The broadest answer, no doubt, is that anyone who teaches also counsels. Any successful teacher is, by the very nature of his work, familiar with the problems of youth and is in an excellent position to counsel with them. The actual assignment of counseling duties depends on the personnel of each school. Many schools in Iowa cannot have the services of so-called specialists, and must depend on the teachers for counselors. If certain ones are assigned special counseling duties, then they should be freed from other duties for at least one period each day. If a specialist is a part of the staff, he probably will have more time available for counseling than the average classroom teacher. He should also have other guidance responsibilities, such as administration of the program and direction of group guidance activities. All counselors, whether specialists or classroom teachers, should remember that even though the personal interview is an important part of the counseling program it is not always necessary to have a formal interview in order to do counseling. Some of it can be done whenever the occasion develops, in the hall, at a ball game, in the library, and any time when it seems wise for a student and teacher to talk things over.

The personal characteristics which counselors should possess are the same as those which most successful teachers have. The counselor should be a person who has experienced success in life and success in teaching. A well-adjusted, mature personality is a prerequisite for anyone working as a counselor.

While every school system cannot expect to have a specialist or psychiatrist on its staff to do the counseling, it must be realized that many people now teaching school are hardly qualified to act as counselors on all types of pupil problems. Just as one would not think of having an inexperienced, untrained person perform a surgical operation or attempt to fix an intricate machine, neither should one expect inexperienced and unprepared teachers to counsel with students about problems which are beyond their realm of understanding and training.

Successful teachers do not need to wait until they can call themselves specialists before they should begin counseling, but

all counselors should get training as soon as possible in the following areas:

1. Tests and measurements
2. Techniques and psychology of counseling
3. Mental hygiene and psychology dealing with individual growth and development
4. Guidance and special personnel services

Preparation in the areas listed above will provide the teacher with adequate background and training to work successfully as a counselor. The trained counselor not only knows how to proceed, he also knows his limitations and when to refer cases to specialists. Schools must not wait until expertly trained counselors are available before attacking some of the pupil problems prevalent in nearly every school system and before providing some counselor service. Counselors must grow in the service. Advanced training through summer school work, extension courses, professional literature, etc., will need to be a part of every counselor's professional training.

Steps in Interviewing

The Interview

The use of the individual interview is implied in the definition of counseling, and as a technique is used by the counselor in person-to-person conferences with a pupil. Bingham and Moore² in describing this activity say: "Interviewing is an art, not an exact science. There is always room for the play of individuality and initiative. The skillful interview is not bound by rules and maxims."

The aims of the interview are naturally the same as the aims for counseling. However, there are some additional factors which are necessary for a successful interview—it must be carefully planned, each interview should accomplish something, and the student should have a feeling of satisfaction following the interview. Forester³ has prepared an excellent outline presenting the steps in an interview.

Preparing for the Interview

1. Provide the best conditions for interviewing, insuring privacy, freedom from interruption, and comfort of the pupil.
2. Assemble facts available in the pupil's cumulative folder.

²Bingham, Walter, and Moore, Bruce, *How to Interview*, p. 27.
³Forrester, Gertrude, *Methods of Vocational Guidance*, p. 333.

Beginning the Interview

1. Meet the interviewee cordially, establishing a good working relationship or "rapport."
2. Begin the interview with a topic of interest to the person interviewed.
3. Make the interview a joint undertaking.
4. Begin with the pupil's strongest interests and assets and build the conversation around them.
5. Observe closely the pupil's behavior.

Conducting the Interview

1. Show sincere interest and confidence in the pupil.
2. Be straightforward, frank, fair. Keep confidence.
3. Ask questions to direct attention to salient facts.
4. Endeavor to have the pupil experience an awareness of direction and goals; if necessary, stimulate work toward new goals and suggest new possibilities for growth.
5. Be a good listener and draw the pupil out along consistent lines; make certain that all vital considerations relevant to a decision are brought forward.
6. Promote self-examination and self-appraisal. Help the pupil to see himself clearly, his abilities, interests, and motives.
7. Respect the pupil's point of view. Alleviate the shock of disillusionment. Redirect his objectives when necessary as tactfully as possible.
8. Encourage the pupil to summarize his plan of action. Help him to come to some decision concerning his plans. Achieve something definite.

Concluding the Interview

1. Give information as needed; give advice sparingly.
2. Give some tangible indication of desire and ability to help; make other services available; make subsequent interviews easy.
3. Complete the record of the results of the interview immediately afterward.

Establishing Rapport

Counseling is essentially a matter of the meeting of two personalities. It is important then that these personalities find a point at which the exchange of ideas can be free of

restraint. This is what is known as rapport. Chisholm⁴ defined it as "that personal feeling of sincerity, confidence, respect, and trust which the student has toward the counselor." The outline mentioned earlier gave it as the first step in the interview. The atmosphere of the interview should be such that the counselor and the counselee can arrive at the real problem, no matter what that problem may be. This cannot be done if it is not frankly faced, with inhibitions and fears removed. How to secure rapport depends very largely on the counselor. To begin with, he must know the student, either from personal contact or from having studied the cumulative record. This is why participation in activities by teachers gives them some of their most valuable contacts with students. From his contact with or study of the student, the counselor may find some clue which will make it possible for him to establish the personal touch which the interview needs. This was the suggestion of Williamson⁵ when he said:

With many students the counselor should open the conversation casually, avoiding embarrassing pauses, and guiding it to topics related to what he has learned (from data collected beforehand) are special interests, hobbies, or other unembarrassing features of the student's life. Thus bringing the conversation to familiar ground will enable the student to "get started," while the counselor, by sympathetic listening and by remarks indicating interest, can lead the student to feel that he is his friend and has more than a casual interest in him. . . . With other students the gentle treatment just suggested may not be effective at all. What is necessary is a flexibility of techniques. The counselor may need to try several approaches in rapid succession before he hits upon one which "clicks" with the student's personality. Often a direct and frank or even brusque approach is more effective.

Much can be done to assure rapport by being sure that both students and counselors understand the nature of an interview. Students must be made to feel that its purpose is to help, and not in any way to pry or to punish. They must also feel sure that the counselor will respect any confidence placed in him. On the other hand, the counselor must have a sincere interest in each individual student and must make each one feel that his problem is worthy of consideration. Rapport is an elusive thing and may escape even after it has once been established, but without it effective counseling cannot be carried on.

⁴Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 172.
⁵Williamson, E. G., *How to Counsel Students*, p. 131.

Defining the Problem

Once the feeling of ease, friendliness, and confidence has been created, the next step is to marshal facts and information so that they eventually center on the problem of the student. This means that both participants to the interview must face facts objectively, being careful not to minimize those which are unpleasant or seemingly unimportant. It is possible that the real clue to the problem may lie in some casual remark or mannerism. Bingham and Moore⁶ made this point clear when they said, "The interviewer should listen to the student's story and observe his behavior while telling it, mentally measuring its value and truthfulness, and looking for leads to further questioning. In following up these leads, the interviewer should go courageously to the point rather than beat around the bush." These same authors have also prepared an excellent list of suggestions to those who counsel with students⁷.

1. Provide conditions conducive to good interviews.
2. Assemble and relate to the problem all the facts available.
3. Meet the interviewee cordially.
4. Be sincere.
5. Begin the interview with whatever topic will be of most interest to the person interviewed.
6. Approach the problem as soon as rapport is assured.
7. Avoid a patronizing attitude.
8. Uncover the real difficulty.
9. Encourage but do not urge.
10. Isolate the central problem.
11. Ask questions to direct attention to salient facts.
12. Make the interview a joint undertaking.
13. Exercise your sense of humor.
14. Do not embarrass the interviewee unnecessarily.
15. Face the facts professionally.
16. Observe closely the student's behavior.
17. Avoid putting the student on the defensive.
18. Alleviate the shock of disillusionment.
19. Establish a reputation for being fair and for keeping confidence.
20. Let the student formulate his conclusions or plan of action.

⁶Bingham, Walter, and Moore, Bruce, *How to Interview*, p. 55.

⁷*Ibid.*, p. 56.

21. Allow time for insight to mature and attitudes to change.
22. Present alternatives for his consideration.
23. Give advice sparingly, if at all.
24. Give information as needed.
25. Make certain that all vital considerations relevant to a decision are brought forward.
26. Make other services available.
27. Achieve something definite.
28. Make subsequent interviews easy.

Planning, Recording, and Follow-up

An interview, or series of interviews, should result in some planning. There should be some agreement reached as to the next step or plan of action. This planning might be in the nature of a remedial reading program for the student, or suggested conferences with business or professional people for occupational information. Perhaps the student has been referred for medical advice, or a plan might have been started toward his further educational training. Whatever the plan, it is important that it be something within the range of possibilities for the student to realize. There is no point or value in attempting something which is too difficult or involved. Following the interview the counselor should make a record of what took place, together with any important data which he discovered. It is impossible and unwise to try to remember everything which develops during every interview. Such a record is necessary, also, in order that the counselor may check up on any plans which were initiated, to see if they are being carried out or if he should give them further attention.

Case Study

Problems of a social, psychological, vocational, or educational type often require the use of the case study. This is different from the case history. If a school maintains a cumulative record, it is not a difficult matter to make a case history, since it is merely an objective story of the individual, with no attempt at diagnosing a problem. The case study goes further than that. Traxler⁸ defined it as a study where "all available data about an individual are surveyed and the significant items are assembled, organized, and studied in order that the nature and the causes of difficulties may be discovered

⁸Traxler, Arthur E., *Technique of Guidance*, p. 285.

and that treatment designed to remove the difficulties may be planned and carried out." The making of a case history requires only recording of facts, while intelligence and insight are necessary in the making of a case study.

It is necessary to approach such a study carefully and systematically. Professional literature contains many outlines to be used as guides, but any school which decides to use this technique could easily make its own. Strang⁹ has prepared such an outline as follows:

1. Family history.
2. Developmental history.
3. Home and neighborhood environment.
4. School history.
5. Vocational and educational plans.
6. Objective data from tests and observation.
7. Introspective reports.

The main thing to keep in mind about any outline is that it aims to present facts in an orderly manner and to help in the formation of a plan to understand and help the pupil. Such a study can be used for any student for whom a better understanding is desirable. It does not necessarily have to be of a student who is having behavior difficulties, or one of the other so-called problem cases. The illustration which follows presents one type of case for which such a study might provide a better understanding.

CASE STUDY

Frank comes from a modest home. His father works at day labor, and both parents have only an eighth-grade education. They are both native-born citizens. There are three children in the family, a girl older than Frank, and a boy younger. The daughter finished high school, where she took the secretarial course. Following her graduation she worked in her home community for a while and then went to Washington, D. C., where she worked for the government. There she married and is now living at Aberdeen, Maryland, where her husband is engaged in the jewelry business. The younger boy is still in junior high school.

Frank is now 17 years old and a junior in high school. He lost one year during elementary school because of a critical

⁹Strang, Ruth, *Counseling Techniques in College and Secondary School*, p. 33.

illness with typhoid fever. Otherwise, he has progressed normally from year to year. For a while he was not permitted to participate in physical education activities, but his health now seems satisfactory and he engages in the usual sports activities, although he has never been a member of varsity sports groups. He has an intense, nervous disposition, and is prone to lack of self-control at times. This has frequently resulted in conflicts with schoolmates and teachers in which Frank often shows a belligerent attitude. His mother encourages this tendency by being inclined to over-solicitude. She is always sure that her children are the abused ones. When he can keep this nervous intentness under control, he shows ability as a leader and organizer.

Frank's school work has been slightly above average. His grades average "C's" and "B's". He has elected all the shop courses he can get and has expressed a preference for shop, mathematics, and music, with English as the course he likes the least. His activities have consisted of membership in the boys' glee club, the mixed chorus, and the Thespian Society. He earned the necessary points for membership in the latter through serving on stage crews, rather than by participation in the dramatic productions.

Frank has made no educational plans beyond the completion of high school. He has done some mechanical and carpentry work outside of school and has expressed some interest in that type of work as a vocation. He has also made inquiries into the possibilities of such work as the construction of stage sets and allied jobs.

In October, 1945, when Frank was 15 years old, he was given the Terman-McNemar mental ability test in which he showed an I.Q. of 101, with a MA of 15-3. In September, 1946, he took the Iowa Educational Development tests in which he ranked only slightly above the 50th percentile in all areas except two, the reading of natural sciences at the 75th percentile and general vocabulary at the 6th percentile. In 1947 he took this same test again and ranked as follows:

Social Studies Background	70th percentile
Natural Science Background	94th percentile
Correctness in Writing	75th percentile
Quantitative Thinking	78th percentile
Reading Social Studies	72nd percentile

Reading Natural Sciences	88th percentile
Reading Literature	68th percentile
General Vocabulary	18th percentile
Composite Score	70th percentile
Use of Sources of Information	58th percentile

The Kuder Preference Record shows him above the 70th percentile in the following areas: mechanical, computational, musical, social service, and clerical, with mechanical the highest at the 84th percentile.

Frank has been under close observation and counseling during the past year. The most pressing need seemed to be to discover the reason for his belligerent attitude toward his associates, which has been making him an unwelcome member of any group and an unhappy individual. Eventually it was discovered that he was using this attitude as a means of impressing himself on the group because he felt that the other boys were much more adept at the type of wise cracking in which high school boys indulge. He felt keenly his inability to make clever remarks, so he resorted to antagonism. His school work was suffering, and it was difficult to get him interested in anything. After studying the case, it was decided that the first thing to do was to find something in which he could excel, or at least equal, in his own estimation, the work of other students. His mechanical interest and ability suggested that he might find working on a stage crew for a play a good means of expression. He became interested in this, and for the next play was made stage manager in which he directed quite successfully the work of others. Since then he has become recognized by the entire school as the best person to manage that activity. As a further step in building his self-confidence, he was asked to direct a group of high school students who were interested in learning to square dance, when it was discovered that he was familiar with this activity as a result of attending such affairs with his parents. This helped to elevate his social prestige somewhat. The result of all of this has been an improvement in his general attitude, which has been reflected in his school work. This school follows the policy of sending a letter of commendation to the parents at any time a student does something which gives a reason for such a letter to be sent. One was sent to Frank's parents following the com-

pletion of a project of which he was chairman and the results were gratifying.

It is now being recommended that Frank be given mechanical aptitude tests to substantiate the apparent ability he has in this direction, and that during his last year in high school he investigate all the various ways in which he can use this ability. It is also recommended that the efforts to develop good social attitudes be continued and that other opportunities be given to exercise the leadership ability which he has demonstrated.

CHAPTER VIII

PLACEMENT AND FOLLOW-UP

1. Introduction. 2. Nature and Scope of Placement. 3. Nature and Scope of Follow-Up. 4. Time for Follow-Up.

Introduction

The process of developing into an adult involves moving from one step to another frequently. At no time does an individual remain stationary. It is the job of the guidance program to help provide the student with the connecting link between the present and the new situation, whether that situation be in the school of which he is now a part, an institution of higher learning, or a place in the working world. A properly functioning guidance program assists the student to be able to make the constant succession of adjustments to new situations with greater ease and satisfaction.

Nature and Scope of Placement

Counselors have placement responsibilities in two main areas, educational and occupational. In both areas it is important that the student be helped to understand himself in the light of his abilities, aptitudes, and interests in order that he may find the most satisfactory place for himself.

Occupational placement naturally refers to the transition from the school to the job. It is becoming generally accepted that assisting in this process is an educational responsibility and hence a function of guidance. It is not necessary here to go into a discussion of the increasing complexity of our social order and its corresponding problems for the young people of today, since all educators are quite aware of this situation. The Thirty-Seventh Yearbook of the National Society for the Study of Education, Part I, places increased responsibility for job placement upon the school for the following reasons:

1. Prevailing unemployment tendencies that are being created.
2. Revolutionary technological changes and shifting occupational conditions.
3. Changing home functions and modified family relationships.
4. Decreased working hours and increased leisure time.
5. A growing number of community regulations and corresponding responsibilities of citizenship.

The desire for economic independence is not only the goal of every individual, but it is essential to a well adjusted personality. It is easy to see, then, how guidance must include job placement as a big part of its program if it is going to realize its aims. The guiding principle back of it should be broader than merely "just getting a job." It should visualize each individual as making the greatest contribution to his own success and happiness, as well as to the general welfare of society.

There are many ways in which a school placement service may assist both the students and the community. Chisholm¹ listed some of these services thus:

1. Keep or have ready access to a complete set of the individual's guidance record.
2. Sometimes supervise and at other times cooperate in planning and carrying on visits to industry.
3. Cooperate appropriately with legitimate community agencies concerned with the placement of former students.
4. Maintain a relationship with parents that is conducive to the most efficient placement service.
5. Counsel pupils on problems pertaining to securing and making progress in their chosen vocation.
6. Maintain close cooperation with business and industry interested in the employment of youth.
7. Carry on the placement service of the school in such a way that it is equally available to all youth who do not continue their formal education beyond high school.

More specifically, the school has many opportunities for carrying on placement services and should be able to assist students in the following ways:

1. By providing training on the job.
2. By helping students to remain in school who for economic reasons might not be able to otherwise.
3. By directing students into the right kind of work as revealed by aptitude tests, school records, etc.
4. By giving the backward child an opportunity to see what he can do.
5. By providing opportunities for "try-outs" before full-time employment is obtained.

¹Chisholm, Leslie L., *Guiding Youth in the Secondary School*, p. 288.

6. By helping to secure permanent employment when it is desired.

Finding a way of bringing these purposes to a realization raises the question as to the best procedure for administering the placement service. This depends, of course, on such factors as the size and location of the school, the personnel, and the plan for the organization and administration of the guidance program.

In some schools the superintendent or principal assumes the responsibility of placement. In others the staff member who carries other guidance duties usually takes the placement work, too. Whoever does it, he must survey the opportunities for making contacts with prospective employers. Probably the most direct method is to run a story in the local newspaper indicating the desire of the school to help the students find the kinds of jobs they wish and urging local business men and women to call the proper school authority. Other means would be to contact service clubs, the Chamber of Commerce, the Associated Retailers and, probably the most effective, personal associates and friends. A bulletin board on which is posted a list of available jobs can serve as a means of distributing job information to students. If a closer check is desired, the one who has charge of the placement service can make the calls himself.

An important part of the placement service is a usable record system. These records should show information concerning the student's qualifications, as well as the jobs which are available. A minimum record system for such a service might be as follows:

1. A 3x5 registration card containing the following information about the student: name, address, telephone, father's occupation, experience, first and second choices of work, two references, average grade, attendance and health record, and space for referrals, placement, and dates.
2. A 3x5 card for recording details about the job: employer's name and address, kind of job, where and when to apply, space for applicant's name, etc.
3. A card of introduction from the student to the employer, such as:

Mr. _____
This card is introducing _____
who wishes to apply for the position _____

It was mentioned earlier that educational placement is also a part of the guidance program. The school should have on hand and easily available college catalogs, bulletins, newspapers, annuals, and handbooks that will give complete information on educational institutions. Special information on private schools can be secured from Chambers of Commerce and Better Business Bureaus, as well as advertisements in high grade magazines. Information concerning apprenticeship programs should be available also. This can be secured from the State Department of Vocational Education, the Bureau of Education, Washington, D. C., and from local business and industrial concerns.

Nature and Scope of Follow-Up

It has already been pointed out that guidance aims to assist the individual in making the successive adjustments from one situation to another, whether in school or out. It naturally follows then that some follow-up should be made to determine if the adjustment which was made brought satisfaction. While the student is still in school this is comparatively easy. It is important for many reasons, however, that the school continue its contacts with students even after they leave school, whether through graduation or the drop-out process. There are many values which can accrue, both to the student and to the school, from a follow-up study of this kind. Brewster and Zeran² aptly described these values thus:

The follow-up may well be utilized as the focal point in the development of a guidance program, since the study of the problems and experiences of former pupils will provide pertinent data relative to the number of pupils entering and pursuing higher education, the occupational distributions of those who have entered employment, the number employed, the approximate beginning salaries of workers, the types of training pursued, the type and amount of supplementary training needed to hold or progress in the present positions, or training needed to secure a job. The information thus secured is both objective and factual—as such its implication for guidance activities and the curriculum are practical and effective.

²Brewster, Royce E., and Zeran, Franklin R., *Techniques of Follow-Up Study of School-Leavers*, Misc. 3038. Division of Occupational Information and Guidance Services, U. S. Office of Education, Washington, D. C.

More specifically, a plan of follow-up may be said to have these values:

1. Gives the student the feeling of continued "belongingness."
2. Helps the school to evaluate its own work.
3. Provides means for recommending students for promotions.
4. Creates confidence in and appreciation for the school on the part of the community.

Follow-up should take into account all former students, whether they graduated or not. If students leave school before they have finished, it is important to the school to know the reason for their leaving. At the end of this chapter a suggested blank is given as a means of securing information about drop-outs.

Time for Follow-Up Study

It is quite generally agreed that the best time for the first follow-up study of any group is one year after their graduation. This should be followed after an interval of three years, and another of five years. In the meantime, those who drop out can be checked and the necessary information collected.

School Drop-Outs

1. Present status

1. Age last birthday_____ . Date of birth_____
 2. Sex: M_____ F_____
 3. Marital status: Single_____ Married_____
 4. Widowed_____ Divorced_____ Separated_____
 5. Living in rented home_____ ; home you own_____ ; parental home _____ ; apartment_____
 6. Employed: full time_____ part time_____ housewife_____
-

2. School history:

1. Age when leaving school_____ .
 2. Grade when leaving school_____ .
 3. Course taken while in school: college preparatory_____ general _____ commercial_____ agriculture_____
-

3. Reasons for leaving school: failing_____ dislike of school_____ lack of interest_____ ill health_____ desire to work_____ need to work_____ marriage_____ trouble with teachers_____ trouble with fellow students_____ school did not offer what you wanted to take _____ entered armed services_____

4. Value received from subjects taken while in school:

Subject	Did you take it?	How much has it helped you?			
		Very much	Some	Very little	None
English					
American History					
World History					
Algebra					
Geometry					
Latin					
Homemaking					
Bookkeeping					
(Add as needed)					

5. Working experience since leaving school:

Firm Name	Address	Date Entered	Date Left	Salary	Your Position

6. If you are not employed, is it because? no available jobs _____ lack of training _____ lack of experience _____ do not need to work _____ do not want to work _____ occupied with home duties _____

7. Have you ever considered returning to school? Yes _____ No _____

8. What do you consider to be the most important requirements for success in life? Honesty _____ influence _____ hard work _____ education _____ special training _____ luck _____ character _____ money _____ ability _____

9. How do you feel about your future prospects in life? Confident _____ optimistic _____ doubtful _____ discouraged _____

Please check () the answer which most nearly fits your situation.

CHAPTER IX

COORDINATING GUIDANCE ACTIVITIES WITHIN THE STAFF

1. Need for Careful Planning. 2. Determination of Scope of Guidance Program. 3. Coordinating Work of the Staff.

Need for Careful Planning

Chapter III opens with the statement, "The success of the guidance program in any school will depend very largely on the degree to which the staff supports it." The truth in such a statement should be quite apparent, and likewise, it follows that staff support for a guidance program will depend upon the proper understanding and coordinating of the various activities within the program. Guidance programs initiated without careful planning are likely to be of little value and short-lived.

While it is not possible to set down in print the details involved in a guidance program suitable to all types of school systems located in communities which differ in custom, background, social mores, etc., it is necessary for the individual or group planning a guidance program to recognize the importance of coordinating the activities and efforts of the entire staff. It is impossible to add a guidance program to the school program as an extra appendage and hope for much success. It just is not good judgment to ask an already overloaded staff to assume other duties which may be of questionable value in the minds of the staff members. Various studies in the field of guidance show lack of time and lack of trained personnel to be the two factors most likely to block the success of the program. Therefore, a guidance program to be successful, must operate as an integrated part of the school program with each member of the staff understanding not only the objectives of the program but also the activities he is responsible for and the part each activity plays in the total guidance program.

Determining the Scope of the Guidance Program

After careful consideration of the community, faculty abilities, school organization, and pupil needs the scope of the guidance program should be determined. Suffice it to say that

in considering the guidance activities to be included in the program it is best to start on a limited number of activities which are apparently most needed and for which the faculty has been or is being prepared. No complete guidance program can be started at once and any adequate program will take considerable time in its development. It has been previously suggested that a guidance program should include:

1. The individual inventory.
2. Educational, occupational, and personal information service.
3. Adequate counseling.
4. Experience and training.
5. Placement.
6. Follow-up.
7. Evaluation.

It will be necessary to select from the above, and perhaps to limit, the particular activities which will be worked on during the first, second, or third year. However, the decision should be made in light of the problems to be attacked. For example, it has been stated that youth experience health, family, educational, vocational, personal, social, and religious problems any one of which may have quite an unsatisfactory influence upon a particular child's development. Problems of an educational nature usually provide a fertile field of endeavor for any beginning program.

Coordinating Work of the Staff

Every teacher should feel that he is a contributing factor in the guidance program and a great deal of thought should be given by the person or committee in charge of the program to coordinating staff effort. While it will be remembered that a plan suitable to all schools cannot be set forth in this bulletin, it is possible to follow through on a phase of the program and indicate some of the planning that should be done.

One of the essentials of any guidance program is the collection of information about the individual student or what is commonly called The Individual Inventory. This inventory is a record of scholastic aptitudes, achievements, personality scores, and vocational interests. It includes information about the individual such as so-called extracurricular activities, etc., which are considered of an informational nature of possible value in assisting the individual to plan his educational program. Other data, such as counseling records, anecdotal rec-

ords, work experiences, placement and follow-up records may also be included in the individual inventory. Usually these data are collected on some type of cumulative record or kept within a cumulative record folder.

Obviously, considerable information about the individual pupil is essential before any effective counseling can be done, but to gather all these data requires considerable time and effort on the part of many people. How should this work be distributed? Assuming the staff has been properly prepared for the work and believes it to be worthwhile, a suggested distribution of the work and duties involved relating to the individual inventory follows:

A. Administration

1. Provision of adequate finances.
2. Arrangement for necessary filing system, folders, pupil accounting materials, and supplies needed.
3. Provision for staff time and schedule arrangements.
4. Provision of necessary clerical help or office assistance.
5. Provision of storage and filing which is easily accessible to counselors and teachers.

B. Person or Committee in charge

1. Proposals and determination of scope of program.
2. Types of information to be gathered about each individual.
3. Tests to be used; also method of giving and scoring tests.
4. Development of suitable cumulative record forms and other forms to be used.
5. Organization of activities within the program and administrative arrangements.
6. Provision of library space and materials.

C. Teachers (Homeroom and Classroom)

1. Dissemination of information concerning the guidance program and the part each activity—such as a particular test—plays.
2. Administration of tests.
3. Scoring of tests.
4. Becoming familiar with pertinent data concerning respective pupils.
5. Cooperation with counselors and other staff members on guidance activities.
6. Organization of daily work so that timely information and materials which may make for better guidance are presented.
7. Accurate and regular reporting of complete data.
8. Occasional reading of professional literature on guidance.
9. Counseling with pupils who have educational problems to help them develop plans for overcoming their problems and then arrange for future conferences to alter the plans if necessary.

The foregoing outline of various activities related to the development of the individual inventory has been limited in detail but it shows the need of planning if all staff members and pupils are to understand the program and their respective part in it. Such factors as staff cooperation and understanding, pupil understanding, and respect for the program and its objectives are all closely connected with the over-all planning. Each staff member should know the program and his part in it. Each pupil needs to understand what the school is attempting to do through its guidance program and have faith in it before pupil respect for the program can be expected.

No matter how simple or complex the organization of a guidance program is from the standpoint of administrative set-up, its aims and purposes must be understood, as must the part each individual worker plays in the total program, before enthusiastic support will be forthcoming. The time spent in coordinating staff work is time well spent.

CHAPTER X

EVALUATION

1. Introduction. 2. Need for Evaluation. 3. Difficulties of Evaluation of Guidance. 4. Where Should It Start? 5. Where Should Its Effects Be Evident? 6. Procedures of Evaluation. 7. Summary.

Introduction

In the chapter which discussed counseling it was pointed out that one fact which guidance people must accept is that the results of their efforts are not immediately obvious. An athletic coach can measure the effectiveness of his coaching by the number of games his team wins or the acceptable performance of members of that team. A mathematics teacher can test to discover quite quickly how well the class has mastered the material he has presented. The success or failure of guidance activities is not so obvious. It can be measured only in the lives of the people with whom it deals, and it is often necessary to wait for long periods of time before those results can be seen. It is possible also that guidance workers will never know some of the results of their work. Nevertheless, if a school operates a guidance program, it should systematically apply some evaluative criteria to determine as nearly as possible its effectiveness in the program of the school.

Need for Evaluation

Guidance programs have been developed rapidly in the last few years. Many schools have adopted some plan for guidance, and some of them have introduced programs which are quite elaborate and comprehensive. Various claims have been made as to benefits which have been realized as a result of these programs, but too few of them have based those claims on carefully collected scientific evidence. This is understandable, since the idea of guidance as an important part of a school is relatively new. Consequently administrators have been occupied with such matters as organization, personnel, and techniques of procedure. However, if guidance expects to maintain a place of leadership and to progress toward greater effectiveness, it must prove its worth by substantial evidence of the truth of its claims of success. It is only on the basis of such evidence that

administrators can know how well it is functioning and if parts of the program should be expanded or eliminated.

Difficulties of Evaluation of Guidance

The difficulty of evaluating guidance grows out of the fact that it deals with factors which are difficult to measure. It is hard to know how well one has built right attitudes or made for better adjusted personalities. Sachs¹ summarized these difficulties thus:

1. Guidance is a very complex process. Many results of guidance are intangible and exceedingly difficult to appraise.
2. The results of guidance in the lives of individuals are often long delayed. In many areas of guidance, only intermediate outcomes can be checked.
3. The inadequacy of available techniques makes it difficult.
4. It is difficult to isolate the effects of guidance from those of other aspects of the school program.

It is well to be aware of these difficulties, but it does not alter the fact that careful evaluation is not only beneficial but necessary to a guidance program.

Where Should It Start?

A satisfactory definition is necessary to any guidance program. An evaluation of that program, then, should start with an examination of the definition. Is it meaningful to all who use it? Is it broad enough to include the sum total of all phases of guidance? Is it functioning in the lives of those for whom it was written? Likewise, a working guidance program has established its objectives in order that it may proceed toward a definite goal in a more effective manner. These objectives need to be studied occasionally and attention given to the extent to which they are being realized. As has been emphasized in foregoing chapters, guidance is not the work of a few people who have been specially designated as guidance directors or counselors. The whole school should be permeated with the philosophy on which guidance is based, and everyone connected with the school should see himself as a valuable part of the program. However, an occasional check-up to determine how extensive such an attitude is among the school staff would be very valuable.

¹Sachs, Georgia May, *Evaluation of Group Guidance Work in Secondary Schools*, p. 17. Southern Calif. Ed. Monograph No. 4.

The various means which have been established for the implementing of the definition and objectives of guidance should also be evaluated. This includes study in such areas as the individual inventory, available occupational and educational information, counseling, placement and follow-up, the plan for the organization and administration of the program, and the amount of teacher participation. Studies which have been made have found that a reasonably adequate evaluation should include the following broad areas:²

1. The philosophy of guidance functioning within the school.
2. The personnel.
3. The physical plant.
4. Organization and administration of the program.
5. Records.
6. The curriculum.
7. Relation of the guidance program to the home, welfare agencies, industry, the church, central bureaus, and recreational agencies within the community.
8. The school's guidance services available within the following areas: health, testing; recreation; social adjustment; educational orientation, adjustment and guidance; vocational guidance and placement; personal adjustment.
9. Articulation between elementary and junior high school, junior and senior high school, and senior high school and college.
10. Factors contributing to or limiting the success of the guidance program, including administrative policies with respect to programming, marking standards, reports to parents, promotion and graduation requirements.
11. Follow-up in guidance.
12. Research.

Where Should Its Effects Be Evident?

If the guidance program is functioning effectively, it will be evident in several areas. To begin with, it should be evident in the students, since the existence of a guidance program can be justified only by the assistance it brings to students. An

²Wilson, Frances Morgan, *Procedures in Evaluating a Guidance Program*, p. 3.

evaluative study would show the extent to which each individual student is being developed toward better personal adjustment. Wilson³ made this point clear when she said:

While it is important for every student to feel that there is someone to whom he can turn for help, for the greater portion of the student body the most important contribution that the school can make is to train its students in the ability to recognize the significant in their experiences, and make such synthesis that they are able to achieve the adjustments required of them with maturity and independence.

Reference has been made several times to the fact that all teachers are invaluable to an effective guidance program. It is important then to examine the understanding of and attitude toward the concepts of guidance on the part of all staff members. An effort should be made to discover if they see it as a vital functioning part of the school, or if it is relegated to the realm of eloquent pedagogy only. If they see themselves as a part of the program, it will be evident in the amount of responsibility they are willing to accept as their personal contribution, and in the success with which they accomplish their share. If guidance is really functioning within the school, it will also be evident in the *esprit de corps* within the staff. This is very valuable, as students are extremely sensitive to its absence.

The attitude of the administration toward the value of guidance will be evident in the provision which it makes for its inclusion in the school program. Present-day schools have very full schedules, and it often results in the need on the part of the administration to make a choice as to what is going to be included and in what proportion. If the administrator is genuinely interested in caring for the welfare of his students, however, he will find a way of releasing teachers from other duties for enough time to give some attention to guidance.

Much has been written recently as to the best curriculum to be offered in our schools. No matter what the curriculum is called, its real value will be evident in the manner in which it meets the needs of students. Referring again to Wilson,⁴ he listed five ways by which the curriculum can meet student needs successfully:

³Wilson, Frances Morgan, *Procedures in Evaluating a Guidance Program*, p. 23.
⁴Wilson, Frances Morgan, *Procedures in Evaluating a Guidance Program*, p. 9.

1. By providing such differentiation in offering that each student will find sufficient interests to stimulate wide exploration of various fields.
2. By providing such flexibility in requirements and standards that the boy or girl at each extreme in the range of ability level will be encouraged to exert maximum effort, and in doing so will be enabled to experience the joys of success.
3. By delaying specialization so that choice of a final field of specialization will be the adolescent's own rather than his parents'. In this way there is likelihood that he will base his choice upon a richer body of experience, and bring to the period of specialization a real interest and insight into the meaning of the work he is doing.
4. By organizing the work in such units that a student may explore various areas to a satisfactory degree of completeness. An often-heard complaint of students is that they are constantly hurried on to the next unit just as they have become sufficiently oriented in the first to evaluate its personal significance.
5. By introducing such breadth and reality of experience that school will no longer seem a place of preparation for the "outer world" but will be recognized as a vital part of that world.

A fifth big area in which an effective guidance program will be evident is in the amount of interrelationship between the school and the community of which it is a part. An alert school staff will use the resources of the community in enriching the training of students. Likewise, the school makes its contribution to the community by training its future citizens to accept their community responsibility.

Procedures of Evaluation

In order to arrive at a satisfactory evaluation, an effective technique must be employed. Several are open to those wishing to make such a study, all of which have certain weaknesses. However, any one of them can provide much valuable information. No matter which technique is used, it should be developed in line with the objectives of the particular school in order that the outcomes of the program can be measured. The most usable methods of evaluation are:

1. Observation.
2. Surveys by means of questionnaires.
3. Research by committee or individuals.
4. Discussion plus coordination in written form.

In this connection, some suggestions can be made as to some of the outcomes which schools can rightfully expect from a guidance program and which can be measured by the techniques listed above. Erickson and Smith⁶ prepared a list of questions based on these outcomes as follows:

1. Is the school's record system becoming more useful and more used?
2. Are teachers, counselors, and administrators using pupil records more effectively?
3. Are staff members becoming more "pupil-centered"?
4. Are pupils' problems being more generally recognized and are pupils being assisted to meet those problems?
5. Are pupils choosing subjects and curriculums in which they are more successful than before?
6. Does the school know what happens to its school-leavers?
7. Has the percentage of dropouts decreased?
8. Are pupils learning more about a wide range of occupations?
9. Are pupils choosing occupational and training opportunities more in line with individual abilities, aptitudes, and interests?
10. Are fewer failures resulting among college entrants from the school?
11. Are pupils taking advantage of occupational and training opportunities discovered through follow-up studies?
12. Have changes occurred in the curriculum as a result of follow-up studies?
13. Do a greater number of former pupils come back to the school for assistance with their problems?
14. Are teachers having fewer discipline problems?
15. Has there been noticeable improvement of morale among pupils and teachers?
16. Are pupils making more use of guidance materials in the library?
17. Are former pupils remaining on their first jobs for a longer period?

⁶Erickson, Clifford, and Smith, Glenn E., *Organization and Administration of Guidance Services*, p. 253.

18. Are more pupils employed on part-time and vacation jobs, and are they choosing jobs more consistent with their interests, abilities, and vocational plans?

Summary

By way of summary, it can be said that an effective guidance program can be maintained and improved by systematic evaluation. It is vital to the efficiency of guidance that the conception of evaluation as a continuous process be kept in mind. It is essential to check constantly the degree and proportion of physical, social, moral, mental, and aesthetic adjustment which is taking place.

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