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THE

EDUCATIONAL

LEADER



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APRIL 1, 1957

VOLUME XX

NUMBER 4

KANSAS STATE TEACHERS COLLEGE • PITTSBURG

THE EDUCATIONAL LEADER

*Published in January, April, July and October by the
Office of Publications*

*Kansas State Teachers College,
Pittsburg, Kansas*

REBECCA PATTERSON • Editor

*Address all communications to the Office of Publications,
Kansas State Teachers College, Pittsburg, Kansas.*

VOLUME XX • NUMBER 4

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Foreword

The two addresses which follow, "Responsive Living" by Leonard A. Duce and "The Reality of Difference" by Swami Akhilananda, were given as part of the activities of Religious Emphasis Week, March 11-16, 1956, at Kansas State Teachers College, Pittsburg, Kansas. The editor's thanks are due to Swami Akhilananda and Dr. Duce not only for their generosity in permitting publication of their addresses but also for the time and effort they expended in correcting the typescripts made from the original tape recording of their speeches.

Dr. Leonard A. Duce, author of "Responsive Living," teaches philosophy and is associate dean of the graduate school at Baylor University, Waco, Texas. He was educated in England and Canada and has been pastor in Ontario, Massachusetts, and Connecticut. His areas of special study also include aesthetics, psychology, and semantics.

Swami Akhilananda, author of "The Reality of Difference," is the leader of the Vedanta Societies in Boston and Providence. He was born and educated in India where he was active in religious and social work before he came to the United States in 1926. He has written on Hindu psychology and counselled college students on psychological and religious problems.

—THE EDITOR.

Responsive Living

LEONARD A. DUCE

My subject this morning is, I think, a very important one. As the leaders of your Religious Emphasis Week intend it to be, it is a climax to the general theme of Response to Reality.

I was fascinated by the topic when it was first suggested to me. On many occasions I have been asked to speak about "responsible living," but this is the first time I have been given the subject, "Responsive Living." The more I thought about it, the more it came to my mind and heart that after all there is no responsible living without responsive living.

There is a sense in which the two words "responsive" and "living" are synonymous. After all, what does it mean to be alive? It means fundamentally to be capable of responding to stimuli in a unique way. The difference between a living thing and a non-living thing is the capacity for response each exhibits. The non-living thing is at the mercy of the stimuli which bombard it. It can respond only in a predetermined way. The living thing, on the other hand, is able to react to those stimuli so as to turn them to its own advantage.

One could easily define living as a peculiar type of responsiveness. But of course, all of us, I think, would say that human living is not just living. Human living is a definite kind of living, and, therefore, a particular kind of responsiveness. The human being has capacities for responding to his environment that surpass the capacities of any other form of life that we know.

What are these capacities? First, the human being is able to respond to his environment with a certain amount of freedom. This is less true of other forms of life, and it is not at all true of nonliving things. The human being responds to the stimuli which come to him from all the aspects of his environment in many different and unpredictable ways. He can choose among alternative responses; in other words, to some extent he is free. He can determine to some extent how he will live.

There is another quality, another capacity, which characterizes human response; namely, deliberateness. We are not only free, but we are deliberate creatures. That is, we have the capacity to stop, to survey our environment, to think about it, and then to respond as a result of our deliberation. We are, in other words,

THINKING beings. The power of thinking is, ultimately, the power to respond on the basis of a choice between different kinds of response.

This leads me to suggest a third quality of human response, the capacity not only to deliberate, but also to discriminate. If thought does not lead to discrimination, of course, it is a useless activity. There is a verse of scripture which goes like this: "Lord, teach me to distinguish the things that differ." We do have the capacity to distinguish the things that differ and to evaluate them.

Our response is truly free, deliberate, and discriminating. Otherwise we are living on the animal, vegetable or mineral level. We can go further, however, and say that the quality of our human living depends upon two things: first, the range of objects in our environment to which we respond; and second, our responding to these objects freely, deliberately, and discriminatingly.

There are only four major aspects of our environment to which we can respond. In the first place, we can respond to physical things and events. As physical organisms we are subject to the laws of the physical world. But within that subjection, we have the capacity to respond in different ways to the physical things and events which surround us. There are two appropriate responses to the physical world. One is to understand that world. God made us the kind of being who not only lives in the midst of a physical world but who can stand off from that world, examine it, understand it, and come, because of that understanding, to be at home in it. We study sciences in our colleges in order to develop in us the appropriate understanding-response to this physical world in which we find ourselves every moment of every day of our lives. The second is the response of using physical things as instruments. We are told that God made man to have dominion over the world. What did the Scripture mean when it made that statement? I think simply this: that fundamentally the things and events of our physical world are to be instruments in our hands to use for values and ends which transcend that physical world. One of the tragedies of our time is that instead of responding to the physical world in terms of understanding and of use, we respond to it in terms of worship and subjection. It is a fact of our twentieth century that we worship things, that we look at our physical world as though it were the only and supreme reality, and that we respond to it in abject reverence and subjection. I think it is one thing to stand off to recognize the mystery and the wonder, the beauty and the complexity of the physical world, but it is another thing to worship that

world, and to make ourselves its servants. One of the great enemies of true responsive living is materialism—a subtle materialism here in our country, not like the crude materialism on the other side of the Iron Curtain, but nevertheless very real. You and I need to ask ourselves: are we responding to the physical world in which we live properly and appropriately? Are we understanding and using it, or are we worshiping it and allowing it to become our master? Do you remember what Jesus said? You cannot serve God and man.

In the second place, there is another series of objects in our environment as real as the physical world; namely, the values of truth, beauty, and goodness. I am not interested now in your fundamental understanding of the nature of these things whether they are just in our mind or somehow objective to us. The important thing is that there is a whole range of values to which we respond all the time, and that the values to which we respond determine far more than we realize our personalities, our lives, and our destinies. Let us just look at two of them. First, the value of beauty. I am thinking of beauty now in its noblest, richest, and widest meaning. I remember being at Niagara Falls one time. We were watching that majestic cataract, the Horseshoe Falls. Standing beside me was a co-ed—we called them “flappers” in our day. Suddenly I heard her say: “Ain’t it cute?” How anyone could look at the tremendous cataract and respond to it by “Ain’t it cute?” escapes me. It reminds me of the man who saw the Grand Canyon for the first time and said, “Golly, what a gully!” There is beauty in the world all about us. We are not responding appropriately unless we appreciate that beauty, its intensity, its significance for enrichment in our lives, its reality.

Let me take another value, the value of goodness. All about us we are being confronted by evidences of goodness. How do we respond to them? Do we respond in this way, “I won’t cheat because I might get caught”? Do we respond in this way, “I will do what I ought to do because it is expedient at the present moment”? This, it seems to me, is a tragic type of response—tragic because of its very superficiality, because of its very denial of the value to which we claim to be responding.

Young people, I would have you ask yourself this morning, “How are you responding to all the values that present themselves to you in the world in which you live, whether they be the values of beauty or of truth or of social experience, or of goodness or of nobility? The only response I know that is appropriate is the response of deep

and profound appreciation. Appreciation which says, "I want these facts to be expressed in me, and not merely in the world to which I am responding."

In the third place, there is the level of persons. You and I are always responding to persons. Here again there is only one kind of appropriate response, namely, respect and love. If sometimes instead of using things we make them as our ends, our gods, so too often instead of treating persons as ends, we use them as means. Immanuel Kant said it a long time ago in the third formulation of his categorical imperative: "Always act so as to treat human selfhood as an end and never as a means." Jesus said it long before that, didn't he? "Do unto others as you would have them do unto you." There is nothing in the whole world more valuable than a human person. Well might we ask ourselves this morning what kind of response we are making to the men and women who are constantly, as it were, invading our experience.

Right here is the crux of the most serious problems in our American society and our world are facing this morning. We cannot solve these problems until men and women learn to respond to their fellow men as human beings. It is not enough to respond merely on a legal level. We must respond on the personal level, respecting other persons' points of view, promoting other persons' welfare, and loving other persons for themselves.

Beyond things, values, and persons, in the fourth place, there are stimuli coming into our lives from the source of all of them—God. In an infinite number of ways God is affecting your life and mine. Time and again in the deepest moments of our experience we feel His presence impinging upon our consciousness. Here again, we ask what is the appropriate response? The answer is faith. But what is faith. Faith is a response of our whole personality to the reality of God in such a way that the reality finds expression in our personality. Faith is not merely belief, although it involves belief. Faith is not merely emotion, although it has profound emotional accompaniments. Faith is not merely doing something, although it issues in conduct. It is, rather, an integral response of the whole personality to God. The president of a great university in this country recently made this remark: "Young men and women, if God is not at the center of your life, He is not in your life at all." It is a startling statement, isn't it. Yet he was right, because the response of religious faith must be a central devotion, a total response, a final commitment. You and I are not living truly as human beings until and unless we are making the appropriate re-

sponse to all the aspects of the environment. It is perhaps not a matter of scientific proof but it is a matter of profound experience, that unless we make the proper response to the source of them all, to God, we cannot make the proper response to any other areas of our environment. For, after all, if they depend upon Him for their existence, their effectiveness in our lives must depend upon our effective response to Him.

That leads me to a final word. At the beginning I said that responsible living was possible only if our living was truly responsive. It is this thought on which I would like to leave you this morning: If I do respond properly to my environment, a rather amazing thing happens. I become, as it were, the medium through which others are challenged to make the proper and appropriate response to the environment.

In the last analysis, whether we want to admit it or not, our responses are determined by the responses of other people. God knew this, and so the ultimate meaning, it seems to me, of the incarnation is right here. God was in Christ Jesus revealing unto men what the proper human response to Himself and to the environment could be. If Christ means anything to you this morning, whatever your theology may be, it is that he is the supremely responsive personality. Somehow, through Him, we can attain that same responsiveness. Moreover, if we live responsively, through us, others may be led to responsive living.

In Canada, we often hear the legend of the discovery of the Pacific ocean. The story goes that there was an encampment of Indians on the prairie, and one day the chief decided to test the endurance and bravery of his warriors. He picked out four of them and gave them these instructions: "Go westward as far as you can go, and when you feel that you have just enough strength left to come back, pick up a souvenir, turn around, and come back." The four of them set out. One day the first man came back. Presenting himself to the chief, he said, "O Chief, I went to the west and crossed the prairie. I came to the sands of the burning desert and I have brought you a piece of sagebrush to show you where I have been." Eventually the second man came. He was a little more tired and not quite so erect, but he managed to stand up before his chief and say, "O Chief, I went to the west and I crossed the prairie and the desert with the burning sand. I came to a great forest, and I have brought you a little pine branch to show you where I have been." Again the encampment waited. Finally the third man came. He was on his hands and knees, Gathering up

his last ounce of energy, he said, "O Chief, I went to the west. I crossed the prairie. I crossed the sands of the burning desert and I came to a dark forest. I went through that forest, and I came to the foothills of the great mountains. I have brought you a little stone with some gold in it, to show you where I have been." The encampment waited and waited and finally gave up the fourth man as lost. They were ready to move when they saw him coming. He was dragging himself along on the ground with his fingers and toes. He too, with a superhuman burst of energy, stood before his chief and said, "I went to the west. I crossed the prairies, I crossed the sands of the desert, I went through the dark forest, and I climbed the foothills. I came to the great mountains, and, O Chief, I climbed those mountains." The chief said, "What have you brought back?" He said, "O Chief, I haven't brought anything back, but I have seen. . . . I have seen the sun setting over a great ocean, which nobody ever saw before."

People will be coming into contact with your life in the days that are ahead. Will they take back from that contact a piece of sagebrush of a more appropriate response to things? Or will they take back into their lives a little pine branch of a better response to values? Or will they take back a little stone with the gold in it of a better response to and understanding of persons? Or will they go back into their own life, and from what they have seen of your responsive living, be able to say, "I have seen God. I have seen God and I want to live that way too."

The Reality of Difference

SWAMI AKHILANANDA

It is indeed a great privilege for me to be here this morning and to have this opportunity to meet all of you and talk on this vital and important topic.

Our chairman has been extremely generous in expressing his ideas, and I thank him and his colleagues, especially my good friend, Doctor Morgan, who is, I think, responsible for bringing me here. Another great man is also responsible for this visit with you, the late Professor Edgar S. Brightman, one of the greatest philosophers of this country.

What is really real? This is a question in the minds of many people. A little boy was put to bed by his mother. She kissed him goodnight, put out the light, and started to leave the room. He began to cry. "Why are you crying?" she asked him. He said: "It is dark. I cannot see anything." The mother reassured him: "Don't cry. God is here with you." Then the child replied: "But I don't see God." God was not real to him. His mother was real, so he wanted her to be with him. It is so with many of us; we are like the child. God is not real to us. He is a theory, a principle, or an "abstraction," to quote modern sociologists, psychiatrists, and other social scientists. During an interview with a prominent psychiatrist in Boston, a young woman talked of God. The psychiatrist (an ardent follower of Freud) at once said: "You are talking about abstractions. Talk about realities."

The same thing happened during a recent conference I attended. Outstanding natural scientists, social scientists, theologians, religious leaders, and laymen were present. A natural scientist asked me a question in the discussion period of a meeting. I was very careful not to use the word "God" and referred to the Absolute instead, knowing the attitude of these people. Nevertheless, a well known social scientist spoke up and said: "Oh, you are referring to abstractions. Talk about realities." To him, realities are tables, chairs, people. So I asked him: "Are you real? Is this man, who is talking to you real, as you see him? He was not real sixty-five years ago, and who knows, in a few hours, days, months, or years, he will not be real. What is real? Is water, ice, snow real? They are constantly changing. However, in spite of the changeability of this

world and its experiences, there is a permanent reality behind it all which is regarded as the Absolute."

Eddington in his *Philosophy of Physical Science* wrote that in studying relativity one cannot help accepting the existence of the Absolute. It is true that one cannot understand relativity and change alone, without accepting a permanent entity. From the Hindu philosophical point of view, the very experience of time depends entirely on something which is changeless. In order to understand the changeability of the world, the existence of the Absolute must be accepted. One of the four great nuclear scientists, Erwin Schrodinger, wrote in his book, *What is Life?*: "We are compelled to accept the concept of a universal consciousness." Similar ideas were given by Stromberg in *The Soul of the Universe*, by Alexis Carrell, and other great scientists. Yet if one accepts the existence of universal consciousness, a permanent reality, how does he know that is the truth? We do not have to accept the existence of God, or Absolute, or anything permanent. Who knows what it is? Our answer is that when we experience directly that Reality or God, then we know that it is true.

You may have heard about a Swami but you had never met one, so you did not know what he is. You may have thought he would have a rope with him and would show you how to do tricks with it, or that he would tell your fortune or read your palm. Now you see the Swami and you know who he is. Similarly, when you have the experience of God or the really real, the unchangeable, Absolute, then you know it is true. In one of her books, St. Theresa of Avila wrote that the experience is so dazzling that even sound becomes pain. Once a person has had that knowledge, the existence of God becomes to him irrefutable. It is no longer a rational matter; it is actually true.

If you study the writings of the great Christian mystics—the Apostles of Jesus, who experienced the Reality at the time of the Transfiguration; St. Paul; St. Francis; St. Clara; St. Theresa of Avila; St. Benedict; St. Augustine; St. Thomas Aquinas; George Fox, John Wesley; Rys Brook; and others—you will find that all of them had definite experience of that Reality or God. The Muslims and Hassadist Jews, the Hindus, Buddhists, and Taoists also give the same idea in their religious literature. All who have had that experience of the really real, God or Absolute, do not say: "I have experienced God, you can follow me." They declare instead: "You go through the discipline and training and you will find out for yourself what is really real." This is no abstraction.

God is an abstraction to social scientists, psychiatrists, and to anyone who does not know Him. The atom is not an abstraction to Einstein or Oppenheimer and other physicists. In their laboratory experiments it is real to them. Similarly, God is real to the man or woman who has experienced Him.

Now there are some gradations of reality. On the highest plane of consciousness we find that God is the reality. At the same time we cannot deny the existence of all of you. Yet we have to admit that man, as he appears, is impermanent, changeable, relative. This world and the sun, the galaxies in the universe, are all relative. About two and one-half years ago, the Pope made some amazing statements in his address to the Papal Academy for the Advancement of Science about the nature of the universe.

Here the question arises: How are we to understand this relative reality and live in it? First, we must perceive God and then feel His presence in all, as the Hindu teachers say. How wonderfully Jesus said: "The Kingdom of God is within you." Again, St. Paul declared: "Ye are the children of God and joint heirs with Christ." We are living today in a very critical age. I do not know how many of you realize the terrible conditions. Interpersonal, international, interracial problems are extremely serious. Everyone knows about the racial, religious, and sectarian problems in this country. We do not know when the international situation will break out in hostilities. Even if it does not reach that point, the psychological condition of the people will break them down. So how are we to live in this disturbed world? Jesus said: "Thou shalt love thy God . . . and thy neighbor as thyself." Know that the real or God is within you, your neighbor, your husband, your wife, your children, your colored friend, your white friend, Jewish friend, the communist, Chinese, Japanese, Hindu, and Islam, and treat them accordingly. God is present in all. How can we deny His existence in anyone? Even the most deplorable person contains the possibility of that divine realization. Knowing this, live in the world accordingly. Do everything you want or have to do—teaching, studying, nursing, medical work, banking, industrial work—knowing that God is present in all. Live life with this spirit of sacrifice, worship, and consecration; then you will find that even washing dishes will not be a secular duty. Brother Lawrence, a great Christian mystic, was a cook and kitchen worker; yet he had the highest spiritual realization. He attained this because he practiced the presence of God. So, if we want to have peace of mind, joy

and satisfaction in life, knowledge of the really real, then we must try to see the Reality in this relative world and do everything in the spirit of service and consecration. Then, even our work can lead us to the highest spiritual realization. Then we, too, can declare that the experience is so dazzling that even sound becomes pain.

Guidance Services in Kansas Public Secondary Schools

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INTRODUCTION

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

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

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

This study was limited to Kansas public secondary schools. Only public schools were included since the use of federal vocational

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

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

education funds is limited to agencies under public control.³ As a result the state leadership in guidance services has been limited almost exclusively to public schools.

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

The names of all persons listed as counselors in the Principal's High School Organization Reports were obtained from the compilation published by the Kansas State Board for Vocational Education.⁵ Names of the individuals submitting such reports were secured from the *Kansas Educational Directory, 1954-1955*.⁶

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

In preparing the questionnaires, it was found that two published items were particularly useful. Permission was obtained from the Co-operative Study of Secondary Schools to draw upon Section G of *Evaluative Criteria*, 1950 edition.⁸ The Occupational Information and Guidance Office of the United States Office of Education gave permission to utilize its published report entitled *Criteria for Evaluating Guidance Programs in Secondary Schools*, Form B.⁹

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

4. Studebaker, *op. cit.*, p. 588.

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

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

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

8. Co-operative Study of Secondary School Standards, *Evaluative Criteria*, Section G (Washington, D. C.: Co-operative Study of Secondary School Standards, 1950).

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

One publication that was also helpful in designing the questionnaire for counselors was the *Dictionary of Occupational Titles, Part IV, Entry Occupational Classification*.¹⁰

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

Following this plan resulted in the printed questionnaire being submitted to 179 counselors, of whom 145 responded, or 81.0 percent. An examination of replies reveals that 35 of 38 counselors in first-class city schools responded, or 92.1 percent. Of the counselors in second-class city schools, 36 of the 39 responded, or 93.2 percent. A check of counselors in third-class city schools reveals that 74 of 102 counselors replied, or 72.5 percent.

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

The 179 counselors discussed above were in 121 schools, and the questionnaires for administrators were sent to the administrative officials concerned. Of the 121 administrators, 105 responded, or 86.8 percent. A tabulation of replies shows that 100.0 percent of the administrators in first-class city schools replied. Twenty-six of the 28 second-class city school administrators acknowledged the questionnaire, or 92.9 percent. Of the third-class city school administrators, 66 of the 80 individuals sent questionnaires responded, or 82.5 percent.

Questionnaires to each group were accompanied by a cover letter that explained the purpose of the study, asking for co-operation and a prompt reply. Two weeks after the questionnaires were

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

mailed the first follow-up letter was sent, with the second and third follow-up letters mailed at one-week intervals. All letters were sent on the official letterhead of Kansas State Teachers College, Pittsburg.

ANALYSIS OF QUESTIONNAIRE RESPONSES

Introduction

This section presents a tabulation of responses by administrators and counselors to the questionnaires for each group. While the original study¹¹ presents detailed numbers and percentages, there appeared to be some advantage for this paper in reporting approximations. Individuals who have need for a more detailed analysis will wish to refer to the original study.

Reasons for Starting a Guidance Program

1. The administrators in most schools believed that there was a need for additional services to students that could be met by a program of guidance services.
2. The interest of the administration was a chief factor in the organization of such services.
3. In approximately one-half of the schools the interest of one or more teachers was an important factor in the organization of guidance activities.
4. Approximately one-fourth of the administrators were influenced to develop a guidance program by teacher training institutions.
5. Requests from the State Department of Education and the influence of near-by schools were of little importance in the organization of guidance programs.

Selection of Professional Guidance Staff

1. Nearly three-fourths of the administrators reported that counselors were selected from the regular teaching staff.
2. Slightly over one-fourth of the administrators reported that counselors were selected from individuals recommended by teacher-training institutions.
3. The office of the State Supervisor of Guidance Services exerted little direct influence on the selection of counselors by administrators.
4. Expressed interest of a teacher in guidance work was one of

11. Clyde Ray Baird, "Guidance Services in Kansas Public Secondary Schools" (unpublished ED. D. dissertation, Bizzell Memorial Library, University of Oklahoma, 1956).

the chief reasons for a teacher being selected as a counselor, but success as a classroom teacher was not of prime consideration.

5. A teacher's interest in guidance work combined with some professional training was looked upon with favor by many administrators, but administrators in first class schools placed greater stress upon qualifications to meet certification requirements or willingness to take professional courses to qualify for certification in guidance than did administrators in second and third class schools.

Physical Facilities and Consumable Supplies

1. Most administrators believe that a comprehensive record system is provided which meets standards of compactness, usability, and clerical economy although about one-third of administrators in third class schools indicate that the record system fails to meet the desired standard.

2. The administrators in most schools indicate that records relevant to guidance services are readily accessible to counselors and others authorized to use them, but that adequate safeguards to insure security, permanency, and privacy of guidance materials are provided.

3. Almost all schools provide for use of standardized tests.

4. A little over two-thirds of the schools acquire published materials and audio-visual materials of an occupational nature.

5. More clerical assistance is provided to guidance staff members of first class schools than those in second and third class schools.

6. A little over four-fifths of the schools provide the necessary items of office equipment and privacy for interviews.

Administrative Provisions for Development and Operation

1. The development of the guidance program is under the leadership of a professionally trained guidance staff more frequently in first-class schools than in second- and third-class schools.

2. Faculty members who are not guidance trained are more often delegated appropriate guidance duties in second- and third-class schools than are faculty members in first-class schools.

3. The orientation program is used to introduce new groups of students to the school in a little over three-fourths of all schools, but greater use is made of this technique by first-class schools.

4. Counselors perform their guidance duties during the scheduled school day in nine-tenths of the schools, and most administrators free pupils for counseling interviews during the regular school day.

5. More than one-third of the administrators do not find it pos-

sible to make the school schedule flexible enough to facilitate counseling decisions of pupils in part-time, try-out, and work experience.

6. Out-of-school contacts for counselors are authorized by the administrators in nearly three-fourths of the schools, but greater emphasis is placed upon this aspect of the guidance program by first-class schools than by second- and third-class schools.

7. The support of agencies and organizations which influence public opinion is enlisted by nearly two-thirds of all schools, but there is greater emphasis upon enlisting support by first-class schools than by second- and third-class schools.

8. Periodic interviews are scheduled for all pupils in a little over one-half of all schools. In the remainder of schools various groups are served according to the amount of time available.

9. Administrative and supervisory duties are assigned to counselors in slightly more than one-third of the schools, and the position most often listed is that of vice principal.

10. Provisions for financing the guidance program are more often included in the instructional budget of first- and second-class schools than in that of third-class schools, but many administrators were unable to list the approximate percentage of the total instructional budget that is planned for guidance services. The great variety of responses concerning the approximate percentage gave the impression that administrators do not think of the guidance program in terms of planning it as part of the total instructional budget.

11. Administrators do not often approach the development of the guidance program or the assignment of counselor time on a ratio basis of counseling hours to the number of pupils enrolled.

In-Service Training of Professional Staff and Other Staff Members

1. Guidance staff members are encouraged to carry out plans for graduate study in guidance which is appropriate to their immediate needs and future advancement although there is more encouragement given to those in first- and second-class schools than those in third-class schools.

2. In-service guidance training for the entire faculty is carried out in a little over one-half of the schools, but there is a stronger emphasis on in-service guidance training in first-class schools than in second- and third-class schools.

3. Continuous and periodic study of the guidance program is provided for in slightly more than one-third of all schools.

4. Visitation to study programs in other schools is provided for

in one-third of all schools, but first-class schools make more provision for this type of study than do schools of the second and third class.

5. Mutual understanding between counselors and other staff members in regard to their respective functions in dealing with the individual pupils is developed in more than three-fourths of the schools.

6. Professional guidance reading materials are available in more than nine-tenths of all schools.

7. Few schools provide financial incentives for additional guidance training by paying part or all of tuition for formal course work.

Curriculum Modification

1. Systematic compilation and interpretation of data derived from cumulative records for their importance in curriculum modification are undertaken in more than one-half of the schools. New forms of curricular offerings are studied in view of the data, particularly in first-class schools.

2. New courses or units of courses are frequently planned by first- and second-class schools when the special needs of students have been identified by guidance services.

3. There is an attempt to modify methods of instruction according to characteristics of students as revealed by guidance services in two-thirds of the schools.

4. When students reach some decision regarding a plan of action as the result of counseling interviews, assistance is given them to carry out the decision through the curriculum if possible.

5. Students with special abilities, handicaps, or unusual situations are more often served by some modification of the instructional offering and schedule in first-class schools than in second- and third-class schools.

6. Specific provisions are made in the curriculum of three-fourths of all schools for acquainting pupils with a variety of occupations and training opportunities. Teachers frequently include in their courses units of occupational and educational information which are particularly related to their instructional field.

7. Provision of supervised occupational experience for students through the co-operative endeavor of schools and employing agencies is made more frequently by first-class schools than second- and third-class schools.

8. Extra-curricular activities are utilized to broaden the curricular

offerings with respect to avocational interests and personality development by more than four-fifths of first- and second-class schools in contrast to less than two-thirds of third-class schools.

9. Many schools do not print a statement of the objectives of the guidance program, but first-class schools more frequently than second- and third-class schools set forth the objectives in a student or faculty handbook. The few copies that were returned with the questionnaires lacked clarity and careful formulation.

GUIDANCE LEADERSHIP

Professional Guidance Training of Counselors

1. Men dominate the counseling scene in Kansas, although counseling positions are more equally divided in first-class schools between men and women.

2. A survey course in the field of guidance services has been completed by over four-fifths of the counselors in first- and second-class schools and by slightly more than one-half of third-class school counselors.

3. Training in techniques for the analysis of the individual has been completed by most counselors, but those in third-class schools are weaker in this area.

4. Counselors in first- and second-class schools have had more training in occupational, educational, and other environmental information than counselors in third-class schools.

5. Background in techniques of counseling is stronger among counselors in first-class schools than counselors in second- and third-class schools, and this is also true in regard to training in the organizational and administrative relationships of guidance services.

6. The weakest area of training for counselors in all classes of schools is supervised counseling experience or internship.

Undergraduate Majors and Minors

1. The social sciences rank highest among undergraduate majors for counselors in all classes of schools, and in the remaining nine broad areas of undergraduate majors, English ranked second with the natural sciences third.

2. Undergraduate minors represented eleven broad areas with the social sciences considerably above the others and followed by English, education, natural sciences, and mathematics.

Graduate Majors and Minors

1. Professional education was the most frequent graduate major. Within the area of professional education, a guidance major was more frequently chosen by counselors in first- and second-class schools than by those in third-class schools although the percentage was not high in either case.

2. Even though it was not a frequently chosen major, the second highest graduate major was social science. Within the broad area of social science, few counselors chose psychology as the graduate major.

3. The English area and the natural sciences were rarely chosen as graduate majors but were the next sequential listing.

4. Although chosen by less than one-third of all counselors, professional education was the most frequently chosen graduate minor with the social sciences ranking second and followed by English and the natural sciences.

Teaching Fields in Which Counselors are Certified

1. Nearly three-fourths of all counselors are certified in the social sciences with slightly more than one-third of them qualified to teach in the English area.

2. Certification to teach in the natural sciences is held by nearly one-third of all counselors although there were more third-class school counselors qualified in this area than first- and second-class school counselors.

3. More than one-fourth of all counselors are certified in mathematics, and sequentially this is followed by business education in which more counselors from third-class schools than counselors in first- and second-class schools are certified.

4. Health and physical education is the fifth highest area of certification, and it is followed by industrial arts, home economics, music, and foreign language.

Related Course Work

1. Nearly three-fourths of counselors in all classes of schools have a similar background in tests and measurements, adolescent psychology, and sociology.

2. Slightly more than one-half of all counselors had training in child growth and development courses and in mental hygiene.

3. Few counselors had training in anthropology and social work, although more training in these areas had been completed by counselors in first-class schools than by those in second- and third-class schools.

Teaching Experience

1. Most of the counselors in all classes of schools had one or more years of teaching experience at the secondary school level. The remainder were presumably in their first year of secondary teaching.

2. Slightly more than one-fourth of all counselors had teaching experience at the elementary school level. Counselors in first- and third-class schools surpassed those in second-class schools in such experience.

3. Counselors in first-class schools have had more teaching experience at the junior high-school level than have counselors in second- and third-class schools.

4. More than one-fourth of first-class school counselors reported junior college teaching experience, and percentage-wise this was much higher than for counselors in second- and third-class schools.

5. Teaching experience in the combined junior and senior high-school level was reported by a few counselors in second- and third-class schools but not by those in first-class schools.

6. A few counselors reported teaching experience at the combined senior high-school and junior college levels. These were counselors in first- and second-class schools.

7. Teaching experience at the four-year college level was reported by one counselor in a first-class school and one counselor in a third-class school.

Counseling Experience

1. Less than one-fifth of all counselors reported having been employed as a full-time counselor, but nearly one-half of the counselors in first-class schools have had experience as a full-time counselor.

2. Over four-fifths of all counselors had one or more years of experience as part-time counselors, but a few counselors in third-class schools were presumably in their first year of counseling experience.

Work Experience Background Other Than Teaching

1. More than two-thirds of all counselors had experience in the clerical and sales area which ranked first, but there were more counselors from third-class schools with experience in this area than counselors in first- and second-class schools.

2. Professional, technical, and managerial area of work experience closely parallels the clerical and sales area in total number of counselors represented, and this is followed by manual work and the agriculture, marine, and forestry area of work.

3. Less than one-third of all counselors reported experience in personal service work and mechanical work, but more counselors in first-class schools have had personal service work experience than have counselors in second- and third-class schools. More third-class school counselors reported work experience in the mechanical area than did counselors in the other two classes of schools.

INDIVIDUAL INVENTORY SERVICES

Tools and Techniques for Securing Information about Pupils

1. Information about pupils is secured frequently by a personal data blank or questionnaire, but this device is more often used by counselors in first- and second-class schools than by counselors in third-class schools.

2. The personal interview is used frequently to obtain information from pupils, but it is utilized more often in first-class schools than in second- and third-class schools.

3. Appropriate group tests are given to pupils at the time of admission and periodically thereafter by all counselors in first-class schools, by slightly more than nine-tenths of counselors in second-class schools, and by three-fourths of third-class school counselors. Tests to supplement the group testing program are administered much more frequently in first- and second-class schools than in third-class schools.

4. About one-half of all counselors interview family members and friends in an attempt to obtain information about pupils, but this is more often done by counselors in first-class schools than by those in second- and third-class schools. It should be noted, however, that only about one-fourth of all counselors make home visits.

5. Conferences with teachers are used by almost two-thirds of all counselors to obtain information about students. There is a greater use of the personal interview with teachers than there is of rating device forms to obtain such information from them. Rating devices are seldom used in third-class schools, but counselors in first-class schools find them helpful.

6. Anecdotal records are not used frequently to obtain information from teachers about students, but counselors in second-class schools make somewhat greater use of these than do counselors in first- and third-class schools.

7. Records from the sending school are utilized much more frequently by counselors in first- and second-class schools than by those in third-class schools.

8. Less than one-half of all counselors utilize autobiographical material and case studies.

9. Health information is more readily available to counselors in first- and second-class schools than to those in third-class schools.

10. Sociometric studies and socio-economic rating devices are rarely used by counselors in Kansas public secondary schools.

Home and Family Background Found in the Cumulative Record

1. Cumulative records in first- and second-class schools and in most third-class schools contain not only the name of the student but the sex and place and date of birth with the full names of parents, their addresses, telephone number, and occupations.

2. Information on race, nationality, and birthplace of parents is sought by a little more than two-thirds of all counselors.

3. About one-half of the counselors seek information on the citizenship status and the educational level of parents although it is more often sought by counselors in second- and third-class schools than by those in first-class schools.

4. Data concerning the person or persons with whom the pupil resides are sought by most counselors. All of those in first-class schools obtain the marital status of a student's parents as do most counselors in second-class schools. Slightly less than three-fourths of third-class school counselors obtain the marital status of parents.

5. Less than two-thirds of all counselors record any information concerning the siblings of a student. Few records include the educational and occupational status of siblings as well as other personal data about the family, home conditions, or the neighborhood.

6. The attitude of the home toward school and the pupil's attendance is found in one-fifth of the records. Parental plans for the pupil's future are noted in slightly more than one-third of the records although those in first- and third-class schools are more complete in this respect than are those in second-class schools.

Personal and Social Development Information Found in the Cumulative Record

1. Cumulative records of most schools contain information on special talents, achievements, and honors of a student as well as his participation and leadership in school activities.

2. Information concerning membership and leadership in out-of-school groups is recorded by less than two-thirds of all counselors, but it is more often listed by those in first-class schools than by those in second- and third-class schools.

3. Information on educational and vocational interests and plans is noted in slightly more than four-fifths of the cumulative records.

4. Employment of a student away from school is noted in less than two-thirds of the records of all schools, and less than one-half list the use of leisure time.

5. Counselors in first-class schools more often than those in second- and third-class schools record information on a student's conduct and citizenship record.

6. Difficulties or problems in social relationships are noted in slightly more than one-third of all records, but ratings by teachers on personality and character traits are more often included in the cumulative records of first- and second-class schools than in those of third-class schools.

7. Attendance and tardiness records of students are listed by more than four-fifths of all counselors.

8. Results of measured interests are more often found in the cumulative records of first- and second-class schools than in those of third-class schools, but special aptitude tests are more often given in third-class schools than in first- and second-class schools.

9. Personality tests and inventories supply information to more than one-half of the cumulative records of students in all classes of schools.

Scholastic Progress and Test Information Included in the Cumulative Record

1. Information regarding schools previously attended appears in the cumulative records of all first- and second-class schools and in those of most third-class schools. Nine-tenths of the schools place the complete academic record in the cumulative record.

2. Course changes and reasons for changes, failures and reasons for failures, and subsequent entry to other educational facilities are not frequently recorded in the cumulative record, but three-fourths of the schools list scholastic distinctions.

3. Results of achievement and intelligence tests are recorded by nine-tenths of the counselors reporting but less often by those in third-class schools.

Maintenance and Use of Pupil Information

1. Data of permanent value are filed permanently and those of temporary value are discarded by nine-tenths of the counselors in first-class schools, three-fourths of those in second-class schools, and one-half of those in third-class schools.

2. Data are more frequently entered in sequential order in the records of second-class schools than in those of first- and third-class schools. Codes and marking systems are explained in the records of one-half of all schools.

3. Graphs are used in one-third of the records of all schools, but nearly three-fourths of all counselors reported that the cumulative record forms used provide for easy and accurate recording of data.

4. A student transferring from another school is enrolled in one-half of the schools before the cumulative record is examined.

5. Four-fifths of the counselors stated that good use was made of the cumulative record in helping students with choices of courses or vocations and in problems of pupil progress.

6. Cumulative records are used for a student's self-appraisal to a greater extent by counselors in first- and second-class schools than by counselors in third-class schools.

7. Nearly nine-tenths of the counselors in all schools reported careful filing of the cumulative record of a student while he is in school and for reference after he has left school, but such records are more readily accessible to all who are authorized to use them in first- and second-class schools than in third-class schools.

8. Unauthorized persons are denied access to confidential records of students in four-fifths of the schools.

9. Information from the counselor's personal file on a student is given to teachers when necessary by four-fifths of counselors in first- and second-class schools and by slightly less than two-thirds of counselors in third-class schools.

ADDITIONAL GUIDANCE SERVICES

Informational Services

1. Unbound current educational and occupational material as well as books on occupations are available according to four-fifths of all counselors.

2. Posters, charts, and other exhibits on fields of work and study are utilized by three-fourths of counselors in second-class schools and by less than two-thirds of counselors in first- and third-class schools.

3. An index of current occupational material is utilized by three-fourths of counselors in first- and second-class schools and by less than one-half of third-class school counselors, but most schools have directories of colleges and other training opportunities and most of them maintain a file of catalogues from such schools.

4. Current information regarding loans, scholarships, and student aid is maintained by most counselors in first- and second-class schools and by more than two-thirds of those in third-class schools.

5. Current information about occupations and placement within the local community is maintained by slightly more than one-half of the counselors in second-class schools and to a lesser extent by those in first- and third-class schools.

6. Local community agencies and persons who are able and willing to supply accurate occupational and training information to individual students have been identified by three-fourths of counselors in first-class schools, but counselors in second- and third-class schools do not place as much emphasis on this type of data.

7. Books and pamphlets designed to help the adolescent understand himself and his relationships with others are made available by many counselors in all classes of schools.

General Principles of Counseling Services

1. Counseling opportunities are available at some time during the regularly scheduled school day for all pupils in four-fifths of all schools, but first-class schools place greater emphasis upon this than do second- and third-class schools.

2. Interviews may be initiated by either the pupil or the counselor in all schools, and emergency situations requiring counseling are handled in four-fifths of the schools. Arrangements for emergency situations are more readily available in first- and third-class schools than in second-class schools.

3. Observation of the principle of at least one counseling period a day for each one hundred pupils enrolled is followed by nearly two-thirds of counselors in third-class schools, by slightly more than one-half of those in first-class schools, and by slightly more than one-third of second-class school counselors.

4. Only a few counselors take the responsibility for decision making during counseling interviews since responsibility for conclusions reached and action planned is usually given to the student and his parents.

5. Counselors in second- and third-class schools participate a bit more actively in school affairs than do those in first-class schools, but most counselors believe it is important to maintain a close relationship with students by this means.

6. Administrative and supervisory duties are given to slightly less than one-third of all counselors, and this closely parallels the report of administrators on a similar item.

7. Counselors do not agree with administrators on the "adequacy" of office space and equipment, but more than one-half of all counselors believe that space and equipment are adequate.

8. The amount of clerical help provided is agreed upon to some extent by administrators and counselors, but there is a greater divergence between the report of each group in first-class schools than in second- and third-class schools.

Interviewing Principles and Procedures

1. Most counselors prepare for interviews by studying all pertinent data, but counselors in second-class schools are somewhat less active in this respect than those in first- and third-class schools.

2. Recognition of the need for a series of interviews is made by most counselors and plans made accordingly.

3. Privacy for interviews is a principle endorsed by more than nine-tenths of counselors in all schools, and most of them will refer a student to another person where the problem warrants referral.

4. Practically all counselors encourage free expression by the student, and almost all of them believe that they avoid domination of the counseling interview.

5. Most counselors believe that they accept the pupil as he is without expressing values on his remarks, and all counselors except a few in second-class schools recognize that decisions must be both intellectually and emotionally acceptable to the pupil.

6. The pupil's self-reliance is the aim of most counselors.

7. There is a division of opinion on the value or need for a written record of counseling interviews since exactly one-half of all counselors keep such a record, but all except one counselor endorse the principle of careful and professional handling of confidential information.

8. Greater emphasis is placed upon follow-up and additional assistance to pupils who have had counseling interviews by counselors in first- and third-class schools than by those in second-class schools.

Placement Services

1. Students who drop out of school prior to graduation are given little assistance in finding employment or selecting another type of training for job preparation although counselors in second-class schools give more assistance regarding additional training than do counselors in first- and third-class schools.

2. Graduates of second- and third-class schools are given more

assistance in selecting the next training experience than are graduates of first-class schools.

3. One-half of the counselors reported that graduates are given assistance in finding full-time employment, but those in first-class schools are not quite as active in this respect.

4. School placement services are co-ordinated with similar community agencies more frequently by counselors in second-class schools than by those in first- and third-class schools, and counselors in second-class schools give more help to students in securing part-time employment.

5. Placement information is recorded in the cumulative records of students by less than one-third of all counselors, but it is more often recorded by those in first- and second-class schools than by those in third-class schools.

6. Placement information is utilized for planning and revising the total school program by more than one-third of all counselors. Those in first-class schools make a somewhat greater use of placement information than do those in second- and third-class schools.

7. More than one-half of counselors in first- and second-class schools recommend changes in the placement of pupils within the school program to facilitate better adjustment in school, but less than one-third of counselors in third-class schools make such recommendations.

Follow-up Services

1. Follow-up services are carried on by only a few counselors in all classes of schools.

2. More follow-up services are performed by counselors in second-class schools than in the other two classes of schools with counselors in third-class schools surpassing those in first-class schools in participation of such activity.

Orientation Services

1. "Get-acquainted" visits prior to enrollment are planned by slightly more than one-half of the counselors, but such visits are more often planned in first- and second-class schools than in third-class schools.

2. Visits to the sending schools are made by representatives of the school to which students transfer by nearly nine-tenths of the first-class schools. Slightly more than one-half of second-class schools and slightly more than one-fourth of third-class schools make such arrangements.

3. Counselors in many schools report the use of student handbooks or leaflets for distributing information to new students, but first- and second-class schools make a greater use of this device than do third-class schools.

4. Orientation information is disseminated by teachers or mature upperclassmen in slightly more than one-third of all schools.

5. The homeroom which is already a part of the administrative organization is utilized by more than three-fourths of first-class schools to issue orientation information and materials to new students. A few more than one-half of counselors in second-class schools and a few more than one-third of counselors in third-class schools reported its use.

6. The assignment of a "big brother" or a "big sister" to each new student or groups of students is rarely made in first-class schools, but about one-fourth of counselors in second- and third-class schools report its use.

7. A tour of the school plant appears to be particularly important in first-class schools since nearly nine-tenths of the counselors report such a tour. Slightly more than two-thirds of counselors in second-class schools and slightly more than one-half of those in third-class schools report its use.

8. Information on passing from class to class is given by most schools to new students although counselors in first- and second-class schools indicate more emphasis on this than do those in third-class schools.

9. Information on the athletic and intramural programs as well as other extra-curricular activities is included in most orientation programs, but there is a greater stress upon this material in first- and second-class schools than in third-class schools.

10. Sources of information and help available are generally included in orientation programs for new students, and most counselors report the dissemination of data about curricular offering through the orientation program.

11. Students who transfer to a school throughout the year receive less orientation help than those who enter at the first of school, but one-half of the schools give special help to such students.

12. Orientation activities are restricted to the first week of school in one-half of the schools, and most of the others plan continuous activities throughout the year.

SUMMARY AND CONCLUSIONS

Introduction

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

Summary

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

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

3. There is evidence to suggest that administrators believe in guidance and that they profess considerable interest in it, but this desire for a guidance program is not always supported by the knowledge of how to implement such a program. This is especially evident in their failure to plan for the guidance program as part of the total instructional budget. Two-thirds of the administrators state that the guidance program is included in the instructional budget, but many were unable to state the approximate percentage of the instructional budget assigned to guidance activities. Answers were often entirely unrealistic, and there was no pattern among the replies which might suggest the acceptance of a commonly recommended standard or at least a recognition of the need for a specified budget allotted to guidance services.

Another failure to implement the program was seen in the fact that administrators do not plan the development of the guidance program on a ratio of assigned counselor time to the number of pupils enrolled. Replies suggested that this concept was foreign to

the thinking of most administrators when considering the needs of the guidance program. There was no pattern among the responses of administrators, but in contrast to this, slightly more than one-half of the counselors stated that one period per day of counseling time was assigned to each one hundred pupils enrolled.

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

4. Administrators often fail to plan in-service guidance training for the entire faculty when organizing and developing a program. Less than one-half of the schools provide for continuous and periodic study of the guidance program. Thus it tends to become isolated and set apart from the rest of the school program if its services and objective are not reviewed and evaluated from time to time with the whole staff.

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

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

This lack of communication is also evident in the disagreement between administrators and counselors on the adequacy of physical facilities because over four-fifths of the administrators believe space and equipment are satisfactory, but less than two-thirds of the counselors believe that office space is adequate. There is also some disagreement on the provision of clerical assistance although the discrepancy is greater between the report of the administrators and counselors in first-class schools.

7. One-half of the administrators in first-class schools compile and interpret data derived from cumulative records to use in cur-

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

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

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

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

11. Counselors are usually selected from the staff of teachers already employed, and a person qualified to teach the social sciences is most likely to be asked to take the position which combines teaching and counseling, rarely being asked to work as a full-time counselor. These individuals will typically have a graduate major in professional education and have related work in test and measurements, adolescent psychology, and sociology. Teaching experience

will have been primarily at the secondary level, and the typical counselor will be active in the participation of school affairs.

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

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

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

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

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

17. Placement services are somewhat weak in Kansas public secondary schools. This contention is supported by the small amount

of aid given to the student who drops out of school in finding additional training or employment, and little help is given in either area to graduates. Second-class schools generally tend to be superior to first- and third-class schools in the placement services offered. Part-time employment services should be more active in all classes of schools, and the lack of co-operation endeavor with employment agencies serving the local community is unfortunate.

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

19. Orientation activities appear to be a definite part of the guidance service program in most schools. Such activities are limited to the first week of school in one-half of the schools, but help is given throughout the year to new students who transfer from time to time. Emphasis is placed upon the curricular offerings, athletic participation, other extra-curricular offerings, information on help available, and information on changing of classes. Student handbooks and leaflets are often used to distribute information, and a tour of the school plant is frequently utilized.

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

Conclusions

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

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

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

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

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APPENDIX I

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

Questionnaire Section for Counselors

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

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

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

I. GUIDANCE STAFF

A. Guidance Leadership

_____			Sex: M F
Last name	First	Middle	
High School		Address	

Check items
that apply
to your
background

1. Counselor's Professional Guidance Training
 1. A survey course in the field of guidance services. _____
 2. One or more guidance courses in techniques for the analysis of the individual. _____
 3. One or more guidance courses in occupational, educational and other environmental information. _____
 4. One or more guidance courses in the techniques of counseling. _____
 5. One or more courses in organizational and administrative relationships or guidance services. _____
 6. Supervised counseling experience or internship. _____

- I. A. 2. Counselor's Additional Preparation and Qualifications.
 1. State undergraduate major(s) _____
 2. State undergraduate minor(s) _____
 3. State graduate major(s) _____
 4. State graduate minor(s) _____
 5. State teaching fields in which you are certified _____
 6. State total semester hours (graduate and undergraduate) in adolescent psychology _____; mental hygiene _____; tests and measurements _____; anthropology _____; sociology _____; social work _____; and related courses in child growth and development _____.
 7. List years of teaching experience for EACH administrative division:
 Elementary _____ years Junior High School _____ years
 Senior High School _____ years Junior College _____ years.
 8. State years of full-time counseling experience (A full-time counselor is one whose entire school day is assigned to guidance duties) _____.
 9. State years of part-time counseling experience (A part-time counselor is one to whom at least one hour of the school day is assigned to guidance duties with the remainder of the day assigned to teaching or other duties) _____.
 10. State undergraduate degree(s) earned and the degree granting institution(s) _____
 11. State graduate degree(s) earned and the degree granting institution(s) _____

I. A. 3. Counselor's Work Experience Background

Number of
months

1. Consider your work experience *other than teaching* as defined below. Give the number of months in each, combining both part-time and full-time experience.
 1. *Professional, Technical, and Managerial Work*—work requiring the capacity to acquire and apply special knowledges involved in artistic creation, entertainment, social service work, scientific study, research, engineering, law, medicine, business relations, or management, _____

Number of
months

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

II. GUIDANCE SERVICES

A. Individual Inventory Service

- | 1. Tools and Techniques for Securing Information About Pupils—Information about pupils is obtained by such means as the following: | Check one answer for each item. | | |
|---|---------------------------------|-------|--------------------|
| | Yes | No | Special cases only |
| 1. Personal data blanks or questionnaires. | _____ | _____ | _____ |
| 2. Individual interviews with pupils. | _____ | _____ | _____ |
| 3. Appropriate group tests are given to pupils near the time of admission and periodically thereafter. | _____ | _____ | _____ |
| 4. Appropriate tests administered to individual pupils as need for data arises to supplement tests administered on a group basis in item 3 above. | _____ | _____ | _____ |
| 5. Interviews with parents, other family members, and interested friends of the pupil. | _____ | _____ | _____ |
| 6. Visits to pupils' homes. | _____ | _____ | _____ |
| 7. Conferences with pupils' teachers. | _____ | _____ | _____ |
| 8. Records from sending school. | _____ | _____ | _____ |
| 9. Sociometric studies. | _____ | _____ | _____ |
| 10. Autobiographies. | _____ | _____ | _____ |
| 11. Anecdotal records. | _____ | _____ | _____ |
| 12. Periodic ratings by teachers. | _____ | _____ | _____ |
| 13. Socio-economic rating devices. | _____ | _____ | _____ |

	Check one answer for each item		
	Yes	No	Special cases only
14. Cumulative reports on physical condition and general health.....	_____	_____	_____
15. Case studies of pupils when need is indicated	_____	_____	_____
Others used:	_____	_____	_____

2. Types of Information About Pupils

a. Home and Family Background—The cumulative record includes such information as the following:

1. Name, sex, place and date of birth.....	_____	_____	_____
2. Full name of each parent (or guardian)...	_____	_____	_____
3. Address and telephone number of parent or guardian	_____	_____	_____
4. Occupation of each parent or guardian....	_____	_____	_____
5. Race, nationality, and birthplace of parents,	_____	_____	_____
6. Citizenship status of parents.....	_____	_____	_____
7. Educational status of parents.....	_____	_____	_____
8. Marital status of parents: living together, divorced, separated, remarried, widowed...	_____	_____	_____
9. Person(s) with whom pupil resides.....	_____	_____	_____
10. Ages of brothers and sisters of the pupil..	_____	_____	_____
11. Educational status of brothers and sisters..	_____	_____	_____
12. Occupations of brothers and sisters.....	_____	_____	_____
13. Marked talents or accomplishments of family members or near relatives.....	_____	_____	_____
14. Health status of family members.....	_____	_____	_____
15. Economic status of family.....	_____	_____	_____
16. Attitude of the home toward school and toward attendance of pupil at school.....	_____	_____	_____
17. Facilities for home study: library, magazines, convenience for study.....	_____	_____	_____
18. Plans of the parents for pupil's future.....	_____	_____	_____
19. Neighborhood conditions	_____	_____	_____
Other information.....	_____	_____	_____

b. Personal and Social Development—The cumulative record includes information on each pupil's status and development in such matters as the following:

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

	Check one answer for each item		
	Yes	No	Special cases only
10. Attendance and tardiness record.....	_____	_____	_____
11. Measured interests	_____	_____	_____
12. Special aptitude tests.....	_____	_____	_____
13. Personality tests and inventories.....	_____	_____	_____
Other information.....	_____	_____	_____

c. Scholastic Progress and Test Information—The cumulative record includes such information as the following:

1. Names and locations of other schools attended with dates of attendance.....	_____	_____	_____
2. Complete academic record, including courses, year taken, marks, and credits received	_____	_____	_____
3. Curriculum or pattern of courses selected; record of changes with reasons for change,	_____	_____	_____
4. Achievement tests results.....	_____	_____	_____
5. Intelligence tests results.....	_____	_____	_____
6. Record of subsequent entry to other educational institutions or training facilities.....	_____	_____	_____
7. Reason and explanation for any failure....	_____	_____	_____
8. Scholastic distinctions received.....	_____	_____	_____
Other information.....	_____	_____	_____

	Check one answer for each item		
	Yes	No	Limited
3. Maintenance and Use of Pupil Information			
1. Distinction is made between data of permanent value and those of temporary value, only the former being preserved in the permanent cumulative record.....	_____	_____	_____
2. Pupil records are so organized that data are periodically entered in sequential order; relationships and progress can be easily traced,	_____	_____	_____
3. Codes and marking systems are carefully explained on each form on which they are used (unless entirely confidential).....	_____	_____	_____
4. Graphs are used wherever appropriate to indicate relative progress.....	_____	_____	_____
5. The cumulative record of an entering or transfer student is examined before his enrollment is completed.....	_____	_____	_____
6. Pupil records are consulted in cases involving choice of courses or vocation, attendance, failure, conduct, and all problems dealing with pupil progress.....	_____	_____	_____
7. Forms provide for easy and accurate recording of data and sources of information,	_____	_____	_____
8. Pupil cumulative records are carefully filed for use while he is in school and for reference after he has left school.....	_____	_____	_____
9. The information in cumulative records is used to assist pupils with self-appraisal and in educational and vocational planning	_____	_____	_____
10. Records containing information are readily accessible to all who are authorized to use them	_____	_____	_____

	Check one answer for each item		
	Yes	No	Limited
11. Counselors provide information from their confidential files to assist teachers in helping pupils	_____	_____	_____
12. Unauthorized persons are not permitted access to confidential records of pupils	_____	_____	_____
Comments:	_____	_____	_____

B. Informational Services

1. A file of unbound current educational and occupational material is maintained and filed for effective use	_____	_____	_____
2. Books on occupations are readily available	_____	_____	_____
3. Posters, charts, photographs, exhibits, and other means are employed to present guidance materials in an attractive manner	_____	_____	_____
4. An index of current occupational materials is available	_____	_____	_____
5. Directories of colleges and other training opportunities are readily available	_____	_____	_____
6. Current catalogues of various types of schools (business colleges, nurses training schools, trade schools, evening schools, and others), as well as colleges and universities in which any pupil is interested are available or are obtained for use when needed	_____	_____	_____
7. Current information regarding scholarships, loans and other financial assistance to pupils is maintained	_____	_____	_____
8. Current information about occupations and placement in the local community is available	_____	_____	_____
9. Local community agencies and persons who are willing and able to give individual pupils accurate occupational and training information have been identified	_____	_____	_____
10. Books and pamphlets dealing with personality growth and development, family relationships, boy-girl relationships, and other materials designed to help the adolescent understand himself and his association with others are available to students	_____	_____	_____
Other information	_____	_____	_____

C. Counseling Services

1. General Principles

	Check one answer for each item	
	Yes	No
1. Counseling services are available at some time during the regularly scheduled school day for all pupils enrolled in the administrative division in which you are employed	_____	_____
2. Counseling time to the extent of at least one period a day for each 100 pupils enrolled is provided	_____	_____
3. Interviews may be either counselor initiated or student initiated	_____	_____
If NO, state which	_____	_____

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

2. Interviewing Principles and Procedures

The counselor

1.	Prepares for each scheduled interview by studying all data pertinent to the counseling problem.....	_____	_____
2.	Recognizes problems which may involve a series of interviews and plans accordingly.....	_____	_____
3.	Recognizes problems which are beyond his counseling skill or can be handled more effectively by others and refers such problems to the appropriate person or agency.....	_____	_____
4.	Conducts all interviews in private.....	_____	_____
5.	Encourages the pupil to express himself freely.....	_____	_____
6.	Avoids domination of the interview.....	_____	_____
7.	Accepts the pupil as he reveals himself without unnecessarily expressing values on the pupil's remarks.....	_____	_____
8.	Is mindful at all times that decisions reached in the interviews must be emotionally and intellectually acceptable to the pupil.....	_____	_____
9.	Aims at assisting pupils in becoming increasingly self-reliant.....	_____	_____
10.	Keeps a written record of the interviews (though not necessarily made during the interview).....	_____	_____
11.	Is careful to be professional in handling confidential information.....	_____	_____
12.	Makes provision for follow-up and assistance when desirable for each pupil counseled.....	_____	_____
Comments.....		_____	_____

		Check one answer for each item	
		Yes	No
5.	The homeroom is used as part of the orientation activity program	_____	_____
6.	Orientation activities include the assigning a "big brother" or "big sister" to each new student or groups of new students	_____	_____
7.	Orientation includes a tour of the school physical plant	_____	_____
8.	Orientation includes information on passing from class to class	_____	_____
9.	Orientation includes information on participation in athletic and intramural programs	_____	_____
10.	Orientation includes information on extra-curricular offerings not included in number nine	_____	_____
11.	Orientation includes sources of information and help available to new students	_____	_____
12.	Orientation includes information on curricular offerings	_____	_____
13.	Provisions are made on an organized basis to help transfer students throughout the school year become acquainted with practices and facilities of of your school	_____	_____
14.	Orientation is primarily a "first week of school" activity	_____	_____
15.	Orientation is considered to be a continuous activity to be carried on throughout the school year ..	_____	_____
If yes, please list the activities that are carried on throughout the school year: _____			

APPENDIX II

GUIDANCE SERVICES IN KANSAS PUBLIC SECONDARY SCHOOLS

Questionnaire Section for Administrators

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

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

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

I. GENERAL DATA ABOUT SCHOOL

1. Official name of high school: _____
2. Street and city address: _____
3. Check the series of numbers which best represent the organizational plan used for entire school system:
 6-6-_____ 6-3-3-2_____ 6-4-4_____ 8-4-2_____ 6-3-3-_____
 6-2-4_____ 8-4_____ Other (specify) _____
4. Check classification: 1st class city _____ 2nd class city _____
 3rd class city _____ If 3rd class city, indicate legal organization:
 Community high school _____ Common school district _____
 Rural high school _____
5. Present high school enrollment _____
6. Number of high school teachers _____
7. Number of counselors (A full-time counselor is one whose entire school day is assigned to guidance duties) _____
8. Number of part-time counselors (A part-time counselor is one to whom at least one hour of the school day is assigned to guidance duties with the remainder of the day assigned to teaching or other duties) _____
9. Information in this section of the questionnaire is supplied by _____

First name	middle	last name	position
------------	--------	-----------	----------

II. REASONS FOR STARTING A GUIDANCE PROGRAM

Check items that apply

1. Felt need of broader services to students. _____
 2. Requests from State Department of Education. _____
 3. Influence of near-by public high schools. _____
 4. Influence of teacher-training institutions. _____
 5. Interest of one or more teachers in local school. _____
 6. Interest of administration. _____
 7. Public relations aspect. _____
- Other reasons: _____

III. ADMINISTRATIVE BASES FOR GUIDANCE SERVICES

A. Selection of Staff

Check items that apply

1. Counselors and/or teacher-counselors (part-time counselors) are selected from:
 1. The regular teaching staff. _____
 2. Persons recommended by teacher-training institutions for new positions. _____
 3. Persons recommended by State Supervisor of Guidance Services when that office was active. _____
 4. Other reputable sources (specify): _____
 2. Counselors and/or teacher-counselors (part-time counselors) are selected primarily on the basis of:
 1. Success as a classroom teacher. _____
 2. Expressed interest in guidance service work. _____
 3. Active interest in guidance service work and some professional training in guidance service work. _____
 4. Active interest and an expressed willingness to complete professional training in guidance service work required to meet minimum certification requirements. _____
 5. Active interest in guidance service work and the completion of enough professional guidance service courses to meet minimum certification requirements in this or other states. _____
 6. Active interest, adequate professional training to meet minimum certification requirements, and some experience in guidance service work. _____
- Other (specify): _____

Check one
answer for
each item
Yes No

B. Physical Facilities and Consumable Supplies

1. A comprehensive record system is provided which meets standards of compactness, usability, and clerical economy ——— ———
2. All records relevant to guidance services are readily accessible to counselors and others authorized to use them ——— ———
3. Safeguards are established to insure the security, permanency, and privacy of guidance forms and records such as locked files, heavy manila folders, and other items ——— ———
4. Testing materials are provided for the guidance program ——— ———
5. Provision is made for the accession of published, visual, and audio materials for the occupational phases of guidance services ——— ———
6. Clerical service is provided ——— ———
7. Files, furniture, and other items of equipment are supplied ——— ———
8. Each counselor has facilities for privacy during his interviews ——— ———

C. Administrative Provisions for Development and Operation

1. Professionally trained guidance staff assumes leadership for developing the guidance program ——— ———
2. Resources of the faculty who cannot meet certification are utilized by delegating appropriate duties in the guidance program including such things as testing and occupational information ——— ———
3. Orientation programs are used to introduce new groups of pupils to the school ——— ———
4. Provisions are made for counselors to perform their guidance duties during the scheduled school day ——— ———
5. Administrative means are provided to free pupils for counseling interviews during the school day ——— ———
6. The administration provides for flexibility in the school schedule to facilitate counseling decisions of pupils involving plans for part-time, try-out, and work experience ——— ———
7. The administration authorizes and facilitates necessary out-of-school contacts for counselors ——— ———
8. Support of the community is enlisted in the development of the guidance program through contacts with agencies and organizations which influence public opinion ——— ———
9. Administrative provisions are made so that each pupil has a periodic interview with a counselor and other interviews as needed ——— ———
If the answer is NO, please state which groups are served:
.....
.....

10. Counselors are assigned administrative and supervisory duties ——— ———
If yes, please specify:

Check one
answer for
each item
Yes No

11. In planning the school's instructional budget, the needs of the guidance program are specifically included ☐ ☐
Please state the approximate percentage of the total instructional budget that is spent for guidance services: _____
 12. Please state the counselor-pupil ratio per hour of assigned counselor time, such as one hour assigned for every one hundred pupils: _____
- D. In-Service Training Professional Staff and Other Staff Members
1. Staff members who have regularly assigned guidance duties are encouraged to carry out a program of graduate study in guidance appropriate to their immediate needs and ultimate professional advancement. ☐ ☐
 2. In-service training in guidance services is provided for the entire staff through available resources including such things as a series of faculty meetings devoted to topics on guidance. ☐ ☐
 3. Provisions are made for continuous and periodic study by the entire staff of the guidance program within the local school. ☐ ☐
 4. Arrangements are made by which the entire staff can take advantage of experimentation and demonstration elsewhere. ☐ ☐
 5. Provisions are made for access to professional guidance reading materials. ☐ ☐
 6. A mutual understanding is developed between counselors and other members of the school staff as to their respective functions in dealing with individual pupils. ☐ ☐
 7. Financial incentives based upon additional training include such things as part or all of tuition for summer school, extension courses, and evening campus classes. ☐ ☐
- E. Curriculum Modification
1. Systematic compilation and interpretation of the data derived from the cumulative records and community information are carried on. ☐ ☐
 2. New forms of curricular offerings are studied in view of data revealed by the guidance services. ☐ ☐
 3. New courses or units in courses have been added to serve groups whose special needs have been identified by guidance services. ☐ ☐
 4. Methods of instruction have been modified in accordance with the characteristics of pupils enrolled as revealed by the guidance services. ☐ ☐
 5. The curriculum provides opportunities for pupils to carry out the feasible decisions which they have made as a result of their contact with the guidance services. ☐ ☐
 6. The school has modified its instructional offerings and schedules to include provisions for pupils with special abilities, handicaps, and unusual situations. ☐ ☐
 7. Specific provisions are made in the curriculum for acquainting all pupils with a variety of occupations, particularly in the local community. ☐ ☐

		Check one answer for each item	
		Yes	No
8.	Specific provisions are made in the curriculum for acquainting all pupils with a variety of <i>training opportunities</i> , particularly in the local community.....	_____	_____
9.	Teachers of various subjects include in their courses units of occupational and educational information related to their instructional field.....	_____	_____
10.	Supervised occupational experience is provided, when desirable, through co-operation of school and employing agencies.....	_____	_____
11.	Curricular offerings are broadened or supplemented by extra-curricular or co-curricular activities and organizations to arouse avocational interests and stimulate the development of desirable personality and character traits.....	_____	_____
12.	There is set forth in the student or faculty handbook a clear-cut statement of the objectives of the guidance program.....	_____	_____
(If answer is YES, please attach the statement.)		_____	_____