

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
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Norman, Oklahoma
1956

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

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ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. F. F. Gaither, the chairman of his dissertation committee, for his invaluable assistance in the development of this study. The writer is grateful also to other members of his committee: Dr. Henry Angelino, Dr. Joseph M. Latimer, Dr. Carl R. Oldroyd, Dr. Percy T. Teska, and Dr. M. O. Wilson.

In addition, grateful acknowledgment is made to members of the writer's family and to colleagues at Kansas State Teachers College, Pittsburg, who gave assistance and encouragement in the completion of the study. Moreover, a special note of thanks is given to those administrators and counselors in Kansas public secondary schools who supplied information for the study.

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GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

Background and Need of Study

During 1938 the Occupational Information and Guidance Service was created as part of the Vocational Division of the United States Office of Education. Several events supplied the background for the initiation of this service including a report of the President's Advisory Committee on Education, the promotional efforts of the National Occupation Conference, and recommendations of the American Youth Commission, the United States Employment Service, and the National Vocational Guidance Association. It was through an interpretation of the George-Deen Act of 1936 that Commissioner of Education John W. Studebaker found authorization for the use of federal funds to create such a service.¹

Kansas was one of the first states to follow federal leadership in the area of guidance services by appointing a

¹Harry A. Jagar, "U. S. Occupational Information and Guidance Service," Encyclopedia of Vocational Guidance, Vol. II, 1st ed., (New York: Philosophical Library, 1948), p. 1322.

State Supervisor of Guidance Services in 1938.² Since that date four individuals have held this position in Kansas, and it has been apparent to many persons associated with guidance activities in Kansas that there has been continuous progress in the development of guidance services and a steadily growing interest.

To date no comprehensive study of the status of guidance services throughout the state of Kansas is reported in the literature or is on file in the state office of vocational education. Since Kansas has had the advantage of state leadership for a decade and a half, it was believed that the time had arrived to make an evaluation of guidance services in Kansas public secondary schools in order to ascertain the present status.

The Problem

Through investigation and discussion it was apparent that there were five main points to be considered in developing this study:

1. Administrative bases for guidance programs.
2. Professional qualifications of counselors.
3. Background of counselors beyond guidance training, including academic and work experience areas.
4. Nature of guidance services rendered.
5. Trends in guidance programs in the three classes of schools in Kansas.

²John W. Studebaker, "The Occupational Information and Guidance Service: A Report of Progress," Occupations, XVII (April, 1939), p. 589.

It is the purpose of this research to make a comparative study of guidance services in first class, second class, and third class public secondary schools of Kansas as reflected in a survey of current practices and to examine the qualifications of those individuals who are designated as counselors in their schools. Attention will be given to the administrative bases for guidance programs in schools reporting guidance programs to the Kansas State Department of Education.

It should be noted that the classification of public high schools used in this study is based upon the designation made by the Kansas State Department of Education. First class schools are those in cities of over 15,000 population. Second class schools are those in cities whose population ranges from 2,000 to 15,001. Third class schools are those in towns of less than 2,000 population and includes those schools designated as rural high schools.

Delimitation

This study will be limited to Kansas public secondary schools. Only public schools will be included since the use of federal vocational education funds is limited to agencies under public control.³ As a result the state lead-

³Federal Security Agency, Office of Education, Administration of Vocational Education, Revised edition, (Washington, D. C.: Superintendent of Documents, 1948), p.3.

ership in guidance services has been limited almost exclusively to public schools.

Only those secondary schools which have guidance programs will be studied since state leadership has emphasized the development of guidance activities at this level. This is a reflection of the trend in development at the national level of leadership and in the growth and promotion of programs throughout the United States as an adjunct of vocational training. There appears to be a greater unity of thinking and planning for guidance programs at the secondary school level in most states. This emphasis upon guidance at the secondary school level is clearly demonstrated in the elements of the guidance program outlined by Studebaker when describing the new national Occupational Information and Guidance Service.⁴

Method of Research and Treatment of Data

The names of all persons listed as counselors in the Principal's High School Organization Reports were obtained from the compilation published by the Kansas State Board for Vocational Education.⁵ Names of the individuals

⁴Studebaker, op. cit., p. 588.

⁵Kansas State Board for Vocational Education, Guidance Workers in Kansas Secondary Schools, (Topeka: Kansas State Board for Vocational Education, 1954-1955).

submitting such reports were secured from the Kansas Educational Directory, 1954-1955.⁶

In order to gather information for the study, the normative-survey type of research was used.⁷ Tentative drafts of the two questionnaires were prepared. These were reviewed for recommendations by a few counselors and administrators as well as interested counselor trainers. Trial copies were completed by counselors in a near-by state so that questions which lacked clarity and directness could be revised.

In preparing the questionnaires, it was found that two published items were particularly useful. Permission was obtained from the Cooperative Study of Secondary Schools to draw upon Section G of Evaluative Criteria, 1950 edition.⁸ The Occupational Information and Guidance Office of the United States Office of Education gave permission to utilize its published report entitled Criteria for Evaluating

⁶State Superintendent of Public Instruction, Kansas Educational Directory, (Topeka: State Department of Education, 1954-1955).

⁷Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), pp. 286-376.

⁸Cooperative Study of Secondary School Standards, Evaluative Criteria, Section G (Washington, D. C.: Cooperative Study of Secondary School Standards, 1950).

Guidance Programs in Secondary Schools, Form B.⁹ One publication that was also helpful in designing the questionnaire for counselors was the Dictionary of Occupational Titles, Part IV, Entry Occupational Classification.¹⁰

Concerning one's attempt to obtain information from many individuals, Good, Barr, and Scates point out that "the questionnaire is an important instrument in normative survey research, being used to gather information from widely scattered sources."¹¹ Koos justifies utilizing questionnaires to gather data by stating:

It should mean something for the legitimization of questionnaire investigation that the proportion of educational literature taking rise in it is so large--roughly a fourth of all published articles or of space occupied by them. It should be significant also that the proportions are approximately equal in educational periodicals and in research series published by higher institutions: not only do reports of questionnaire studies pass muster with the editors of periodicals, but they are approved in about the same proportions by those who render judgment on the typically more substantial investigations submitted as doctor's dissertations or are otherwise published in monograph form.¹²

⁹Federal Security Agency, Office of Education, Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, Misc. 3317, (Washington, D.C.: Superintendent of Documents, 1949).

¹⁰War Manpower Commission, Dictionary of Occupational Titles, Part IV, Entry Occupational Classification (Washington, D.C.: Superintendent of Documents, 1944), pp.13-14.

¹¹Good, op. cit., p. 325.

¹²Leonary V. Koos, The Questionnaire in Education (Chicago: Macmillan Company, 1928), pp. 144-145.

Final preparation of the questionnaires was made in view of criteria recommended for construction and administration of such an instrument. These criteria are as follows:

1. Can the information be secured from other sources?
2. Is the desired information obtainable?
3. Is the purpose of the study clearly stated?
4. Are questions organized in logical sequence?
5. Is factual, quantitative information sought?
6. Can questions be answered briefly?
7. Will the answers lend themselves to tabulation?
8. Was the questionnaire submitted to critics for suggestions?¹³

One of the questionnaires (see Appendix I) was sent to all counselors in Kansas public secondary schools in order to obtain information relative to professional qualifications plus additional academic and work experience background. Information was sought from these individuals concerning the kinds of service rendered to students in groups and as individuals. Another questionnaire (see Appendix II) was submitted to administrators whose schools had guidance programs, and it was concerned primarily with the administrative bases of such programs.

Following this plan resulted in the printed question-

¹³Harold H. Bixler, Check Lists for Educational Research (New York: Bureau of Publications, Teachers College, Columbia University, 1928), pp. 40-43.

naire being submitted to 179 counselors of whom 145 responded, or 81.0 percent. An examination of Table 1 reveals that 35 of 38 counselors in first class city schools responded, or 92.1 percent. Of the counselors in second class city schools, 36 of the 39 responded, or 93.2 percent. A check of counselors in third class city schools reveals that 74 of 102 counselors replied, or 72.5 percent.

The 179 counselors discussed above were in 121 schools, and the questionnaires for administrators were sent to the administrative officials concerned. Of the 121 administrators, 105 responded, or 86.5 percent. Table 2 shows that 100.0 percent of the administrators in first class city schools replied. Twenty-six of the 28 second class city school administrators acknowledged the questionnaire, or 92.9 percent. Of the third class city school administrators, 66 of the 80 individuals sent questionnaires responded, or 82.5 percent.

Questionnaires to each group were accompanied by a cover letter (see Appendix III) that explained the purpose of the study, asking for cooperation and a prompt reply. Two weeks after the questionnaires were mailed the first follow-up letter (see Appendix IV) was sent with the second and third follow-up letters (see Appendix V and Appendix VI) mailed at one-week intervals. All letters were sent on the official letterhead of Kansas State Teachers College, Pittsburg.

TABLE 1
NUMBER AND PERCENT OF RESPONSES FROM COUNSELORS IN KANSAS PUBLIC
SECONDARY SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH GUIDANCE PROGRAMS

Counselors	Question- naires Sent		Usable Ques- tionnaires Returned		Incomplete Question- naires Returned		Other Ac- knowledg- ments		Total Responses	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
First Class										
City Schools	38	100.0	28	73.7	1	2.6	6	15.8	35	92.1
Second Class										
City Schools	39	100.0	32	82.1	3	7.7	1	2.6	36	93.2
Third Class										
City Schools	102	100.0	58	56.9	8	7.8	8	7.8	74	72.5
Total Counselors ..	179	100.0	118	65.9	12	6.7	15	8.4	145	81.0

TABLE 2

NUMBER AND PERCENT OF RESPONSES FROM ADMINISTRATORS IN KANSAS
PUBLIC SECONDARY SCHOOLS OF THE FIRST, SECOND, AND
THIRD CLASS WITH GUIDANCE PROGRAMS

Administrators	Question- naires Sent		Usable Ques- tionnaires Returned		Incomplete Question- naires Returned		Other Ac- knowledg- ments		Total Responses	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
First Class City Schools	13	100.0	13	100.0	0	0.0	0	0.0	13	100.0
Second Class City Schools	28	100.0	24	85.7	2	7.1	0	0.0	26	92.9
Third Class City Schools	80	100.0	57	71.3	5	6.3	4	5.0	66	82.5
Total Administrators	121	100.0	94	77.7	7	5.8	4	3.3	105	86.8

CHAPTER II

ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

Introduction

Almost any part of a school program owes its success to the support of the school administration. Teachers can undertake projects on their own initiative and time, achieving limited goals, but if a school program is to grow and flourish to its fullest possibilities it must have administrative recognition and encouragement. The personnel should be selected with care. Physical facilities are necessary, and supplies must be obtained.

While administrators should provide for the development and operation of any program if it is to become a vital part of the school, this is especially true of guidance services. It was deemed worthwhile, therefore, to obtain information from principals regarding the administrative bases of guidance services if the scope of such services in Kansas public secondary schools was to be understood fully and to be evaluated in light of recommended practices.

Reasons for Starting a Guidance Program

When asked to check reasons for starting a guidance program, administrators from all classes of schools indicated two principal reasons (Table 3) for organizing such a program. Eighty-seven administrators, or 92.6 percent, believed that there was a need for additional services to students which could be met by a program of guidance. At the same time 85 administrators, or 90.4 percent, pointed out that the interest of the administration was one of the chief factors in the organization of such services. The interest of one or more teachers in such a program was an important factor in 45 schools, or 47.9 percent, while 30 administrators, or 31.9 percent, felt that there was an important public relations aspect involved in organized guidance activities. Teacher training institutions influenced 22 administrators, or 23.4 percent, in initiating guidance services, but requests from the State Department of Education in 7 schools, or 7.4 percent, and the influence of near-by schools on 5 schools, or 5.3 percent, show that these were of little importance in the organization of a program.

Selection of Professional Guidance Staff

In selecting counselors, both full-time and part-

TABLE 3

REASONS FOR STARTING A GUIDANCE PROGRAM IN SCHOOLS OF THE FIRST,
SECOND, AND THIRD CLASS WITH NUMBER AND PERCENT FOR EACH
AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

Reasons	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Need for broader services .	12	92.3	24	100.0	51	89.5	87	92.6
2. State Department requests .	0	0.0	1	4.2	6	10.5	7	7.4
3. Influence of schools	0	0.0	2	8.3	3	5.3	5	5.3
4. Influence of colleges	4	30.8	4	16.7	14	24.6	22	23.4
5. Interest of teachers	4	30.8	13	54.2	28	49.1	45	47.9
6. Interest of Administration.	11	84.6	22	91.7	52	91.2	85	90.4
7. Public relations aspect ...	6	46.2	6	25.0	18	31.6	30	31.9

time, 70 administrators, or 74.5 percent, reported they drew upon the regular teaching staff. This will be noted from Table 4. Persons recommended by teacher-training institutions for new positions accounted for counselor-selection in 27 schools, or 28.7 percent. Apparently the office of the State Supervisor of Guidance Services exerted little direct influence on the selection of counselors since only 5 schools, or 5.3 percent, acted upon recommendations of that office.

While most schools draw upon the local teaching staff for counselors, apparently success as a classroom teacher is not a primary factor in singling out a teacher for the counseling position. Table 5 gives evidence to support this contention. Only 25 administrators, or 26.6 percent, indicate this to be of prime consideration.

Expressed interest of a teacher in guidance work is one of the chief reasons for selection. This is true in 56 schools, or 59.6 percent. The combination of active interest in guidance work and some professional training in guidance courses has a comparable rating in all schools as is indicated by 57 schools, or 60.6 percent.

First class schools place greater emphasis upon enough professional training to meet minimum certification requirements and some background experience in the field of work. This is apparent in that 8 schools of the first class,

TABLE 4

SOURCES USED BY ADMINISTRATORS FOR SELECTING COUNSELORS IN SCHOOLS OF
THE FIRST, SECOND, AND THIRD CLASS WITH NUMBER AND PERCENT FOR
EACH AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

Sources	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Regular teaching staff ...	10	76.9	18	75.0	42	73.7	70	74.5
2. Persons recommended by teacher-training insti- tutions	4	30.8	7	29.2	16	28.1	27	28.7
3. Persons recommended by state guidance supervisor.	0	00.0	2	8.3	3	5.3	5	5.3
4. Other sources	3	23.1	3	12.5	9	15.8	15	16.0

TABLE 5

REASONS FOR SELECTING COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND
THIRD CLASS WITH NUMBER AND PERCENT FOR EACH AS REPORTED
BY THE PRINCIPALS OF THOSE SCHOOLS

Reasons	1st Class		2nd Class		3rd Class		Total	
	13 Schools		24 Schools		57 Schools		94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Successful classroom teaching	4	30.8	5	20.8	16	28.1	25	26.6
2. Expressed interest in guidance	6	46.5	15	62.5	35	61.4	56	59.6
3. Active interest and professional training	7	53.8	11	45.8	39	68.4	57	60.6
4. Active interest and willingness to take professional training	7	53.8	7	29.2	15	26.3	29	30.9
5. Active interest and minimum certificate qualifications	6	46.2	10	41.7	21	36.8	37	39.4
6. Active interest, minimum certificate qualifications, and guidance experience ...	8	61.5	5	20.8	15	26.3	28	29.8

or 61.5 percent, emphasize this point while only 5 second class schools, or 20.8 percent, and 15 third class schools, or 26.3 percent, stress this combination. It is also true that first class schools place greater emphasis upon expressed willingness of a counselor-designate to take enough professional guidance work to qualify for a certificate in guidance. This is evident from the fact that 7 first class schools, or 53.8 percent, stress this point in comparison to 7 second class schools, or 29.2 percent, and 15 third class schools, or 26.3 percent.

Physical Facilities and Consumable Supplies

According to Table 6, administrators in most first class schools, 12, or 92.3 percent, and in most second class schools, 22, or 91.7 percent, believe that a comprehensive record system is provided which meets standards of compactness, usability, and clerical economy. Some third class schools may be dissatisfied with the completeness of the record system since only 41 schools, or 71.9 percent, indicate that it meets the standards desired. All records relevant to guidance services are readily accessible to counselors and others authorized to use them. The availability of guidance records is a principle endorsed by many schools since 84 schools of all classes, or 89.4 percent, authorize counselors and other qualified individuals to use them. At the same time adequate safeguards to insure security, permanency,

TABLE 6

NUMBER AND PERCENT OF FIRST, SECOND, AND THIRD CLASS SCHOOLS PROVIDING
PHYSICAL FACILITIES AND CONSUMABLE SUPPLIES AS REPORTED
BY THE PRINCIPALS OF THOSE SCHOOLS

Physical Facilities and Consumable Supplies	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Comprehensive record system .	12	92.3	22	91.7	41	71.9	75	79.8
2. Records accessible	13	100.0	22	91.7	49	86.0	84	89.4
3. Safeguards for records	12	92.3	22	91.7	48	84.2	82	87.2
4. Testing materials provided..	13	100.0	22	91.7	54	94.7	89	94.7
5. Occupational materials	9	69.2	18	75.0	40	70.2	67	71.3
6. Clerical service provided ..	10	76.7	12	50.0	26	45.6	48	51.1
7. Equipment furnished	13	100.0	20	83.3	45	78.4	78	83.0
8. Facilities for privacy	12	92.3	17	70.8	51	89.5	80	85.1

and privacy of guidance materials are provided by 82 schools, or 87.2 percent.

Heavy emphasis is placed upon testing materials in all schools since these are used in 89 schools, or 94.7 percent. Less attention is given to acquiring published materials and audio-visual materials of an occupational nature for the guidance program in all schools, but 67 schools, or 71.3 percent, do obtain such materials. This may be due partly to the lack of clerical service provided in many schools since ordering and filing of printed and audio-visual material are time-consuming. Many counselors may make the choice between working with students individually or handling such clerical details since they must give some clerical time to the maintenance of records.

First class schools provide more clerical assistance than do second and third class schools as is seen from Table 6 which shows that 10 first class schools, or 76.7 percent, make such provisions in comparison to 12 second class schools, or 50.0 percent, and 26 third class schools, or 45.6 percent. Most schools attempt to provide necessary items of office equipment, including files. Seventy-eight schools, or 83.0 percent, indicate such provision. There is also provided in 80 schools, or 85.1 percent, privacy for interviews.

Administrative Provisions for Development and Operation

The leadership for the development of the guidance program is assumed by the professionally trained guidance staff much more actively in first class schools than in the other two classes of schools. This is shown in Table 7. It is apparent that 12 first class schools, or 92.3 percent, assume this leadership in contrast to 19 second class schools, or 79.2 percent, and 37 third class schools, or 64.9 percent. At the same time it is interesting to note that first class schools do not draw as much upon the resources of the faculty who are not guidance trained as do second and third class schools. Only 7 first class schools, or 53.8 percent, utilize other faculty members in the guidance program, whereas 18 second class schools, or 75.0 percent, and 38 third class schools, or 66.7 percent, delegate appropriate duties to the non-professional guidance staff.

Many schools utilize the orientation program to introduce new groups of students to the school as will be noted from Table 7. Such orientation programs are carried on by 74 schools, or 78.7 percent. There is, however, a greater tendency to use orientation services for this purpose in first class schools since 12 schools, or 92.3 percent, indicate its use.

A study of Table 7 reveals that counselors perform

TABLE 7

NUMBER AND PERCENT OF FIRST, SECOND, AND THIRD CLASS SCHOOLS MAKING ADMINISTRATIVE PROVISIONS FOR THE DEVELOPMENT AND OPERATION OF GUIDANCE SERVICES
AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

Administrative Provisions	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Professional guidance leadership	12	92.3	19	79.2	37	64.9	68	72.3
2. Faculty resources utilized .	7	53.8	18	72.7	38	66.7	63	67.0
3. Orientation program used ...	12	92.3	19	79.2	43	75.4	74	78.7
4. Guidance duties scheduled ..	13	100.0	20	83.3	53	93.0	86	91.5
5. Pupils freed for interviews.	12	92.3	21	87.5	48	84.2	81	86.2
6. Flexibility in schedule	9	69.2	14	58.3	35	61.4	58	61.7
7. Counselor out-of-school contacts	11	84.6	17	70.8	41	71.9	69	73.4
8. Community support enlisted .	10	76.7	17	70.8	34	59.6	61	64.9
9. Interviews for all students.	8	61.5	10	41.7	31	54.4	49	52.1
10. Administrative duties assigned	6	46.2	9	37.5	20	35.1	35	37.2
11. Guidance needs in budget ...	11	84.6	18	75.0	33	57.9	62	66.0

their guidance duties during the scheduled school day in 86 schools, or 91.5 percent, but in some second and third class schools these are not part of the regularly scheduled day. The administration takes steps in many schools to free pupils for counseling interviews during the school day as is noted by the fact that 81 schools, or 86.2 percent, take such action. This permits counselors to plan interviews with entering freshmen, graduating seniors, and other students if time permits.

Less support is given administratively to flexibility in the school schedule to facilitate counseling decisions of pupils for various part-time, try-out, and work experiences. Opportunity is given, however, for such experience in 58 schools, or 61.9 percent.

In order to assist counselors, the administration authorizes and facilitates necessary out-of-school contacts for counselors. This is especially important for referral of counselees to some member of the community experienced in a particular line of work in which the student is interested. Visits to local industry and business are important for helping students gain insight into a line of work, and such contacts assist counselors in making community occupational surveys and in placement services that may be offered. Although this authorization is given in 69 schools, or 73.4 percent, first class schools do give more

support to this than do schools of other classes. Not quite so much emphasis is given to enlisting the support of agencies and organizations which influence public opinion, but such support is sought by 61 schools, or 64.9 percent. More attention to this aspect of gaining support for the guidance program is given by schools of the first class than in second and third class schools.

Periodic interviews are not scheduled for all pupils since only 49 schools, or 52.1 percent, make such arrangements for all pupils. Some schools schedule interviews for all outgoing seniors and for incoming freshmen while others state that interviews are on a voluntary basis, depending upon the student to request an appointment. Others schedule interviews for all new students and others depend solely upon faculty referral and voluntary requests from students. In some schools that schedule interviews with students, the emphasis is upon freshmen and seniors. In some schools interviews are scheduled for students who obviously need assistance in adjustment to the school environment.

The majority of the schools do not assign counselors administrative and supervisory duties, but in 35 schools, or 37.2 percent, counselors are given such duties. The situation is comparable in all classes of schools. Among those things specified as administrative duties, the position of vice principal was most often listed. Other administrative

and supervisory duties include such things as attendance records, noon hour building supervisor, dean of boys or girls, and supervisor of enrollment. In only one instance were disciplinary matters listed as a responsibility of the counselor, but many of the foregoing may indirectly involve discipline and certainly carry authority which may often conflict with the concept that a counselor can be more successful when his duties do not place him in such a disciplinary role.

Although 62 schools, or 66.0 percent, indicated that the needs of the guidance program were specifically included in the school's instructional budget, many administrators were unable to list the approximate percentage. Eleven first class schools, or 84.6 percent, and 18 second class schools, or 75.0 percent, stated that the needs of the guidance program were included in the total instructional budget. This is in contrast to the affirmative replies of 33 third class schools, or 57.8 percent. There was, however, little information of a definite nature included.

In response to the request to list the approximate percentage of the instructional budget given to guidance services, answers ranged from a question mark through such replies as 1/200, .75 percent, less than one percent, 2 percent, $7\frac{1}{2}$ percent, one hundred dollars, and one-fourth of the total instructional budget. Additional answers included

such remarks as "very small" and "adequate." Many of the answers gave the impression that administrators do not actually think of the guidance program in terms of planning it as part of the total instructional budget.

Authorities in the field often recommend a planned ratio of pupils per hour of assigned counselor time. First and second class schools are somewhat similar in the assigned percent of counselors working on an assigned time basis, but the counselor-pupil ratio among schools follows no consistent pattern. Ten first class schools, or 76.9 percent, and 17 second class schools, or 70.8 percent, do approach this problem on an hourly basis in contrast to 30 third class schools, or 52.6 percent.

Answers to the question on counselor-pupil ratio vary considerably among schools. The following replies are typical of all classes of schools: one-half hour per 100 students, one hour per 120 students, three full-time counselors for 1,800 students, 4 hours per 175 students, one hour per 88 students, three hours for 500 students, one hour per 25 students, and 6 hours per week for 89 students. It is apparent that administrators often do not approach the development of the guidance program or the assignment of counselor time on a ratio basis of counseling hours to the number of pupils enrolled.

In-Service Training of Professional Staff
and Other Staff Members

Staff members who have regularly assigned guidance duties are encouraged to carry out a program of graduate study in guidance appropriate to their immediate needs and the ultimate professional advancement in 72 schools, or 76.6 percent. According to Table 8 there is a stronger emphasis upon this in first and second class schools as is noted by the fact that 11 first class schools, or 84.6 percent, and 21 second class schools, or 87.5 percent, affirmatively replied to this inquiry. It was found that 40 third class schools, or 70.2 percent, also answer affirmatively.

It may be somewhat disappointing to some individuals interested in the promotion of guidance that no greater emphasis is placed upon in-service training in guidance services for the entire faculty through such resources as faculty meetings devoted to guidance. Fifty-one schools, or 54.3 percent, do attempt this type of in-service training for the entire faculty. Second and third class schools have approximately the same standing, while first class schools do tend to place a little stronger emphasis upon such faculty meetings. Nine first class schools, or 69.2 percent, plan such training.

It naturally follows, perhaps, that there is not the

TABLE 8

NUMBER AND PERCENT OF FIRST, SECOND, AND THIRD CLASS SCHOOLS PROVIDING IN-SERVICE
TRAINING FOR PROFESSIONAL GUIDANCE STAFF AND OTHER STAFF MEMBERS
AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

In-Service Training	1st Class		2nd Class		3rd Class		Total	
	13 Schools		24 Schools		57 Schools		94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Professional study encouraged	11	84.6	21	87.5	40	70.2	72	76.6
2. Meetings devoted to guidance	9	69.2	13	54.2	29	50.9	51	54.3
3. Local program studied	6	46.2	10	41.7	21	36.8	37	39.4
4. Observation of other programs	6	46.2	8	33.3	17	29.8	31	33.0
5. Professional guidance materials	11	84.6	22	91.7	53	93.0	86	91.5
6. Understanding of respective functions	11	84.6	19	79.2	44	77.2	74	78.7
7. Financial incentives	2	15.4	3	12.5	12	21.1	17	18.1

emphasis upon provisions for continuous and periodic study of the guidance program by the whole faculty that some individuals might wish. Only 37 schools, or 39.4 percent, plan this type of study, and all classes of schools are comparable in this respect. It may also be expected that little provision is made for the entire school staff to obtain in-service training by visiting other programs and by attending meetings elsewhere. Only 31 schools, or 33.0 percent, plan visitation to other guidance programs and projects. There is a greater tendency for first class schools to encourage visitation as is noted by Table 8 which shows that 6 administrators, or 46.2 percent, encourage visitation.

While some aspects of in-service training are not as well supported as some individuals may wish, there is an attempt in 74 schools, or 78.7 percent, to develop a mutual understanding between counselors and other members of the school staff in regard to their respective functions in dealing with individual pupils. This is, of course, a kind of in-service training that may not be formally organized but may develop as a by-product of administrative leadership.

Provisions are made in 86 schools, or 91.5 percent, for access to professional guidance reading materials. This means that books and pamphlets are purchased by the schools for the faculty library. In contrast to this type of in-service training, few schools provide financial incentives

for additional guidance training by paying part or all of tuition in summer schools, extension courses, and evening campus classes. All schools are about the same in this respect with only 17 schools, or 18.1 percent, providing such financial incentives.

Curriculum Modification

A check of Table 9 shows that there is an attempt in 57 schools, or 60.6 percent, systematically to compile and to interpret data derived from the cumulative records and from the community for their importance in curriculum modification. In 64 schools, or 68.1 percent, new forms of curricular offerings are studied in view of the data revealed by the guidance services, but there is even a greater tendency to do this in first class schools as indicated by the fact that 11 schools, or 84.6 percent, make such studies.

In those cases where special needs of students were identified by guidance services, new courses or units in courses to meet these needs were added. First and second class schools are especially active in adding new courses or units of courses and are comparable in that 11 first class schools, or 84.6 percent, and 20 second class schools, or 83.3 percent, met the special needs of students in this manner. It should also be noted that there is an attempt to modify the methods of instruction in accordance with the characteristics of pupils enrolled when these characteristics

TABLE 9

NUMBER AND PERCENT OF FIRST, SECOND, AND THIRD CLASS SCHOOLS MAKING CURRICULUM
MODIFICATION AS THE RESULT OF DATA OBTAINED FROM GUIDANCE SERVICES
AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

Curriculum Modification	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Cumulative record data interpreted.....	7	53.8	16	66.7	34	59.6	57	60.6
2. New curricular offerings	11	84.6	16	66.7	37	64.9	64	68.1
3. New courses or units	11	84.6	20	83.3	33	57.9	64	68.1
4. Instructional methods mod- ified	10	76.9	14	58.3	39	68.4	63	67.0
5. Curriculum adjustment for counseling decisions	12	92.3	22	91.7	46	80.7	80	85.1
6. Instructional offerings modified	11	84.6	14	58.3	33	57.9	58	61.7
7. Occupations studied	9	69.2	21	87.5	45	78.9	75	79.8
8. Training opportunities studied	11	84.6	19	79.2	40	70.2	70	74.5
9. Informational units	11	84.6	19	79.2	47	82.5	77	81.9

TABLE 9 continued

NUMBER AND PERCENT OF FIRST, SECOND, AND THIRD CLASS SCHOOLS MAKING CURRICULUM
MODIFICATION AS THE RESULT OF DATA OBTAINED FROM GUIDANCE SERVICES
AS REPORTED BY THE PRINCIPALS OF THOSE SCHOOLS

Curriculum Modification	1st Class 13 Schools		2nd Class 24 Schools		3rd Class 57 Schools		Total 94 Schools		
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	
10. Supervised occupational experience	11	84.6	12	50.0	22	38.6	45	47.9	
11. Extra-curricular activities supplement curriculum	11	84.6	20	83.3	37	64.9	68	72.3	Σ
12. Printed guidance objec- tives	8	61.5	7	29.2	3	5.1	18	19.1	

have been revealed by guidance services. This matter is considered in 63 schools, or 67.0 percent.

When pupils have made decisions for a plan of action based upon their contacts with guidance services, an attempt is made by the schools to assist the students in carrying out those decisions through the curriculum if it is feasible to do so. This is true in 80 schools, or 85.1 percent. Schools have been less able to modify their instructional offerings and schedules to include provisions for pupils with special abilities, handicaps, or unusual situations. There is a greater opportunity for this modification in first class schools since 11 schools, or 84.6 percent, make such changes in contrast to 14 second class schools, or 58.3 percent, and 33 third class schools, or 57.9 percent.

Many schools make specific provisions in the curriculum for acquainting all pupils with a variety of occupations, particularly those in the local community. It was found that 75 schools, or 79.8 percent, make this provision. There is also an attempt made to inform pupils through the curriculum of training opportunities, especially those in the local community. Seventy schools, or 74.5 percent, acquainted pupils with training opportunities. Closely related to the variety of occupations and training opportunities is the inclusion by teachers in their courses units of

occupational and educational information related to their instructional fields. According to Table 9, teachers in 77 schools do this, or 81.9 percent.

The cooperative endeavor of schools and employing agencies to provide supervised occupational experience for students is particularly carried out in first class schools. An examination of Table 9 reveals that 11 first class schools, or 84.6 percent, work with employing agencies in this respect. This is in contrast to 12 second class schools, or 50.0 percent, and 22 third class schools, or 38.6 percent.

First and second class schools utilize the extra-curricular activities to broaden the curricular offerings by arousing avocational interests and stimulating the development of desirable personality and character traits. This is true of 11 first class schools, or 84.6 percent, and 20 second class schools, or 83.3 percent, in contrast to 37 third class schools, or 64.9 percent.

Many school administrators are not convinced, apparently, that a statement of objectives of the guidance program is necessary to give it direction and a goal. While 8 first class schools, or 61.5 percent, set forth the objectives of the guidance program in a student or faculty handbook, only 7 second class schools, or 29.2 percent, and 3 third class schools, or 5.1 percent, publish these objec-

tives. Although a total of 18 schools, or 19.1 percent, stated that these objectives were published, only 7 schools, or 7.4 percent, supplied copies of the purposes and objectives of the guidance program as requested. Some of the statements provided are not as clear-cut as might be desired. Students especially need to know what the guidance program proposes to do for them, and the faculty needs the leadership of such printed material to give them an understanding of the direction of the program and its ultimate goal.

Summary

The organization of guidance programs in Kansas public secondary schools is due to the interest and support of administrators. Another important factor in the growth of such programs is the interest of one or more teachers on the school staff. Administrators believe that adequate physical facilities and sufficient consumable supplies are provided for the guidance program.

Counselors are generally selected from the regular teaching staff, and the development of guidance programs is usually under the leadership of a professionally trained guidance staff. Administrators contend that they provide for the development and operation of guidance programs within a framework of policy favorable to the growth of guid-

ance services, but they often neglect specific provisions for financing the guidance program and often fail to consider a recommended formula on pupil-counselor ratio. In-service training of staff members fails to receive as much attention as is often thought to be desirable. Administrators report that the curriculum tends to be influenced by data derived from guidance services.

CHAPTER III

GUIDANCE LEADERSHIP

Introduction

A guidance program must have the support of the school administration if it is to develop to its ultimate potential, but it cannot succeed without professional guidance leadership. The individual who assumes the responsibility for planning and organizing guidance services must have the professional training necessary for an understanding of such a program if it is to be of maximum value to as many students as possible. That person who provides the active professional leadership must be aware of commonly accepted practices with the ability to adapt them to the demands of the local situation. The person developing a program in a particular school must be professionally trained so that he can utilize the services of state and national leadership in guidance activities as well as draw upon the recommendations of other authorities in the field. This chapter concerning guidance leadership is included because a guidance program revolves around the counselor.

Professional Guidance Training of Counselors

Although the counseling positions are more equally divided in first class schools between men and women, men definitely dominate the counseling scene in Kansas. In first class schools there are sixteen men and twelve women, or 57.1 percent and 42.8 percent respectively. This percentage division is in sharp contrast to second and third class schools where men considerably outnumber women in counseling positions. A check of Table 10 reveals that in second class schools there are 26 men counselors, or 81.3 percent, and 6 women counselors, or 18.8 percent. In third class schools there is a comparable division with 45 men counselors, or 77.6 percent, and 13 women counselors, or 22.4 percent.

Careful study of Table 11 suggests that in all areas of professional guidance training, counselors in first and second class schools bring better professional training to the positions they hold than do counselors of third class schools. Although a survey course in the field of guidance services is often recommended, it was found that only 34 third class school counselors, or 58.6 percent, had such a course. It will be noted that 24 first class school counselors, or 85.7 percent, and 27 second class school counselors, or 84.0 percent, have had such training.

TABLE 10
MEN AND WOMEN COUNSELORS IN FIRST, SECOND, AND THIRD CLASS SCHOOLS
BY NUMBER AND PERCENT

Counselors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Men	16	57.1	26	81.3	45	77.6	86	72.9
2. Women	12	42.8	6	18.8	13	22.4	32	27.1

TABLE 11

GUIDANCE TRAINING OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT IN EACH PROFESSIONAL AREA

Professional Courses	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Survey course	24	85.7	27	84.4	34	58.6	85	72.0
2. Analysis of individual	25	89.3	29	90.6	44	75.9	98	83.1
3. Occupational in- formation	23	82.1	24	75.0	33	56.9	80	67.8
4. Counseling tech- niques	26	92.9	24	75.0	37	63.8	87	73.7
5. Administrative relationships	24	85.7	23	71.9	31	53.4	78	66.1
6. Supervised coun- seling	10	35.7	13	40.6	17	29.3	40	33.9

Professional background in techniques for the analysis of the individual is somewhat similar among counselors in all classes of schools, although counselors in third class schools are weaker in this area. It was found that 25 first class school counselors, or 89.3 percent, and 29 second class school counselors, or 90.6 percent, had received preparation in this area as compared with 44 third class school counselors, or 75.9 percent.

Relative to training in occupational, educational, and other environmental information, it was revealed that 23 first class school counselors, or 75.0 percent, had taken courses in this area. This is in contrast to 33 third class school counselors, or 56.9 percent.

There is a somewhat comparable background in techniques of counseling as in environmental information, but counselors in first class schools are more outstanding in their preparation in this area than are counselors in other classes of schools. Twenty-six counselors in first class schools, or 92.9 percent, are prepared in counseling techniques. Although only 24 counselors in second class schools, or 75.0 percent, had such training, they are representative of more training than counselors in third class schools. Of the latter group, only 37 counselors, or 63.0 percent, have had such training.

Organizational and administrative relationships of guidance services are one part of the background of 24 first class school counselors, or 85.7 percent, and of 23 second class school counselors, or 71.9 percent. Both groups received more preparation in this area than did counselors in third class schools since only 31 individuals, or 53.4 percent, had courses in administrative aspects of the guidance program.

One important part of the professional guidance training appears to be missing from the background of many counselors. This is supervised counseling experience or internship. Ten counselors in first class schools, or 35.0 percent, have had such experience, and 13 counselors in second class schools, or 40.6 percent, had training in this area. As for counselors in first and second class schools, the lack of supervised counseling experience is also the weakest part of guidance training for counselors in third class schools since only 17 of them, or 29.3 percent, indicated such experience in professional background.

Undergraduate Majors and Minors

In all classes of schools, counselors are drawn predominately from a group who have completed undergraduate majors in some division of the social sciences. This was true of 14 counselors in first class schools, or 50.0 percent, and it was also true for 17 counselors in second class schools,

or 53.1 percent. A check of Table 12 reveals that 21 third class school counselors, or 36.2 percent, completed majors in the social sciences. The English area accounted for the second highest group of majors with natural sciences rated third. Mathematics and education were the next two majors most often completed. Altogether there were ten broad areas of undergraduate majors for counselors in all classes of schools.

Undergraduate minors selected by counselors are somewhat comparable in order of preference to undergraduate majors. The social sciences are considerably above the others as will be seen from Table 13. English, education, natural sciences, and mathematics are the sequential listing of undergraduate minors chosen most frequently. Minors were chosen from eleven broad areas.

Graduate Majors and Minors

An examination of Table 14 reveals a different picture in terms of the graduate majors completed. Professional education accounted for most of the graduate majors since 84 counselors, or 71.2 percent, completed a major in this area. It is especially interesting to note that within the broad area of the education major, there are 9 counselors, 32.1 percent of those in first class schools, who had majored in guidance. This group is surpassed by counselors of second

TABLE 12

UNDERGRADUATE MAJORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Undergraduate Majors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Business	1	3.6	3	9.4	8	13.8	12	10.2
2. Education	5	17.9	5	15.6	5	8.6	15	12.7
3. English and re- lated	6	21.4	5	15.6	8	13.8	19	16.1
4. Health and physi- cal Education	2	7.1	1	3.1	7	12.1	10	8.5
5. Home Economics	0	00.0	0	00.0	4	6.9	4	3.4
6. Industrial Arts ...	1	3.6	0	00.0	2	3.4	3	2.5
7. Mathematics	3	10.7	2	6.3	4	6.9	9	7.6
8. Music	0	00.0	0	00.0	2	3.4	2	1.7
9. Natural sciences and related	3	10.7	7	21.9	12	20.7	22	18.6
10. Psychology	3	10.7	1	3.1	1	1.7	5	4.2
Other Social Sciences	11	39.3	16	50.0	20	34.5	47	39.8
Total Social Sciences	14	50.0	17	53.1	21	36.2	52	44.1

TABLE 12 continued

UNDERGRADUATE MAJORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Undergraduate Majors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
11. Other	0	00.0	0	00.0	1	1.7	1	0.8

TABLE 13

UNDERGRADUATE MINORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Undergraduate Minors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Business	1	3.6	0	00.0	2	3.4	3	2.5
2. Education	7	25.0	7	21.9	11	19.0	25	21.2
3. English and re- lated	6	21.4	12	37.5	18	31.0	36	30.5
4. Foreign Language ..	2	7.1	2	6.3	3	5.2	7	6.0
5. Health and Phy- sical Education ...	1	3.6	1	3.1	1	1.7	3	2.5
6. Industrial Arts ...	0	00.0	0	00.0	3	5.2	3	2.5
7. Mathematics	4	14.3	4	12.5	11	19.0	19	16.1
8. Music	1	3.6	0	00.0	1	1.7	2	1.7
9. Natural Sciences and related	3	10.7	6	18.8	13	22.4	22	18.6
10. Psychology	2	7.1	5	15.6	1	1.7	8	6.8
Other Social Sciences	9	32.1	15	46.9	20	34.5	44	37.3

TABLE 13 continued

UNDERGRADUATE MINORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Undergraduate Minors	1st Class		2nd Class		3rd Class		Total	
	28 Counselors		32 Counselors		58 Counselors		118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Total Social Sciences	11	39.3	20	62.5	21	36.2	52	44.1
11. Other	1	3.6	0	00.0	2	3.4	3	2.5

TABLE 14

GRADUATE MAJORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Graduate Majors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Education (undes- ignated)	5	17.9	8	25.0	17	29.3	30	25.4
Educational Ad- ministration	5	17.9	5	15.6	12	20.7	22	18.6
Student Personnel and Guidance	9	32.1	14	43.8	8	13.8	31	26.3
Educational Psy- chology	1	3.6	0	00.0	0	00.0	1	0.8
Total Education	20	71.4	27	84.4	37	63.8	84	71.2
2. English and related	2	7.1	2	6.3	0	00.0	4	3.4
3. Natural Sciences and related	0	00.0	0	00.0	3	5.2	3	2.5
4. Psychology	4	14.3	5	15.6	1	1.7	10	8.5
Other Social Sciences	2	7.1	2	6.3	4	6.9	8	6.8
Total Social Sciences	6	21.4	7	21.9	5	8.6	18	15.3
5. Other	3	10.7	1	3.1	2	3.4	6	5.1

class schools since 14, or 43.8 percent, majored in guidance. In sharp contrast there are only 8 counselors in third class schools, or 13.8 percent, who chose this major.

Except for the broad area of social science, no other major is to be especially noted. Sequentially, however, English and natural science would follow the social sciences. The reporting of the social sciences was done in three parts so that the majors in psychology in first and second class schools would be apparent. There are 6 counselors in first class schools, or 21.4 percent, and 7 counselors in second class schools, or 21.9 percent, who took a major in the broad area of the social sciences. Five counselors in third class schools, or 8.6 percent, chose this major. It should be noted in particular that of these figures on social science majors, 4 counselors in first class schools, or 14.3 percent, and 5 second class school counselors, or 15.6 percent, were majors in psychology. Only 1 counselor in third class schools, or 1.7 percent, reported this major.

Table 15 shows that the sequential listing of preferences for graduate minors places professional education first with the broad area of social science next, followed by the English area and the natural sciences. There are 35 counselors in all schools, or 29.7 percent, who reported professional education as a minor. Of this group, it is worth noting that 20 counselors, or 17.0 percent, stated that guidance

TABLE 15

GRADUATE MINORS OF COUNSELORS IN SCHOOLS OF THE FIRST, SECOND, AND THIRD
CLASS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

Graduate Minors	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Education (un- designated).....	4	14.3	2	6.3	4	6.9	10	8.5
Educational Admin- istration	1	3.6	3	9.4	1	1.7	5	4.2
Student Personnel and Guidance	5	17.9	6	18.8	9	15.5	20	17.0
Total Education	10	35.7	11	34.4	14	24.1	35	29.7
2. English and re- lated	3	10.7	1	3.1	2	3.4	6	5.1
3. Natural Sciences and related	1	3.6	0	00.0	2	3.4	3	2.5
4. Psychology	1	3.6	5	15.6	10	17.2	16	13.6
Other Social Sciences	2	7.1	1	3.1	9	18.2	12	10.2
Total Social Sciences	3	10.7	6	18.8	19	32.8	28	23.7
5. Other	0	00.0	1	3.1	3	5.2	4	3.4

was the speciality in the minor.

Counselors in third class schools were especially active in choosing the social science minor as is indicated by the fact that 19 of them, or 32.8 percent, listed this as a graduate minor. Only 3 counselors in first class schools, or 10.7 percent, and 6 counselors in second class schools, or 18.8 percent, reported this minor. Of each of these groups who chose the social science graduate minor, those within the narrower area of psychology should be reviewed. There are 10 counselors in third class schools, or 17.2 percent, who completed a graduate minor in psychology. Paralleling this group are counselors in second class schools of whom 5, or 15.6 percent, reported the psychology minor. Only 1 counselor in a first class school, or 3.6 percent, listed psychology as a graduate minor.

Teaching Fields in Which Counselors are Certified

At this point immediately following a discussion of both undergraduate and graduate majors and minors, it seems desirable to review briefly the several teaching fields in which counselors are certified. As may be expected, the social sciences account for the largest number since 86 counselors in all schools, or 72.9 percent, are certified in this area. An examination of Table 16 shows English is next highest with 46 counselors, or 39.0 percent. Rating third is the natural science area with 38 counselors, or

TABLE 16

TEACHING FIELDS IN WHICH COUNSELORS OF FIRST, SECOND, AND THIRD CLASS
SCHOOLS ARE CERTIFIED BY NUMBER AND PERCENT

Teaching Fields	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Business Education..	1	3.6	2	6.3	12	20.7	15	12.7
2. English and related .	9	32.1	12	37.5	25	43.1	46	39.0
3. Foreign Language ...	0	00.0	0	00.0	3	5.2	3	2.5
4. Health and Physical Education	3	10.7	1	3.1	8	13.8	12	10.2
5. Home Economics	0	00.0	0	00.0	5	8.6	5	4.2
6. Industrial Arts	2	7.1	0	00.0	7	12.1	9	7.6
7. Mathematics	7	25.0	8	25.0	17	29.3	32	27.1
8. Music	1	3.6	0	00.0	4	6.9	5	4.2
9. Natural Sciences ...	6	21.4	9	28.1	23	39.7	38	32.2
10. Social Sciences	22	78.6	27	84.4	37	63.8	86	72.9

32.2 percent, although it is apparent that certification in this area is higher among counselors in third class schools than in schools of the first and second classes. Following the natural sciences is the mathematics area with 32 counselors in all schools, or 27.1 percent, being certified in this area.

Two additional areas will be mentioned at this point. One is business education with 15 counselors, or 12.7 percent, being certified, and it is particularly interesting that 12 counselors in this group are from third class schools, or 20.7 percent of third class school counselors. Health and physical education accounts for certification of 12 counselors from all schools, or 10.2 percent. Other areas of certification include industrial arts, home economics, music, and foreign language.

Related Course Work

An examination of responses regarding related professional courses as reported in Table 17 shows that there are three areas of study in which the background of counselors in all classes of schools is somewhat similar. Credit in tests and measurement courses was earned by 88 counselors, or 74.6 percent. The average number of earned credits in this subject was 5.5 semester hours. A slightly smaller number of persons was enrolled in sociology courses,

TABLE 17

RELATED PROFESSIONAL COURSES COMPLETED BY COUNSELORS IN SCHOOLS OF THE FIRST,
SECOND, AND THIRD CLASS WITH NUMBER OF COUNSELORS, PERCENT,
AND AVERAGE SEMESTER HOURS IN EACH

Related Professional Courses	1st Class 28 Counselors			2nd Class 32 Counselors			3rd Class 58 Counselors			Total 118 Counselors		
	Per- Ave.		No.	Per- Ave.		No.	Per- Ave.		No.	Per- Ave.		No.
	cent	Hrs.		cent	Hrs.		cent	Hrs.		cent	Hrs.	
1. Adolescent Psy- chology	19	67.9	8.1	23	71.9	5.8	42	72.4	4.7	84	71.2	5.8
2. Mental Hygiene	18	64.3	3.1	17	53.1	3.2	25	43.1	4.3	60	50.8	3.2
3. Tests and Meas- urements	22	78.6	6.5	24	75.0	5.7	42	72.4	4.8	88	74.6	5.5
4. Anthropology	4	14.3	2.6	1	3.1	2.0	3	5.2	3.9	8	6.8	3.1
5. Sociology	19	67.9	10.4	27	84.4	8.8	40	69.0	8.5	86	72.9	9.0
6. Social Work	4	14.3	8.3	1	3.1	3.0	5	8.6	5.4	10	8.5	6.3
7. Related Courses in Child Growth and Development	14	50.0	10.8	21	65.6	9.9	29	50.0	7.3	64	54.2	8.9

but average earned credits were higher than for tests and measurement courses. There are 86 counselors, or 72.9 percent, who have completed sociology courses with an average of 9 semester hours for each counselor. It is interesting to note that counselors in first class schools and third class schools are similar, and a higher percentage of them have taken class work in this area than is true of second class school counselors.

The third area of related subject matter drawing the highest percentage of counselors was adolescent psychology. In this field of study 84 counselors had completed work, or 71.2 percent. These 84 counselors earned an average of 5.8 semester hours in adolescent psychology.

Two additional areas of class work are worth noting. Sixty-four counselors, or 54.2 percent, have completed courses in child growth and development with an average of 8.9 semester hours. Here again counselors in first class schools and counselors in third class schools are comparable in the percentage taking such work, but there is a higher percentage of second class school counselors having related work in child growth and development. Another important area of background is that of mental hygiene in which 60 counselors, or 50.8 percent, had completed an average of 3.8 semester hours.

Well below any of the above areas of course work were

anthropology and social work. Only a small group of counselors had completed courses in these two areas. More counselors in first class schools than in second and third class schools had completed such work, but the percentage is still small.

Teaching Experience

As might be expected from a group of counselors in the secondary schools, almost all of them have had one or more years of teaching experience at this level. Table 18 reveals that 109 counselors, or 92.4 percent, have had such experience. Average years of teaching at this level are 10.4 years. Presumably the remaining 9 counselors, or 7.6 percent, were in their first year of teaching at the secondary level when the survey was made.

Thirty-five counselors, or 29.7 percent, had taught at the elementary school level. These individuals had 4.6 average years of teaching at this level. It will be noted from Table 18 that a smaller percentage of counselors in second class schools than in first and third class schools had experience at this level.

Several counselors had teaching experience at the junior high school level, but counselors in first class schools are more outstanding in this respect. Twelve first class school counselors, or 42.9 percent, had an average of

TABLE 18

NUMBER OF COUNSELORS, PERCENT, AND AVERAGE TEACHING YEARS IN EACH
ADMINISTRATIVE DIVISION FOR COUNSELORS IN SCHOOLS OF THE
FIRST, SECOND, AND THIRD CLASS

Administrative Divisions	1st Class 28 Counselors			2nd Class 32 Counselors			3rd Class 58 Counselors			Total 118 Counselors		
	Per-		Av. Hrs.	Per-		Av. Hrs.	Per-		Av. Hrs.	Per-		Av. Hrs.
	No.	cent		No.	cent		No.	cent		No.	cent	
1. Elementary School ..	9	32.1	4.1	6	18.8	5.4	20	31.8	4.6	35	29.7	4.6
2. Junior High School..	12	42.9	3.9	5	15.6	7.2	11	19.0	3.2	28	23.7	4.2
3. Senior High School..	25	89.3	11.2	28	90.6	10.3	55	94.8	10.1	109	92.4	10.4
4. Junior College	8	28.6	9.9	4	12.5	7.3	1	1.7	3.0	13	11.0	8.5
5. Junior and Senior High School com- bined	0	00.0	0.0	3	9.4	13.3	2	3.4	9.0	5	4.2	11.6
6. Senior High School and Junior College combined	3	10.7	16.0	1	3.1	7.0	0	0.0	0.0	4	3.4	13.8
7. College and University	1	3.6	8.0	0	0.0	0.0	1	1.7	2.5	2	1.7	5.3

3.9 years teaching in the junior high school compared with 5 second class school counselors, or 15.6 percent, with an average of 7.2 years and 11 third class school counselors, or 19.0 percent, with 3.2 average years.

There are 8 counselors in first class schools, or 28.6 percent, with teaching experience in a junior college. The average number of years of teaching for this group was 9.9 years. This is considerably higher on a percentage basis than for counselors in second and third class schools. Some counselors in these two classes of schools did report combined teaching experience in junior and senior high schools whereas this was not true of any counselor in first class schools.

Only four counselors in first and second class schools reported combined teaching experience in senior high school and junior college. There were two individuals, one in a first class school and one in a third class school, who reported teaching experience at the college level.

Counseling Experience

Since Kansas is a rural state with many small high schools which cannot support full-time counselors, perhaps it is not surprising that few counselors reported full-time counseling experience. According to Table 19 there are 19 persons, or 16.1 percent, who stated that they had been so

TABLE 19

NUMBER OF COUNSELORS, PERCENT, AND AVERAGE YEARS OF FULL-TIME AND
PART-TIME COUNSELING EXPERIENCE FOR COUNSELORS IN SCHOOLS
OF THE FIRST, SECOND, AND THIRD CLASS

Counseling Experience	1st Class 28 Counselors			2nd Class 32 Counselors			3rd Class 58 Counselors			Total 118 Counselors		
	Per-		Ave.	Per-		Ave.	Per-		Ave.	Per-		Ave.
	No.	cent	Yrs.	No.	cent	Yrs.	No.	cent	Yrs.	No.	cent	Yrs.
1. Full-time Counsel- ing	13	46.4	6.2	1	3.1	8.0	5	8.6	2.2	19	16.1	5.2
2. Part-time Counsel- ing	21	75.0	4.5	31	96.9	3.7	49	84.5	4.3	101	85.6	4.1

employed, but the average number of years of full-time counseling experience was 5.2 years. Of this group of 19 counselors, 11 persons, or 9.3 percent of the total group, had two years or less full-time counseling experience. It is interesting to note, however, that of counselors in first class schools, 13 counselors, or 46.4 percent, had full-time counseling experience with an average of 6.2 years.

In making an analysis of part-time counseling experience, it was found that 101 persons, or 85.6 percent, had worked under this plan with an average of 4.1 years. Table 19 reveals that all but one counselor in a second class school had part-time counseling experience which involved at least one hour of assigned time which was set aside for counseling.

The combined total number of counselors in third class schools reporting full-time or part-time counseling experience is four less than the number of third class counselors answering the questionnaire. Apparently four counselors in third class schools were in their first year of counseling experience and were unable to report one or more years of such experience.

Work Experience Background Other Than Teaching

All broad areas of work experience background are well represented among the counselors in Kansas public secondary schools. The area representing the largest group, as will be seen from Table 20, is that of clerical and sales in which 82 counselors, or 69.5 percent, have had an average of 21.3 months experience. Third class school counselors lead the other two groups in terms of the percentage represented. Closely paralleling the clerical and sales area is that described as professional, technical, and managerial. Seventy-five persons, or 63.6 percent, have an average of 26.6 months work experience in this field. The percentage of counselors in all classes of schools having such work experience is comparable.

Manual work is another area in which all classes of counselors have a similar background. In this field there are 60 persons, or 50.8 percent, with an average of 18.3 months of experience. The agriculture, marine, and forestry classification of work experience includes 51 counselors, or 43.2 percent, representing 34.1 average months of work.

Two additional broad areas are somewhat similar in terms of the total number of counselors represented, and both are below the other classifications of work background

TABLE 20

WORK EXPERIENCE BACKGROUND OTHER THAN TEACHING FOR COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER OF COUNSELORS,
PERCENT, AND AVERAGE MONTHS IN EACH AREA

Work Experience	1st Class 28 Counselors			2nd Class 32 Counselors			3rd Class 58 Counselors			Total 118 Counselors		
	Per-		Ave. Mos.	Per-		Ave. Mos.	Per-		Ave. Mos.	Per-		Ave. Mos.
	No.	cent		No.	cent		No.	cent		No.	cent	
1. Professional, Technical, and Managerial	19	67.9	24.1	21	65.6	24.2	35	60.3	29.4	75	63.6	26.6
2. Clerical and Sales.	16	57.1	22.4	22	68.8	26.0	44	75.9	18.5	82	69.5	21.3
3. Service Work	11	39.3	17.5	10	31.3	19.8	15	25.9	25.0	36	30.5	21.3
4. Agriculture, Marine, and Forestry .	10	35.7	15.0	16	50.0	28.9	25	43.1	45.2	51	43.2	34.1
5. Mechanical	7	25.0	21.4	6	18.8	9.2	20	34.5	14.5	33	28.0	15.0
6. Manual	13	46.4	18.6	16	50.0	14.8	31	53.4	20.0	60	50.8	18.3

regarding the number of counselors with experience in the areas. In the field of service work which involves ministering to the needs of others in various types of personal service activities, there are 36 counselors, or 30.5 percent, who have had an average of 21.3 months of experience. There is a larger percentage of counselors in first class schools with this experience than in the other two classes of schools. In the mechanical area there are 33 counselors, or 28.0 percent, who have had an average of 15.0 months experience. More counselors in third class schools report work experience in this field than did counselors in first and second class schools.

Summary

Men dominate the counseling scene in Kansas, and counselors in third class schools are generally less well trained than those in first and second class schools. A background in the social sciences is common among counselors, and professional education is the predominate graduate major. The years of teaching experience at the secondary school level rank above the years of teaching experience in all other administrative divisions. Guidance work in Kansas is usually done on a part-time basis since only a few counselors have been employed as full-time counselors. These individuals take to their guidance activities a wide

variety of work experience in which white collar positions outnumber those often referred to as blue collar types of work.

CHAPTER IV

INDIVIDUAL INVENTORY SERVICES

Introduction

Before a counselor can work effectively with a student he needs to know something about the student's background and abilities. This information should be reasonably uniform for all students.

The individual inventory service is one of the important guidance services upon which the success of other guidance services hinges. Certain tools and techniques are often suggested for making an inventory of a person's characteristics. It was thought worthwhile, as a part of this study, to see which ones are commonly used in Kansas public secondary schools as well as the specific kinds of home and family background material recorded, the personal and social development qualities listed in the cumulative record, and the kinds of scholastic progress and test information secured. An examination of the maintenance and use of cumulative records in which students' characteristics have been inventoried was also considered necessary in understanding guidance programs.

Tools and Techniques for Securing Information about Pupils

When gathering information about pupils for the guidance program, the personal data blank or questionnaire is used by 101 counselors, or 85.6 percent, according to Table 21. Information is also obtained from pupils by means of the personal interview by 104 counselors, or 88.1 percent.

All counselors in first class schools give appropriate group tests to pupils at the time of admission to the school and periodically thereafter. This is also true of most counselors in second class schools since 30 counselors, or 93.8 percent, give such tests. Third class school counselors rank somewhat below this since 44, or 75.9 percent, give group tests at the time of admission and periodically thereafter. It is interesting to note, however, that the administration of tests to individual students for supplementing the group testing program is carried out in only two-thirds of first and second class schools. Nineteen counselors in first class schools, or 67.9 percent, and 21 counselors in second class schools, or 65.9 percent, administer supplemental tests, and only 22 counselors in third class schools, or 37.9 percent, do supplementary testing.

In attempting to obtain information about pupils 58 counselors, or 49.2 percent, have interviews with parents, other family members, and interested friends of the pupil.

TABLE 21

TOOLS AND TECHNIQUES FOR OBTAINING INFORMATION ABOUT PUPILS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT
OF COUNSELORS USING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Personal data blanks.	25	89.3	31	96.9	45	77.6	101	85.6
2. Individual inter- views	27	96.4	27	84.4	50	86.2	104	88.1
3. Group testing	28	100.0	30	93.8	44	75.9	102	86.4
4. Supplementary test- ing	19	67.9	21	65.6	22	37.9	62	52.5
5. Interviews with parents	20	71.4	13	40.6	25	43.1	58	49.2
6. Home visits	6	21.4	6	18.8	17	29.3	29	24.6
7. Conferences with teachers	18	64.3	23	71.9	36	62.1	77	65.3
8. Records from send- ing school	22	78.6	24	75.0	34	58.6	80	67.8
9. Sociometric studies.	4	14.3	5	15.6	7	12.1	16	13.6

TABLE 21 continued

TOOLS AND TECHNIQUES FOR OBTAINING INFORMATION ABOUT PUPILS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT
OF COUNSELORS USING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Autobiographies	11	39.3	18	56.3	27	46.6	56	47.5
11. Anecdotal records ..	11	39.3	16	50.0	22	37.9	49	41.5
12. Ratings by teachers .	18	64.3	13	40.6	11	19.0	42	35.6
13. Socio-economic ratings	1	3.6	0	00.0	4	6.9	5	4.2
14. Health reports	22	78.6	21	65.6	27	46.6	70	59.3
15. Case studies	8	28.6	14	43.8	22	37.9	44	37.3

The percentage of counselors in second and third class schools who use this procedure are comparable, but the percentage of counselors in first class schools is somewhat higher than the other two groups. All schools are similar, however, in regard to counselors making visits to the home to obtain information about pupils. This is done by only 29 counselors, or 24.6 percent. Counselors in all classes of schools often have conferences with teachers of a pupil in order to obtain more information about him. This approach is utilized by 77 counselors, or 65.3 percent, but only 42 counselors, or 35.6 percent, ask teachers to complete rating devices as a means of obtaining information about pupils. Few third class school counselors use rating devices, but 18 counselors in first class schools, or 64.3 percent, find them helpful.

A different approach to obtaining information from teachers about pupils is the anecdotal record. This device provides information to 49 counselors, or 41.5 percent. All schools are somewhat comparable with a little greater use made of anecdotal records in second class schools.

Records of the school from which the student transfers are of particular interest to counselors in first and second class schools. Twenty-two counselors in first class schools, or 78.6 percent, and 24 counselors in second class schools, or 75.0 percent, utilize the sending school records

in contrast to 34 third class school counselors, or 58.6 percent.

Less than half the counselors draw upon autobiographical material for information about the pupil as is noted by the fact that 56 counselors, or 47.5 percent, use such material. There are fewer counselors in first class schools using this type of information. In all classes of schools counselors are somewhat similar in the use made of case studies. There are 44 counselors, or 37.3 percent, who make a case study when the need arises.

Another source of data utilized by counselors in some schools is the report on a student's physical condition and general health. Seventy counselors, or 59.3 percent, have access to health information, but there is a greater opportunity to use such information in first and second class schools.

Sociometric studies and socio-economic rating devices are sometimes suggested as helpful in obtaining information about students, but these are little used by counselors in Kansas public secondary schools. There are only 16 counselors, or 13.6 percent, utilizing sociometric studies, and socio-economic rating devices are drawn upon by only 5 counselors, or 4.2 percent.

Home and Family Background Found
in the Cumulative Record

According to Table 22, all counselors in first and second class schools stated that the cumulative record of a student includes his name and his sex as well as the place and date of birth. The record also contains the full name of each parent or guardian, with the address, telephone number, and the occupation. Although most counselors in third class schools reported that the cumulative record contained such information, some of it is omitted in some schools.

Only a little over two-thirds of all counselors stated that the race, nationality, and birthplace of parents were sought. This information is in the cumulative records used by 82 counselors, or 69.5 percent. Fewer counselors in first class schools than in second and third class schools reported that the citizenship status and educational level of parents were found in the cumulative record, but this information is asked of students by a little over half the counselors responding.

The marital status of a student's parents is information deemed to be of importance since it may influence his adjustment to school. All counselors in first class schools reported that this information was found in the cumulative record of a student, and 28 second class school counselors,

TABLE 22

HOME AND FAMILY BACKGROUND INFORMATION OBTAINED BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT OF
COUNSELORS USING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Name, sex, and birth date	28	100.0	32	100.0	55	94.8	115	97.5
2. Names of parents ..	28	100.0	32	100.0	53	91.4	113	95.8
3. Parents' addresses.	28	100.0	32	100.0	55	94.8	115	97.5
4. Parents' occupa- tions	28	100.0	32	100.0	52	89.7	112	94.9
5. Parents' lineage ..	18	64.3	23	71.9	41	70.7	82	69.5
6. Parents' citizen- ship	12	42.9	19	59.4	34	58.6	65	55.1
7. Parents' educa- tional status	11	39.3	19	59.4	36	62.1	66	55.9
8. Parents' marital status	28	100.0	28	87.5	42	72.4	98	83.1
9. Persons in pupil's home	27	96.4	30	93.8	52	89.7	109	92.4

TABLE 22 continued

HOME AND FAMILY BACKGROUND INFORMATION OBTAINED BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT OF
COUNSELORS USING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Ages of siblings ..	16	57.1	19	59.4	36	62.1	71	60.2
11. Education of sib- lings	8	28.6	10	31.3	20	34.5	38	32.2
12. Occupations of siblings	5	17.9	7	21.9	16	27.6	28	23.7
13. Accomplishments of family	1	3.6	6	18.8	7	12.1	14	11.9
14. Family health status	0	00.0	4	12.5	13	22.4	17	14.4
15. Family economic status	6	21.4	7	21.9	15	25.9	28	23.7
16. Home attitude toward school	5	17.9	6	18.8	13	22.4	24	20.3
17. Facilities for home study	6	21.4	11	34.4	14	24.1	31	26.3

TABLE 22 continued

HOME AND FAMILY BACKGROUND INFORMATION OBTAINED BY COUNSELORS IN
FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT
OF COUNSELORS USING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
18. Plans for pupil's future	11	39.3	8	25.0	23	39.7	42	35.6
19. Neighborhood con- ditions	1	3.6	8	25.0	10	17.2	19	16.1

or 87.5 percent, and 42 third class school counselors, or 72.4 percent, reported that this information was available. The cumulative records in most schools also give information concerning the person or persons with whom the pupil resides.

Many records do not include information about the siblings of a pupil, but 71 counselors, or 60.2 percent, reported that the cumulative record contained such information. All classes of schools are similar in the percentage reporting for each class. Few records give information about the educational status or the occupations of siblings, and very few records include anything about the talents or accomplishments of family members or other near relatives. It is also somewhat rare in all classes of schools for the health status of the family to be included in the cumulative record of a student, and only 28 counselors, or 23.7 percent, reported the inclusion of the economic status of the family. Nineteen counselors, or 16.1 percent, stated that neighborhood conditions were noted in the record.

The attitude of the home toward school and toward the attendance of the pupil at school is included in the records of students according to the report of 24 counselors, or 20.3 percent. More records do include the plans of the parents for the student's future as will be noted by the report of 42 counselors, or 35.6 percent, but second class schools are below first and third class schools regarding the record-

ing of this information. Facilities for home study including such things as family library, magazines, and conveniences for study are in the records used by 31 counselors, or 26.3 percent.

Personal and Social Development Information
Found in the Cumulative Record

According to Table 23 the cumulative records in most schools include information regarding special talents, achievements, and honors. The recording of this information was reported by 102 counselors, or 86.4 percent. A student's participation and leadership in school activities is another item of information frequently found in the cumulative record according to the report of 110 counselors, or 93.2 percent. Membership and leadership in out-of-school groups is less often listed in the cumulative record; however, 72 counselors, or 61.0 percent, stated that this type of information on students was available, but it will be noted that more records in schools of the first class contain this type of information.

Some schools are apparently not too concerned about how a student spends his time away from school since only 71 counselors, or 60.2 percent, stated that employment away from school is listed in the record. Even of less concern is the student's use of leisure time since only 51 counselors, or 43.2 percent, reported that this information was

TABLE 23

PERSONAL AND SOCIAL DEVELOPMENT INFORMATION OBTAINED BY COUNSELORS
IN FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER
AND PERCENT OF COUNSELORS FOR EACH AREA

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Achievements and honors	24	85.7	30	93.8	48	82.8	102	86.4
2. School club participation	26	92.9	29	90.6	55	94.8	110	93.2
3. Out-of-school clubs.	21	75.0	19	59.4	32	55.2	72	61.0
4. Expressed interests and plans	23	82.1	29	90.6	45	77.6	97	82.2
5. After school employment	20	71.4	22	68.8	29	50.0	71	60.2
6. Use of leisure time.	11	39.3	16	50.0	24	41.4	51	43.2
7. Conduct record	20	71.4	19	59.4	28	48.3	67	56.8
8. Social relationship problems	10	35.7	13	40.6	21	36.2	44	37.3
9. Teachers' ratings ..	19	67.9	16	50.0	17	29.4	52	44.1

TABLE 23 continued

PERSONAL AND SOCIAL DEVELOPMENT INFORMATION OBTAINED BY COUNSELORS
IN FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER
AND PERCENT OF COUNSELORS FOR EACH AREA

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Attendance record..	25	89.3	30	93.8	44	75.9	99	83.9
11. Measured interests.	24	85.7	29	90.6	40	69.0	93	78.8
12. Special aptitude tests.....	17	60.7	19	59.4	43	74.1	79	66.9
13. Personality tests..	13	46.4	16	50.0	33	56.9	62	52.5

available.

A student's conduct or citizenship record is more often available in the cumulative records of first class schools than in second and third class schools according to the report of 20, or 71.4 percent, of the counselors in first class schools. All classes of schools are similar in making notations in the cumulative record concerning a student's difficulties or problems in social relationships. Forty-four counselors, or 37.3 percent, indicated that the cumulative record included such information. Another item relative to school adjustment is the attendance and tardiness record. On this point 99 counselors, or 83.9 percent, reported that the cumulative record included such information. Teachers' ratings on personality and character traits are more often included in the cumulative record of first and second class schools than those of third class schools. This is noted by the fact that 19 counselors in first class schools, or 67.9 percent, and 16 counselors in second class schools, or 50.0 percent, as compared to 17 counselors in third class schools, or 29.4 percent, reported the inclusion of teacher ratings.

Standardized tests and inventories may be useful in revealing information about a student's personal and social development. The results of measured interests are often helpful in working with students. Many schools administer

such tests, but these data are more often found in the cumulative records of first and second class schools than in those of third class schools; however, a total of 93 counselors, or 78.8 percent, revealed that the results of measured interests were available.

Special aptitude tests are also helpful in understanding a student, and while these are administered more often in third class schools than in first and second class schools, a total of 79 counselors, or 66.9 percent, reported that the cumulative record contained information of this type. All classes of schools are comparable, however, in the recording of the results of personality tests and inventories. Sixty-two counselors in all schools, or 52.5 percent, stated this type of information was included in the cumulative record.

Scholastic Progress and Test Information Included
in the Cumulative Record

All counselors in first and second class schools stated that cumulative records have recorded in them the names and locations of other schools attended by the student with the dates of attendance. It will be noted from Table 24 that most third class counselors, 51, or 87.9 percent, indicated that these data were included. In answering the question concerning the inclusion of a student's complete academic record in the cumulative record, 108 counselors, or

TABLE 24
SCHOLASTIC PROGRESS AND TEST INFORMATION DATA OBTAINED BY COUNSELORS IN
FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND
PERCENT OF COUNSELORS FOR EACH AREA

	1st Class 23 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Previous schools at- tended	28	100.0	32	100.0	51	87.9	111	94.1
2. Complete academic record	27	96.4	31	96.9	50	86.2	108	91.5
3. Curriculum selected.	16	57.1	21	65.6	31	53.4	68	57.6
4. Achievement test data	27	96.4	29	90.6	46	79.3	102	86.4
5. Intelligence test data	27	96.4	32	100.0	49	84.5	108	91.5
6. Later training or education	16	57.1	17	53.1	32	55.2	65	55.1
7. Explanation of fail- ure	13	46.4	11	34.4	21	36.2	45	38.1
8. Scholastic dis- tinctions	19	67.9	26	81.3	45	77.6	90	76.3

91.5 percent, stated that courses with dates, marks, and credits were listed.

The curriculum of courses with record of changes and reasons for changes are not recorded in many schools. Sixty-eight counselors, or 57.6 percent, reported the listing of such information. Reasons and explanations for failures are not often listed according to the report of 45 counselors, or 38.1 percent, but scholastic distinctions are frequently included since 90 counselors, or 76.3 percent, stated such information was given in the cumulative record. Only a little more than half the counselors reported that a student's subsequent entry to other educational institutions or training facilities was recorded.

Most counselors reported that results of achievement and intelligence tests were recorded in the cumulative record. One hundred and eight counselors, or 91.5 percent, reported the recording of intelligence test results, and 102 counselors, or 86.4 percent, reported the inclusion of achievement test scores. In each case, however, counselors in third class schools do not as often as counselors in first and second class schools report the listing of these data.

Maintenance and Use of Pupil Information

A check of Table 25 reveals that counselors in first

TABLE 25

MAINTENANCE AND USE OF PUPIL INFORMATION BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT
OF COUNSELORS FOR EACH AREA

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Permanent value data retained	26	92.9	25	78.1	31	53.4	82	69.5
2. Data in sequential order	16	57.1	24	75.0	29	50.0	69	58.5
3. Codes and markings explained	18	64.3	20	62.5	24	41.4	63	53.4
4. Graphing utilized .	8	28.6	12	37.5	20	34.5	40	33.9
5. Transfer record examined	15	53.6	18	56.3	27	46.6	60	50.8
6. Records consulted .	23	82.1	28	87.5	47	81.0	98	83.1
7. Forms simplified ..	20	71.4	27	84.4	41	70.7	88	74.6
8. Records filed	26	92.9	31	96.9	48	82.7	105	89.0
9. Records used for planning	24	85.7	30	93.8	42	72.4	96	81.4

TABLE 25 continued

MAINTENANCE AND USE OF PUPIL INFORMATION BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT
OF COUNSELORS FOR EACH AREA

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Records accessible.	27	96.4	30	93.8	45	77.6	102	86.4
11. Counselors provide data	23	82.1	26	81.3	37	63.8	86	72.9
12. Unauthorized per- sons denied access to records	25	89.3	26	81.3	45	77.6	96	81.4

class schools indicated a distinction is made between data of permanent value and those of temporary value with only the former being preserved in the permanent cumulative record. Twenty-six first class school counselors, or 92.9 percent, reported this distinction in contrast to 25 second class school counselors, or 78.1 percent, and 31 third class school counselors, or 53.4 percent.

Pupil records may be somewhat better organized in second class schools since 24 counselors, or 75.0 percent, stated that data are periodically entered in sequential order so that relationships and progress can be easily traced. In regard to the sequential listing of data, the report of counselors in first and third class schools is somewhat similar. Not all schools explain on the cumulative record form the codes and marking systems used in recording data, but 63 counselors, or 53.4 percent, stated that an explanation was given. There is no widespread use of graphs in cumulative records to indicate relative progress of students since only 40 counselors, or 33.9 percent, stated that graphing was utilized. Although the cumulative record forms in some schools apparently are cumbersome, 88 counselors, or 74.6 percent, reported that the forms used provide for easy and accurate recording of data and are usable sources of information.

Students who transfer from another school are fre-

quently enrolled before the cumulative record is examined. Only 60 counselors, or 50.8 percent, reported that a student's enrollment would be delayed until there was an opportunity to do this. Good use is made, however, of pupil records in cases involving choice of courses or vocation and problems involving attendance, failure, conduct, and other items dealing with pupil progress. This use of the cumulative record was reported by 98 counselors, or 83.1 percent.

Cumulative records are used to assist a pupil with self-appraisal in many schools, but a greater use is reported in first and second class schools than in third class schools. Since only 96 counselors, or 81.4 percent, report this use, it would appear that some schools reserve the cumulative record for use by teachers, counselors, and administrators.

Many schools maintain the cumulative record of a student while he is in school and file it for reference after he has left school. This procedure for handling records is reported by 105 counselors, or 89.0 percent. Apparently most first and second class schools make the cumulative records of students readily accessible to all who are authorized to use them since 27 first class school counselors, or 96.4 percent, and 30 second class school counselors, or 93.8 percent, reported the accessibility of records. This is in contrast to 45 third class school counselors, or 77.6 percent,

who reported on the availability of records.

All classes of schools take about the same stand on preventing unauthorized persons access to the confidential records of students since 96 counselors, or 81.4 percent, declare that the records are not available to unauthorized individuals. Counselors in first and second class schools will provide information from their own confidential files to assist teachers in helping pupils. One must assume that this is done with discretion in consideration of the persons involved and the problem. Twenty-three first class school counselors, or 82.1 percent, and 26 second class school counselors, or 81.3 percent, give information from their confidential files if necessary, but only 37 third class school counselors, or 63.8 percent, reveal such information.

Summary

Information about pupils is secured frequently by personal interviews as well as personal data blanks or questionnaires. Appropriate group tests are administered, but anecdotal records and autobiographical materials are used only occasionally to obtain information about students. Sociometric studies and socio-economic ratings are rarely made.

The comprehensiveness of home and family background material found in the cumulative record varies considerably among schools. This is also true of information on personal and social development. Scholastic progress and test informa-

tion are the most frequently recorded data.

There are variations among schools regarding the different aspects of maintaining and using pupil information, but those data of permanent value are carefully filed in almost all schools. Those data are used in helping students select courses and vocations and in assisting with problems of pupil progress.

CHAPTER V

ADDITIONAL GUIDANCE SERVICES

Introduction

Informational services are an important aspect of a guidance program. These services include the supplying of information to students about occupations, training opportunities, financial assistance, and other environmental information. This material must be presented in some organized fashion if it is to be of the utmost value to students.

Counseling services to students should be organized upon a foundation recommended as being desirable. Commonly accepted interviewing procedures should be utilized.

Basic services of a guidance program often include three other types of activities. These are placement services, follow-up services, and orientation services. Counselors in Kansas public secondary schools were asked to respond to questions on each of these services as well as informational and counseling services so that an appraisal of their acceptance and use could be made and reported.

Informational Services

Informational materials of many types are needed by students to assist them in making various decisions. Table 26 presents the informational services utilized by counselors in Kansas public secondary schools. It shows that 99 counselors, or 83.9 percent, reported that unbound current educational and occupational material is maintained and filed for use by students. Books on occupations are readily available to students according to the reply of 96 counselors, or 81.4 percent.

Posters, charts, photographs, and exhibits of many types may be utilized to catch the interest of students about educational and occupational opportunities. There is a greater use of these items by counselors in second class schools than those in first and third class schools. Twenty-four second class school counselors, or 75.0 percent, utilize these materials, whereas only 16 first class school counselors, or 57.1 percent, and 36 third class school counselors, or 62.1 percent, use such items.

An index of current occupational materials is useful to help keep the file up to date, and three-fourths of the counselors in first class schools and in second class schools have an index available in contrast to 28 third class school counselors, or 48.3 percent. Most schools do

TABLE 26

INFORMATIONAL SERVICES USED BY COUNSELORS IN FIRST, SECOND, AND THIRD CLASS
SCHOOLS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Unbound materials filed	26	92.9	27	84.4	46	79.3	99	83.9
2. Books on occupations.	24	85.7	28	87.5	44	75.9	96	81.4
3. Guidance materials displayed	16	57.1	24	75.0	36	62.1	76	64.4
4. Occupational index ..	21	75.0	24	75.0	28	48.3	73	61.9
5. Training directories available	27	96.4	32	100.0	53	91.4	112	94.9
6. Current catalogues filed	27	96.4	31	96.9	55	94.8	113	95.8
7. Financial assistance data	26	92.9	31	96.9	42	72.4	99	83.9
8. Local community data.	11	39.3	17	53.1	23	39.7	51	43.2
9. Local persons iden- tified	21	75.0	18	56.3	24	41.4	63	53.4

TABLE 26 continued

INFORMATIONAL SERVICES USED BY COUNSELORS IN FIRST, SECOND, AND THIRD CLASS
SCHOOLS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Materials on under- standing one's self are available	25	89.3	28	87.5	46	79.3	99	83.9

have directories of colleges and other training opportunities available for use as is evident by the fact that 112 counselors, or 94.9 percent, have such directories. Schools generally maintain a file of current catalogues of various types of schools and training facilities or obtain them when they are needed. One hundred thirteen counselors, or 95.8 percent, reported such a file.

Current information regarding scholarships, loans, and other financial assistance to pupils is available in most first and second class schools according to the report of 26 first class school counselors, or 92.9 percent, and 31 second class school counselors, or 96.9 percent. Third class schools are not as active in maintaining a file of this kind of information, but 42 counselors, or 72.4 percent, reported a file of this type in third class schools.

First and third class schools are approximately the same with regard to maintaining current information about occupations and placement within the local community. Second class schools are a little more active in this, but only 51 counselors in all schools, or 43.2 percent, have such a file. Counselors in first class schools are more active than the other two groups in regard to identifying local community agencies and persons who are willing and able to give individual pupils accurate occupational and training information. Altogether there are 63 counselors, or 53.4

percent, who report that this information is filed and who infer that referral will be made where appropriate.

One kind of information often sought by students is that dealing with personality growth and development, family relationships, boy-girl relationships, and similar materials designed to help the adolescent understand himself and his association with others. All classes of schools are comparable in making such materials available to students. There were 99 counselors, or 83.9 percent, who stated that books and pamphlets on these subjects are obtained and displayed for the use of students.

General Principles of Counseling Services

One general principle often suggested for the organization of guidance services is that counseling opportunities should be available at some time during the regularly scheduled school day for all pupils enrolled. First class schools, according to Table 27, may observe this recommendation more frequently than do second and third class schools. It will be noted that 95 counselors in all schools, or 80.5 percent, reported affirmatively on this principle.

Only a little more than half the counselors indicated that counseling time to the extent of at least one counseling period a day for each one hundred pupils enrolled is provided. Specifically, 64 counselors, or 54.2 percent,

TABLE 27

GENERAL PRINCIPLES OF COUNSELING SERVICES OBSERVED BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT OF
COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Counseling for all students	26	92.9	26	81.3	43	74.1	95	80.5
2. One period per 100 pupils	15	53.6	11	34.4	38	65.5	64	54.2
3. Counselor or student initiated	28	100.0	32	100.0	58	100.0	118	100.0
4. Decisions in counseling	27	96.4	30	93.8	55	94.8	112	94.9
5. School affairs participation	25	89.3	32	100.0	57	98.3	114	96.6
6. Outside agency contacts	24	85.7	29	90.6	51	87.9	104	88.1
7. Administrative duties	21	75.0	22	68.8	37	63.8	80	67.8
8. Adequate office space	22	78.6	20	62.5	29	50.0	71	60.1

TABLE 27 continued

GENERAL PRINCIPLES OF COUNSELING SERVICES OBSERVED BY COUNSELORS IN FIRST,
SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT OF
COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
9. Clerical assistance	16	57.1	14	43.8	21	36.2	51	43.2
10. Emergency interviews	26	92.9	23	71.9	48	82.8	97	82.2

stated that this principle was observed. It is interesting to note from Table 27 that 38 third class school counselors, or 65.5 percent, work in a school where this proportion of time is provided. Of the three classes of schools, it appears that guidance programs in second class schools are the least able to plan this division of time since only 11 counselors, or 34.4 percent, reported such an arrangement. All of the counselors responding, however, stated that interviews might be either pupil or counselor initiated.

Counseling services are available to handle emergency situations requiring interviews according to the report of 97 counselors, or 82.2 percent. Such arrangements are more readily available in first and third class schools than in second class schools.

A very small percentage of counselors take responsibility for decision making during the counseling interview. One hundred twelve counselors, or 94.9 percent, reported that although the counselor assists with decision making, the student and his parents are given the full responsibility for the conclusions reached and the action planned.

Although most counselors maintain a close relationship with students by actively participating in school affairs, it will be noted that all second class school coun-

selors and all but one counselor in a third class school reported such participation. Counselor contacts with agencies in the community that influence education are maintained by 104 counselors, or 88.1 percent.

A little over two-thirds of the counselors are free from administrative and supervisory duties which might impair desirable relations with pupils, teachers, parents, or community agencies. There are 80 counselors, or 67.8 percent, who indicated that such duties are not assigned to them. As a result this means that 38 counselors, or 32.2 percent, do have administrative and supervisory duties assigned. This parallels the report of a similar question asked of administrators. (See Item 10, Table 7.)

Counselors apparently would not agree with administrators on the adequacy of office space, equipment, and materials including records, files, tests, and similar items. Although 71 counselors, or 60.1 percent, believe that sufficient assistance is given in this area, they apparently do not quite agree with administrators in the concept of "adequacy" according to a comparison of item 8, Table 27, with items 7 and 8, Table 6. There is a closer parallel of the responses of administrators and counselors on the amount of clerical help provided, but counselors in item 9 of Table 27 report somewhat less clerical help than do administrators in item 6, Table 6.

Interviewing Principles and Procedures

Many counselors prepare for each scheduled interview by studying all data pertinent to the counseling problem, but a few counselors fail to do this. It will be noted from Table 28 that this principle is followed by more first and third class school counselors than by those in second class schools, but altogether 101 counselors, or 85.6 percent, attempt to prepare for the interview. Where a problem may involve a series of interviews, recognition is made of this fact and plans made accordingly by 101 counselors, or 85.6 percent.

When a problem is beyond the skill of the counselor or in the instance when it may be handled more effectively by another person, this is recognized and referral made to the appropriate person or agency by 109 counselors, or 92.4 percent. The responses of counselors in all classes of schools are similar in this respect as they are in observation of the principle that all interviews should be conducted in private. There are 108 counselors, or 91.5 percent, who believe in this approach to the counseling interview.

An examination of the responses of all counselors reveals that all but one counselor in a second class school encourage pupils to express themselves freely during counseling interviews. Most counselors believe that they avoid

TABLE 28

INTERVIEWING PRINCIPLES AND PROCEDURES OBSERVED BY COUNSELORS
IN FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER
AND PERCENT OF COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Reviews data	26	92.9	24	75.0	51	87.9	101	85.6
2. Recognizes problems	24	85.7	26	81.3	51	87.9	101	85.6
3. Makes referral	26	92.9	31	96.9	52	89.7	109	92.4
4. Privacy for interviews	26	92.9	29	90.6	53	91.3	108	91.5
5. Encourages free expression	28	100.0	31	96.9	58	100.0	117	99.2
6. Avoids domination ..	28	100.0	29	90.6	56	96.6	113	95.8
7. Accepts pupil	27	96.4	29	90.6	56	96.6	112	94.9
8. Decisions acceptable to pupil	28	100.0	29	90.6	58	100.0	115	97.5
9. Develops self-reliance	28	100.0	30	93.8	57	98.3	115	97.5

TABLE 28 continued

INTERVIEWING PRINCIPLES AND PROCEDURES OBSERVED BY COUNSELORS
IN FIRST, SECOND, AND THIRD CLASS SCHOOLS WITH NUMBER
AND PERCENT OF COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Keeps written record	16	57.1	17	53.1	26	44.8	59	50.0
11. Confidential information	28	100.0	31	96.9	58	100.0	117	99.2
12. Provisions for follow-up	24	85.7	22	68.8	46	79.3	92	78.0

domination of interviews with students, and they also believe that they are successful in accepting the pupil as he reveals himself without expressing values on the pupil's remarks. The total responses of counselors indicate that all but three counselors in second class schools try to work on the principle that decisions reached in the interviews must be emotionally and intellectually acceptable to the pupil. An aim of most counselors is to assist the student in becoming increasingly self-reliant as is noted by the affirmative response of 115 counselors, or 97.5 percent.

Apparently many counselors rely upon memory to retain the facts of interviews with students, since only half of those responding indicate that a written record of the interviews is made. A widely endorsed principle is that of the careful and professional handling of confidential information. All but one counselor who was in a second class school replied favorably to the item concerning this. The provision for follow-up and assistance to those pupils who have had counseling interviews is made to a greater extent in first and third class schools than in second class schools, but a total of 92 counselors, or 78.0 percent, indicates the acceptance of the concept when desirable.

Placement Services

Perusal of Table 29 will reveal that schools do not give the assistance in placement services of all types that

TABLE 29

PLACEMENT SERVICES OF COUNSELORS IN FIRST, SECOND, AND THIRD CLASS
SCHOOLS WITH NUMBER AND PERCENT OF COUNSELORS PERFORMING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Aids in training for drop-out	6	21.4	13	40.6	15	25.9	34	28.8
2. Aids in training for graduate	16	57.1	24	75.0	43	74.1	83	70.3
3. Part-time employ- ment	13	46.4	20	62.5	22	37.9	55	46.6
4. Employment for drop-out	2	7.1	5	15.6	7	12.1	14	11.9
5. Employment for graduate	12	42.9	17	53.1	31	53.4	60	50.8
6. Joint placement services	9	32.1	18	56.3	17	29.3	44	37.3
7. Placement data recorded	10	35.7	13	40.6	13	22.4	36	30.5
8. Utilizes placement data	13	46.4	11	34.4	20	34.5	44	37.3

TABLE 29 continued

PLACEMENT SERVICES OF COUNSELORS IN FIRST, SECOND, AND THIRD CLASS
SCHOOLS WITH NUMBER AND PERCENT OF COUNSELORS PERFORMING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
9. Placement for ad- justment	16	57.1	17	53.1	18	31.0	51	43.2

are often recommended as being desirable. Placement in the next step in a student's life whether it be to training, to change his curriculum, or to work experience, is one part of a program of guidance services. Counselors in second class schools more than those in first and third class schools assist pupils who withdraw from school to obtain additional education or training. Altogether there were 34 counselors, or 28.8 percent, who indicated that such help was given. Even less help is given those students who withdraw from school in finding employment as seen by the fact that only 14 counselors, or 11.9 percent, give assistance of this type.

Graduates of second and third class schools are given more help in obtaining additional education or training than are graduates of first class schools. A total of 83 counselors, or 70.3 percent, responds favorably to this item. Slightly over half of the counselors responding assist graduates in obtaining suitable employment. It will be noted from Table 29 that the practices of counselors from all classes of schools are similar in this respect with a total of 60 counselors, or 50.8 percent, providing such assistance.

The coordination of school placement services with similar services of community agencies is reported by 18 second class school counselors, or 56.3 percent. Responses

of counselors in first and third class schools revealed that 9 first class school counselors, or 32.1 percent, and 17 third class school counselors, or 29.3 percent, attempt to coordinate school placement with services of community agencies. Second class schools are more concerted in their efforts to assist pupils in securing part-time and vacation employment since this assistance is given by 20 counselors, or 62.5 percent. Such assistance which often involves close association with community placement agencies is given by 13 first class school counselors, or 46.4 percent, and 22 third class school counselors, or 37.9 percent.

Less than a third of the counselors record placement information about students and make it available for cumulative records. First and second class school counselors are a bit more active in this respect, but only a total of 36 counselors from all classes of schools, or 30.5 percent, places this information in the permanent file. It naturally follows, perhaps, that if placement information is not recorded, it would be difficult to accumulate and organize such information for the improvement of the educational program. It was reported, however, by 44 counselors, or 37.3 percent, that such information is utilized for planning and revising the total school program. In light of the over-all school policy regarding placement, 51 counselors, or 43.2 percent, recommend changes in the placement of pupils to

facilitate better adjustment within the schools. It will be noted that more attention is given to this matter by counselors in first and second class schools than in third class schools.

Follow-up Services

Professional literature in the field of guidance services places considerable stress upon follow-up services as an important aspect of a guidance program. Despite this emphasis few counselors replied affirmatively to questions covering this topic. An examination of Table 30 reveals that more follow-up services are rendered by counselors in second class schools than by those in the other two classes of schools. It will be noted, however, that third class school counselors surpass those in first class schools in providing follow-up services.

Not many schools conduct periodic surveys of activities of all school-leavers including drop-outs since only 12 counselors, or 10.2 percent, make this type of survey. There is more activity in securing information from school-leavers concerning strengths and weaknesses of the program of studies, but less than a fifth of the counselors reported study in this area. Perhaps it is understandable in view of the small amount of follow-up on a program of studies that there is little follow-up of the extra-curricular program. This was reported by 19 counselors, or 16.0 percent.

TABLE 30

FOLLOW-UP AND ADJUSTMENT SERVICES OF COUNSELORS IN FIRST, SECOND, AND
THIRD CLASS SCHOOLS WITH NUMBER AND PERCENT OF COUNSELORS IN EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Surveys of activities of school leavers	2	7.1	6	18.8	4	6.9	12	10.2
2. Data on strengths and weaknesses of study program	3	10.7	7	21.9	12	20.7	22	18.4
3. Data on strengths and weaknesses of extra-curricular ...	2	7.1	8	25.0	9	15.5	19	16.0
4. Data on strengths and weaknesses of guidance program ...	1	3.6	6	18.8	9	15.5	16	13.6
5. Identify out-of-school youth who need help	1	3.6	3	9.4	5	8.6	9	7.6
6. Publicize results of follow-up studies ..	2	7.1	11	34.4	12	20.7	25	21.2

There is little attempt to evaluate the effectiveness of the guidance program through follow-up of school-leavers so that the strengths and weaknesses of the guidance program might be apparent. Such information is sought by 16 counselors, or 13.6 percent. The least amount of follow-up is done in attempting to identify out-of-school youth who need help in various phases of personal adjustment and the development of future plans. Only 9 counselors, or 7.6 percent, make any attempt at such identification. When follow-up studies are made, there is an attempt to acquaint the community and the school staff with the results of such studies. Even though one gets the impression there are few organized programs of follow-up, whenever such a study is undertaken 25 counselors, or 21.2 percent, utilize the results to inform the community about the school program and to broaden the understanding of the school staff about the clientele it serves.

Orientation Services

Planned activities help incoming students to become familiar with the practices and facilities of the new school environment. Their adjustment to the school can be aided by an organized program of activities often referred to as orientation services. The personnel of the guidance program are frequently involved in the planning and development of such services, and orientation has become one part of the

total program of guidance services.

Arrangements are sometimes made for incoming students to visit the new school prior to enrollment for a "get acquainted" visit. A check of Table 31 shows that 63 counselors, or 53.4 percent, undertake such planning although counselors in third class schools are less active than those in first and second class schools. Another approach to helping transferring students to become acquainted with the new school is to have personnel from the receiving school visit the schools from which students come to inform them about opportunities and procedures. This plan was reported by 25 counselors in first class schools, or 89.3 percent, in contrast to 16 third class school counselors, or 27.6 percent. Slightly over half of the counselors in second class schools use this technique.

All classes of schools frequently report the publication of student handbooks or leaflets of information for distribution to new pupils. A total of 93 counselors, or 78.8 percent, use such material although counselors in third class schools report less use than do those in first and second class schools.

An approach to the dissemination of information about the school is the utilization of small group meetings led by teachers or mature upperclassmen where they may talk to new students and provide a question and answer period.

TABLE 31

ORIENTATION SERVICES OF COUNSELORS IN FIRST, SECOND, AND THIRD CLASS SCHOOLS
WITH NUMBER AND PERCENT OF COUNSELORS UTILIZING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. "Get acquainted" visit prior to en- rollment	16	57.1	20	62.5	27	46.6	63	53.4
2. Visits to sending schools	25	89.3	17	53.1	16	27.6	58	49.2
3. Student handbook ...	25	89.3	27	84.4	41	70.7	93	78.8
4. Small group meetings.	10	35.7	15	46.9	19	32.8	44	37.3
5. Home room utilized..	22	78.6	18	56.3	20	34.5	60	50.8
6. "Big brother" plan..	1	3.6	8	25.0	14	24.1	23	19.5
7. Tour of school plant	25	89.3	22	68.8	32	55.2	79	66.9
8. Information on changing of classes.	26	92.9	27	84.4	43	74.1	96	81.4
9. Athletic participa- tion	28	100.0	30	93.8	48	82.8	106	89.8

TABLE 31 continued

ORIENTATION SERVICES OF COUNSELORS IN FIRST, SECOND, AND THIRD CLASS SCHOOLS
WITH NUMBER AND PERCENT OF COUNSELORS UTILIZING EACH

	1st Class 28 Counselors		2nd Class 32 Counselors		3rd Class 58 Counselors		Total 118 Counselors	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
10. Other extra-curricular offerings ..	26	92.9	30	93.8	46	79.3	102	86.4
11. Information on help available	26	92.9	26	81.3	47	81.0	99	83.9
12. Curricular offerings	27	96.4	30	93.8	51	87.9	108	91.5
13. Assistance to new students throughout year	18	64.3	16	50.0	27	46.6	61	51.7
14. Primarily "first week of school" activity	9	32.1	19	59.4	31	53.4	59	50.0
15. Orientation continuous	16	57.1	15	46.9	21	36.2	52	44.1

All classes of schools are somewhat comparable in this plan, and 44 counselors, or 37.3 percent, report its use. A variation of the group meeting is using the homeroom which is already part of the administrative organization. Twenty-two counselors from first class schools, or 78.6 percent, use the homeroom for orientation purposes. This is in contrast to the report of twenty counselors in third class schools, or 34.5 percent. Slightly more than half of the counselors in second class schools indicate the use of the homeroom for orientation.

Some schools find that the assignment of a "big brother" or "big sister" to each new student or groups of students is an effective plan for orientation. It is more often reported to be used in second and third class schools than in first class schools. Altogether there are 23 counselors, or 19.5 percent, indicating its use.

Counselors in first class schools especially report that orientation includes a tour of the school physical plant. This was indicated by 25 counselors in first class schools, or 89.3 percent. There were 22 counselors in second class schools, or 68.8 percent, who stated that a tour of the school plant was an important part of orientation. This is to be compared to the replies of 32 counselors in third class schools, or 55.2 percent.

Most schools, as will be indicated by 96 counselors,

or 81.4 percent, give new students information on passing from class to class. This is an area, however, where there is more emphasis in first and second class schools than in third class schools.

There are only a few schools, apparently, that do not give new students information on participation in athletic and intramural programs. All counselors in first class schools report the dispensing of this information, and a total of 106 counselors, or 89.8 percent, reported affirmatively on this item. Other extra-curricular offerings are explained almost equally well. One hundred and two counselors, or 86.4 percent, stated that these were included in orientation data.

Schools are also careful, in most instances, to see that new students know the sources of information and help that are available to them. New students need to know to whom they may turn for assistance in the strange setting if they are to develop a feeling of security in new schools. A total of 99 counselors, or 83.9 percent, recognized the importance of this information in the adjustment of students.

Information about curricular offerings is also made available by most orientation programs according to the report of 108 counselors, or 91.5 percent. It is true in many schools, however, that the student who transfers sometime during the school year receives less help of an organ-

ized nature in all areas than do those students who come as a group at the beginning of a term. In second and third class schools it would appear that orientation activities are more often thought of as "first week of school" activities whereas there is some tendency in first class schools to look upon orientation as a program to be carried on throughout the school year. There is some evidence from Table 31 to support this conclusion even though the differences are not tremendous. Those activities that are carried on for part of the school year include an organized class called "Orientation," a special emphasis in assembly programs, special clinics for new students from time to time, and special efforts by organized school clubs to assist new students in becoming acquainted with the school.

Summary

Informational services to students are furnished by counselors in most schools. Such services are many and varied, but current information about occupations and placement within the local community is the service most needed.

Counseling opportunities are available at some time during the regularly scheduled school day for pupils in most of the schools surveyed, and counselors believe it is important to maintain a close relationship with students

through participation in school affairs. There is a wide acceptance among counselors of recommended interviewing principles and procedures.

Orientation services are rather widely recognized as one of the important services of the guidance program although the extent of such services varies considerably among schools. The two weakest areas are placement services and follow-up services, with the latter being a particularly neglected activity in guidance programs of Kansas.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

This study was designed to present detailed information relative to the present status of guidance programs in Kansas public secondary schools. The purpose of the study was to gather and summarize data concerning guidance services in schools of the first, second, and third class. This involved an analysis of current practices as reported by the counselors in the schools, an examination of the qualifications of the individuals designated as counselors, and a review of the administrative bases for guidance programs in those schools reporting such programs to the Kansas State Department of Education.

The normative-survey type of research was used, and data were collected from two sources. One questionnaire was sent to all persons listed as counselors in the Principal's High School Organization Reports and whose names were published by the Kansas State Board for Vocational Education. Another questionnaire was sent to school administrators who listed an organized guidance program when

submitting the Principal's High School Organization Report.

Questionnaires were sent to 121 administrators, and 105 of them responded, or 86.5 percent. All administrators in first class schools replied while 92.5 percent of those in second class schools and 82.5 percent of those in third class schools responded.

There were 179 counselors who were sent the questionnaires, and 145, or 81.0 percent, replied. Of those in first class schools, 92.1 percent responded. Answers were received from 93.2 percent in second class schools and from 72.5 percent in third class schools.

It is particularly worth noting that slightly more than ten percent of all counselors receiving the questionnaire stated they did no counseling and wondered why they were sent a copy or who stated that the guidance program in their school hardly deserved to be called a guidance program. These were individuals who had been listed as counselors in the Principal's High School Organization Reports which the administrators submitted to the State Department of Public Instruction.

Summary

1. Guidance programs are organized in Kansas public secondary schools because of the need for additional services to students, the interest of the administration, and the interest of teachers. The State Department of Education, teacher training institutions, and nearby schools have little direct influence upon the organization of programs.

2. Counselors are chosen from the regular teaching staff, and the expressed interest of a teacher in guidance is more important than success as a classroom teacher. The office of the State Supervisor of Guidance Services exerts little direct influence upon selection of counselors.

3. There is evidence to suggest that administrators believe in guidance and that they profess considerable interest in it, but this desire for a guidance program is not always supported by the knowledge of how to implement such a program. This is especially evident in their failure to plan for the guidance program as part of the total instructional budget. Two-thirds of the administrators state that the guidance program is included in the instructional budget, but many were unable to state the approximate percentage of the instructional budget assigned to guidance activities. Answers were often entirely unrealistic, and

there was no pattern among the replies which might suggest the acceptance of a commonly recommended standard or at least a recognition of the need for a specified budget allotted to guidance services.

Another failure to implement the program was seen in the fact that administrators do not plan the development of the guidance program on a ratio of assigned counselor time to the number of pupils enrolled. Replies suggested that this concept was foreign to the thinking of most administrators when considering the needs of the guidance program. There was no pattern among the responses of administrators, but in contrast to this, slightly more than one-half of the counselors stated that one period per day of counseling time was assigned to each one hundred pupils enrolled.

This failure on the part of administrators to allot a certain percentage of the instructional budget to the guidance program or to plan the amount of counseling time in relation to the number of pupils enrolled suggests to some degree that they give only lip-service to many guidance activities. Other parts of the instructional program would be, indeed, in a sad state of affairs if left to such a haphazard arrangement.

4. Administrators often fail to plan in-service guidance training for the entire faculty when organizing and

developing a program. Less than one-third of the schools provide for continuous and periodic study of the guidance program. Thus it tends to become isolated and set apart from the rest of the school program if its services and objectives are not reviewed and evaluated from time to time with the whole staff.

5. Despite some of the criticisms above, administrators believe in the usefulness of the guidance program and the desirability of trained personnel for it. They need, however, to encourage professional training with financial incentives once they have selected the persons to provide the professional leadership.

6. Lines of communication between counselors and administrators are not clear in some instances suggesting that administrators are not fully informed on the breadth of guidance services offered by the schools. Administrators state that periodic interviews for all pupils are available in just a little over one-half of the schools whereas counselors reported that at some time during the scheduled school day interviews are available for all pupils in four-fifths of the schools.

This lack of communication is also evident in the disagreement between administrators and counselors on the adequacy of physical facilities because over four-fifths of the administrators believe space and equipment are satis-

factory, but less than two-thirds of the counselors believe that office space is adequate. There is also some disagreement on the provision of clerical assistance although the discrepancy is greater between the report of the administrators and counselors in first class schools.

7. One-half of the administrators in first class schools compile and interpret data derived from cumulative records to use in curriculum modification, but four-fifths of them report that new courses or units of courses are planned when the special needs of students have been identified by guidance services, and four-fifths of them state that an attempt is made to modify methods of instruction according to characteristics of students as revealed by guidance services. There is also some discrepancy in the report of administrators in second class schools regarding the interpretation of data and the modification of the methods of instruction. How can one know the special needs of students and the characteristics of them without first compiling and interpreting data? If new courses or units in courses are planned and methods of instruction are modified, these are done in some instances without regard to the abilities and needs of the students enrolled as identified from data compiled and interpreted by guidance services.

8. A definite weakness of the guidance program in many

schools is the lack of clearly defined objectives and purposes. These are printed by less than two-thirds of first class schools, by less than one-third of second class schools, and rarely printed by third class schools. Only a few copies of the statement of objectives are furnished. These gave the impression that the individuals responsible for setting forth the objectives did not have a well-formulated philosophy upon which to build a program and a clear-cut idea of the activities to be included.

9. Men provide the guidance leadership in Kansas public secondary schools, and in all areas of professional guidance training, counselors in first and second class schools have better professional training than do counselors in third class schools.

10. The lack of supervised counseling experiences or internship is the weakest area of training for all counselors. College and university counselor-training programs may be somewhat responsible for this since only within recent years has there been considerable emphasis upon this area of training. It may be that such experience or internship is too often placed at an advanced level of training beyond that acquired by most counselors.

11. Counselors are usually selected from the staff of teachers already employed, and a person qualified to teach the social sciences is most likely to be asked to take the

position which combines teaching and counseling, rarely being asked to work as a full-time counselor. These individuals will typically have a graduate major in professional education and have related work in test and measurements, adolescent psychology, and sociology. Teaching experience will have been primarily at the secondary level, and the typical counselor will be active in the participation of school affairs.

12. All broad areas of work experience background other than teaching are represented among the counselors in Kansas public secondary schools. There may be, however, an unwitting stress upon white collar occupations by counselors since they tend more often to have work experience in the clerical and sales area and the professional, technical, and managerial areas of work experience and much less often in personal service work and mechanical work.

13. Cumulative records are reasonably adequate for the information needed by counselors, but there is a serious omission of data since little appears in most records about siblings, the home and family, and a student's out-of-school activities. The forms used provide for easy and accurate recording of data, and records appear to be well-maintained, being easily accessible to those authorized to use them. There are three principal sources of information about students, and these are individual interviews,

personal data blanks, and group testing with additional assistance from teacher conferences and records from the sending schools.

14. Informational services appear to be adequate in those schools having guidance programs since unbound occupational and educational materials, books on occupations, training directories, current catalogues, financial assistance data, and publications on self-understanding are made available to students. There is a definite weakness, however, on the amount of occupational and placement information available concerning the local community.

15. Counselors tend to accept the premise that counseling should be available to all students, and all of them agree that interviews should be either counselor or student initiated. Most of them are prepared for emergency interviews, and as a group they operate on the supposition that decisions in counseling are the responsibility of the student and his parents. There is a close liaison maintained with community agencies to which students may be referred for help.

16. Counselors are not convinced of the importance of keeping records of interviews with students, making notes on the content of the interview as a refresher for the next interview. Only one-half of them believe this to be important enough to keep a written record of interviews.

17. Placement services are somewhat weak in Kansas public secondary schools. This contention is supported by the small amount of aid given to the student who drops out of school in finding additional training or employment, and little help is given in either area to graduates. Second class schools generally tend to be superior to first and third class schools in the placement services offered. Part-time employment services should be more active in all classes of schools, and the lack of cooperative endeavor with employment agencies serving the local community is unfortunate.

18. Practically nothing is done by Kansas public secondary schools in the way of follow-up services so that schools might obtain information to evaluate the effectiveness of the program of studies, the extra-curricular program, and the guidance services. Out-of-school youth who need help are rarely identified, but one might presume this to be because counselors see so many things undone for those students still within the school program. Whenever anything is done in the way of follow-up studies there is an attempt to publicize such studies.

19. Orientation activities appear to be a definite part of the guidance service program in most schools. Such activities are limited to the first week of school in one-

half of the schools, but help is given throughout the year to new students who transfer from time to time. Emphasis is placed upon the curricular offerings, athletic participation, other extra-curricular offerings, information on help available, and information on changing of classes. Student handbooks and leaflets are often used to distribute information, and a tour of the school plant is frequently utilized.

20. Guidance programs in first class schools appear to be of better quality although it is possible that they are not any more effective in reaching the numbers of individual students than programs in second and third class schools. In some instances second class schools tend to be superior to first and third class schools in the services rendered. It may be that a school can become too large to provide the individual help needed without an excessively costly program and staff, and it may be that a school can be too small to justify the expenditure involved in terms of the total instructional budget. The non-professional guidance person on the staff can render a far greater service than this study suggests that he does. Whatever he can do within the limits of his background or in-service training will relieve the professional guidance person so that he may accomplish those things that require his professional guidance background.

Conclusions

1. Guidance programs in Kansas public secondary schools may be considered as typical programs since they appear to be patterned on recommended principles and procedures. Such programs tend generally to have administrative support and to have the leadership of professionally trained guidance personnel.

2. The guidance programs usually provide the services recommended as being desirable. There are, however, weaknesses in placement services and follow-up services. The latter is a very neglected area.

3. Counselors in Kansas public secondary schools are reasonably well-trained and appear to have the professional background frequently recommended. They also have considerable work experience outside the teaching field.

4. Guidance programs in third class schools are often weaker than those in first and second class schools. This is noted in almost all areas of administrative and professional guidance leadership and in the extent of services offered.

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APPENDIX I

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

Questionnaire Section for Counselors

An attempt is being made to obtain a comprehensive picture of the training and background of counselors in Kansas public secondary schools as well as to provide an evaluation of the types of services rendered. At the same time an analysis of the administrative bases for guidance programs in various schools will be undertaken.

Each person whose name was listed as a counselor in the various Kansas High School Principal's Organization Reports is being sent this section of the questionnaire. The administrator in the school will be sent another section.

Your assistance in completing this section of the questionnaire will be appreciated and will make possible the successful completion of the study. No individual or school will be identified in the report that will be published.

I. GUIDANCE STAFF

A. Guidance Leadership

Last name	First	Middle	Sex: M	F	

High School	Address

1. Counselor's Professional Guidance Training	Check items that apply to your background.
---	--

1. A survey course in the field of guidance services.	_____
---	-------

2. One or more guidance courses in techniques for the analysis of the individual.	_____
---	-------

3. One or more guidance courses in occupational, educational, and other environmental information.	_____
--	-------

4. One or more guidance courses in the techniques of counseling.	_____
--	-------

5. One or more courses in organizational and administrative relationships of guidance services.	_____
---	-------

6. Supervised counseling experiences or internship.	_____
---	-------

I.A. 2. Counselor's Additional Preparation and Qualifications

1. State undergraduate major(s)	_____
---------------------------------	-------

2. State undergraduate minor(s)	_____
---------------------------------	-------

3. State graduate major(s)	_____
----------------------------	-------

4. State graduate minor(s)	_____
----------------------------	-------

5. State teaching fields in which you are certified	_____
---	-------

6. State total semester hours (graduate and undergraduate) in adolescent psychology____; mental hygiene____; tests and measurements____; anthropology____; sociology____; social work____; and related courses in child growth and development_____.
7. List years of teaching experience for EACH administrative division:

Elementary _____ years
Junior High School _____ years
Senior High School _____ years
Junior College _____ years
8. State years of full-time counseling experience (A full-time counselor is one whose entire school day is assigned to guidance duties) _____
9. State years of part-time counseling experience (A part-time counselor is one to whom at least one hour of the school day is assigned to guidance duties with the remainder of the day assigned to teaching or other duties) _____
10. State undergraduate degree(s) earned and the degree granting institution(s) _____

11. State graduate degree(s) earned and the degree granting institution(s) _____

I. A. 3. Counselor's Work Experience Background	Number of Months
---	------------------

1. Consider your work experience other than teaching as defined below. Give the number of months in each, combining both part-time and full-time experience.

1. Professional, Technical, and Managerial Work--work requiring the capacity to acquire and apply special knowledges involved in artistic creation, entertainment, social service work, scientific study, research, engineering, law, medicine, business relations, or management.

2. Clerical and Sales Work--work involving recording, transcribing, composing, compiling, transmitting, and systematizing written communications and records, computing or compiling mathematical or statistical data, or dealing with the public in business situations to affect sales, give information, or perform other commercial or administrative services. _____
3. Service Work--work that involves ministering to the needs of others in preparing food, serving meals, caring for children, and in other types of personal service activities. _____
4. Agricultural, Marine, and Forestry Work--work involving the raising and harvesting of crops, the breeding, care, catching, and hunting of fish and other animals, the handling of boats, the preservation of forests, the gathering of forest products, and other related outdoor activities. _____
5. Mechanical Work--work in which the independent judgment of the worker determines the machine and manual operations to be performed in obtaining the proper form, quality, and quantity of material to be produced. Workers may be required to lay out work, to estimate quality, suitability, and needed quantities of materials, to make precise measurements, to read blueprints or other specifications, and to make necessary computations or mechanical adjustments to control or regulate processes. _____

6. Manual Work--work in which the form, quality, and quantity of the work depend primarily on prescribed methods and on the performance of machines or equipment or on the use of hands or hand tools. Workers may be required to observe the operation of machines, to feed machines, and to perform other repetitive and physical tasks. _____

II. GUIDANCE SERVICES

A. Individual Inventory Service

Check one answer
for each item

1. Tools and Techniques for Securing Information about Pupils--Information about pupils is obtained by such means as the following:	Yes	No	Special Cases Only
1. Personal data blanks or questionnaires.	_____	_____	_____
2. Individual interviews with pupils.	_____	_____	_____
3. Appropriate group tests are given to pupils near the time of admission and periodically thereafter.	_____	_____	_____
4. Appropriate tests administered to individual pupils as need for data arises to supplement tests administered on a group basis in item 3 above.	_____	_____	_____
5. Interviews with parents, other family members, and interested friends of the pupil.	_____	_____	_____
6. Visits to pupils' homes.	_____	_____	_____
7. Conferences with pupils' teachers.	_____	_____	_____

- | | | | |
|--|-------|-------|-------|
| 8. Records from sending school. | _____ | _____ | _____ |
| 9. Sociometric studies. | _____ | _____ | _____ |
| 10. Autobiographies | _____ | _____ | _____ |
| 11. Anecdotal records. | _____ | _____ | _____ |
| 12. Periodic ratings by teachers. | _____ | _____ | _____ |
| 13. Socio-economic rating devices. | _____ | _____ | _____ |
| 14. Cumulative reports on physical condition and general health. | _____ | _____ | _____ |
| 15. Case studies of pupils when need is indicated. | _____ | _____ | _____ |
| Others used: | _____ | | |
| | _____ | | |
| | _____ | | |

II. GUIDANCE SERVICES

- | | | | |
|--|--------------------------------|-------|--------------------|
| A. Individual Inventory Service | Check one answer for each item | | |
| 2. Types of Information about Pupils | Yes | No | Special Cases Only |
| a. Home and Family Background--The cumulative record includes such information as the following: | | | |
| 1. Name, sex, place and date of birth. | _____ | _____ | _____ |
| 2. Full name of each parent (or guardian). | _____ | _____ | _____ |
| 3. Address and telephone number of parent or guardian. | _____ | _____ | _____ |
| 4. Occupation of each parent or guardian. | _____ | _____ | _____ |

5. Race, nationality, and birth-
place of parents. _____
6. Citizenship status of parents. _____
7. Educational status of parents. _____
8. Marital status of parents:
living together, divorced,
separated, remarried, widowed. _____
9. Person(s) with whom pupil
resides. _____
10. Ages of brothers and sisters
of the pupil. _____
11. Educational status of brothers
and sisters. _____
12. Occupations of brothers and
sisters. _____
13. Marked talents or accomplish-
ments of family members or near
relatives. _____
14. Health status of family
members. _____
15. Economic status of family. _____
16. Attitude of the home toward
school and toward attendance
of pupil at school. _____
17. Facilities for home study:
library, magazines, convenience
for study. _____
18. Plans of the parents for
pupil's future. _____
19. Neighborhood conditions. _____

Other information _____

II. GUIDANCE SERVICES

A. Individual Inventory Services

2. Types of Information about Pupils

Check one answer
for each item

b. Personal and Social Development--

The cumulative record includes
information on each pupil's status
and development in such matters as
the following:Yes No Special
Cases
Only

- | | | | |
|--|-------|-------|-------|
| 1. Special talents, achievements,
and honors in musical, artistic,
athletic, literary, dramatic,
scientific, and other areas. | _____ | _____ | _____ |
| 2. Participation and leadership in
activities such as school clubs,
teams, groups. | _____ | _____ | _____ |
| 3. Membership and leadership in
out-of-school clubs and groups. | _____ | _____ | _____ |
| 4. Expressed educational and voca-
tional interests and plans. | _____ | _____ | _____ |
| 5. Employment during out-of-school
hours. | _____ | _____ | _____ |
| 6. Use of leisure time. | _____ | _____ | _____ |
| 7. Conduct or citizenship record. | _____ | _____ | _____ |
| 8. Difficulties or problems in
social relationships. | _____ | _____ | _____ |
| 9. Teachers' ratings on personality
and character traits. | _____ | _____ | _____ |
| 10. Attendance and tardiness record. | _____ | _____ | _____ |
| 11. Measured interests. | _____ | _____ | _____ |
| 12. Special aptitude tests. | _____ | _____ | _____ |
| 13. Personality tests and inventor-
ies. | _____ | _____ | _____ |

Other information _____

II. GUIDANCE SERVICES

A. Individual Inventory

Check one answer
for each item

2. Types of Information about Pupils

Yes No Special
Cases
Onlyc. Scholastic Progress and Test
Information--The cumulative
record includes such information
as the following:1. Names and locations of other
schools attended with dates of
attendance. _____2. Complete academic record,
including courses, year taken,
marks, and credits received. _____3. Curriculum or pattern of
courses selected; record of
changes with reasons for
change. _____

4. Achievement test results. _____

5. Intelligence tests results. _____

6. Record of subsequent entry
to other educational institu-
tions or training facilities. _____7. Reason and explanation for
any failure. _____8. Scholastic distinctions re-
ceived. _____

Other information _____

II. GUIDANCE SERVICES

A. INDIVIDUAL INVENTORY

Check one answer
for each item3. Maintenance and Use of Pupil
Information

Yes No Limited

1. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record. _____
2. Pupil records are so organized that data are periodically entered in sequential order; relationships and progress can be easily traced. _____
3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential) _____
4. Graphs are used wherever appropriate to indicate relative progress. _____
5. The cumulative record of an entering or transfer student is examined before his enrollment is completed. _____
6. Pupil records are consulted in cases involving choice of courses or vocation, attendance, failure, conduct, and all problems dealing with pupil progress. _____
7. Forms provide for easy and accurate recording of data and sources of information. _____
8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school. _____
9. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning. _____

10. Records containing information are readily accessible to all who are authorized to use them. _____
11. Counselors provide information from their confidential files to assist teachers in helping pupils. _____
12. Unauthorized persons are not permitted access to confidential records of pupils. _____

Comments: _____

II. GUIDANCE SERVICES

Check one answer
for each item

B. Informational Services

- | | Yes | No | Limited |
|--|-------|-------|---------|
| 1. A file of unbound current educational and occupational material is maintained and filed for effective use. | _____ | _____ | _____ |
| 2. Books on occupations are readily available. | _____ | _____ | _____ |
| 3. Posters, charts, photographs, exhibits, and other means are employed to present guidance materials in an attractive manner. | _____ | _____ | _____ |
| 4. An index of current occupational materials is available. | _____ | _____ | _____ |
| 5. Directories of colleges and other training opportunities are readily available. | _____ | _____ | _____ |
| 6. Current catalogues of various types of schools (business colleges, nurses training schools, trade schools, evening schools, and others), as well as colleges and universities in which any pupil is interested are available or are obtained for use when needed. | _____ | _____ | _____ |

7. Current information regarding scholarships, loans, and other financial assistance to pupils is maintained. _____
8. Current information about occupations and placement in the local community is available. _____
9. Local community agencies and persons who are willing and able to give individual pupils accurate occupational and training information have been identified. _____
10. Books and pamphlets dealing with personality growth and development, family relationships, and other materials designed to help the adolescent understand himself and his association with others are available to students. _____
- Other information _____
-

II. GUIDANCE SERVICES

C. Counseling Services

Check one answer
for each item

1. General Principles

Yes No

1. Counseling services are available at some time during the regularly scheduled school day for all pupils enrolled in the administrative division in which you are employed. _____
2. Counseling time to the extent of at least one period a day for each 100 pupils enrolled is provided. _____

3. Interviews may be either
counselor initiated or
student initiated _____
- If NO, state which _____
4. Although assisting in decision
making, counselor places full
responsibility for decisions
on the student and his parents. _____
5. Counselor actively participates
in school affairs in order to
maintain close association with
pupil interests. _____
6. Counselor maintains contact with
outside agencies which influence
education (e.g., civic groups,
labor organizations). _____
7. Counselor is free from
administrative or supervisory
duties which might impair desir-
able relations with pupils,
teachers, parents, or community
agencies. _____
8. Adequate office space (free
from disturbance), equipment,
and materials are provided for
counselors (e.g., records,
files, tests, and telephone). _____
9. Clerical assistance is provided
counselors. _____
10. Counseling services are available
to handle emergency situations
requiring interviews. _____

Comments: _____

II. GUIDANCE SERVICES

C. Counseling Services

Check one answer
for each item2. Interviewing Principles and
Procedures

Yes No

The counselor

- | | | |
|---|-------|-------|
| 1. Prepares for each scheduled interview by studying all data pertinent to the counseling problem. | _____ | _____ |
| 2. Recognizes problems which may involve a series of interviews and plans accordingly. | _____ | _____ |
| 3. Recognizes problems which are beyond his counseling skill or can be handled more effectively by others and refers such problems to the appropriate person or agency. | _____ | _____ |
| 4. Conducts all interviews in private. | _____ | _____ |
| 5. Encourages the pupil to express himself freely. | _____ | _____ |
| 6. Avoids domination of the interview. | _____ | _____ |
| 7. Accepts the pupil as he reveals himself without unnecessarily expressing values on the pupil's remarks. | _____ | _____ |
| 8. Is mindful at all times that decisions reached in the interviews must be emotionally and intellectually acceptable to the pupil. | _____ | _____ |
| 9. Aims at assisting pupils in becoming increasingly self-reliant. | _____ | _____ |

10. Keeps a written record of the interviews (though not necessarily made during the interview).

11. Is careful to be professional in handling confidential information.

12. Makes provision for follow-up and assistance when desirable for each pupil counseled.

Comments: _____

II. GUIDANCE SERVICES

Check one answer
for each item

D. Placement Services

The placement services

Yes	No	Special Cases Only
-----	----	--------------------------

1. Assist pupils who withdraw from school in obtaining additional education or training.

_____	_____	_____
-------	-------	-------

2. Assist graduates in obtaining additional education or training.

_____	_____	_____
-------	-------	-------

3. Assist pupils in securing part-time and vacation employment.

_____	_____	_____
-------	-------	-------

4. Assist pupils who withdraw from school in obtaining suitable employment.

_____	_____	_____
-------	-------	-------

5. Assist graduates in obtaining employment for which they are fitted.

_____	_____	_____
-------	-------	-------

6. Co-ordinate the school placement services with similar community services.

_____	_____	_____
-------	-------	-------

7. Record placement information about students and make it available for cumulative records.

_____	_____	_____
-------	-------	-------

8. Accumulate and organize placement information important to the improvement of the educational program. _____

9. Recommend changes in placement of pupils to facilitate better adjustment within the school. _____

Comments: _____

II. GUIDANCE SERVICES

E. Follow-up and Adjustment Services Check one answer for each item

The follow-up services

Yes No Limited

1. Conduct periodic surveys of activities of all school-leavers including dropouts. _____

2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies. _____

3. Secure information from school-leavers concerning strengths and weaknesses of the guidance program. _____

4. Identify out-of-school youth who need help in various phases of personal adjustment and the development of future plans. _____

5. Acquaint community and staff with results of follow-up studies. _____

Comments: _____

II. GUIDANCE SERVICES

F. Orientation Services

Check one answer
for each item

Planned activities help incoming students to become familiar with practices and facilities of your school and to adjust to your school by the following:

- | | Yes | No |
|--|-------|-------|
| 1. Students from sending school come to your school prior to enrollment for "get acquainted" visit. | _____ | _____ |
| 2. Personnel from your school visit the sending schools to talk about opportunities and procedures in the higher school. | _____ | _____ |
| 3. Student handbooks or leaflets of information about your school are distributed to new pupils. | _____ | _____ |
| 4. Small group meetings are provided for teachers or mature upperclassmen to talk to new students and to provide for question and answer period. | _____ | _____ |
| 5. The homeroom is used as part of the orientation activity program. | _____ | _____ |
| 6. Orientation activities include the assigning a "big brother" or "big sister" to each new student or groups of new students. | _____ | _____ |
| 7. Orientation includes a tour of the school physical plant. | _____ | _____ |
| 8. Orientation includes information on passing from class to class. | _____ | _____ |
| 9. Orientation includes information on participation in athletic and intramural programs. | _____ | _____ |

10. Orientation includes information on extra-curricular offerings not included in number nine. _____
11. Orientation includes sources of information and help available to new students. _____
12. Orientation includes information on curricular offerings. _____
13. Provisions are made on an organized basis to help transfer students throughout the school year become acquainted with practices and facilities of your school. _____
14. Orientation is primarily a "first week of school" activity. _____
15. Orientation is considered to be a continuous activity to be carried on throughout the school year. _____

If yes, please list the activities that are carried on throughout the school year: _____

APPENDIX II

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

Questionnaire Section for Administrators

An attempt is being made to obtain a comprehensive picture of the administrative bases for guidance programs in schools throughout the state. At the same time an analysis of the training and background of counselors in Kansas public secondary schools will be undertaken and the types of services rendered will be evaluated.

Each high school principal who listed an assigned counselor in his Kansas High School Principal's Organization Report is being sent this section of the questionnaire. The counselor will be sent another section of the questionnaire.

Your assistance in completing this section will be appreciated and will make possible the successful completion of the study. No individual or school will be identified in the report that will be published.

I. GENERAL DATA ABOUT SCHOOL

1. Official name of high school: _____
2. Street and city address: _____
3. Check the series of numbers which best represent the organizational plan used for entire school system:
 6-6____ 6-3-3-2____ 6-4-4____ 8-4-2____
 6-3-3____ 6-2-4____ 8-4____ Other (specify) _____

4. Check classification: 1st class city____
 2nd class city____ 3rd class city____ If third
 class city, indicate legal organization: _____
 Community high school____ Common school district____
 Rural high school_____
5. Present high school enrollment _____
6. Number of high school teachers _____
7. Number of counselors (A full-time counselor is one whose entire school day is assigned to guidance duties.) _____
8. Number of part-time counselors (A part-time counselor is one to whom at least one hour of the school day is assigned to guidance duties with the remainder of the day assigned to teaching or other duties.) _____
9. Information in this section of the questionnaire is supplied by _____

First Name	middle	last name	Position
------------	--------	-----------	----------

II. REASONS FOR STARTING A GUIDANCE PROGRAM

Check items
that apply

1. Felt need of broader services to students. _____
2. Requests from State Department of Education. _____

3. Influence of near-by public high schools. _____
 4. Influence of teacher-training institutions. _____
 5. Interest of one or more teachers in local school. _____
 6. Interest of administration. _____
 7. Public relations aspect. _____
- Other reasons: _____
-

III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

- | | |
|-----------------------|---------------------------|
| A. Selection of Staff | Check items
that apply |
|-----------------------|---------------------------|
1. Counselors and/or teacher-counselors (part-time counselors) are selected from:
 1. The regular teaching staff. _____
 2. Persons recommended by teacher-training institutions for new positions. _____
 3. Persons recommended by State Supervisor of Guidance Services when that office was active. _____
 4. Other reputable sources (specify): _____

 2. Counselors and/or teacher-counselors (part-time counselors) are selected primarily on the basis of:
 1. Success as a classroom teacher _____
 2. Expressed interest in guidance service work _____
 3. Active interest in guidance service work and some professional training in guidance service work. _____

4. Active interest and an expressed willingness to complete professional training in guidance service work required to meet minimum certification requirements. _____

5. Active interest in guidance service work and the completion of enough professional guidance service courses to meet minimum certification requirements in this or other states. _____

6. Active interest, adequate professional training to meet minimum certification requirements, and some experience in guidance service work. _____

Other (specify): _____

III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

Check one
answer for
each item

B. Physical Facilities and Consumable Supplies

Yes No

1. A comprehensive record system is provided which meets standards of compactness, usability, and clerical economy. _____

2. All records relevant to guidance services are readily accessible to counselors and others authorized to use them. _____

3. Safeguards are established to insure the security, permanency, and privacy of guidance forms and records such as locked files, heavy manila folders, and other items. _____

4. Testing materials are provided for the guidance program. _____

5. Provision is made for the accession of published, visual, and audio materials for the occupational phases of guidance services. _____

- | | | |
|---|-----|-----|
| 6. Clerical service is provided. | ___ | ___ |
| 7. Files, furniture, and other items of equipment are supplied. | ___ | ___ |
| 8. Each counselor has facilities for privacy during his interviews. | ___ | ___ |

III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES Check one answer for each item

C. Administrative Provisions for Development and Operation

- | | Yes | No |
|---|-----|-----|
| 1. Professionally trained guidance staff assumes leadership for developing the guidance program. | ___ | ___ |
| 2. Resources of the faculty who cannot meet certification are utilized by designating appropriate duties in the guidance program including such things as testing and occupational information. | ___ | ___ |
| 3. Orientation programs are used to introduce new groups of pupils to the school. | ___ | ___ |
| 4. Provisions are made for counselors to perform their guidance duties during the scheduled school day. | ___ | ___ |
| 5. Administrative means are provided to free pupils for counseling interviews during the school day. | ___ | ___ |
| 6. The administration provides for flexibility in the school schedule to facilitate counseling decisions of pupils involving plans for part-time, try-out, and work experience. | ___ | ___ |
| 7. The administration authorizes and facilitates necessary out-of-school contacts for counselors. | ___ | ___ |

8. Support of the community is enlisted in the development of the guidance program through contacts with agencies and organizations which influence public opinion. _____

9. Administrative provisions are made so that each pupil has a periodic interview with a counselor and other interviews as needed. _____

If the answer is NO, please state which groups are served:

10. Counselors are assigned administrative and supervisory duties. _____

If YES, please specify: _____

11. In planning the school's instructional budget, the needs of the guidance program are specifically included. _____

Please state the approximate percentage of the total instructional budget that is spent for guidance services: _____

12. Please state the counselor-pupil ratio per hour of assigned counselor time, such as one hour assigned for every one hundred pupils: _____

III. ADMINISTRATIVE PROVISIONS FOR GUIDANCE SERVICES

- D. In-Service Training Professional Staff and Other Staff Members Check one answer for each item

1. Staff members who have regularly assigned guidance duties are encouraged to carry out a program of graduate study in guidance appropriate to their immediate needs and ultimate professional advancement. Yes No
- _____

- | | | |
|---|-------|-------|
| 2. In-service training in guidance services is provided for the entire staff through available resources including such things as a series of faculty meetings devoted to topics on guidance. | _____ | _____ |
| 3. Provisions are made for continuous and periodic study by the entire staff of the guidance program within the local school. | _____ | _____ |
| 4. Arrangements are made by which the entire staff can take advantage of experimentation and demonstration elsewhere. | _____ | _____ |
| 5. Provisions are made for access to professional guidance reading materials. | _____ | _____ |
| 6. A mutual understanding is developed between counselors and other members of the school staff as to their respective functions in dealing with individual pupils. | _____ | _____ |
| 7. Financial incentives based upon additional training include such things as part or all of tuition for summer school, extension courses, and evening campus classes. | _____ | _____ |

III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES Check one answer for each item

E. Curriculum Modification

- | | | |
|--|-------|-------|
| 1. Systematic compilation and interpretation of the data derived from the cumulative records and community information are carried on. | Yes | No |
| | _____ | _____ |
| 2. New forms of curricular offerings are studied in view of data revealed by the guidance services. | _____ | _____ |

3. New courses or units in courses have been added to serve groups whose special needs have been identified by guidance services. ___ ___
4. Methods of instruction have been modified in accordance with the characteristics of pupils enrolled as revealed by the guidance services. ___ ___
5. The curriculum provides opportunities for pupils to carry out the feasible decisions which they have made as a result of their contact with the guidance services. ___ ___
6. The school has modified its instructional offerings and schedules to include provisions for pupils with special abilities, handicaps, and unusual situations. ___ ___
7. Specific provisions are made in the curriculum for acquainting all pupils with a variety of occupations, particularly in the local community. ___ ___
8. Specific provisions are made in the curriculum for acquainting all pupils with a variety of training opportunities, particularly in the local community. ___ ___
9. Teachers of various subjects include in their courses units of occupational and educational information related to their instructional field. ___ ___
10. Supervised occupational experience is provided, when desirable, through cooperation of school and employing agencies. ___ ___

11. Curricular offerings are broadened or supplemented by extra-curricular or co-curricular activities and organizations to arouse avocational interests and stimulate the development of desirable personality and character traits.

12. There is set forth in the student or faculty handbook a clear-cut statement of the objectives of the guidance program.

(If answer is YES, please attach the statement.)

APPENDIX III

LETTER OF TRANSMITTAL TO
COUNSELORS AND ADMINISTRATORS

For nearly a decade and a half, Kansas had the leadership of a State Supervisor of Guidance Services. A recent tabulation of the Guidance Section of the High School Principal's Organization Reports sent to the State Superintendent of Public Instruction shows that there are approximately 200 counselors with scheduled time in approximately 130 public secondary schools.

An attempt is being made to obtain a comprehensive picture of the training and background of counselors in Kansas public secondary schools as well as a broad picture of the types of services rendered. At the same time a survey of the administrative bases for guidance services is being undertaken. Each person whose name was listed as a counselor is being sent one section of the questionnaire while the administrator of the school is being sent another section.

At first glance the questionnaire appears to be rather long, but the short answer type questions do not involve searching out material from other sources. They can be readily checked upon reading the questionnaire.

Your cooperation in completing the questionnaire will be gratefully appreciated. A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. Please let me assure you that no particular school or individual will be identified in the published report.

APPENDIX IV

FIRST FOLLOW-UP LETTER TO
COUNSELORS AND ADMINISTRATORS

Since the current school year is rapidly drawing to a close and since your list of "things to do" is no doubt quite long, I hope that you have included on that list the completion of the questionnaire sent to you a few days ago. Your contribution to the study undertaken will be very valuable and most gratefully appreciated.

APPENDIX V

SECOND FOLLOW-UP LETTER TO
COUNSELORS AND ADMINISTRATORS

Before you clear your desk on the last day of the school year, it is hoped that you can find a few minutes to complete the questionnaire sent to you on April 4. In order to present as complete a picture as possible regarding this important topic, your section of the questionnaire is certainly needed.

Your assistance will be greatly appreciated. Thank you for returning the completed questionnaire.

APPENDIX VI

THIRD FOLLOW-UP LETTER TO
COUNSELORS AND ADMINISTRATORS

The study undertaken is being drawn to a close. If you believe that it will not be possible for you to return the questionnaire sent to you on April 4, please check the item at the bottom of the page and return in the envelope enclosed with the questionnaire.

We would like very much to have your contribution but realize that there are some things that one must leave undone in these busy days when so many things compete for one's attention.

I will be unable to complete the questionnaire. _____