

1953

An Appraisal of the Guidance Program of a Large Semi-Rural High School.

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<https://dx.doi.org/doi:10.21220/m2-yr1k-wz55>

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AN APPRAISAL OF THE GUIDANCE PROGRAM OF
A LARGE SEMI-RURAL HIGH SCHOOL

A PROJECT
Presented to
the faculty of the School of Education
The College of William and Mary

In Partial Fulfillment of
the Requirements for the Degree
Master of Education

by
Clarence Albert Davis

June 1953

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CHAPTER I

INTRODUCTION

Statement of the problem. The purpose of this project is to survey and evaluate the existing guidance program at Warwick High School, Morrison, Virginia.

Background of the Problem. The number and scope of the services rendered by the public schools in America have been, and are, continually increasing. This has been in keeping with the trend among educators to consider the whole child and his needs, and to welcome and assist all the children of all the people in their growth toward fullness of life. As these newer services develop, they must be evaluated and improved.

This emphasis on evaluation has been general. The Evaluative Criteria of the Cooperative Study of Secondary Schools¹ have been used by school faculties and by professional committees as a comparative check on the efficiency of the total school program through the United States.

Within the state of Virginia, two recent unpublished theses have evaluated state-wide guidance efforts at the high school level, employing questionnaires to sur-

¹Cooperative Study of Secondary School Standards, Washington, 6, D.C. 1950 Edition.

vey guidance departments of participating secondary schools.²

The Warwick High School had no organized program of guidance when it was last evaluated in 1947 by a committee using the Evaluative Criteria of the Cooperative Study of Secondary School Standards. Since 1947 the school's organized program of guidance services has come into being, developed and grown. The State Department of Education has continually stressed the development of guidance programs, and placed emphasis on the need for continuing evaluation of such programs.

Significance of the Study. The guidance program at Warwick High School has now been developing for four years. There are members of the school staff who feel that the provision for guidance is inadequate, that further provision and expenditure may be profitable and expedient. Since the school must justify enlarged expenditure, an evaluation of the services is now timely for the purpose of indicating accomplishments and needs.

²Roderick J. Britton, "A Survey and Evaluation of Guidance Practices in the High Schools of Virginia." Unpublished thesis (Master's) College of William and Mary, Williamsburg, Virginia, 1946. 87pp.

David C. Pulley, "A Survey and Appraisal of Guidance Services in the High Schools of Virginia, Unpublished Master's thesis College of William and Mary, Williamsburg, Virginia, 1949. pp. 103

As we view the guidance services of Warwick High School for purposes of evaluation, these five significant factors emerge, and stand out as key questions for solution.

1. Are provisions for guidance adequate for so large a school?
2. Are the objectives of the guidance program justifiable?
3. Are the guidance services offered consistent with the objectives of the guidance program?
4. Do the guidance services meet the accrediting standards of the Virginia State Board of Education?
5. What improvements in the guidance services are indicated?

Significant also is the fact that there has been no comprehensive, objective evaluation of the guidance program since its inception four years ago.

Scope and Limitations. The statement of the problem limits this study to the guidance program in Warwick High School.

Evaluative observations will be limited to the findings of a visiting committee, which used the G Section of the Evaluative Criteria of the Cooperative Study of Secondary School Standards.

Definition of Terms.

Program: The planned program of guidance services

offered at Warwick High School.

Objectives: This term in this study refers specifically to the objectives or purposes of the program of guidance services.

Criteria: This term, in this study, means Section G of the Evaluative Criteria.

Committee: This word identifies a group of five persons, qualified in the field of guidance, whose findings furnish the basis for the final recommendations for program improvement.

Sources of Data. The data for this study are drawn from the mimeographed forms of the Warwick High School guidance program, bulletins and announcements from the administrative office of the principal, and from the results of interviews between the writer and the guidance personnel, faculty, students, and parents. A more objective source of data is the report of the visiting committee.

Procedure. The evaluation of the program of guidance services employed an evaluative committee of professional people, including guidance directors of schools of similar size, location and situation, a guidance supervisor drawn from the State Department of Education, an instructor in guidance from the local teacher-training college, and a consultant from the local

consultation service. Personnel of this committee are named in a footnote in chapter five. Using Section G of the Evaluative Criteria this committee appraised and evaluated the program of guidance. Using their findings, the writer will report strengths and shortcomings discovered by the committee, and will then make recommendations for improvements in the guidance program.

Review of Following Chapters. In the following chapters, the related studies will be reviewed, the guidance program will be described, the work of an impartial committee in the evaluation of the guidance program will be considered, and, as the strengths and shortcomings of the program come to light, recommendations for program improvement will be given.

CHAPTER II

BACKGROUND AND REVIEW OF RELATED STUDIES

Nation-wide Guidance Service Evaluation. The Evaluative Criteria of the Cooperative Study of Secondary School Standards¹ has been in use since its origin in 1933, lending itself well to the use of professional committees evaluating schools throughout the United States. As guidance services have grown and evaluations have become general, the Evaluative Criteria have been refined. Section G of the 1950 edition is now being used in evaluating the guidance services of secondary schools.

The task of guidance program evaluation seems to be nation-wide. The writer has a checklist from the Middle West² and a criteria study from the West Coast,³ which indicate a wide-spread interest in improved guidance practices.

Virginia Guidance Service Evaluation. Two recent unpublished theses, written at the College of William and Mary, survey and evaluate guidance services in the Virginia

¹Evaluative Criteria, Cooperative Study of Secondary School Standards, Washington, 6, D.C. 1950. See also Appendix A.

²Paul C. Polmantier, University of Missouri, Columbia, Missouri.

³State Department of Education, Sacramento, California, Bulletin C-9, September 1931.

secondary schools. The first, written in 1946, disclosed that only the larger schools were providing much in the way of guidance services, but the secondary schools throughout the state were thinking and planning in terms of adequate guidance services for pupils.

The second found in 1949, that the larger schools offered more guidance services and hired more adequately trained personnel. He also found that most schools could meet the accrediting standards if the 100 pupil rate were used in place of the 75 pupil rate. The weaknesses revealed by the studies were in community cooperation and in follow-up studies.⁴

Local Efforts in Guidance Service Evaluation. At the present time, two studies⁵ in guidance service evaluation are being completed in nearby schools by graduate

⁴Roderick J. Britton, "A Survey and Evaluation of Guidance Practices in the High Schools of Virginia". Unpublished thesis (Master's) College of William and Mary, Williamsburg, Virginia, 1946. 87pp.

David C. Pulley, "A Survey and Appraisal of Guidance Services in the High Schools of Virginia". Unpublished thesis (Master's) College of William and Mary, Williamsburg, Virginia, 1949.

⁵Mary S. Spears, "An Appraisal of Guidance Services in a Junior High School". Unpublished thesis (Master's) College of William and Mary, Williamsburg, Virginia, 1951.

George C. Pitts, Jr. "A Plan for Improving the Guidance Services in a Virginia High School". Unpublished thesis (Master's) College of William and Mary, Williamsburg, Virginia, 1951. 62pp.

students. The procedure involves the use of an evaluative committee composed of qualified and interested guidance workers from outside the school being evaluated. Criteria for such evaluations have come from Section G of the Evaluative Criteria of the Cooperative Study of Secondary School Standards. Such procedure should yield more objective data than if local evaluations were used.

Contemporarily, studies sponsored by the State Board of Education were noting a need for the increase and the improvement of guidance services in the Virginia secondary schools. As early as 1936 the Tentative Manual for Guidance in Virginia Secondary Schools, issued by the State Board of Education, suggested plans for functional guidance programs. The State Consultation Service, an agency founded for the guidance of out-of-school youth, was founded in 1939. In 1942 the State inaugurated guidance conferences for public school personnel. The Virginia Educational Commission made a study of the public schools and of the Consultation Service, recommending the extension of this service to all areas of the state and urging that each high school in the state have a satisfactory program of guidance.

In April, 1947, Virginia high schools received the Superintendent's Memorandum (No. 1968, 1947), advising that the regulation of the State Board of Education requiring all accredited high schools to have a satisfactory

program of guidance was to become effective beginning with the term 1949-1950. Consequently, in the spring of 1947, an advisory committee of principals, superintendents, and representatives from the State Department of Education met and discussed the meaning of the term "satisfactory". From this meeting emerged a statement on definition, operation, and outcomes of a satisfactory program of guidance for the high schools of Virginia.

During the school year 1947-1948, local and district school groups discussed guidance programs and their evaluation. Each district association submitted program recommendations to a committee which drew up the following tentative accrediting standards:⁶

1. Time for Counseling and Related Activities: All accredited high schools shall provide one class period for each unit of 75 pupils or major fraction thereof. This time is to be used only for individual guidance activities.
2. Required Space for Guidance Services: All persons assigned time for guidance services shall be provided a private space for work during the time assigned.
3. Qualifications of Guidance Personnel: Persons designated to head guidance services shall have not less than two years successful teaching experience, a demonstrated ability to work with teachers and students, and a minimum of six semester hours credit in guidance activities.
4. Cumulative Records: All accredited high schools shall maintain a cumulative record for each pupil enrolled, which shall include information in regard

⁶State Board of Education, Richmond, Virginia, Superintendent's Memorandum, No. 2183, 1948.

to: Home and Family Background, Scholastic Record, Physical Record, Personality Traits, Special Interests, Educational and Vocational Plans, Test Results.

5. Occupational and Educational Information:

All accredited high schools shall maintain a file of occupational and educational information. These files shall include current information on vocational opportunities, trends and requirements on all fields of work in the area served by the school. The high school shall also maintain a current file of information on post-high school training opportunities usually accessible to students.

During the school year 1948-1949 the State Department of Education reported the results of an inquiry to determine whether Virginia high schools could meet the proposed standards by the opening date of the school year 1949-1950. Superintendent's Memorandum No. 2344, 1949, sent to the Virginia high schools June 21, 1949, noted that the accrediting standards were postponed, and that the whole problem of accreditation was to be worked out in 1949-1950.

CHAPTER III

THE PROGRAM OF GUIDANCE SERVICES

SETTING

Because the philosophy and objectives of the guidance program, as of education itself, are influenced by the nature of the community, it is necessary to become familiar with the nature of the community, its industries, and its people. Warwick High School is the only white high school in the City of Warwick, serving a large area containing several occupational groups.

The Community. Shipbuilding is the main industry of the area. The local yard is one of the finest on the East Coast, employing as many as thirty-four thousand men at peak production, and producing cruisers, truck boats, passenger liners, aircraft carriers, battleships, and commercial freighters. The upper end of Warwick City is agricultural. Dairy farming and market gardening are typical agricultural activities. Parents of many of the students derive their living from the fish and seafood of the local waters. Military personnel of the several army posts in the vicinity contribute a portion of the student body.

The school serves children from town and country, various social strata, various income groups, thereby

absorbing in part the viewpoints of farm, shipyard, army post, seafood industry, and the various smaller industries and trades which go to make up this typically American community.

The school has another problem factor which seems to be characteristic of large-scale consolidation. Four elementary schools send children on to the one secondary school. Each of these four schools has a philosophy, objectives, neighborhood ideas and ideals. One serves a government-sponsored housing project, another serves the agricultural area of the city, another serves the small town area in which the high school is located, and the fourth serves a sophisticated, well-financed, suburban village. The high school absorbs and attempts to orient, without friction, these variant elements of the student body.

This program of orientation of diversified groups, from various income brackets and educational backgrounds presents a very real, pertinent, perpetual challenge to the department of guidance services.

In Warwick City there is considerable emphasis on higher education, accompanied by the ability to finance such education. The children of many of the homes are automatically college-bound. This fact continues to influence the school and its guidance services. Emphasis

on athletics is strong. Many of the athletes of the school are sought out by colleges, offered scholarships, and encouraged to continue their education. Such choices involve guidance services. The apprentice schools of the Newport News Shipbuilding and Dry Dock Company and of the N.A.C.A. at Langley Field attract many of the technically inclined, and the currently attractive enlistment programs of the United States Armed Forces influence a number of the graduates of the Warwick High School.

The School Philosophy. With the nature of the community pictured in mind, the reader is ready to consider the objectives of the faculty of the high school.

GENERAL OBJECTIVES SET UP BY
WARWICK HIGH SCHOOL FACULTY, 1950

1. To accept pupils, and to teach the fundamental principles for living in a democratic society through a variety of learning experiences
2. To promote social, environmental, and vocational adjustments in the individual pupil
3. To stimulate and direct pupils by putting first things first; to instill in pupils a true sense of values
4. To develop wholesome attitudes toward community living
5. To develop a curriculum based on needs of the community
6. To help pupils improve their learning by solving problems scientifically
7. To work toward improved self-expression and

creativeness in individuals

8. To discover individual weaknesses, and to teach toward mastery of the necessary skills

These objectives are the work of a faculty committee, approved and amended by the entire faculty, done as an in-service-growth project under the supervision of a former Director of Instruction.¹ They reflect the on-going philosophy of the school as it grows in democratic living. This is a marked departure from the recent point of view that the demands of the colleges dictated the high school curriculum.

Factors Necessitating Guidance Services. People in the community are becoming increasingly aware of the need for broadening the guidance services. In the recent past, the sole function of guidance seemed to be to steer the college-bound students into the college preparatory courses. It seemed as though college entrance was the high school student's only problem which concerned the high school faculty. Guidance beyond this point was often resented, and was considered in some cases as meddling by teachers. In many instances this criticism was valid, since few teachers had the qualifications, necessary training or allotted time for guidance services.

¹Thomas L. Martin, former Director of Instruction, Warwick City Public Schools, Warwick City, Virginia.

The rapid increase in pupil enrollment in Warwick City has presented very real problems of teacher shortage, lack of class rooms and of pupil-transportation. Because of the press of these problems, guidance services have not yet received either the time and attention, or the necessary budgetary allowances which they require.

The emphasis on development of guidance services by the State Board of Education has promoted state-wide in-service growth of Virginia teachers in the area of guidance. Teachers are beginning to consider the whole child and his individual needs, even while confronted by groups of thirty-five or forty children.

The services of the schools have been greatly and rapidly expanded and extended in recent years, both horizontally and vertically, serving more pupils through more years, and enriching the curriculum by offering more experiences with more meaning in more fields. This condition complicates the school's problem of pupil-guidance and necessitates an enlargement and extension of the program of guidance services.

The Nature of the Program of Guidance Services.

In response to this increasing need for pupil guidance and to the emphasis on guidance services on the part of the State Board of Education, an organized program of guidance has been installed and is developing at Warwick High School.

Objectives of the Guidance Program. The objectives of the guidance program have been stated by the Director of Guidance of the high school as follows:

1. To help the student to fit into the school situation so that he may be happy and successful.
2. To encourage him in long-range planning, not only for his high school course and activities, but for his higher education and training and for his vocation.
3. To help him to understand himself, his interests, aptitudes, abilities, and limitations.
4. To help him face his problems realistically and solve them constructively.
5. To make available to him information concerning;
 - a. Schools, colleges, trade schools, apprentice training, etc.
 - b. Job fields, vocations, and job opportunities.
6. To give him sympathetic understanding and help when he is troubled.
7. To follow him when he drops out of school, or when he graduates so that the school may learn how well it is functioning.
8. To help him get a job when he leaves school.²

Guidance Personnel. The finest objectives would be of little value without the implementation by trained personnel. The program of guidance services at Warwick High School is coordinated by a head teacher-counselor of more than twenty years experience in this school. She is available in the guidance office before and after

²Sara Geddy, The Guidance Program, September 1949.

school and during four class hours of the school day. The other two periods of the day she teaches classes. She has had training and experience in guidance work. She also maintains office hours during which she is doing, as well as checking, much of the clerical work of the program. She has assistants.

This past year, another teacher-counselor has been available from noon until dismissal time. She is a former school principal and an experienced teacher of English and social studies.

A registered nurse is employed by the city on a full-time basis. She is available for consultation on problems of health two hours of each school day at the Warwick High School, and can be reached at the other city schools by telephone in cases of emergency.

The visiting teacher is available between 10:00 and 11:30 A.M. daily. She specializes in family background study, work permits, correction of irregularities in attendance, welfare or indigent cases, and the handling of all referrals to the Mental Hygiene Clinic.

Vocational placement service is handled by two coordinators, one in the area of Distributive Education, the other in the area of Business Training. Time in the school day is allotted them for consulting with prospective employers, arranging employee-employer interviews, and for supervising students placed in positions.

This whole staff of trained personnel receives the supervision and assistance of the administrative officers of the school, and has available for consultation the director of instruction of the city.

Space and Facilities. Space for the guidance services is at present rather limited. The guidance office is housed in a standard classroom, containing a desk, chairs, the confidential files of pupil information, the files of vocational information, the catalogs of the many colleges and trade schools, two tables displaying guidance helps such as pamphlets, books, reference books listing colleges, entrance requirements and other information of interest to students. There are three private conference rooms for confidential interviews. Bulletin boards along the walls display posters dealing with jobs, opportunities in vocations and similar thought-provoking ideas.

Guidance goes on wherever teaching is well-done, in all the classrooms, but private places for confidential interviews are scarce in the school. Group guidance presents no space problem, but more space is constantly needed for individual counseling. The office of the assistant principal is frequently used for privacy in counseling.

Thus the guidance staff, at such times and places

as are available, works toward the realization of the above-mentioned objectives.

Description of the Guidance Process at Warwick High School. In addition, these objectives are projected into the several phases of guidance services being offered. Because of the interrelated nature of the various guidance processes it is difficult to establish clear-cut categories. For purposes of description, the following analysis of the Warwick High School guidance program has been presented by the Head Counselor.

I. Educational Guidance.

The student should receive help from teachers, counselors, and parents in planning his high school course. A comprehensive statement of requirements for graduation from this school and the courses offered in each grade may be secured in the Guidance Office by teacher, student, or parents.

Registration forms are also available. They have space for tentative plans for each year that the student expects to remain in high school. They may, of course, be revised each year as such revision seems wise.

If a student wishes to check his own scholastic record (he sometimes forgets which courses he has passed) and to have individual help in planning his course, the counselors will be glad to help him.

The Guidance Office contains certain materials useful to a student in choosing a school or college in which he may continue his education after high school. Teachers are asked to call the attention of their students to these:

- a. A Guide to Colleges, Universities, and Professional Schools in the United States---Good
- b. Which College
- c. Behind the Academic Curtain---McIntosh
- d. Admission to College---Fine
- e. An educational file of catalogs of colleges,

universities, business and trade schools, etc. Information concerning the local Apprentice School and Langley Field Apprentice School, also Woodrow Wilson Vocational School. Information concerning educational opportunities in the Army, Navy, Coast Guard, etc. Home Study and Correspondence schools.

f. Notices of scholarships are posted on the bulletin board as received. A handbook of scholarships, fellowships, and student self-help opportunities has been ordered.

g. Lists of schools approved by such agencies as Medical Association are posted.

h. Samples of the College Board examination.

i. A summary of the entrance requirements of a number of popular Virginia colleges is available for teachers and students.

j. Plans are under way for an Education Night when students and parents may have an opportunity to consult representatives from Virginia schools for advanced training.

It is, of course, common knowledge that failures represent loss in time and money and often in human values. It is the policy of the school to adapt the core curriculum to the needs and abilities of the child. Guidance in selecting electives is highly important. Most elective courses are designed for specific purposes and are, therefore, not so flexible as the core curriculum. The counselors wish to cooperate with teachers to help students in making wise decisions concerning electives.

Teachers who wish to know more about a child whom they teach will find his academic record in Miss Forrest's office. If they wish to understand his home environment and are unable to visit his home, they may receive help from Mrs. Sheild, Mr. Davis, or the counselors.

If a teacher feels that a cooperative study of the child will be helpful, the counselors will try to arrange a conference of all teachers who teach the child, and the personnel of the Guidance Department.

In getting the child's viewpoint and encouraging him to evaluate realistically the cause of his academic failure, the teacher may find useful a questionnaire "Self-report on academic failure". This questionnaire may be secured in the Guidance Office.

There are available a number of excellent guidance films which deal with adjustment to school: "How to Study", "How to Use the Library", etc. A complete list may be secured in the Guidance Office.

If a teacher feels that a child in his class has a serious mental or physical handicap, he is asked to report the case to the counselors or to Mrs. Sheild. Sometimes a child's difficulties arise from the fact that he is financially unable to dress so well as his companions. Such cases should also be brought to the attention of the Guidance personnel.

II. Vocational Guidance

Teachers are asked in so far as possible to emphasize the vocational aspects of the subjects which they teach. In doing so they may find useful materials in the vocational file in the Guidance Office. Here again valuable films are available.

The vocational file contains information about a large number of vocations. The counselors are making an effort to enlarge it and keep it up to date. The teachers can be of great assistance by clipping from good magazines and newspapers articles about vocations, and giving them to the counselors.

If a student wishes to consult the file, the counselors will help him find the information he wishes. Reports concerning recent trends in employment sent out by the U.S. Government will be posted on the bulletin board in the Guidance Office. Students need to be reminded that it is highly important that they should consider the probability of securing employment in the field that they wish to enter.

The counselors hope to have speakers from the community to talk to interested students about various vocations. Teachers are asked to make suggestions to the Guidance Office concerning vocations about which they find wide-spread interest among their students.

For seniors there is now available an interest test---Kuder Preference Record. It is an aptitude or ability test. Its aim is simply to direct the attention of the student to some of the vocations in which he would do the things that his test record indicates he likes to do. The value of the test lies primarily in stimulating the child to think about and plan for a vocation.

As soon as possible the counselors hope to have representatives from Norfolk Consultation Service talk to seniors about the facilities of that service for further tests.

III. Life Adjustment

Personal problems which the child wishes to talk over with someone are at present taken, as the child prefers, to Mr. Cox, Mr. Davis, Mrs. Sheild, a teacher, or a counselor. If the teacher has reason to feel that a child is in trouble, the Guidance Office may be used for a quiet, private talk with him. The counselors will be glad to take over the teacher's hall duty or study hall in order to give him an opportunity to talk with the child.

There are in the Guidance Office a number of books written for teen-agers and concerned with teen-age problems: "Living Your Life", "Understanding Yourself", "Getting Along with Parents", "Youth Thinks it Through", etc.

Here, too, are good films: "Are You Popular?", "You and Your Friends", etc.

The following agencies have been found to be helpful in guidance:

1. Rehabilitation Service
2. Consultation Service
3. Mental Hygiene Clinic
4. Virginia Employment Service
5. Speech and Reading Clinics
6. Welfare Department
7. Health Department
8. U.S. Department of Labor
9. State Department of Labor
10. Local Civic Clubs³

In order to clarify thinking about outcomes, to find tangible evidence of good done and services rendered, the writer has sampled primary sources; office bulletins containing guidance announcements, bulletins to teachers from the Head Counselor, publications and forms of health services by which pupil-data have been secured and needed information disseminated.

³Geddy. Ibid.

Each year the cumulative record of each graduating senior was reviewed by the senior and a counselor, checking units for graduation, units toward college entrance and plans for further education or vocation. Recent American Council on Education scores were used at this time by counselors.

New cumulative record folders were set up and the entire staff of home room teachers transposed records and brought them up to date. What appeared to be a clerical chore had guidance value as teachers learned new and interesting facts about the students in their homerooms.

Floor plans of both floors of the school building, complete with entrances, exits, corridors, stairways and room numbers have been drawn up, duplicated, and made available to each incoming student. Copies have been provided also for home rooms. The same sort of planning has produced fire-drill charts for the bulletin board of each home room, indicating corridor movements and exits for every room in the school.

Standardized testing of the eighth graders in the basic subjects of English and mathematics has been brought up to date in order that each home room teacher might have a basis on which to advise the child registering for ninth grade courses. Each individual's scores on these tests are available to counselors, teachers, the

visiting teacher, and other professionally interested parties.

The confidential files have been made available to the Mental Hygiene Clinic, the F. B. I., and to the guidance service departments of colleges and trade schools.

Numerous recommendations and letters of reference have been furnished prospective employers, colleges, and the apprentice schools.

What started out to be College Night was enlarged to include representatives from, not only the Virginia colleges, but also the apprentice schools, trade schools and the nurses' training departments of two local hospitals. Interested students and parents attended and conferred, shaping future educational and vocational plans, bridging the gap between the high school and the next step higher. This College Night arrangement has become an annual affair.

The Student Cooperative Association has been, and increasingly is, functioning as an agent in guidance services. This activity is largely of a group nature. Recreational provisions have included talent shows, folk games, and ball room dancing. This past spring the Student Cooperative Association group sent officers to give orientation talks to all seventh graders in the white schools of the city, "breaking the ice" for the incoming eighth grader. A handbook bulletin in mimeograph form for the incoming students was also a Student Cooperative Association project.

A sheet of instructions and regulations for registration includes the following general statement:

"It is important that serious consideration be given to the choice of classes. By making your plan for the whole of your high school career in the eighth grade, you will be able to get in the required subjects as well as the electives which meet your particular needs and interests.

If you are planning to go to college, you will need to study college entrance requirements. Mimeographed sheets have been posted giving requirements of a number of colleges. More information is available in the Guidance Office.

For your help the classes offered at Warwick High School are herein listed in three general courses: College, business, and general. Requirements for graduation and regulations for admission to special classes are listed in the next section."⁴

The compilation of entrance requirements for Virginia colleges mentioned parenthetically in the preceding quotation was compiled by the Head Counselor, utilizing the file of college catalogs. This material was mimeographed and made available to all interested, through home room bulletin boards, hall bulletin boards, and the Guidance Office.

Worthy of mention is the increased emphasis on vocational field trips by classes in social studies, science, and government. There is also a growing use of visiting specialists, speaking to vocation-minded students in classes, assemblies, and small, informal groups at the Guidance Office.

⁴General Bulletin of Administrative Office to Teachers and Pupils, April 1950.

In-service growth of teachers was emphasized by the active leadership in faculty meetings of the Director of Instruction of the city. These meetings had an aura of guidance, dealing with the revision of the school philosophy, marks and reports, the use of testing results in individual instruction, and finally, the revision of the high school report card. The guidance department and principals participated in all these meetings.

The guidance department sponsored a survey of all new students, including the eighth grade, to get information on personal data, physical disabilities and tentative plans for college or job. This information is made available to the agent of the Rehabilitation Service, who frequently visits the school, counsels students, gives needed testing and assists physically-handicapped students with advanced educational planning.

A bulletin from the Guidance Office to the home-rooms concerning a night P. T. A. meeting invited all students' parents, announced that the principal would discuss registration, and, that after the meeting, each teacher would be in her home room to talk over registration with parents and students. The need for attractive appearance of the school was stressed, and students bringing flowers for the rooms, halls, and library were asked to take them to the Guidance Office for arrangement.

There has been considerable emphasis the past

year on the control of tuberculosis. The guidance staff, the Parent Teachers Association and the school nurse have all cooperated. Films have been used, stressing early diagnosis and treatment. Chest X-rays have been available at the school. Literature has been placed in the hands of the pupils. While this tends to be group guidance, some individual needs were being met.

The guidance department has also coordinated the work involved in student participation in the several writing contests sanctioned this past year. Most of these involved scholarships, although one senior boy has won a trip to Europe.

In the field of life adjustment, the results are difficult to enumerate. Kuder Preference Records have been used; American Council on Education tests⁵ were given the senior class, and some testing has been done by the Rehabilitation Service.

Thus the guidance department has functioned, in the areas of guidance services, toward the fulfillment of its objectives.

⁵American Council on Education: Psychological Examination for College Freshmen. 1947.

CHAPTER IV

THE WORK OF THE EVALUATIVE COMMITTEE

On October ninth, nineteen fifty-one an evaluative committee of five met at the Warwick High School to survey, examine and evaluate the guidance services of that high school, using as criteria Section G of "Evaluative Criteria".¹ This procedure consumed a day and enlisted the services and thinking of the guidance personnel of the high school, the director of instruction, the visiting teacher, the administrative heads, and numerous students. This evaluation was intentionally staged on a regular school day.

COMMITTEE'S PROCEDURES AND COMPOSITION

Method of Procedure. To get information, the committee used the technique of interviewing. Several sources were utilized: the visiting teacher, the director of instruction, the principal and assistant principal, plus a rather meager sampling of faculty and student body who were available. The information sought fell into the following categories:

1. Physical facilities
2. Training and qualifications of personnel

¹Evaluative Criteria, Cooperative Study of Secondary School Standards, Washington, 6, D.C. 1950.

3. Nature of guidance problems being handled
4. Techniques employed in counseling
5. Nature and extent of organization
6. Amount of thoughtful provision for guidance
by the administrative members of the school.

Using checklist items in Section G of the "Evaluative Criteria" to stimulate and guide careful inquiry into these phases of the guidance program, the committee proceeded to evaluate the guidance services being rendered. Each checklist item was checked with symbols according to instructions set forth on page 220 of the "Evaluative Criteria".² These sectional evaluations of the various aspects of the guidance program so led the committee in their thinking as to enable them to achieve a general evaluation of the program, with recommendations for needed improvement.

Personnel of the Evaluating Committee. In order that their findings might be considered as authentic by the interested reader, the writer at this point deems it advisable to explain that the personnel of the visiting evaluating committee embraces the following:

1. A full-time counselor of the Norfolk Consultation Service.

²See Appendix B.

2. An area supervisor of guidance and consultation, Virginia State Department of Education.
3. An assistant professor of education from the College of William and Mary.
4. Directors of Guidance Departments of two neighboring high schools of approximately the same size.

COMMITTEE'S FINDINGS

Following are the findings of the visiting evaluative committee, arranged in sequence according to the "Evaluative Criteria",³ so that the reader might follow, step by step, the work of the committee, through its findings.

I. General Nature and Organization. The program's general nature and organization were favorably appraised. The symbols used in the sixteen point checklist⁴ indicated only one very limited provision, that in follow-up services for graduates and drop-outs. The general evaluation of the program's nature and organization indicated adequacy of concept and provision.

II. Guidance Staff. The guidance leadership of the school was found adequate by the visiting committee.

³See Appendix B. "Evaluative Criteria", Section G. "Guidance Services".

⁴See Appendix B. "Evaluative Criteria", Section G. "Guidance Services". pp. 221--222.

In the eighteen point checklist⁵ only two criteria were checked limited and one missing. No evidence was found of training in techniques of individual appraisal. Counselors were also judged insufficient in internship, and in training in group guidance activities. They were found strong in educational background and teaching experience, basic guidance principles, adolescent psychology and mental hygiene. They were also commended on professional attitudes, knowledge of the community, and fine personal qualifications.

Referral Consultants. In checking the section⁶ on use of referral consultants the committee found eight referral agencies being used frequently. Referrals were found to be most frequently channeled through the office of the visiting teacher, who kept in contact with the several cooperating consultation agencies.

Teacher Participation Contributes Effectively to Guidance. In the eleven point checklist⁷ for evaluation of teacher participation, the symbols indicated good teacher-pupil-counselor relationships, but showed limited provision for follow-up study, and for teacher-parent participation in guidance activities.

⁵Ibid., p. 223.

⁶Ibid., p. 224.

⁷Loc. cit.

III. Guidance Services. The visiting committee evaluated the following five areas of guidance services: Individual Inventory Services, Informational Services, Counseling Services, Placement Services, and Follow-up and Adjustment Services. The visiting committee's findings are presented below in accordance with these categories.

1. Individual Inventory Services. In the evaluation of the individual inventory services available, checklists covering information sources, information types, and use and maintenance of pupil information were used. This major unit took much of the time of the committee, involving inspection, interrogation and comparison. The paragraphs⁸ preceding the checklists were also helpful in standard setting.

Sources⁹ of Information about Pupils. Sources of information about pupils were found inadequate. Although much information of semi-confidential nature has been accumulated, the committee found nothing on socioeconomic rating devices and very little on case studies, home visitation, anecdotal records, individual testing, teacher's comments, parental interviews, and teacher interviews.

⁸Ibid., pp. 225---229.

⁹Ibid., p. 225.

Types¹⁰ of Information about Pupils. Types of information about pupils were found to be more nearly adequate. The committee found missing the provisions for description of the conditions of neighborhoods, facilities for home study (such as library, magazines, study conveniences), and description of marked talents or accomplishments of pupils' relatives. On the other hand, the visiting committee found adequate such information as record of pupil's name, sex, place and date of birth, photo, name of parents, addresses and phone numbers, parents' occupations, educational background, race, nationality, place and date of birth, marital status, citizenship status, and names and ages of brothers and sisters of pupils. Information was found available on parental plans for the child, on the home's attitude toward the school, and toward the pupil's attendance. Limited information was available on the health and economic status of the family.

In checking for information on physical and medical status, records were found to show nothing on physical health habits, physiological maturation, posture and feet, mental health or personal adjustment. Little was found on vital organs, or on skin and scalp. Since regular forms, long in use, record information on height

¹⁰Ibid., pp. 226---228.

and weight, vision, hearing, teeth, throat, speech defects, physical abnormalities, undernourishment, immunizations, serious illnesses, and absence due to illness, such information was adequate, cumulative and up to date.

In examining information on scholastic progress and testing, the committee found no record of subsequent entry to other educational institutions, little record of reasons for failures, of test score data, either mental ability or achievement (these are available in office of principal); and adequate records of schools attended, attendance records of courses, year taken, marks and credits received.

In checking records of information concerning the personal and social development of the child, the committee found many items neglected. No data were found relative to membership in out-of-school clubs, out of school employment, use of leisure, nature of social activities, periodic teacher-ratings on personality traits, attitudes toward school and school activities, religious interests and activities, interpretations of aptitude tests, interpretations of personality and attitude inventories or scales. Adequate records were found of participation in pupil activities program, educational intentions, vocational preferences, citizenship or conduct record, and results from interest inventories.

Maintenance and Use of Pupil Information. In checking the thirteen point checklist¹¹ on maintenance and use of pupil information, the committee found one flaw, in that the provision for duplication of parts of a child's record was inadequate. The criterion on the use of graphs or diagrams to indicate relative progress was cast out as not applying to the situation. All the other items were rated high, indicating good maintenance and use of pupil information.

2. Informational Services.¹² Occupational and educational information for student use was found adequate, organized and available, but little or nothing was present to inform youth of local opportunities or facilities for recreation.

3. Counseling Services¹³ were found commendable. Ratings showed counseling time and space are available during the school day for helping all children arrive at decisions for which pupil and parent assume full responsibility, which should aid the pupil to improve his adjustment to his social and material environment. Provision for emergency interviewing was found excellent.

¹¹Ibid., p. 229.

¹²Ibid., p. 230.

¹³Ibid., p. 231.

Though counselors deplored the lack of clerical assistance, they were appreciative of the relief from administrative and supervisory detail, which freedom facilitated counselor-pupil rapport through close association in school activities and pupil-interests. It was noted that counseling services were concerned with all phases of pupil development--physical, mental, emotional and social--and that individual differences and environmental variations were being recognized by counselors as basic factors of pupil behavior.

While interview procedures could hardly be observed in action and evaluated, the committee, by questioning, found satisfaction in the planning and execution of the interview procedures in use. Interviews seemed to be well planned, with all available data reviewed and integrated. Private interviews prevailed, in series as required, with referrals as needed. Counselors seemed to draw out the child's ideas through free self-expression, in interviews free from counselor domination. Counseling, in which the pupil finds decisions emotionally and intellectually acceptable seemed to help pupils, through problem solving, to become more self-reliant. Interviews were not found to be well written-up. Counselors were found to be successful in acceptance of each child as he reveals himself, without critical comments on the self-portrait.

4. Placement Services.¹⁴ The committee was able to commend only one point in the placement phase; counselors were recommending changes in placement of pupils for better adjustment within the school. Little has been done to assist pupil withdrawals in obtaining additional education or training, not much more for graduates. Some pupils have been assisted in finding part-time and vacation employment, through the efforts of the visiting teacher and the Distributive Education Coordinator. Few withdrawals have been helped to find work. Not many more graduates have been assisted in job placement. The school has attempted to cooperate with other placement services in the community. Pupils' cumulative records contained no information of placement or employment history. Job availability information has been furnished pupils and courses have been influenced by industrial and vocational needs of the community.

5. Follow-up and Adjustment Services.¹⁵ Periodic surveys of activities of drop-outs and graduates have been attempted. Information from school-leavers concerning strengths and weaknesses of the guidance services has begun to come in, voluntarily. Out-of-school youth

¹⁴Ibid., p. 232.

¹⁵Ibid., p. 233.

needing further guidance have not been identified except one or two girls who have, through the visiting teacher, been referrals to Family Counseling Service. Follow-up studies have not been interpreted and utilized. No pupil-participation in follow-up studies has been noted.

IV. Special Characteristics of the Guidance Services.

Five questions were used to check special characteristics.¹⁶

These dealt with best elements or characteristics, with inadequacies and needed improvements, with recent improvements in the program, with definite, immediate plans for improvement, and with organized studies or research the school has recently made of its own problems in guidance. The committee considered the best characteristics to be:

1. The personal and educational qualifications of the counseling staff.
2. The physical aspect.
3. Full support of the administration.
4. The wholesome guidance philosophy.
5. The attitude of the students toward the guidance services.

The committee listed as inadequacies the following:

1. Need for regular evaluation of guidance services by staff and pupils.

¹⁶Ibid., p. 234.

2. Cumulative records should be more accessible to the guidance staff.
3. Cumulative records should be brought up-to-date.
4. The organization does not provide individual counseling for students of grades nine, ten, and eleven on other than a voluntary basis.
5. The follow up and placement services are inadequate.
6. The need for more extensive provision for occupational information for student use.

The committee found as recent improvements the following:

1. Improved physical set up and space, three individual offices, locked files and guidance materials.
2. Counseling hours increased from four to ten daily.
3. An established system of cumulative records.
4. Increased or additional training of personnel- two of the counselors have been taking guidance courses.
5. In-service training of teaching staff during 1950-51 session.
6. Sympathetic understanding of, and wider use of guidance services by faculty and pupils.

On investigation of plans for the immediate future, the committee found that the high school will soon undertake the following:

1. Guidance offices to be moved nearer to admin-

istrative offices and files.

2. Increased administration and use of tests.
3. Additional clerical assistance.

Seeking the school's recent research or organized study in the field of guidance, the committee found nothing. This evaluation study constituted the first and total research in this comparatively new department.

SUMMARY

By way of summary for this chapter, the writer finds that, in the light of the findings of the evaluative committee, the following conditions exist.

1. The general nature and organization of the program are good, the guidance concept of the school staff is adequate, the provision for guidance services extensive, enlisting the efforts of the entire instructional staff.
2. The leadership in guidance is vested in trained, capable and experienced people, whose personal qualifications and professional attitudes are commendable.
3. Adequate referral consultants supplement the staff of counselors, providing such specialized counseling as the needs indicate.
4. Teacher-participation contributes effectively to guidance, despite a laxness in the follow up area.

5. The sources of information about pupils are inadequate. To assist in forming sound judgments, more complete data are needed.
6. The types of information about pupils are more nearly adequate, but some types are very incompletely kept.
7. Maintenance and use of pupil information approach perfection, but this standard has been reached only recently.
8. Informational services are adequate, but need constant attention to insure availability to students and to keep the materials up-to-date.
9. The counseling services are commendable. General principles of good counseling are recognized and utilized; the interview procedures are professionally proficient.
10. Placement services are quite inadequate. There is no unemployment problem now existant. All of the output of the high school find jobs, hence there is no great felt need for placement services as there would be in more nearly normal times.
11. Follow-up and adjustment services are not receiving adequate emphasis. Staff-time has not been available for making much contribution in this area of guidance service.

12. The committee expressed approval of the physical set-up, the qualifications of personnel, the wholesome philosophy of guidance, the support of the program by the administration, and the attitude of the students toward the guidance services.
13. As inadequacies were noted, the need for continual evaluation of the on-going program, the need for up to date, accessible, cumulative records, the need for counseling in the middle high school grades, the need for more occupational information, and the need for follow-up and placement services.
14. Recent improvements have greatly helped the program of guidance services, but there are still great needs, which needs give rise to the recommendations which constitute the next and final chapter of this study.

CHAPTER V

RECOMMENDATIONS

Since it is as true in this study as in any evaluative process that, in the final analysis, the desired outcomes minus the accomplishments will be equal to the work remaining to be attacked and executed, we now approach the recommendations for improvement of the program of guidance services. These recommendations, forecast on the fifth page of the first chapter of this study, constitute the functional contribution of this study to the school situation involved, and are the justification of the time and effort spent in evaluation. They are as follows:

1. Increased pupil enrollment necessitates increased time for counseling. Counselors feel burdened with clerical tasks, thwarted in planning and program improvement by the volume of counseling required by the larger number of students in school today. There is definitely a need now, and increasingly so in the near future, for a full-time director of guidance. Past experience indicates that the one hundred pupil for each hour of counseling daily ratio will hardly reach the in-school youth, leaving no time for placement, follow up, and community survey. Since the guidance services just

evaluated did not meet the minimum requirement of one hour counseling time daily for each hundred students enrolled, it becomes essential that more counselors serve during the same hours, or that the same counselors be allotted more hours in guidance, or both.

2. The space, though adequate, is in the wrong place.

The present physical set up would be adequate for the use of the recommended increased personnel, but the guidance office is remote from the administrative offices where the cumulative pupil-records are now filed. The school needs a re-vamping of office space, to accomodate an increased clerical force, as well as an increase in guidance service personnel. If, in such a set up, waiting rooms and filing rooms are common to guidance offices and administrative offices, efficiency will be greatly increased, and more adequate keeping and use of cumulative records will be facilitated.

3. Increased personnel is necessary. If the objectives of the school and of the guidance department are to be realized, more people are needed. In addition to a full-time guidance director, the program of guidance services needs eight counselor-hours daily, plus three hours clerical help daily.

4. Facilities need to be efficiently coordinated.

A new plan of office space in which a central waiting and

filing room, with receptionist, serves both the administrative and the guidance offices will give guidance personnel greatly improved access to pupil data. Another office clerk is needed, to help bring cumulative records up-to-date and to transfer to the folder form, data which have accumulated through the years. The fact that inaccessibility of data has in the past cost the guidance office much time of top pay personnel certainly indicates the wisdom of hiring less expensive personnel to keep records available, complete and up-to-date. Student assistants cannot be recommended for this task, as the confidential nature of the information involved justifies the use of a professional person.

A telephone for the guidance office alone is recommended, to facilitate contact-making with representatives of local industry, with community placement agencies, with other schools, and with homes. It can be used to alleviate the obvious weaknesses in placement and follow-up areas. The use of extension phones on the office line is not providing efficient service and is not recommended.

The counselors are eager to extend and enlarge the program of testing. The evaluation indicates a need in this direction. More funds for purchasing testing materials are therefore recommended, particularly in the light of the hope for increased accessibility of test interpretation data indicated above.

5. Continuous evaluation is recommended. Firm in the belief that all true evaluation of progress must be in the light of program objectives, it is hereby strongly urged that the evaluation process be continuous, keeping the objectives constantly in mind. If and as the objectives of the program alter or receive altered emphasis so must the criteria for evaluation alter or adapt to meet the changing situation. At present, two fine sets of criteria are available in the guidance office, and a guidance committee is in existence and functioning. It is recommended that this committee periodically and continually use both Section G of the "Evaluative Criteria", and the criteria booklets MISC 3317, "Criteria for Evaluating Guidance Programs in Secondary Schools, Form B" and MISC 3317a, "How to Use the Criteria for Evaluating Guidance Programs in Secondary Schools", published in nineteen forty-nine by the Federal Security Agency, enlisting the services of both pupils and teachers, in evaluation of the program of guidance services.

It is to be desired that the counselors not grow weary in well-doing, that the stronger phases of the program continue to receive such emphasis as has brought about so commendable a rating of the counseling program. At the same time it is hoped that the continual process of evaluation, along with the recommended increase in personnel will enable the guidance office to plan and carry on more activities in the weaker fields of placement and follow up study.

Difficult as it is to secure data from school-leavers following a lapse of time, these data are necessary to fit the school curriculum to the altered needs of the changing community. If the school program is to approach the ideal, or to realize its objectives, such data are vital. Therefore such follow-up studies as are feasible with time and personnel allotted to guidance are highly recommended.

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APPENDIX A

The Cooperative Study of Secondary School Standards was organized in 1933 by representatives of the six regional associations of the United States. The main aims were:

1. To determine the characteristics of good secondary schools.
2. To find practical means and methods to evaluate the effectiveness of a school in terms of its objectives.
3. To determine the means and processes by which a good school develops into a better one.
4. To devise ways by which regional associations can stimulate and assist secondary schools to continuous growth.

To these ends a study both extensive and intensive was carried on during the thirties. As a result of this study the committee published the four following volumes:

Evaluation of a Secondary School, General Report;

Evaluative Criteria;

Educational Temperatures;

How to Evaluate a Secondary School;

All of these have been used extensively during the past decade. It was expected, however, at the time of the original study that subsequent revisions of these publications would become necessary.

For the purpose of bringing these materials up to

date, a revision was planned for publication in 1950. Financial support was obtained from funds voted by regional associations, from certain reserves which the Cooperative Study had built up during the interim, and from funds provided by the General Education Board. With these resources in hand the committee put into operation plans which had been made for a revision. A research staff and assistants were secured, and early in 1948 the detailed work of the revision began. The task was not so arduous as on the former occasion. For a full decade the materials had been in use by several thousand men and women engaged in secondary education. Reaction had been secured from users of the materials over a ten-year period. These statements were carefully studied.

This time, as on the occasion of the first study, the work was done by many persons. As the revision program progressed, the results were submitted to specialists or consultants in the various fields of secondary education for their scrutiny and suggestions. A total of approximately one hundred and fifty consultants assisted in the work. The present revision, therefore, is not the result of the thinking of any one individual, or even of a few persons; it is truly a cooperative study.

After nearly two years of work under the supervision of the Administrative Committee, the proposed revision was ready to be submitted to the General Committee for

final review. Members of the General Committee and advisory members representing the National Education Association, the American Council on Education, and the U.S. Office of Education met in Ann Arbor, Michigan, for a three-day session, September 1, 2, and 3, 1949, to discuss every item of the total revised publication and to make whatever further changes seemed necessary.

The volume in its present form was approved by the General Committee and authorized for publication as the 1950 Edition of Evaluative Criteria.

General Committee

Cooperative Study of

Secondary School Standards¹

¹Cooperative Study of Secondary School Standards, Washington, 6, D.C. Taken from Foreword, 1950 Edition.

APPENDIX B

G

GUIDANCE SERVICES

(Section G of *Evaluative Criteria*, 1950 Edition)

OUTLINE OF CONTENTS

- I. General Nature and Organization
- II. Guidance Staff
 - A. Guidance Leadership
 - B. Referral Consultants
 - C. Teacher Participation
- III. Guidance Services
 - A. Individual Inventory Services
 - B. Informational Services
 - C. Counseling Services
 - D. Placement Services
 - E. Follow-up and Adjustment Services
- IV. Special Characteristics of the Guidance Services
- V. General Evaluation of the Guidance Services

NAME OF SCHOOL..... DATE.....

Checklists checked by:

Evaluations made by:

.....
.....
.....

COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

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Instructions

GENERAL

When the various features included in this section are being checked and evaluated, Section B, "Pupil Population and School Community," and Section C, "Educational Needs of Youth," should be kept in mind. The information revealed by these sections should be applied to every activity in the school. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the pupil population and school community?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the pupils and community served by the school. The twofold nature of the work—evaluation and stimulation to improvement—should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

CHECKLISTS

The checklists consist of provisions, conditions, or characteristics found in good secondary schools. All of them may not be necessary, or even applicable, in every school. A school may therefore lack some of the items listed but have other compensating features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the provision called for in a given item of a checklist is made extensively, mark the item in the parentheses preceding it with the symbol "✓✓" (double check); (2) if the provision is made to some extent, mark the item with the symbol "✓"; (3) if the provision or condition is made to a very limited extent, mark the item with the symbol "X"; (4) if a provision is missing but is needed, mark the item with the symbol "M"; (5) if any provision or condition is missing and is not desirable or appropriate for the school, mark such item with the symbol "N." In brief, mark items:

- ✓✓ provision or condition is made extensively
- ✓ provision or condition is made to some extent
- X provision or condition is very limited
- M provision or condition is missing but needed
- N provision or condition is not desirable or does not apply

Space is provided at the end of each checklist for writing in additional items. It is desirable that the provisions or practices of the school should be described as completely as possible.

EVALUATIONS

Evaluations represent the best judgment of those making the evaluations after all evidence (including results of observation of the school and discussions with the school staff, consideration of ratings on checklist items and data presented by the school, and experience of evaluators in other schools) has been considered. *Evaluations should be made first by members of the school staff.* These evaluations will be checked by members of the visiting committee at the time the school is visited. They are to be made by means of the rating scale as defined below.

5.—*Excellent*; the provisions or conditions are extensive and are functioning excellently.

4.—*Very good*,*

- a. the provisions or conditions are extensive and are functioning well, or
- b. the provisions or conditions are moderately extensive but are functioning excellently.

3.—*Good*; the provisions or conditions are moderately extensive and are functioning well.

2.—*Fair*,*

- a. the provisions or conditions are moderately extensive but are functioning poorly, or
- b. the provisions or conditions are limited in extent but are functioning well.

1.—*Poor*; the provisions or conditions are limited in extent and are functioning poorly.

M.—*Missing*; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth in this community.

N.—*Does not apply*; the provisions or conditions are missing but do not apply or are not desirable for the youth of this school or community. (Reasons for the use of this symbol should be explained in each case under *Comments*.)

* If, in making the self-evaluation, members of the school staff wish to indicate which of the alternatives given for evaluations "4" or "2" applies, they may use "4a" or "4b," "2a" or "2b."

Statement of Guiding Principles

Guidance services, as applied to the secondary school, should be thought of as organized activities designed to give systematic aid to pupils in solving their problems and in making adjustments to various situations which they must meet. These activities should assist each pupil in knowing himself as an individual and as a member of society; in making the most of his strengths and in correcting or compensating for weaknesses that interfere with his progress; in learning about occupations so that he may intelligently plan and prepare, in whole or in part, for a career; in learning about educational opportunities available to him; and in discovering and developing creative and leisure interests.

These objectives should be achieved through cooperative relationships among the home, school, and community; through a closer coordination of the work of the secondary school and the sending schools; through use of a system of cumulative records and reports; through interpretation of adequate and specific data concerning the individual pupil; through a comprehensive and effective system of counseling; through coordination of the work of the school and community agencies; and through definite provisions for articulating the work of the school with the needs of the individual after he leaves school.

To effect these results the school administration must support and encourage the guidance function with leadership and facilities necessary to provide adequate services. All members of the guidance and teaching staffs should understand their mutual responsibilities and should desire to cooperate in fulfilling these responsibilities. Although every teacher and administrative officer should be prepared to participate in guidance activities, the services of competent counselors who have specialized training should be available. In conjunction with other available information, measurements and tests of various types, standardized or locally devised, and personality and interest inventories should be available and should be used as guidance tools with full knowledge of their values and limitations.

Finally, the guidance services should reveal facts about the pupils enrolled and the community served which the whole school staff should study and interpret in the continuous evolution of the curriculum.

I. General Nature and Organization

It is recognized that the organization for carrying out the school's responsibility for guidance will vary with size of school, available resources, and administrative provisions. On a separate sheet, or under "Comments" on the next page, indicate the organization of the guidance services either with a diagram, a description, or both.

CHECKLIST

- | | |
|---|---|
| <p>() 1. Guidance is conceived as a continuous function which is related to all phases of the educational program.</p> <p>() 2. Guidance services are planned to be an integral and important part of the educational program with particular activities contributing to the individual's ability to make sound adjustments, choices, and plans.</p> <p>() 3. Guidance and instructional staff members regard the guidance services as a cooperative undertaking in which both teachers and guidance personnel have well-defined responsibilities.</p> <p>() 4. Guidance services are planned to help pupils understand themselves.</p> <p>() 5. Guidance services are organized to help pupils develop both immediate and long-range plans.</p> <p>() 6. Guidance services assist pupils in achieving desirable goals by providing individual inventory, informational, counseling, placement, and follow-up services.</p> | <p>() 7. Guidance services assist pupils in making their own decisions after careful analysis of their own situation.</p> <p>() 8. Guidance services are concerned with preventing maladjustment as well as locating causes of maladjustment and providing remedial assistance.</p> <p>() 9. Guidance services assist in orienting new pupils to the school.</p> <p>() 10. The guidance services actively seek to secure the assistance of all who can aid pupils in making satisfactory adjustments (e.g., teachers, parents, community organizations).</p> <p>() 11. Secondary-school guidance services are coordinated with similar services in schools previously attended by the pupils.</p> <p>() 12. Guidance services are coordinated with similar services beyond the secondary school (colleges, trade schools, industry).</p> <p>() 13. Problems common to many or all, as revealed through guidance services, are used as a basis for organizing group activities.</p> |
|---|---|

I. General Nature and Organization—*Continued*

- | | |
|---|---------|
| () 14. Guidance services function throughout all grade levels of the secondary school. | () 17. |
| () 15. Guidance services function for pupils who have left (graduated or withdrawn from) the secondary school. | () 18. |
| () 16. The school administrative staff cooperates and assists in the guidance activities (e.g., enlists community support, provides facilities and equipment, coordinates curricular and guidance activities). | |

EVALUATIONS

- | | |
|-----|---|
| () | a. <i>How adequate is the concept of guidance held by all members of the school staff?</i> |
| { } | b. <i>How extensive are the provisions for guidance services?</i> |
| () | c. <i>To what extent are provisions made to utilize the assistance of all instructional staff members in providing guidance services to pupils?</i> |

COMMENTS

II. Guidance Staff

A. GUIDANCE LEADERSHIP

In this section, give major consideration to the person, or persons, responsible for the direction and coordination of the guidance activities. The leader may be designated as director of guidance, dean, head counselor, chairman of the guidance committee, or by some other title. Indicate below the name of the individual or individuals having major responsibility for directing and coordinating the guidance services.

	Name	Title	Full-time equivalence of persons in guidance services
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Consider also those staff members having delegated, though not major, responsibilities for coordinating and implementing the guidance services. Check and evaluate all items according to the preparation and qualifications of the staff to perform guidance leadership functions.

(For detailed information about each staff member, see Section J, "Data for Individual Staff Members.")

CHECKLIST

All counselors having major responsibility for the guidance services have or have had

- | | |
|--|---|
| () 1. An education which is equivalent to the requirements for the master's degree. | () 12. Occupational experience other than teaching or counseling at one or more wage-earning jobs. |
| () 2. A broad general educational background. | () 13. Knowledge of employment opportunities, requirements, and conditions of the local labor market. |
| () 3. Training in psychology and mental hygiene with particular emphasis upon adolescent behavior and needs. | () 14. Knowledge of the training opportunities for various occupations. |
| () 4. Training in basic principles of guidance. | () 15. Knowledge of postsecondary educational opportunities and requirements. |
| () 5. Training in group guidance activities. | () 16. Knowledge of community agencies and services. |
| () 6. Training in techniques of individual appraisal. | () 17. Personal qualifications for the development of desirable working relationships with school and community personnel. |
| () 7. Training in interview and counseling techniques. | () 18. Desirable professional attitudes in conducting guidance activities and in handling confidential information. |
| () 8. Training in the organization and administration of guidance programs. | () 19. |
| () 9. Training in the collection, organization, and use of occupational, educational, and other information pertinent to planning by youth. | () 20. |
| () 10. Successful teaching experience. | |
| () 11. Supervised counseling experience or internship. | |

EVALUATIONS

- () a. How adequate is the preparation of members of the guidance staff?
- () b. How adequate is the experience of members of the guidance staff?
- () c. How satisfactory are the personal qualifications of members of the guidance staff?

COMMENTS

B. REFERRAL CONSULTANTS

The guidance services need the assistance of specialists equipped to act as consultants in particular fields. Psychologists, psychiatrists, physicians, nurses, visiting teachers, social workers, and individuals with special knowledge of vocations and placement can provide valuable assistance to the guidance services. In large school systems these specialists may be available in a central bureau, clinic, or administrative office for the entire school system. In most cases the school will have to call upon agencies in the community for assistance.

Indicate below the names of individuals serving as consultants, their official position and location, and an indication of the relative use made of them during the last twelve months.

	Name	Position and Location	Frequency of use
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

EVALUATIONS

- () a. *How adequate are the provisions for securing the services of consultants?*
 () b. *How extensively are the services of consultants used?*

COMMENTS

C. TEACHER PARTICIPATION

Maximum results of the guidance services can be achieved only through cooperative participation in the services by all teachers. The homeroom teacher is especially responsible for close cooperation with the guidance staff. The following criteria suggest ways in which the teaching and guidance staffs may cooperate to assist pupils.

CHECKLIST

- | | |
|--|--|
| () 1. Teachers and counselors understand their mutual responsibilities. | () 8. Teachers assist in carrying out the recommendations of counselors. |
| () 2. Teachers use pupil cumulative records in understanding individual pupils. | () 9. Teachers and counselors cooperate in continuing to keep in touch with pupils who leave school. |
| () 3. Teachers use pupil cumulative records in adapting teaching to individual needs. | () 10. Teachers assist in securing the cooperation of the home in guidance service activities. |
| () 4. Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services. | () 11. Teachers in specialized subject-matter areas and counselors cooperate in helping pupils elect course offerings to meet individual pupil needs. |
| () 5. Teachers seek the assistance of counselors in dealing with pupil problems. | () 12. |
| () 6. Teachers and counselors cooperate in securing information concerning pupils and pupil problems. | () 13. |
| () 7. Teachers and counselors participate in group conferences concerning pupil problems. | |

EVALUATIONS

- () a. *To what extent do teachers indicate interest in and understanding of the functions of the guidance services?*
 () b. *How extensively do teachers and counselors cooperate in appropriate phases of the guidance services?*
 () c. *How effectively do teachers and counselors cooperate in appropriate phases of the guidance services?*

COMMENTS

III. Guidance Services

A. INDIVIDUAL INVENTORY SERVICES

Comprehensive information about pupils, systematically organized for use, is essential for an effective guidance program. It is desirable that significant information obtained in the elementary school or junior high school be made available at or before the time of the pupil's enrollment in the next higher school and that additional items of information having guidance value be added to each pupil's records as he progresses through the school. Information concerning vocational experiences, further education, and postschool adjustment should be added to the records of those pupils who have left school.

1. Sources of Information about Pupils

CHECKLIST

Provisions are made for obtaining information about pupils through such means as the following:

- | | | | |
|-----|--|-----|--|
| () | 1. Records from sending school. | () | 10. Appropriate tests administered to individual pupils as need for data arises. |
| () | 2. Appropriate tests given near the time of admission and periodically thereafter. | () | 11. Anecdotal records. |
| () | 3. Personal data blanks. | () | 12. Autobiographies. |
| () | 4. Individual interviews with pupils. | () | 13. Visits to pupils' homes. |
| () | 5. Periodic physical examinations. | () | 14. Case studies of pupils. |
| () | 6. Periodic ratings by teachers. | () | 15. Sociometric studies. |
| () | 7. Teachers' comments and observations. | () | 16. Socioeconomic rating devices. |
| () | 8. Conferences with the pupils' teachers. | () | 17. |
| () | 9. Interviews with parents, other family members, and interested friends of the pupil. | () | 18. |

EVALUATION

- () a. *How adequate are the provisions for obtaining information about pupils?*

COMMENTS

2. Types of Information about Pupils

The classifications below suggest types of information which have been found helpful in pupil guidance. The scope and nature of records will depend upon the organization of the guidance services within a particular school. It should be emphasized that records are not of value for their own sake but only as they are used to promote more effective adjustment of pupils.

The cumulative record is essentially unitary, every item of which needs to be consulted when a pupil problem, or a pupil-counselor conference, is in question. It is recognized that in large schools there may be administrative reasons for separating the files of these records, but this should be done in such a way that all records are accessible for quick consultations. It is also recognized that some items are more confidential than others. It must be assumed, however, that both teachers and counselors are professional persons and that all items will be treated as professionally as the physician or lawyer treats information about his patient or client.

a. Home and Family Background

CHECKLIST

Accurate information is secured and recorded about the following items for all pupils:

- | | |
|---|---|
| <input type="checkbox"/> 1. Name, sex, place and date of birth. | <input type="checkbox"/> 11. Marked talents or accomplishments of family members or close relatives. |
| <input type="checkbox"/> 2. Photograph. | <input type="checkbox"/> 12. Health status of family members. |
| <input type="checkbox"/> 3. Full name of each parent (or guardian). | <input type="checkbox"/> 13. Economic status of family. |
| <input type="checkbox"/> 4. Parents', or guardian's, address and telephone number. | <input type="checkbox"/> 14. Attitude of the home toward school and toward attendance of pupil at school. |
| <input type="checkbox"/> 5. Occupation of each parent. | <input type="checkbox"/> 15. Facilities for home study—library, magazines, conveniences for study. |
| <input type="checkbox"/> 6. Race, nationality, and birthplace of parents. | <input type="checkbox"/> 16. Plans of parents which are related to plans of their children. |
| <input type="checkbox"/> 7. Citizenship status of parents; how long residents of this country. | <input type="checkbox"/> 17. Description of neighborhood conditions. |
| <input type="checkbox"/> 8. Educational status of parents. | <input type="checkbox"/> 18. |
| <input type="checkbox"/> 9. Marital status of parents; living together, divorced, separated, remarried. | <input type="checkbox"/> 19. |
| <input type="checkbox"/> 10. Ages of brothers and sisters of the pupil. | |

EVALUATIONS

- ☐ a. *How extensive is the information concerning home and family background?*
- ☐ b. *How well is the information concerning home and family background kept up to date?*

COMMENTS

b. Physical and Medical Status

CHECKLIST

Accurate information is secured and recorded periodically about the following items for all pupils: (Describe the plan for physical and medical examinations under "Comments.")

- | | |
|--|--|
| <input type="checkbox"/> 1. Height and weight. | <input type="checkbox"/> 11. Physical abnormalities and deformities, undernourishment. |
| <input type="checkbox"/> 2. Vision. | <input type="checkbox"/> 12. Physiological maturation. |
| <input type="checkbox"/> 3. Hearing. | <input type="checkbox"/> 13. Immunizations. |
| <input type="checkbox"/> 4. Mental health and personal adjustment. | <input type="checkbox"/> 14. Serious illnesses or injuries. |
| <input type="checkbox"/> 5. Teeth and gums. | <input type="checkbox"/> 15. Absence due to illness. |
| <input type="checkbox"/> 6. Speech defects. | <input type="checkbox"/> 16. Physical health habits. |
| <input type="checkbox"/> 7. Posture and feet. | <input type="checkbox"/> 17. |
| <input type="checkbox"/> 8. Tonsils, adenoids. | <input type="checkbox"/> 18. |
| <input type="checkbox"/> 9. Vital organs. | |
| <input type="checkbox"/> 10. Skin and scalp. | |

EVALUATIONS

- ☐ a. How extensive is the information concerning physical and medical status?
- ☐ b. To what extent are physical and medical records kept up to date?
- ☐ c. To what extent is use made of these data?

COMMENTS

c. Scholastic Progress and Test Information

CHECKLIST

Accurate information is secured and recorded about the following items for all pupils:

- | | |
|---|---|
| <input type="checkbox"/> 1. Name and location of school or schools attended. | <input type="checkbox"/> 7. Record of subsequent entry to other educational institutions. |
| <input type="checkbox"/> 2. Attendance and tardiness record; reasons for excessive absence or tardiness. | <input type="checkbox"/> 8. General and specialized mental ability data as interpreted from test scores. |
| <input type="checkbox"/> 3. Curriculum or pattern of courses selected; record of changes with reasons for change. | <input type="checkbox"/> 9. Performance on achievement tests, teacher-made or standardized, in various subject areas. |
| <input type="checkbox"/> 4. Complete academic record, including courses, year taken, marks, and credits received. | <input type="checkbox"/> 10. |
| <input type="checkbox"/> 5. Reason and explanation for any failure. | <input type="checkbox"/> 11. |
| <input type="checkbox"/> 6. Scholastic distinctions received. | |

EVALUATIONS

- ☐ a. How extensive is the information concerning scholastic progress?
- ☐ b. To what extent are tests used in studying pupils?
- ☐ c. How up to date are scholastic progress records?
- ☐ d. To what extent is use made of these data?

COMMENTS

d. Personal and Social Development

CHECKLIST

Accurate information is secured and recorded about the following items for all pupils:

- | | |
|--|--|
| () 1. Special talents and interests—musical, artistic, athletic, inventive, literary, dramatic, scientific. | () 9. Use of leisure—estimate of time given to play, reading, hobbies, movies, radio. |
| () 2. Special achievements (other than scholarship) in school and out of school. | () 10. Conduct or citizenship record. |
| () 3. Participation in pupil activity program. | () 11. Nature of social activities. |
| () 4. Educational intentions. | () 12. Periodic ratings by teachers on personality traits. |
| () 5. Vocational preferences at successive stages of development. | () 13. Attitudes toward school and school activities. |
| () 6. Evidences of vocational aptitudes—interests and skill in performance. | () 14. Religious interests and activities. |
| () 7. Membership in out-of-school clubs or organizations. | () 15. Results from interest inventories. |
| () 8. Employment during out-of-school hours. | () 16. Interpretations of aptitude tests. |
| | () 17. Interpretations of personality and attitude inventories or scales. |
| | () 18. |
| | () 19. |

EVALUATIONS

- () a. *How extensive is the information concerning personal and social development?*
- () b. *How up to date are records of personal and social development?*
- () c. *To what extent is use made of these data?*

COMMENTS

3. Maintenance and Use of Pupil Information**CHECKLIST**

- | | |
|---|--|
| <input type="checkbox"/> 1. The cumulative record of an entering or transfer student is consulted before his enrollment is completed. | <input type="checkbox"/> 8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school. |
| <input type="checkbox"/> 2. Forms provide for easy and accurate recording of data and sources of information. | <input type="checkbox"/> 9. Pupil records are consulted by staff members in cases involving choice of courses or vocation, attendance, failure, conduct, and similar problems dealing with pupil progress. |
| <input type="checkbox"/> 3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential). | <input type="checkbox"/> 10. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning. |
| <input type="checkbox"/> 4. Graphs or diagrams are used wherever appropriate to indicate relative progress. | <input type="checkbox"/> 11. Records containing information are readily accessible to all who are authorized to use them. |
| <input type="checkbox"/> 5. Pupil records are organized so that data are entered in sequential order and relationships and progress can be traced easily. | <input type="checkbox"/> 12. Counselors use professional judgment in providing information from their confidential files to assist teachers in helping pupils. |
| <input type="checkbox"/> 6. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record. | <input type="checkbox"/> 13. Unauthorized persons are not permitted access to confidential records of pupils. |
| <input type="checkbox"/> 7. Provision is made for duplication of appropriate parts of pupil records. | <input type="checkbox"/> 14. |
| | <input type="checkbox"/> 15. |

EVALUATIONS

- ☐ a. *How well are records organized, filed, and protected?*
☐ b. *How extensively are records used by teachers?*
☐ c. *How extensively are records used by counselors?*

COMMENTS

B. INFORMATIONAL SERVICES

Much of the occupational and educational information needed by pupils in planning their futures and making decisions can be presented economically through group instruction. Nevertheless, wide individual differences exist in the times at which such information is needed and in the kind and amount of information required. One of the aims of the guidance services is to have available to the individual, or within easy referral range, pertinent information which he may need in order to make wise plans.

CHECKLIST

- | | |
|---|--|
| <p>() 1. Information is available concerning current educational opportunities and requirements of institutions beyond the secondary school.</p> <p>() 2. Information is available concerning current occupational opportunities, requirements, and conditions.</p> <p>() 3. Occupational information which is pertinent to the present and immediate future local job market is collected regularly.</p> <p>() 4. Information is available concerning the recreational opportunities available for secondary-school youth.</p> <p>() 5. Posters, charts, photographs, exhibits, and other means are employed to present information to pupils.</p> <p>() 6. Periodicals containing articles of guidance value are available for pupil use.</p> | <p>() 7. Current catalogs are available for schools (business, trade, nurses training, and evening), colleges, and universities.</p> <p>() 8. Current information is available regarding scholarships, loans, and other financial assistance for pupils.</p> <p>() 9. "Career Days" or "Career-Study Clubs" provide opportunities for pupils to become acquainted with various occupations.</p> <p>() 10. Agencies and persons who are willing and able to give individual pupils accurate occupational, training, and placement information have been identified.</p> <p>() 11. Informational materials are organized and filed for effective use.</p> <p>() 12.</p> <p>() 13.</p> |
|---|--|

EVALUATIONS

- () a. *How extensive is the supply of information useful to pupils for guidance purposes?*
- () b. *How well is this information organized for use?*
- () c. *How extensively is this information used (by pupils and counselors or homeroom teachers)?*

COMMENTS

C. COUNSELING SERVICES

This section refers only to services performed by members of the school staff formally designated as full-time or part-time counselors.

1. General Principles

CHECKLIST

- | | |
|--|---|
| <input type="checkbox"/> 1. Counseling services are available during the school day for all pupils. | <input type="checkbox"/> 7. Counselors maintain desirable relationships with pupils through close association with pupil interests and school activities. |
| <input type="checkbox"/> 2. Counseling time to the extent of at least one period a day for each 100 pupils enrolled is provided. | <input type="checkbox"/> 8. Counselors maintain contact with outside agencies which influence education (e.g., civic groups, labor organizations). |
| <input type="checkbox"/> 3. The primary objective of counseling is to help the pupil improve his adjustment to his social and material environment. | <input type="checkbox"/> 9. Counselors are free from administrative or supervisory duties which might impair desirable relations with pupils, teachers, parents, or community agencies. |
| <input type="checkbox"/> 4. Counseling services are concerned with all phases of pupil development—physical, mental, emotional, and social. | <input type="checkbox"/> 10. Adequate office space (free from disturbance), equipment, and materials are provided counselors (e.g., records, files, tests, telephone). |
| <input type="checkbox"/> 5. Counselors recognize that individual differences and environmental variations are basic factors in affecting pupil behavior. | <input type="checkbox"/> 11. Clerical assistance is provided counselors. |
| <input type="checkbox"/> 6. Counseling assists in arriving at decisions for which the pupil and his parents assume full responsibility. | <input type="checkbox"/> 12. Counseling services are available to handle emergency situations requiring interviews. |
| | <input type="checkbox"/> 13. |
| | <input type="checkbox"/> 14. |

EVALUATIONS

- ☐ a. *How extensive are the provisions for counseling?*
- ☐ b. *How effective is the counseling?*

COMMENTS

2. Interview Procedures

CHECKLIST

The counselor

- | | |
|--|---|
| <input type="checkbox"/> 1. Prepares for each interview by studying all data pertinent to the counseling problem. | <input type="checkbox"/> 8. Is mindful at all times that decisions reached in the interview must be emotionally and intellectually acceptable to the pupil. |
| <input type="checkbox"/> 2. Recognizes problems which may involve a series of interviews and plans accordingly. | <input type="checkbox"/> 9. Aims at assisting pupils in becoming increasingly self-reliant. |
| <input type="checkbox"/> 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. | <input type="checkbox"/> 10. Keeps a written record of the interview (though not necessarily made during the interview). |
| <input type="checkbox"/> 4. Conducts all interviews in private. | <input type="checkbox"/> 11. Is careful to be professional in handling confidential information. |
| <input type="checkbox"/> 5. Encourages the pupil to express himself freely. | <input type="checkbox"/> 12. Makes provision for follow-up and assistance when desirable for each pupil counseled. |
| <input type="checkbox"/> 6. Avoids domination of the interview. | <input type="checkbox"/> 13. |
| <input type="checkbox"/> 7. Accepts the pupil as he reveals himself without unnecessarily expressing values on the pupil's remarks. | <input type="checkbox"/> 14. |

EVALUATIONS

- ☐ a. *To what extent is careful preparation made for the interview?*
- ☐ b. *How effectively are the techniques used in the interview?*

COMMENTS

D. PLACEMENT SERVICES**CHECKLIST**

The placement services

- | | |
|---|--|
| <input type="checkbox"/> 1. Assist pupils who withdraw from school in obtaining additional education or training. | <input type="checkbox"/> 8. Conduct surveys of occupational and training opportunities and make results available to those responsible for the improvement of the educational program. |
| <input type="checkbox"/> 2. Assist graduates in obtaining additional education or training. | <input type="checkbox"/> 9. Accumulate and organize information important in the improvement of the educational program. |
| <input type="checkbox"/> 3. Assist pupils in securing part-time and vacation employment. | <input type="checkbox"/> 10. Recommend changes in placement of pupils for better adjustment within the school. |
| <input type="checkbox"/> 4. Assist pupils who withdraw from school in obtaining suitable employment. | <input type="checkbox"/> 11. |
| <input type="checkbox"/> 5. Assist graduates in obtaining employment for which they are fitted. | <input type="checkbox"/> 12. |
| <input type="checkbox"/> 6. Coordinate the school placement services with similar community services. | |
| <input type="checkbox"/> 7. Make records of placement information in the pupils' cumulative records. | |

EVALUATIONS

- ☐ a. *How adequate are provisions for educational placement services?*
- ☐ b. *How adequate are provisions for employment placement services?*
- ☐ c. *How effectively do these services function?*

COMMENTS

E. FOLLOW-UP AND ADJUSTMENT SERVICES**CHECKLIST**

The follow-up and adjustment services

- | | |
|--|---|
| <input type="checkbox"/> 1. Conduct periodic surveys of activities of all school-leavers including graduates. | <input type="checkbox"/> 5. Identify out-of-school youth who need further guidance. |
| <input type="checkbox"/> 2. Secure information from school-leavers concerning strengths and weaknesses of the program of studies. | <input type="checkbox"/> 6. Acquaint community and staff with results of follow-up studies. |
| <input type="checkbox"/> 3. Secure information from school-leavers concerning strengths and weaknesses of the school organization. | <input type="checkbox"/> 7. Provide opportunities for pupils now in school to participate in follow-up studies. |
| <input type="checkbox"/> 4. Secure information from school-leavers concerning strengths and weaknesses of the guidance services. | <input type="checkbox"/> 8. |
| | <input type="checkbox"/> 9. |

EVALUATIONS

- ☐ a. *How adequate are provisions for follow-up services?*
- ☐ b. *To what extent are follow-up activities contributing to the improvement of the educational program?*

COMMENTS

IV. Special Characteristics of the Guidance Services

1. What are the best elements or characteristics of the guidance services?
 - a.
 - b.
 - c.
2. In what respects are guidance services least adequate or in greatest need of improvement?
 - a.
 - b.
 - c.
3. In what respects have guidance services been improved within the last two years?
 - a.
 - b.
 - c.
4. What improvements are now being made or are definitely planned for the immediate future?
 - a.
 - b.
 - c.
5. What carefully conducted studies has the school made within the past two years or is now making of its own problems in this field?
 - a.
 - b.
 - c.

V. General Evaluation of Guidance Services

EVALUATIONS

- () a. *How well do the guidance services meet the needs identified in Section B, "Pupil Population and School Community," and in Section C, "Educational Needs of Youth"?*
- () b. *To what extent is the school identifying problems in the guidance services and seeking their solution?*

COMMENTS